

SUPERVISION STRATEGIES THAT BUILD SELF-CONFIDENCE AMONG
COUNSELORS IN TRAINING (CITS)

by

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DEDICATION

This dissertation is dedicated
to my children,
Latasha, Isaiah and Nia,
who I want to believe that you can do all things through Christ
Who strengthens you, and education is a means to achieving your goals;
to my parents,
Anthony and Gloria Better,
who are the wind beneath my wings; and
to my friends
who encouraged and supported me
on this journey.

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ABSTRACT

SUPERVISION STRATEGIES THAT BUILD SELF-CONFIDENCE AMONG COUNSELORS IN TRAINING

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Nine Counselors in Training utilized this study's surveys and a semi-structured group interview to share their perceptions of their internship experience. The study's purpose was to understand what supervision strategies were utilized by site supervisors and how effective these strategies were in building self-confidence and job readiness.

The results indicate that supervision strategies have some impact on self-confidence and job readiness. Self-confidence among this Masters' level group was influenced by past experience and prior knowledge, specifically for those who had been employed as K-12 teachers or mental health professionals. Students who rated the supervision strategies positively also perceived themselves as having adequate self-confidence. Several conclusions about leadership and supervision strategies were generated from this study, along with a training guide for Professional School Counselors who supervise Counselors in Training.

First, effective supervisors have “good” leadership qualities including being passionate, empathic, caring, respectful, understanding, patient, encouraging, responsible, knowledgeable, and organized, being good communicators and having the ability to build rapport.

Second, a supervisor is an effective teacher, coach and mentor. The ability to appropriately supervise, guide, teach and mentor a trainee is important. CITs believed several skills were necessary for building their self-confidence and job readiness, including application-observation-feedback; hands-on experiences, mentoring and coaching; and a variety of structured learning activities and providing resources. The supervisor’s role and responsibility is to create a safe environment to learn and grow.

A supervisor provides feedback and helps trainees recognize their strengths and weaknesses. Praise and redirection are important components of supervision and the learning process. Helping counselors in training recognize their strengths and weaknesses and providing a safe place to develop their skills is essential to their professional development.

Finally, self-confidence is influenced by prior knowledge and experience, but can be enhanced by positive supervision during the internship.

The above conclusions led to three recommendations for site supervisors: (a) training in supervision and leadership skills is a necessity, (b) university professors must be involved in monitoring CITs during their field experience, and (c) a clear definition of the site supervisor’s role and responsibility must be communicated with appropriate learning activities.

CHAPTER 1: INTRODUCTION

In the 21st century, school counselors are forging a professional identity that emphasizes leadership, collaboration and the academic achievement of all students (Adelman, 2002). This pilot study used mixed methods to identify the perceptions of Counselors in Trainings (CITs) of their internship experience, their satisfaction with supervision strategies and their confidence and ability to develop a school-wide guidance and counseling program using the American School Counseling Association (ASCA) national model. The ASCA model includes four areas:

1. accountability: the school counselor performance evaluation; results reports and a program audit;
2. delivery system: the school guidance curriculum; individual student planning; responsive services and system support for faculty;
3. foundation: beliefs and philosophy; mission statement; and academic, career, personal/social ASCA national standards; and
4. management system: counselor/principal agreements; advisory council; use of data, action plans and calendars.

Furthermore, the national model defines the new role of counselors which includes advocacy, leadership, collaboration and systemic change (ASCA, 2005). To assess CITs' professional development, survey results and narratives of their experiences, feelings and

perceptions were analyzed and reported from a constructivist paradigm which reflects the belief that “knowledge” is the result of how the “knower” constructs reality from his or her experiences and perceptions (Denzin & Lincoln, 2005).

The Council for Accreditation of Counseling and Related Educational Programs (CACREP, 1994) requires a minimum of 600 hours of internship experience under the supervision of a certified school counselor. CACREP defines the internship as a “distinctly defined, post practicum, supervised clinical experience intended to enable the student to refine and enhance basic counseling or student development skills, and integrate professional knowledge and skills appropriate to the student’s specialization and initial post graduation professional placement” (p. 108). Guidance and counseling skills are developed by observing and providing individual and group counseling, classroom guidance, faculty and parent workshops, and becoming familiar with preparations for assessments such as the Scholastic Aptitude Test (SAT) or American College Test (ACT). Additionally, school counselors must be competent in program management, advocacy and leadership. CACREP (2001) has asserted that the internship and practicum experiences “are considered to be the most critical experience elements in the program” (p.66).

At the research site, a CACREP accredited Mid-Atlantic University, the practicum/internship is the final class for students completing their Master’s of Education in School Counseling. The internship requirements include weekly class meetings, and 700 hours of experiential learning at an elementary, middle or high school. Interns are expected to relate and apply counseling theories to practical situations, identify and

assess client problems and develop a school-wide counseling program that includes all students. A partnership is forged between university faculty, site supervisors and students. CITs develop counseling activities for special populations such as those with disabilities and youth at risk of academic failure. Also, they utilize assessment tools and technology that can assist in meeting the needs of various client groups; participate in crisis intervention and develop crisis plans; and assess and develop resources that can be used to meet the needs of students, staff and the community. To complete the internship, CITs must develop a learning contract that describes their goals for the field experience. The learning contract requirements include individual consultation, counseling demonstrations and videotaped individual and group counseling sessions; a 10- to 15-minute audio taped counseling interview with a student; classroom guidance observations; and case study, portfolio and weekly journal writings describing their experiences, joys and obstacles.

This study presents students' perceptions of supervisory practices, and the strategies that helped them learn and build self-confidence. CITs were able to observe their counselor supervisor in their daily responsibilities, and accomplish their learning goals under supervision. Typically, the supervision partnership is a structured relationship between a supervisor and supervisee with the goal to help the supervisee gain the attitudes, skills and knowledge needed for the profession (Morgan & Sprenkle, 2007). Triangulation enabled data gathering on CITs' perceptions by analyzing and synthesizing information from a variety of sources. In the text *Qualitative Research Design: An Interactive Approach*, Joseph Maxwell (2005) quotes himself from an earlier article

stating, “generating an interpretation of someone’s perspective is inherently a matter of inference from descriptions, observations, interviews and some other source such as written documents” (Maxwell, 1992, p. 94). Therefore, this study incorporated a semi-structured group interview with CITs, open and closed surveys and a document review. One survey was a self-assessment of CITs’ self-confidence, the other a supervisory assessment that identified the professional characteristics and supervision strategies implemented by the site supervisor during the internship. Finally, a document review of the course syllabus was completed to understand the university’s expectations during the field experience.

Statement of the Problem

Although counselor supervision training is an obligation among Professional School Counselors who supervise Counselors in Training (CITs), it is routinely unpracticed and generally not a requirement among most university programs and school systems (American Counseling Association [ACA], 2005). The internship course at the research site is powerfully packed with instructional methods, assignments and practical experiences. However, several challenges could and did arise during the internship field experience. From the researcher’s doctoral internship at the research site the following problems were evident: (a) some site supervisors lacked training and experience in supervision; (b) there were some poor examples of the Professional School Counselor’s role and responsibilities; (c) inappropriate learning activities were assigned to CITs by site supervisors and (d) the university lacked resources and time to monitor and support CITs in the field. In a real-life situation that occurred during the researcher’s doctoral

internship in fall 2008, one intern complained that she felt isolated from the guidance and counseling department because she did not have a desk or workstation within the department. She was located across the hall in the career center. She often felt out of the loop and was not involved in meetings or observing her supervisor in her daily work activities. Furthermore, her site supervisor only had two years of experience, was in the position of department chair which requires additional administrative responsibilities, and the supervisor was still in the process of learning the career. The intern rated her experience as inadequate preparation for her career. Other interns, although pleased with their experience, needed assistance in their leadership role of helping teachers who were having difficulty with classroom management. Others needed resources to help them develop classroom guidance lessons, small group counseling sessions and to assess their counseling skills. All of the interns responded positively to the additional support that was provided by this researcher during their internship through emails, structured observations with feedback, self-assessments and review of their portfolio work.

In this pilot study, it was essential to unfold participants' personal perspectives from an ontological perspective, that is, "the reality constructed by an individual within various social contexts: there is no universal, objective truth" (Schram, 2006, p. 41). Each student had a different "truth" or experience during their internship as they were based at different schools and had different supervisors with various levels of experience, personal supervision styles and expertise. From a phenomenological angle, understanding students' attitudes, standards and beliefs about their experience and their satisfaction with the experience was an additional goal of this research. "Phenomenological researchers

focus on what an experience means for persons who have had the experience, and are able to provide a comprehensive description of it” (Schram, p. 98). Because there is a need for students to define and explain what helps them transition into their career, CITs can offer reliable and useful evaluations of their learning experience and valuable evaluations of supervision strategies implemented during their internship experience.

Because it was evident in the research literature that trained supervisors are more equipped than untrained supervisors to accomplish the task of adequately preparing the next generation of Professional School Counselors, counselor supervision training is an important component of CITs’ professional development.

Purpose and Significance of the Study

Clinical supervision for professional school counseling has not met the need for the professional development of current and future counselors (Henderson & Lampe, 1992; Herlihy et al., 2002; Page, Pietrzak, & Sutton, 2001; Wiggins, 1993). However, empirical studies support the need for clinical supervision among school counselors in order to enhance clinical skill development, effectiveness and accountability; to increase confidence and job comfort; and to prevent stress and burnout. In a national survey on school counseling supervision conducted by Page et al. (2001), 13 percent of school counselors were receiving individual clinical supervision and only 10 percent were receiving group clinical supervision. Page et al. identified the following factors as contributing to the lack of clinical supervision: poorly defined counselor roles, unclear professional identity, a shortage in counselors who were trained in supervision and the perception that there was not a need to receive clinical supervision.

In order to meet the need for clinical supervision, cross-discipline supervision by other mental health professionals such as psychologists or clinical social workers may be done. However, there are limitations with having other professionals conduct clinical supervision of school counselors such as lack of training in counseling children and play therapy, lack of understanding of the school counselor setting and lack of experience with student clients' developmental needs. Wiggins (1993) conducted a longitudinal study with counselors over a 10-year period and found that "more than 28 percent of the total group... were independently rated as low in effectiveness...10 years previously they were still rated in that manner—and still employed as counselors" (p. 382). If supervisory interventions had been implemented, these counselors could have improved the quality of their service and programs, which would ultimately benefit students, staff, CITs and the community.

These studies reveal a significant problem for CITs. With few professional school counselors receiving clinical supervision during their careers, CITs are often subjected to inadequate supervision. Additionally, site supervisors are often not receiving the training needed to ethically practice supervision (Drapela and Drapela, 1986; Henderson, 1992; Herlihy et al., 2002; Studer, 2005). There is presently a lack of clarity as to the role and function of supervision in counseling, and the supervisor's responsibility to the CIT and client. In a dissertation by Dekruyf (2007), she references the American School Counselor Association (ASCA), stating it is unethical for site supervisors to offer supervision without training. ASCA asserts "accepting employment for work in areas for which one is not qualified by education, training, supervised experience, state and

national professional credentials and appropriate professional experience is tantamount to practicing outside ethical boundaries”(p. 6). According to Henderson (1994),

the purpose of clinical supervision is enhancement of counselors’ professional skills and ethical functioning. The data sources which support clinical supervision include observations of counselors applying their professional skills and values. In the school setting, the typical opportunities for gathering data to support clinical supervision are live and/or recorded observations, case presentations and consultations. Clinical supervisors must be counselors who are competent in the school counselor functions and in supervision practices. (p.1)

In summary, this problem is significant for the following reason: Counselors cannot grow professionally without adequate supervision and continued education and training. Thus, it is unethical for school counselors to supervise CITs without training in supervision. In a study of counseling students’ satisfaction with supervision and self-efficiency, Fernando and Hulse-Killacky (2005) revealed that it is necessary for supervisors to be aware of their supervision style, because it has a direct impact on CITs’ satisfaction with supervision and perceived self-efficiency. They further recommend that supervisors use various styles of supervision to meet students’ needs. If the purpose of supervision is to develop the leader within others (Durham, 2006), then site supervisors must understand the qualities of leadership, the supervisory relationship and develop a supervision style. Additionally, they must be knowledgeable of their role and responsibility as teachers, counselors and consultants (Thompson, 2004).

Furthermore, research suggests that trained supervisors provide better supervision (Kahn, 1999; Spence, Wilson, Kavanagh, Strong, & Worrall, 2001). Therefore, this research study examined the CITs' perception of the supervision strategies utilized by Professional School Counselors who acted as site supervisors, and the impact, based on self-assessment, on those CITs' learning, preparation and confidence for their career.

Research Question

This pilot study is a starting point to broaden understanding of CIT students' satisfaction and supervision strategies that may influence self-confidence. Therefore, it addressed the following question: What supervision strategies are used by site supervisors, and what are CITs' perceptions about these strategies and their effectiveness in building self-confidence in school counseling?

Models of supervision for counselor interns explain the development, stages and strategies that can be implemented to improve practice (Bernard, 1979; Stoltenberg & Delworth, 1987; Studer, 2005; Winston & Creamer, 1997). Supervision models serve as an intervention guide to assist interns in developing the skills needed to become effective counselors (Borders & Brown, 2005).

Holloway and Wolleat (1981) conducted one of the first studies on supervisory style, defining it as the interactional process between supervisor and supervisee. Friedlander and Ward (1984) identified three interrelated supervision styles: attractive style, interpersonally sensitive style and task-oriented style. Supervisory behaviors that underlie style are support and direction, which include building rapport, showing empathy, questioning, instructing and challenging (Bernard, 1979; Blocher, 1983;

Holloway & Hosford, 1983; Steward, Breland & Neil, 2001; Stoltenberg et al., 1998; Worthington & Roehlke, 1979).

This current study focused predominately on CITs' field experience, but it was also essential to examine the university course requirements that are CITs' guide and criteria while completing their field experience.

Contributions of the Study

This study was a pilot to help formulate a broader, deeper study on the growing body of work on transforming school counseling and school counselor preparation in the university classroom. This pilot study, then, is to be used as preparation for a more refined study on students' feelings and perceptions about their field experience, and supervisory strategies that are seen as most effective in developing self-confidence from each CIT's point of view.

Additionally, this study could influence the following three areas: policy and practice, knowledge and theory, and application. In supervisory policy and practice, this study may have significant implications for changing the status quo with appropriate training for Professional School Counselors who provide supervision during the CIT internship. The study's results could raise consciousness and awareness that supervision training is limited or nonexistent for many practicing supervisors, and the legal and ethical supervision standards for trainees and students (our clients) is often not being met.

Furthermore, the study could contribute to the foundation of knowledge and theory relative to supervisory practice from the student's perspective because this study represents students' voices, experiences and frustrations, and provides some detailed,

personal accounts of their field experience. The study has merit because perceptions of self-confidence mediate behaviors that affect job performance and satisfaction. Fernando and Hulse-Killacky (2005) found that satisfaction with supervision had a direct impact on self-efficiency, which essentially has the same meaning in this study as self-confidence. Self-efficacy is defined as the “conviction that one can successfully execute a desired behavior” (Bandura, 1997). Finally, the CITs’ recommendations apply to supervision during the internship/practicum in terms of best practices in counselor supervision and experiential learning.

Limitations of This Study

Because this is a pilot study, the size and scope are limited to the research site which is the Department of Counseling at one historically Black college. Survey research methodology with a limited sample size has been utilized. Therefore, the results of this study may not be representative of the all counselors in training who are preparing for a career in professional school counseling. The sample includes CITs who are completing internships in the Mid-Atlantic, and therefore may not represent the training, supervision and coursework of other counselors in training outside of this geographic location or in other accredited programs.

Additionally, in order to collect rich data on experiential learning and students’ perceptions and feelings about the internship experience, CITs completed a self-report of their self-confidence and field experience, and there is a level of bias with self-reporting. Therefore, the results of this study should be used with caution, and more research with a larger population is needed to confirm its validity and reliability.

Finally, based upon the literature and my professional experience in the field, I have some fundamental beliefs about counseling supervision. I believe that the results will vary for each participant, with some similarities and themes weaved throughout this group. My beliefs are:

1. Clear expectations, feedback and reflection of performance are essential to building self-confidence in CITs' classroom and field experience;
2. Learning is best facilitated in a non-threatening, positive climate with the teacher/counselor as the CITs' facilitator, coach and supporter; and
3. Site supervisors should not practice supervision without appropriate training.

Definition of Terms

The following terms are defined as they relate to this research inquiry.

Counselor in Training (*CIT*) – A Masters of Education student who is completing his or her internship/practicum experience in the public school system.

Internship/Practicum – Supervised field experience for CITs in the public school system.

Professional School Counselor (*PSC*) – A certified professional who specializes in school counseling in the K-12 educational setting, and provides training to CITs.

Self-Confidence – An individual's perception of his or her competence to conduct counseling.

CHAPTER 2: LITERATURE REVIEW

To answer the research question posed in the previous chapter, it is necessary to have an understanding of (a) the scholarship of teaching and learning (SoTL), (b) learning environments, (c) pedagogy, (d) experiential learning, (e) application of experiential learning, (f) counseling supervision practices, and (g) the current state of counselor training programs. Each of these areas will be addressed in this chapter.

Scholarship of Teaching and Learning (SoTL)

The Scholarship of Teaching and Learning (SoTL) is an important component of academia in university programs in general, and specifically to this research study that examines the internship experience of Counselors in Training (CITs). The SoTL components, which are defined by Ernest Boyer (1990) in support of the Carnegie proposals, were utilized in every aspect of this research study. In an effort to advance teaching and learning in higher education, the Carnegie Foundation has broadened the definition of Scholarship from being theoretical research dominated in academia to include four important and often related forms of scholarship which include: the scholarship of discovery, the scholarship of integration, the scholarship of application and the scholarship of teaching (Boyer, 1990).

In the text *Classroom Research: Implementing the Scholarship of Teaching*, Cross and Steadman (1996) define SoTL by the following: *scholarship of discovery* is similar to

traditional research. It involves acquiring knowledge and understanding how people learn. It can bring excitement and improve the intellectual climate of the college or university and stresses new research (Boyer, 1990). This *discovery* involves both teachers and students inquiring into how learning is evolving and enhanced in the college classroom and discipline. The *scholarship of integration* includes making connections across disciplines where learning is inclusive, not isolated. It involves helping students see the big picture, patterns and relationships in their studies versus compartmentalizing their learning into small, unrelated categories (Boyer, 1990). They also cite Light (1990) who asked faculty during a Harvard Assessment Seminar, “What would improve your current teaching?” There were two overwhelming responses: helping students see the “big picture” and not just details of a particular topic, and feedback from students during the learning process so that faculty could readjust their teaching techniques. The *scholarship of application* means applying what is known about learning to the learning process in order to improve the teaching profession. Information is discovered and then applied (Boyer, 1990). *Application* also suggests using research findings to remedy societal problems, and practical application of one’s knowledge for service to the profession and professional activities. The *scholarship of teaching*, according to the Carnegie report, is

a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between a teacher’s understanding and the students’ learning. Great teachers create a common ground of intellectual commitment. They stimulate active, not passive, learning and encourage students to be critical, creative

thinkers with the capacity to go on learning after their college days are over....

“Teaching, at its best, means not only transmitting knowledge, but transforming and extending it as well.” (Cross & Steadman, pp. 26-27)

Opening Lines: Approaches to the Scholarship of Teaching and Learning

(Hutchings, 2000) investigates the work, methods and approaches of Carnegie scholars.

The eight cases from various authors, colleges and universities and disciplines reflect several components needed to practice SoTL, including:

1. Beginning with a question of inquiry:

Each case study begins with a question the scholar wishes to examine.

Research begins with general questions that need to be refined. An example of a SoTL question is “what works,” a pragmatic question related to the assessment movement. Another way to examine an inquiry is through what Hutchings (2000) calls the “visions of possible.” This takes a difficult situation, such as students who have difficulty understanding a concept, to uncover what is most essential to learning the concept. Asking the right question can mean a radical shift in one’s teaching practice.

2. Examining a practice/assignment in a practical way:

Another example of a SoTL question is “what is” or “what it looks like.”

Scholars have looked at student assignments, classroom discussions, students’ prior knowledge and understanding students’ perspectives in order to answer these questions and develop their teaching.

3. Having a problem:

Bass (1998) writes, “in scholarship and research, having a problem is at the heart of the investigative process; it is compound of the generative questions around which all creative and productive activity resolves” (p. 3). He adds a question: “How might we think of teaching practice and the evidence of student learning, as problems to be investigated, analyzed, represented and debated?” (p. 3).

4. Being personally committed to the scholarship of teaching:

Shulman (2000) states that the much of the spirit of the scholarship of teaching and learning is motivated by a spirit of faithfulness. He identifies four kinds of fidelity to consider:

- to the integrity of the discipline or field of study;
- to the learning of students one is committed to teach and to serve;
- to the society, polity, community, and institution within one works, and
- to the teacher’s own identify and sense of self as a scholar, teacher, valued colleague or friend (p. 96).

Following the Carnegie Scholars, this research study uses SoTL components and process as it examines the internship experience and supervision strategies implemented among CITs. First, this study used the scholarship of discovery, the traditional means of research, to answer the question, “What supervision strategies are used by site supervisors, and what are CITs’ perceptions about these strategies and their effectiveness in building self-confidence in school counseling?” Beginning with a question of inquiry

was the first step in this SoTL research process. Next, the research examined the university internship course assignments, student expectations and supervision strategies that were expected to be implemented once CITs completed their field experience.

Then a problem was identified: Counselor supervision training is routinely unpracticed and generally not a requirement among most university programs and school systems. Yet, trained supervisors are more equipped than untrained supervisors to train and supervise CITs. The purpose of the inquiry was to examine the internship experience and what it looks like. Therefore, in order to discover CITs' perceptions of their experience, this research used open-ended and closed surveys, and a group interview. This inquiry also sought to uncover CITs' perceptions of how they learned best during the field work experience. Additionally, the scholarship of integration involves making connections across disciplines, and helping students see patterns and relationships in their learning. Integration was important for this study along with the relationship between the knowledge acquired in the classroom and the application of this information during the internship. CITs are supposed to relate theory to real-world experiences. They are to demonstrate their knowledge of counseling practices in their work with school-age clients.

The results of this pilot study may also impact the other two aspects of SoTL: application and teaching. The *scholarship of application* means applying what is known about the learning process in order to improve teaching. Therefore, information about supervision strategies was explored: how site supervisors modeled, demonstrated and taught counseling skills during the internship, and how these strategies enhanced CITs'

leaning, professional development and self-confidence. Based upon their ideas, feelings and desires regarding what they would like during the internship, a training guide and suggestions for both site supervisors and university professors was developed and supported by research and best practices in counselor supervision. The *scholarship of teaching* involves the process of helping a student understand and acquire knowledge. Related to this, this research study's goal was to understand how students (CITs) best acquired the skills for the profession and how site supervisors can teach and improve student learning outcomes by the end of the internship.

A New Agenda for Higher Education: Shaping a Life of the Mind of Practice (Sullivan & Rosin, 2008) discusses practical reasoning, which looks at knowledge as grounded in participation and engagement with the world. It seeks to develop an “engaged self” who uses critique in order to act responsibly on behalf of shared ideals, and links self-conscious awareness to responsive engagement in the world and societal projects. Furthermore, it is developed through a “hermeneutic circle” a learning theory that suggests that one cannot truly learn any one part of work until the whole is understood, and it is not possible to understand the whole without knowledge of all the parts. Practical reasoning teaches students to navigate the world through four components:

1. Identity, which addresses how self-awareness is formed through institutional and social engagement. The development of identity involves reflection and a formative assessment of education.

2. Community involves interactions with others and increases the learner's imagination.
3. Responsibility means fulfilling your purpose in the community and serving the public. It involves the development of ethical reflection and the ability to interject opinions to analysis and critique.
4. Bodies of Knowledge refers to the acquisition and development of knowledge and the practical application of it. (p. 94)

Finally, a three-fold process of formation that occurs with professional education and this includes, a rhythm of moving back and forth from engagement with the concrete situation toward the use of analytical reasoning and back again toward a more informed and discerning engagement with the situation. This process is reiterated many times in effective professional education. It is enhanced through feedback (p. 95).

In summary, practical reasoning is worth exploring in CITs' professional development. It is important to help CIT students develop a professional identity through practical application of knowledge, service and responsibility to the community and ethical reflection upon their development and choices. This too is an integral part of the internship learning experience.

The Carnegie Foundation (Hutchings, 2000) has been leading change and encouraging work on the Scholarship of Teaching and Learning (SoTL). The scholarship of teaching is often not the focus of professional development or the study of teaching models and practices to achieve optimal learning. One of the goals of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) is "to foster significant

long-lasting learning for all students” (Hutchings, 2000). Additionally, The Carnegie Foundation seeks to formulate new ways to share thoughts about practice, to generate new questions and inquiry, and to bring awareness of why some things are difficult for students to learn. The Carnegie report (Boyer, 1990) is important to this current study because this study involves both classroom and field experience. It is relevant in helping faculty and students with understanding, assessing and researching the learning process, and relating theory to practice in order to discover the big picture. The emphases of higher education should be on developing competent teachers, transferring knowledge to students and developing lifelong learners. How can this be accomplished without focusing on the teaching and learning process?

The Learning Environment

Strange and Banning (2001) write

learning entails engagement with new experiences and opportunities that challenge an individual’s current ways of viewing, understanding and responding to the world. This process requires both the acquisition of new information as well as access to opportunities for the exercise of new skills, competencies and ways of thinking and acting. (p. 107)

As cited in Strange and Banning (2001), in order for learning to occur, Maslow’s (1968) hierarchy of human development and motivation is often cited as the basic needs for all humans, including physiological, safety, belonging, and love, and progressing upward towards the needs of esteem and self-actualization. The hierarchic theory is often represented as a pyramid, with the larger, lower levels representing the lower needs, and

the upper point representing the need for self-actualization. Maslow believes that the only reason that people would not move well in the direction of self-actualization is because of hindrances placed in their way by society. He states that education is one of these hindrances, and recommends ways education can switch from its usual person-stunting tactics to person-growing approaches. Additionally, as cited by Simons, Irwin and Drinnien (1987), Maslow states that educators should respond to the potential an individual has for growing into a self-actualizing person. They cite 10 points that educators should address:

1. We should teach people to be authentic, to be aware of their inner selves and to hear their inner-feeling voices.
2. We should teach people to transcend their cultural conditioning and become world citizens.
3. We should help people discover their vocation in life, their calling, fate or destiny. This is especially focused on finding the right career and the right mate.
4. We should teach people that life is precious, that there is joy to be experienced in life, and if people are open to seeing the good and joyous in all kinds of situations, it makes life worth living.
5. We must accept the person as he or she is and help the person learn their inner nature. From real knowledge of aptitudes and limitations we can know what to build upon, what potentials are really there.

6. We must see that the person's basic needs are satisfied. This includes safety, belongingness, and esteem needs.
7. We should refreshen consciousness, teaching the person to appreciate beauty and the other good things in nature and in living.
8. We should teach people that controls are good, and complete abandon is bad. It takes control to improve the quality of life in all areas.
9. We should teach people to transcend the trifling problems and grapple with the serious problems in life. These include the problems of injustice, of pain, suffering, and death.
10. We must teach people to be good choosers. They must be given practice in making good choices. (p. 3)

In *Educating by Design*, Strange and Banning (2001) discuss the "Hierarchy of Learning Environment Purposes" which is related to Maslow's theory. The first level is safety and inclusion. Students must have a sense of security and belonging. If this basic need of safety is not met, it is unlikely that a student will achieve the other goals in the educational setting. Inclusion refers to freedom from discrimination and not being excluded from college activities. Jacobson and Reddick (2005) identify several ways that instructors can make teaching and learning inclusive: (a) communicate expectations for success, (b) communicate how diversity will be valued in the course, (c) consider students' prior knowledge, (d) orient students to ways of teaching in the course, and (e) use inclusive language. Students should have equal opportunities to learn and participate

in educational and social activities. The second level is participation and involvement, which Astin (1985) refers to as

the amount of physical and psychological energy that the student devotes to the academic experience. A highly involved student is one who devotes considerable energy to studying, spending a lot of time on campus, participating actively in student organizations, and interacting frequently with faculty members and other students. (p. 135)

The third level is community. According to Strange and Banning (2001),

The concept of community contains all the essential features associated with effective educational environments, as unifying purposes and values, traditions and symbols of belonging and involvement, and mutuality of care, support and responsibility encourage synergy of participation and worth, checking and cross checking to create a positive human learning environment. (p.160)

The learning environment is a significant component to student development and satisfaction. In Maslow's theory, when students' basic needs are met they are able to achieve self-actualization. The current study examines self-confidence and what learning activities, environments and supervision strategies are used to enhance professional development among CITs. An educational environment can either hinder or enhance students' growth and learning. This environment is particularly important for CITs who are placed at schools for their internship experience, because creating a comfortable, engaging, challenging and stimulating learning environment is the responsibility of site

supervisors, and when it is appropriate it will enhance CITs' learning experience and self-confidence.

Teaching Pedagogy for Counselor Education

There are two primary pedagogical models used in counselor education: modernism and constructivism. A modernist believes reality is objective and exists independently of one's observations. The modernist teacher organizes course content into frameworks, educates students on universal truths and then evaluates their knowledge, usually through examination or writing assignment (Guiffrida, 2005). Experiential learning in the modernist classroom includes case analysis, role plays, practice sessions with peers and small group discussions to compare and contrast different counseling approaches. Some benefits of modernist pedagogy are authoritarian instruction, clear learning objectives, class structure and organization, practice through role plays and case analysis and constructive feedback through examinations (Guiffrida, 2005). Some limitations of this pedagogical approach are lack of stimulation in critical thinking and self-reflection, and it can prevent CITs from developing new ways to conceptualize their work with clients (Nelson & Neufeldt, 1998). Critical thinking and reflection skills are important for a CIT's professional development, because these skills help them develop their counseling style, and give them expertise in serving clients with complex problems.

Modernist pedagogy is objective and constructivist pedagogy is subjective. In the constructivists paradigm the acquisition of knowledge is based upon the observations of the learner (McAuliffe & Eriksen, 2000). Furthermore, constructivist theory supports learning that is student-centered, and states that learning takes place when the learner is

engaged in individual and social activity that promotes discovery (Mezirow, 1997). In this teaching pedagogy, experiential learning activities can include case analyses from a cultural perspective, personal narratives in which students reflect on how discourses have shaped them, and role plays and small group discussions in which students critically evaluate their counseling practices (Guiffrida, 2005). The benefits of constructivist pedagogy include cultural awareness and students' development as self-reflective practitioners. Several experiential learning strategies are used by both modernists and constructivists, including case analysis, role plays, and small group discussions among students, but it must be noted that the goals, purpose and methods of instruction are often different.

In order to be most effective in teaching CITs, it may be vital to look outside the field of counseling and implement effective pedagogical strategies based upon research in education. Adult learners are unique, and bring to the learning experience diverse talents, backgrounds and prior knowledge. Cross (1981) established the following principles for adult learners in higher education:

1. Adult learning programs should capitalize on the experience of participants.
2. Adult learning programs should adapt to the aging limitations of the participants.
3. Adults should be challenged to move to increasingly advanced stages of personal development.
4. Adults should have as much choice as possible in the availability and organization of learning programs. (p. 11)

Additionally, Knowles (1984) developed the theory of Andragogy specifically for adult learners, and thus asserts that teachers are facilitators and resources. The principles of this theory include: (a) adult students need to be involved in planning and evaluating their instruction, (b) experience (including mistakes) provides the basis for learning activities, (c) adult students are most interested in learning subjects that have immediate relevance to their job or personal life, and (d) adult learning is problem-centered rather than content-oriented. In the theory of Andragogy, the most significant strategies to convey meaning are case studies, role playing and self-evaluation. These methods support both modernist and constructivist pedagogies.

In a study conducted with college students, Richardson (1994) found that learning that involves doing is most preferred by adult college students. For example, in “The New Conversations about Learning: Insights From Neuroscience and Anthropology, Cognitive Science and Work-Place Studies,” Marchese (1997) analyzed various research on educational methods across disciplines. Some important findings and implications for university educators to incorporate into experiential learning include: (a) feedback and reflection, (b) use of life experiences, (c) hands-on learning and peer discussion to increase student productivity, (d) providing students with learning choices, and (e) the opportunity to practice skills. Internships have several benefits when implemented using these strategies, including learning a chosen field, applying classroom theory to real work experiences, becoming knowledgeable about the field, and learning and strengthening one’s professional identity. Chickering and Gamson (1987) also have seven effective pedagogical strategies that faculty should utilize during instruction. These principles

include encouraging contact between faculty and students that extends beyond the classroom, reciprocity and cooperation among students, and respect for diversity of talents and ways of learning should be demonstrated and modeled by faculty.

Additionally, faculty should communicate high expectations to their students, emphasize time on task and give prompt feedback on assignments. Learning within the classroom should always be active, and students should be engaged participants in the learning process.

In summary, a variety of learning activities could be used in classroom and field experience to bring insight and knowledge to CITs based upon the teaching pedagogies and theories above. First, students should be involved in planning and evaluating their learning, and learning activities should be structured and relevant to CITs' careers or personal growth and development. Feedback from faculty and site supervisors is necessary for growth. Teaching strategies such as role plays, group discussions, case analysis, practice sessions with peers and self-reflections are beneficial to students. Also, learning that is problem-centered is more valuable than learning that is content-centered. Secondly, educators and site supervisors should capitalize upon the experience, prior knowledge, age and maturity of their students and offer feedback during the learning process to aid in helping students transition their knowledge and skills to other situations.

Experiential Learning

Definitions of Experiential Learning

For this research study, evaluating teaching methodologies that enhance student learning and competency during the internship was essential. Experiential learning

involves a direct encounter with the people, places and things being studied rather than merely thinking about the experience (Borzak, 1981). It involves direct participation in life events. Experiential learning has been described as a process of learning and a method of instruction (Cantor, 1995). There are several types of experiential education, including role plays of language and literature; student-run radio stations; reenactments of history; working at community-based organizations; service learning projects; using laboratories and manipulatives in science and math; practicums, internships and school-based field experiences (Cantor, 1995). Anthony, Ewing and Perkus (1990) describe six commonalities in experiential learning at the college level. First, they are learner centered and student directed. Secondly, they place an emphasis on problem solving, discovery and inquiry. Third, they emphasize practical applications of course content. Fourth, they focus on holistic understanding. Fifth, they are perception-based, and sixth they emphasize the heuristic process, which is learning about learning.

Experiential Learning Theories

The foundation of experiential learning comes from *How We Think* (Dewey, 1933). Dewey's philosophy of experiential education is that all learning occurs within a social context. He believes that knowledge is socially constructed based on experiences, and involves contact and communication. People live in a world surrounded by people and other things that are the result of human experiences. These combined experiences construct knowledge as individuals know it. He contends that the development of experience comes through interaction in the social process, and there should be careful

planning to nurture social relationships. The experience's quality is the theory's primary component.

In the article, "An Interpretation of Dewey's Experiential Learning Theory," Roberts (2003) states that the experiential learning model begins with knowledge. Knowledge is acquired based on what students learn from their experiences. Acquiring knowledge involves student readiness and integrating subject matter into experiences. This is in contrast with traditional education which focuses on book knowledge and content material separated by subjects. According to Roberts (2003), Dewey believed that memorizing facts was not learning. For experiences to be educative, they lead out into the real world; new experiences are related to previous ones and knowledge is transferred to new experiences. The teacher's responsibility is to facilitate experiences that engage students, lead group activities and be knowledgeable of the subject matter and individual students. However, activity does not constitute experience and experience does not always promote educational growth. Therefore, the responsibility of education goes beyond the teacher and involves the entire social system. It is important to be knowledgeable of individual students, because experiential learning involves students' capabilities, needs and past experiences. The student must be able and ready to learn, and students can be at different stages of development and readiness. When the teacher allows freedom of experiences in the social environment, this can help the teacher understand students' readiness for new information (Roberts, 2003).

In summary, Dewey's theory has some important implications for CIT internships: (a) quality of the experience is paramount to learning, (b) knowledge is

acquired based upon what students learn, (c) student readiness is a factor in attaining knowledge, (d) the learning experience should connect to the real world, (e) new experiences should be related to previous ones, (f) the evidence of knowledge is its transference to new experiences and (g) the social system should be involved in the learning experience.

Another experiential learning theorist who modeled after Dewey's work is Kolb (1984), who developed the "Theory of Experiential Learning." Kolb defined learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (p. 41). There can be four elements involved in this process: concrete experience, observation and reflection, forming abstract concepts or active experimentation. Concrete experience involves the tangible, the senses and the immersion of self in concrete reality. Observation and reflection refers to watching an experience and thinking about it, and abstract conceptualization is thinking about, analyzing or systematically planning through the use of symbols. Active experimentation involves actively doing, testing and experiencing the learning process. Including these elements in the internship experience as well as the university classroom could be beneficial for students, and might enrich their learning experience.

Rogers and Freiberg (1994) also believed that experiential learning is most significant, and constitutes personal growth and change. Teachers facilitate learning by setting a positive climate, clarifying the purpose of learning, organizing and making available learning resources, balancing intellectual and emotional components of

learning, and sharing feelings and thoughts with learners but not dominating the learning experience. Additional principles of this learning theory include: (a) significant learning takes place when the subject matter is relevant to the personal interests of the student, (b) learning which is threatening to self (e.g., new attitudes or perspectives) is more easily assimilated when external threats are at a minimum, (c) learning proceeds faster when the threat to self is low, and (d) self-initiated learning is the most lasting and pervasive.

There are shared views among experiential learning scholars such as John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Jung, Paulo Freire and Carl Rogers on experiential learning:

1. Learning is best conceived as an “engaging” process that includes feedback on effectiveness of the learning efforts.
2. All learning is relearning. Learning is a process that builds upon prior knowledge and experience.
3. Learning requires resolving conflicts, which are differences and disagreements that drive the learning process.
4. Learning is a holistic process of adaptation to the world. Learning involves the total person—thinking, feeling, perceiving and behaving.
5. Learning results from synergetic transactions between the person and environment.
6. Learning is the process of creating knowledge. (Kolb & Kolb, 2005)

Practical Application of Experiential Learning

In the text *Action Learning in Practice*, Pedler (1997) states Action Learning has been utilized worldwide in business for many generations as a problem-solving tool, and is presently used in business today. It is connected to Dewey's experiential leaning theory in that it involves engaging its members in the learning process, values prior knowledge and experience and includes freedom to discover the answers to real-life dilemmas. In the Action Learning process professionals work in a small group on real problems, take action and learn as individuals and teams (Revans, as cited in Pedler, 1997). The World Institute for Action Learning (n.d.) describes six components for Action Learning:

1. A problem – is identified for the team to resolve.
2. An Action Learning group or team – ideally is composed of 4-8 individuals who will examine the problem. This team should be diverse in background and experience.
3. Insightful questioning and reflective listening – questions create group dialog and cohesiveness, generate innovative ideas and enhance learning results.
4. An Action taken on the problem – real learning occurs when action is taken and reflected upon. Action Learning requires that the group be able to take action on the problem it is addressing.
5. A Commitment to Learning – this commitment benefits the organization and its members, because problems are solved and its members learn from the experience.

- 6 An Action Learning Coach – the coach helps the team reflect on what they are learning and how they are solving problems.

A Community of Practice is similar to Action Learning because it involves groups of people working together on a common concern or problem and seeks to fulfill both individual and group goals (Cambridge, Kaplan, & Suter, 2005). A Community of Practice is beneficial to the CIT learning process and professional development because it (a) connects people who might not otherwise have the opportunity to interact; (b) provides a shared context for people to communicate and share information, stories, and personal experiences in a way that builds understanding and insight; (c) enables dialogue between people who come together to explore new possibilities, solve challenging problems, and create new, mutually beneficial opportunities; (d) stimulates learning by serving as a vehicle for authentic communication, mentoring, coaching, and self-reflection; (e) captures and diffuses existing knowledge to help people improve their practice by providing a forum to identify solutions to common problems and collects and evaluates best practices; (f) introduces a collaborative process to groups and organizations as well as between organizations to encourage the free flow of ideas and exchange of information; (g) helps people organize around purposeful actions that deliver tangible results; and (h) generates new knowledge to help people transform their practice to accommodate changes in needs and technologies (Cambridge, Kaplan, & Suter, 2005).

Another theory that can be used in education and business is Reflection-in-Action. It has some similar components of experiential learning, and is defined by Schon (1983) as the ability to think about your experience while you are experiencing it. It is the ability

of professionals to think on their feet and apply prior knowledge and experience to new situations. Schon describes the “reflective practicum” as a setting designed for the task of learning a practice. In this environment, students learn by doing with the help and assistance of a coach or mentor. This process is enhanced when the coach and student dialogue about the learning process. A coach is instrumental in helping the student move along the “ladder of reflection,” which is analysis that happens during the dialog between the learner and teacher. It is most important for the teacher to help the learner when he or she is “stuck” in a learning situation, which refers to not knowing how to achieve a desired outcome.

Another way to practice and implement experiential learning is through Learn-By-Doing, which was created by Diem (2001) and involves learning from experience with little teacher direction. Students are presented with a problem, situation or activity which they must analyze. There are three tenets in Learn-by-Doing: do, reflect and apply. The process has five steps: Experience – the activity, perform, do; Share – the results, reactions and observations publicly; Process – analyze, reflect and discuss the experience; Generalize – connect to real-world experience and examples; Apply – what was learned to a similar or different situation.

Action Learning, Community in Practice, Reflection-in-Action and Learn-by-Doing are examples of practical applications of experiential learning which could be implemented in the CIT classroom and field experience. They have several commonalities. Reflection is a part of the learning practice; working as a part of a team facilitates learning; coaching and mentoring by a more seasoned professional or teacher is

helpful, especially when the student becomes “stuck” in the learning process; and using these strategies individually or within a team could solve problems, further knowledge and develop students’ insight.

The Benefits of Experiential Learning

Experiential learning gives students an opportunity to gain knowledge and skills within a discipline. One of the benefits of experiential learning is that it gives students an opportunity to apply theory to practice. It is hoped that students will gain skills in reasoning, decision making, cultural, social and leadership skills while participating in active and collaborative educational opportunities that are needed for the workforce (Cantor, 1997). Cross (1994) states experiential education and learning is needed for the following reasons: to have well-educated workers who can exercise sound judgment, to have citizens who can apply their acquired knowledge to meet real-world problems, and in order to display initiative to succeed and compete in the workforce.

In *Experiential Learning in Higher Education*, Cantor (1997) cites the positive effects of experiential education from researchers:

- It affects brain development. Parnell states the following:
since the brain is a physiological organ, it seems reasonable to hypothesize that the physical structure of the brain can change as a result of experience and that an educational environment as rich in experience as in information can have a positive impact upon brain development and knowledge retention.
Every time an individual experiences something that connects with a previous

experience, that experience will tend to stick and something will be learned.

(as cited in Cantor, 1995, p. 9)

- It is a natural motivator. Parnell states that motivation is the key to learning. He further believes that “for teaching to be truly effective, the student must be motivated to connect the content of knowledge with the context of application” (as cited in Cantor, 1995, p. 9).
- Hands-on learning which is multisensory has been proven to enhance learning for those with disabilities (Saltmarsh, as cited in Cantor, 1995).
- It increases self-confidence especially for nontraditional learners (Mosier, as cited in Cantor, 1995).
- It increases retention rates (Seibert & Davenport-Sypher, as cited in Cantor, 1995).
- It can close the gender gap in nontraditional careers for women (Laws, Rosborough, & Poodry, as cited in Cantor, 1995).
- It improves student career decision making and career development (Seibert & Davenport-Sypher, as cited in Cantor, 1995; Baker-Loges & Duckworth, as cited in Cantor, 1995).
- It increases graduate studies for undergraduate students who participate in experiential learning (O’Neill, as cited in Cantor, 1995; Gregory, as cited in Cantor, 1995).

Internships in School Counseling

Internships are one example of experiential learning because students have an opportunity to experience concrete work experiences, be observed by a site supervisor and reflect upon choices, and solve real-life situations with college professors, classmates, professional school counselors, and other professionals in the field. Gentry (1990) states the internships must meet the criteria for experiential learning because they are participatory, interactive, have contact with the environment and offer variability and uncertainty. Counselors in Training (CITs) in this research study have a required course at the university along with their field experience in an elementary, middle or high school in the public school system. The Council for Accreditation of Counseling and Related Educational Programs (CACREP, 1994) sets the standard for counselor preparation and states that internships and practicum are the most critical experience in the counseling program. It is in these experiences that CITs develop their professional identity and counseling style, and a greater understanding of theory and best practices. Brott (2006) states a pragmatic “learn by doing” approach throughout the training program will provide counselors-in-training with the knowledge, skills and application for demonstrating an effective school counseling program. Gentry (1990) notes that there are generally two problems that do not occur during internships: structured learning exercises and feedback. An internship experience can vary from negative learning to an extremely positive experience. Therefore, when working with students in the field, faculty can follow guidelines created by Davis (2001) in the text *Tools for Teaching*: make learning the primary objective of the field experience, become familiar with the field setting

before placing or sending students, identify a specific project or set of activities for students, plan projects and activities around the academic calendar, draw up written agreements, be aware of legal issues, clarify the student's role, assess the knowledge and skills students bring to the project, and ask students to keep a log or journal. Faculty supervisors who implement these strategies may have less difficulty when students work in the field because they have specified the learning activities that students are to accomplish, thus creating clear expectations for the student and site supervisor. Also, appropriate planning around the academic calendar can make sure the field experience does not interfere with midterm, final exams, other class projects or school breaks. Finally, written contracts or agreements should be used to protect the agency, university and student. It is important to clarify the roles and responsibilities of all those involved.

Additionally, Paisley and Benschhoff (1998) have suggested that transforming counselor education programs must involve a review of (a) the rationale for and basic assumptions that underlie the proposed program, (b) the content of the curriculum and its program structure, (c) teaching methodologies, and (d) program evaluation. Akos and Scarborough (2004) examined the syllabi of 59 school counseling internship programs in a qualitative analysis. This study revealed diversity in the content regarding supervision, student assignments and on-site requirements. Ten categories were identified as themes: course objectives, content areas, required textbooks, supplemental resources, methods of instruction, course assignments, grading criteria, on-site requirements, supervision, and audio taping/videotaping requirements. The data in this study revealed that large/small group counseling (25%), professional behavior (20%) and consultation (18%) were

among the top three requirements for the internship courses examined. Several themes are important and relevant in this study when examining pedagogy during the counseling internship. First, methods of instruction varied within the course syllabi to include seminar discussions, lecture, and class discussions led by students and guest speakers. Experiential methods of instruction included role play and demonstration. Due to the nature of field-based experience, instructors also used site visits, feedback and online discussions as instructional methods. Another important theme is course assignments, which included reflective writing, synthesis papers, class presentations, readings, journaling, portfolios, attendance at professional events, preparing job search materials, engaging in interviews, obtaining membership in a professional organization, posting online questions and answers, case presentations, treatment plans, and peer review of tapes and cases.

In summary, internships bridge the gap between college academic studies and work. The CIT internship course and field experience should work together to help adult learners develop the knowledge and skills necessary for a successful career in school counseling. Both faculty and site supervisors assume the role of teacher, and learning can be facilitated in a variety of ways beneficial to CITs' professional development. There is not one perfect way to teach or facilitate learning. One commonality in the literature is that a variety of learning activities that actively engage students in the learning process is paramount. This involvement should incorporate feedback, reflection, hands-on experiences, peer discussions and choices of learning assignments.

Counseling Supervision

Counseling Supervision: What is it?

“Supervision is a process in which an experienced person (supervisor) with appropriate training and experience mentors and teaches a subordinate (supervisee)” (Bradley & Kottler, 2001, p. 4). Additionally, supervision involves an ongoing relationship, professional role identity and a focus on behaviors to be acquired. Another definition of supervision is it is a means of transmitting the skills, knowledge and attitudes of a particular profession to the next generation of that profession. This relationship is evaluative, extends over time, and has the simultaneous purpose of enhancing the professional functioning of the junior member(s), monitoring the quality of services offered, and serving as a gatekeeper for those who are to enter the particular profession (Bernard and Goodyear, 2004 p. 6). According to the Association of Counselor Education and Supervision (1969) supervision involves the following: (a) it is performed by an experienced, successful counselor who have been prepared in the methodology of supervision; (b) it facilitates the counselor’s personal and professional development; (c) it provides purposeful functions of overseeing the work of the counselor trainee through a set of activities that include consultation, counseling, training, instruction and evaluation (as cited in Bradley & Kottler, 2001, p. 4-5). If there is a process to supervision, then Professional School Counselors who supervise CITs should have training and education in these methods. There must be an awareness and comfort with the supervision process, which includes building rapport and trusting relationships with those being supervised in order to develop the knowledge and skills necessary for

success in the profession and evaluating a student's performance by offering timely and constructive feedback. Remley and Herlihy (2001) state there are two types of supervision: clinical and administrative. Clinical supervision focuses on developing counseling skills, whereas administrative supervision, which is generally done by school principals, enforces compliance with school requirements and addresses school population needs. However, Roberts and Borders (1994) state that there are actually three types of supervision: administrative, program and counseling. Administrative supervision focuses on attendance, punctuality, staff relations and outreach to parents. Program supervision focuses on program development, implementation and coordination; counseling supervision is meant to enhance clinical knowledge and skills.

Counseling Supervision: What's the Significance?

The majority of the literature on school counseling supervision addresses the needs of practicing counselors (Astramovich, 2005; Bernard, 1979; Borders & Brown, 2005; Brott, 2006; Chandras, 2000; Delworth, 1987; Durham, 2006; Goodyear & Bernard, 1998; Hawkins & Shoket, 1989; Hayes & Paisley, 2002; Henderson & Lampe, 1992; Herlihy et al., 2002; Littrell, Lee-Borden, & Lorenz, 1979; Luke & Bernard, 2006; Morgan & Sprenkle, 2007; Page, Pietrzak, & Sutton, 2001; Bernard & Goodyear, 2004). There is a need for research that supports the need for clinical supervision in school counseling. Existing empirical studies support the need for clinical supervision among school counselors in order to enhance clinical skill development, effectiveness and accountability; to increase confidence and job comfort; and to prevent stress and burnout (Herlihy et al., 2002). In a national survey on school counseling supervision conducted by

Page et al. (2001), 13 percent of school counselors were receiving individual clinical supervision and only 10 percent were receiving group clinical supervision. The researchers state that the following factors contribute to a lack of clinical supervision: poorly defined school counselor roles, unclear professional identity, a shortage in counselors who are trained in supervision and the perception that there is not a need to receive clinical supervision. These factors influence CITs' preparation during the internship, and can hinder their self-confidence and professional development, if professional school counselors who supervise them are not appropriate role models and do not have a strong professional identity. Lack of effective supervision models has been problematic; therefore, a solution to clinical supervision has been to incorporate cross-discipline supervision by other mental health professionals, such as psychologists or clinical social workers. This solution has limitations because these professionals lack training in counseling children and play therapy, lack understanding of the school counselor setting and lack experience with the developmental needs of student clients.

Due to the lack of supervision training programs and the need for supervision for CITs, several supervision training programs have been developed (e.g., Bernard, 1979; Bradley & Whiting, 1989; Hawkins & Shohet, 1989; Holloway, 1995; Stoltenberg & Delworth, 1987). For supervision to be successful, supervisors must be trained and prepared to supervise. Bradley and Whiting (1989) identify four main goals of counselor supervision training:

1. to provide a theory or knowledge base relevant to supervisory functioning,
2. to develop and refine supervision skills,

3. to integrate the theory and skills into a working supervisory style, and to develop and enhance the professional identify of counselor supervisors. (p. 449)

A study on supervision training conducted by McMahon and Simons (2004) revealed that training in supervision strategies such as negotiating supervisory relationships and supervision contracts, roles and functions of supervisors and supervisees, case presentation, processes of group supervision, individual supervision and counselor development were beneficial in increasing confidence and self-awareness, skills and techniques and theoretical/conceptual knowledge of supervision among participants. Participants in this study were professional school counselors and counselors in training. Several researchers support training in supervision in graduate programs in order to gain appreciation of adequate supervision and to increase the potential pool of professionals with training in supervision (Pearson, 2004; Portman, 2002; Roberts & Morotti, 2001). When students experience the benefits of supervision, there is a greater level of appreciation for structured learning, feedback on skills and dialogue about mores, values and strategies for problem solving—all of which are critical to professional development (Auxier, Hughes & Kline, 2003; O’Byrne & Roseberg, 1998). Also, confidence is enhanced in supervisors as they develop an understanding of supervision.

In 1997, the American School Counselor Association (ASCA) National Standards were developed (Campbell & Dahir, 1997). A professional school counselor adhering to the ASCA national standards provides advocacy, leadership, collaboration and systemic change within a framework that includes program formation, accountability, delivery

system and management system (ASCA, 2005). A study funded by the Southern Association of Counselor Education and Supervision on the use of the ASCA developmental model surveyed 73 participants who acted as site supervisors (Studer, 2005). The study's purpose was to determine the amount of training that practicing school counselors had received in the ASCA framework, and if this training was reflected in the supervision provided to trainees. First, 60 percent of participants reported having no supervision training. Furthermore, this study revealed 26 percent had the ASCA developmental program in place, 23 percent were in the process of implementing one, and 51 percent had a traditional model instead of the ASCA model. Secondly, high school counselors (48%) used the ASCA model more readily than elementary and middle school counselors (12% each). Also, high school counselors were more likely to engage in supervisory activities such as advising, promotion and retention, course selection, administration of tests and college planning than elementary and middle school counselors. There was a significant difference between elementary counselors in providing group guidance lessons, team teaching with teachers, and educational sessions with teachers and/or parents in comparison to middle and high school counselors. Other supervisory components, such as responsive services, support system, accountability and management, were similar across grade levels. Among all grade levels the foundation component, which includes writing a mission statement, was the least used supervisory activity. This study discovered that whether at a traditional school counselor program or a developmental counseling program using the ASCA model, the supervisory activities

received by trainees were similar based upon the perceptions of participating professional school counselors.

Counselor Supervision Roles and Responsibilities

The first role and responsibility of the counselor supervisor is to be trained in supervision. The American Counseling Association's (ACA) (1995) *Code of Ethics* states, "counselors who offer clinical supervision services must be adequately prepared in supervision methods and techniques (Standard F.1.f)" (p. 4). However, training in supervision is not a regular practice for site supervisors. Literature supports clinical supervision that assesses supervisee learning needs, changes and supports supervisee behaviors, and evaluates a supervisee's performance (Bernard & Goodyear, 2004). Also, in "Legal and Ethical Issues in School Counselor Supervision," Herlihy et al. (2002) made the following suggestions for those who provide administrative and clinical supervision to school counselors: (a) become a more effective supervisor by completing course work in supervision; (b) to increase the number of school counselor supervisors, institute a peer supervision program; (c) provide professional development in supervision to practicing school counselors; and (d) before entering new supervisory relationships, explain to your supervisees how their performance will be evaluated.

In the article "Prepare Thoroughly for the Role of Supervisor," Durham (2006), notes several tasks that supervisors must develop in order to supervise trainees effectively and ethically. First, counselor supervisors should establish a mentoring relationship with a seasoned supervisor. "Early-stage supervisors often don't know what they don't know, and a wise mentor can help change that" (p. 1). Effective mentors offer encouragement,

direction and support. Next, the counselor supervisor should develop his or her own supervisory style, which includes developing a personal philosophy of supervision. Also, the counselor supervisor should focus on enhancing his or her leadership qualities. Several qualities important for leaders include humility, service and creating community: “Humility leads to integrity, courage, empowerment and acceptance” (Durham, p. 1). Being humble is an important component of the supervisory relationship because it places value, importance and acceptance of others as the paramount focus. Additionally, service is a key quality of a leader, because it means putting the needs and growth of others first in the relationship: “Supervisors must listen, support, promote diversity and be truly committed to the development of those they supervise” (p. 2). The purpose of supervision is to develop the leader within others. One must first have an attitude of service and the desire to give back the knowledge he or she has acquired. Finally, another leadership quality that is important is creating community: “Good leaders create community when they promote equality and freedom among those they lead” (p. 2). A community should be a safe haven in which every member feels valued, safe and respected.

Murphy and Kaffenberger (2007) state that supervision training should begin with a summary of the ASCA National Model which was developed as a framework for school counseling practices, philosophies, leadership, advocacy and systemic change. They believe this is important because student interns’ graduate studies have focused on the model. In order to facilitate learning, site supervisors must know the model. Its four components that must be connected to the field experience are foundation, delivery system, management system and accountability. Murphy and Kaffenberger utilized the

ASCA model to train current and future site supervisors; 80 percent of participants responded that the training was very useful and informative. Some strategies the study found that supervisors can utilize to facilitate interns' growth are live observations with feedback, modeling behaviors such as classroom management skills, use of case studies, technology such as email to enhance communication, audiotapes and videotapes, role playing and developmental supervision which includes self-reflection and journaling.

Henderson and Gysbers (1998) suggest five strategies appropriate for developmental supervision. The supervisor assists the CIT with the following:

1. Setting goals and completing an action plan with periodic monitoring;
2. Improving their conceptualization of cases, evaluating students' strengths and selecting appropriate interventions;
3. Mentoring and providing support, knowledge and expertise;
4. Identifying in-service education opportunities that will facilitate progress toward personal and professional goals; and
5. Encouraging membership with professional organizations and participating in leadership activities.

There are three essential roles that counselor supervisors must take as supervisor during the internship experience. First, they must be *teachers*. This role is directive as novice counselors need instruction and feedback so they can develop counseling skills. Next, they assume the role of *counselor*. This consists of assisting counselor interns with personal adjustment and/or problems they encounter. Finally, the third role is *consultant*,

which involves supporting and enhancing counselor interns' efficacy through consultation, in which the supervisor becomes a resource (Thompson, 2004).

Another consideration for counselor supervisors is supervisory style, which Fernando and Hulse-Killacky (2005) describe as the interactional process between supervisor and supervisee. There are three interrelated supervisory styles: attractive, interpersonally sensitive and task-oriented. In their study with 82 counseling students from six master's degree counselor education programs who were completing their internship course, Fernando and Hulse-Killacky revealed that it is important for supervisors to be aware of their style and its influence on CITs' satisfaction with supervision and their perceived self-efficacy. Self-efficacy is defined by Bandura (1977) as the "conviction that one can successfully execute desired behavior" (p. 93). The attractive and interpersonally sensitive styles were more favored over the task-oriented supervisory style. However, the authors suggest that supervisors vary their styles of supervision, because all three styles have a goal and purpose in the supervisory process. Other researchers have also defined style (Hart & Nance, 2003; Landany, Walker, & Melincoff, 2003) as a manner of responding to supervisees, and the different approaches the supervisors use. In a research study conducted by Hart and Nance (2003) with 90 doctoral students who supervised 168 master's degree student supervisees, styles are labeled as directive teacher, supportive teacher, counselor and consultant. Supervisory behaviors that underlie style are support and direction. Support is building rapport and showing empathy, whereas direction is questioning, instructing and challenging the CIT. Furthermore, the supervisor's role includes protecting the client, monitoring the CIT

during practice, enforcing clinical policies, and challenging and evaluating his or her work (Bernard, 1997; Blocher, 1983; Holloway & Hosford, 1983; Steward et al., 2001; Stoltenberg et al., 1998; Worthington & Roehlke, 1979).

Developmental Models of Supervision

It is important for supervisors to understand trainees' development and recognize their needs in order to appropriately help them develop into professional school counselors. "Much like counseling theories, supervision models serve as a guide for choosing an intervention for a particular supervisee" (Borders & Brown, 2005). There are several models that are foundational to counseling supervision. However, there is insufficient research to support the superiority of one model over another (Stebnicki, 1998).

Littrell et al. (1979) were early researchers of counselor supervision and their work categorized the school internship into four stages which can occur at different times for students: orientation, working, transition and integration. The orientation stage generally occurs the first few weeks of the internship when all parties—faculty, student and site supervisor—should meet to form the learning contract or agreement that will guide the internship. At this stage, information and instruction are given and the internship's tone and climate is established. It is important for the supervisor to build rapport and a trusting relationship. Goals are set and conditions of supervision are disclosed. At the working stage, interns are involved in the job's duties. They interact with students, parents and teachers; develop programs; conduct classroom lessons; and facilitate individual and group counseling sessions. The supervisor's role is to expose the

intern to tasks with gradual difficulty, provide feedback and support, and help the intern identify his or her strengths and weaknesses. The transition stage is categorized by increased confidence as the intern develops a better understanding of his or her role and responsibilities in the school environment. Interns are encouraged to think critically and develop interventions for cases. The supervisor takes the role of consultant, and provides suggestions and resources when needed. The final stage of development is integration. This stage is generally not accomplished during the internship, but continues as the student pursues post-graduate studies and gains work experience in the school system. The intern should be able to work independently, develop a comprehensive school counseling program and display competent counseling skills. At this stage, the supervisor offers written and verbal evaluation of and reflection on the internship experience.

In the Discrimination Model of Supervision, Bernard (1979) has three foci areas of supervision: intervention, conceptualization and personalization skills of the trainee. Intervention skills involve the techniques and strategies needed to implement the counseling session. These skills may include interviewing, reflecting, probing, summarizing and reading nonverbal cues. Conceptualization involves cognitive skills and case analysis. These skills involve understanding communication, identifying the appropriateness of goals and choosing successful interventions. Personalization skills are one's personal skills and traits that are weaved throughout the counseling session. These skills include becoming comfortable with the client, sharing one's feelings and beliefs, and taking responsibility and maintaining respect for the counseling relationship. Holloway's (1995) comprehensive model of supervision has some similarities to the

Discrimination Model of Supervision. She states there are five functions of supervision: monitor and evaluate, instruct and advise, model, consult and support and share.

Furthermore, she believes there are five focus areas of supervision: counseling skills, case conceptualization, professional role, emotional awareness and self-evaluation.

The Integrated Developmental Model (IDM) developed by Stoltenberg and Delworth (1987) was developed for counseling and psychotherapy and is characterized by three levels which describe the progression of the trainee. At level 1, the counselor trainee is a beginner described as “dependent on supervisor: imitative, neurosis-bound, lacking self-awareness, and other awareness, categorical thinking with knowledge of theories and skills, but minimal experience” (p. 52). Also, at this level the trainee wants the supervisor to take responsibility for the direction of the learning experience, and provide structure, support and instruction. Level 2 describes the trainee as “fluctuating motivation, striving for independence, becoming more self-assertive and less imitative” (p. 70). At this point, the trainee should have experience in helping clients, and has had some level of success and practice with counseling skills such as listening and attending to attitudes and behaviors. Trainees move from imitating their supervisors to developing their own ideas of effective interventions. At level 2, supervisors should be experienced, flexible, supportive and have a sense of humor as this stage can have turmoil, and is characterized by some fluctuations and ambiguity mixed with the desire for independence. It is known as the adolescent stage of counselor development. Finally, level 3 is summarized as the “calm after the storm” (p. 93). The trainee is becoming “a counselor who is characterized by an increased empathy toward others and a more highly

differentiated interpersonal orientation” (p. 94). Trainees are aware of their strengths and weaknesses, their motivation is more stable, and there is increased counselor identity and self-confidence. Level 3 is the ability to

move easily and efficiently from one domain to the other, using competencies gained in one area to enhance the other. Clinical work develops a rhythm, with the counselor focusing on issues of assessment, then intervention, then recycling in more complex ways. (p. 101)

Another developmental model of school counseling supervision is the Adaptive Counseling and Therapy (ACT) model (Howard, Nance, & Myers, 1986; Nance, 1995). The ACT model contains four styles: telling, teaching, supporting and delegating. The ACT’s central principle is that the counseling style of the counselor needs to match the supervisee’s readiness, and changes depending on their developing level of skill and competency as a counselor. In a study with 90 doctoral-level students as supervisors and 180 supervisees, the ACT model was examined to identify the preference of both supervisor and supervisee. Each supervisor supervised two trainees. The model was categorized into four styles. Style A is a directive or expert teacher in which the supervisor provided high direction and low support. High direction involves focusing on the supervisee’s conceptualization of the client as well as counseling techniques. Low support means that the supervisor would not focus on the supervisee’s feelings about the counseling sessions with clients. Style B is a supportive teacher and provides high support and high direction. This means the supervisor focuses on the supervisee’s feelings about the client and counseling techniques. Style C is a counselor and includes

high support and low direction. This is when the supervisor focuses more on the supervisee's feelings and less on counseling techniques. Style D is a consultant or integrative role. The supervisor gives low support and low direction. This supervisor would be confident in the supervisee's feelings and skill in counseling and focus more on the integration of skills. The styles preferred by supervisors were Style C counselor or Style B supportive teacher. Supervisees preferred Style B, supportive teacher, which gave extra support.

The Synergistic Model of Supervision developed by Winston and Creamer (1997) describes a holistic approach of supervision. This model includes the following components: (a) discussion of exemplary performance, (b) discussion of long-term career goals, (c) discussion of inadequate performance, (d) frequency of information performance appraisals, and (e) discussion of personal attitudes. The synergistic approach involves establishing open lines of communication, building trusting relationships, supervisory feedback and appraisal, identification of professional aspirations and identification of the knowledge and skills necessary for advancement (Winston & Cramer, 1998).

Another developmental model is the Counselors in Training Stage Development theory (Thompson, 2004). In "A Readiness Hierarchy Theory of Counselor-in-Training," Thompson defines three stages of counselor development. Stage one is described as dependency, which is characterized as the CIT having a lack of basic counseling skills, and a high level of reliance on the supervisor. Counselors in Training are usually highly motivated during this stage and want to perform well. Stage two is called trial and

tribulation. It is during this stage that motivation may decrease and anxiety increases as CITs have less structure and are transmitting classroom knowledge to practical experiences with the aid of the supervisor, the expert. The last stage is called growth. At stage three, CITs regain their motivation due to an increase in competence and expertise. The supervisor is viewed as a support, but no longer seen as all-knowing.

American School Counselor Association (ASCA) and Models of Supervision

In the past 10 years, the counseling profession has made several changes in order to meet the needs of today's changing schools, and to close the achievement gap for all students. Counseling preparation programs are at the forefront of teaching prospective counselors leadership, advocacy and data analysis in order to be change agents in the public school system. Several innovative models have emerged to address the changes in the school counseling profession. Murphy and Kaffenberger (2007) created a supervisory model using the four components of the American School Counselor Association (ASCA) model, which includes foundation, delivery system, management and accountability. Foundation refers to the beliefs, philosophy and mission of the school, and how the school counseling program will link or fit into the school's mission. Based upon the core beliefs, philosophy and mission, a delivery system is developed through the guidance curriculum, individual student planning and responsive services to meet students' needs. The management system is another very important component of the model because it includes the agreements between school counselor and administrator, use of data and advisory councils, development and implementation of action plans and defines time usage. Finally, accountability is essential to American schools with the No

Child Left Behind mandate; therefore, school counselors must develop a means to assess the effectiveness of their programs: “Accountability is described in terms of three purposes of using data: to monitor student progress, to assess counseling programs and to demonstrate counselor effectiveness” (p. 6).

Struder (2005) explores the supervisory activities provided to school counselor interns using the ASCA National Model in Supervision. These strategies and activities relate directly to foundation, delivery, management and accountability, and student interns are evaluated based upon their ability to develop a program and services based upon the model. Student interns are expected to create a professional portfolio encompassing their field work, and it is divided into these four areas. The foundation section includes a mission statement, role statement, a theoretical orientation paper, and a current issues paper from their course work. From the field experience, there should be a school counseling brochure, office floor plan and bibliography. The delivery section includes descriptions of guidance curricula, individual planning and system supports. In their portfolio there could be summaries of parent education activities, individual and group counseling sessions and incidents of crisis response. It is critical for the site supervisor to conduct supervisory meetings with students at least one hour a week about their service delivery utilizing supervisory models and techniques. This includes discussing what the student intern needs to learn, addressing feelings of stress and conflict and explaining ethical and legal issues. In the management system section of the student’s portfolio, there may be examples and evidence of participation in school-based management team meetings and the master calendar for the guidance department.

Accountability is the last important component of the ASCA model. Student interns are responsible for completing an accountability project which demonstrates one of the three purposes above.

Additionally, in “Supervising School Counselors-in-Training: A Guide for Field Supervisors,” Studer (2005) discusses the American School Counselor Association’s National Model for supervisory practices. The developmental stages of supervision include the initial stage in which the counselor’s roles and responsibilities are identified and how they fit into the larger scheme of the school. This is called professional socialization and development, and this process continues into employment.

At Stage 1: The Beginning Process, the supervisor is a teacher and counselor. A learning contract is developed to identify the goals and expectations of the field experience. The learning contract encourages the intern to personalize the learning experience, be self-motivated, examine their learning needs and goals and identify resources for meeting their learning goals. The supervisor should have the intern reflect upon his or her counseling philosophy, and ask probing questions throughout this stage to facilitate reflection.

At Stage 2: The Middle Stage, the intern is engaged in new experiences that may generate feelings of self-doubt, self-confidence and/or anxiety. The supervisor’s role is to help the intern identify and express his or her feelings, structure tasks until there is mastery of skill and offer new challenges that promote growth. It is the supervisor’s responsibility to model strategies and techniques that will help the intern develop counseling skills.

Stage 3: The Later Stage: As the intern gains confidence and feels successful in many counseling duties, the supervisor takes the role of consultant, observing and giving feedback on actions, behaviors and strategies that the intern has chosen to address student's needs. The supervisor assists the intern in determining what skills are needed to improve and helps him or her set realistic goals.

Additional Models of Supervision

In the Goals, Functions, Roles and Systems Model (GFRS) (Wood & Rayle, 2006), there are four interrelated elements: (a) Goals: Establishing goals is a constructivist process that is essential to successful supervision; (b) Functions: evolve from established goals; could include monitoring, instructing, evaluating, modeling, consulting, supporting and sharing; (c) Role: There are five primary roles identified: evaluator, adviser, coordinator, teacher and mentor; (d) Systems: the unit that influences the role of supervising the CIT. Supervisors need to be aware of how systems are influencing roles within supervision. This can include the school, university, teachers, students, parents/guardians, administrators and school counselors.

Another innovative and effective supervisory model is peer supervision, a technique that could be utilized for both Professional School Counselors and trainees to improve the internship experience, improve clinical supervision skills and promote professional development. Peer supervision as defined by Wilkerson (2006) is

a structured supportive process in which counselor colleagues (or trainees), in pairs or in groups use their professional knowledge and relationship expertise to

monitor practice and effectiveness on regular basis for the purpose of improving specific counseling, conceptualization and theoretical skills. (p. 59)

Peer supervision can offer several benefits: establishing peer relationships, developing clinical skills, monitoring and feedback, ongoing learning and goal setting. Other researchers have developed peer supervision models. Spice and Spice (1976) created a triadic method of peer supervision in which participants alternate between three roles: supervisee, commentator and facilitator. The supervisee identifies specific goals. The commentator previews and critiques the work to provide feedback and the facilitator makes observations and summarizes the session. In the dyadic peer supervision model there are two roles: supervisor and supervisee. The training sessions are broken into 10 one-hour meetings in which participants set goals, review case presentations, discuss professional readings and current issues and evaluate the learning process (Remley, Benscholt, & Mowbray, 1987). Peer supervision could be used so that counselors could observe one another using clinical and teaching techniques, practice giving and receiving feedback and perfecting leadership skills.

In this digital age, technology is a tool that can be utilized to connect students to each other, faculty and site supervisors. Supervision through email communication is an additional strategy that could be used to enhance counselor preparation. The purpose of this technique would be to create open lines of communication, assess counselor trainees' needs, offer support, evaluate performance and enhance self-reflection. A qualitative analysis of email communications conducted by Graf and Stebnicki (2002) among practicum students in rehabilitation counseling found that email communications were

categorized in the following ways: praise/reassurance, challenge/confrontations, advise/direction, social comments which supported the supervisor–trainee relationship, clarifying questions, and class assignments. The majority of communication (75%) that was conducted in this study was praise/reassurance, challenge/confrontation and advise/direction. In this study, students reported “email communication in between individual and group sessions provided them with much more support and resources than they could have had with only face-to-face individual supervision” (Graf and Stebnicki, p. 47).

Gainor and Constantine (2002) examined in-person and web-based multicultural group counseling supervision. Group supervision refers to the means of providing clinical supervision to several school counselor trainees concurrently (Borders, 1991; Van Horn & Myrick, 2001). Multicultural counseling competence refers to a counselor’s attitudes/beliefs, knowledge and skills in working with individuals from various cultural groups (Sue, Arredono, & McDaniels, 1992). Supervisors received four hours of training in Constantine’s (1997) multicultural supervision framework and strategies for interacting effectively with participants either online or face-to-face. Multicultural case conceptualization for both the in-person and web-based group increased among trainees. However, the in-person group had greater multicultural case conceptualization than the web-based group.

Other articles and research studies in the literature have focused on special issues among counselor interns. Nelson and Jackson (2003) revealed an analysis of professional counselor identity among eight Hispanic student interns. Their findings revealed: (a)

great importance is placed upon professional identity during counselor education training, (b) students are affected by their counselor education, (c) the internship experience serves as a strong catalyst for professional identity, and (d) a supportive learning environment must be emphasized by faculty.

Peterson and Deuschle (2006) developed a model for supervising school counseling students who did not have teaching experience. They refer to a survey by the Council for Accreditation of Counseling and Related Education Programs (CACREP) from the 2004-2005 school year which revealed that 73 percent of students in the 33 counseling programs had no teaching experience. This model was formulated to address the supervision needs of this population. The five components of this model include information, immersion, observation, structure and awareness. Finally, Allen, Folger and Petersson (2007) address theory, supervision and techniques for supervising counseling students using play therapy.

In conclusion, there are several common threads in these supervisory models: open communication, building a trusting relationship, offering feedback on the intern's strengths and weaknesses, and helping the intern grow from one developmental stage to the next in the process of becoming a professional school counselor. These theories and research findings are a guide for this current research study, and further our understanding of the counselor and intern relationship, and models and strategies of supervision that facilitate learning.

The Importance of Developing Counseling Self-Confidence

In “Applying Self-Efficacy Theory to Counselor Training and Supervision: A Comparison of Two Approaches,” Barnes (2004) states counseling self-efficacy is an individual’s perception of his or her competence to conduct counseling. It is an important component in understanding how counselor trainees subjectively construct their counseling and training experiences and develop into competent counseling professionals. This current research examines self-confidence which essentially means the same thing as self-efficacy. Several studies have examined counselor self-efficacy and have found that it increases with regular supervision as CITs progress through their field experience (Ladany, Ellis, & Friedlander, 1999; Larson et al., 1999). Self-efficacy can increase when engaging in counseling with real clients or through role play if the trainee believes the experience was successful. A decrease in self-efficacy can occur if the trainee perceives the experience as unsuccessful (Larson et al., 1999). Self-efficacy can be enhanced with vicarious learning, or observing others model effective counseling, and modeling counseling behaviors that are clear, purposeful and moderately difficult (Larson et al., 1999). Additionally, Bandura (1997) states verbal persuasion or feedback, communicating trainee progress, strengths and areas that are in need of continued improvement also increase self-efficacy. Research shows that feedback significantly shapes a trainee’s self-efficacy. Positive feedback and identifying strengths increases self-efficacy; negative feedback and identifying weaknesses decreases self-efficacy (Daniles & Larson, 2001). Counselor self-efficacy is directly correlated to both cognitive development and counselor readiness (Thompson, 2004). Counselor readiness and

competence, as noted by Lauver and Harvey (1997), “develops from the merging of three elements: the person (who the counselor is), counseling knowledge (what the counselor knows), and counseling skills (what the counselor can do)” (p. 4).

Furthermore, counselor self-efficacy theory states the following: it is the primary mechanism through which effective counseling occurs, strong counselor self-efficacy results in enhanced perseverance in the face of difficult tasks, and counselor trainees who experience strong counselor self-efficacy are better able to receive and incorporate feedback into their learning experiences in comparison to trainees who do not possess strong self-efficacy (Larson, 1998). Finally, qualitative methods are often more helpful than traditional quantitative measures for understanding counselor self-efficacy among counselor trainees (Barnes, 2004).

Expectations of Counselor Interns

“Theory Into Practice: Transforming School Counselor Preparation Programs” (Hayes and Paisley, 2002) lists seven core competencies that students must demonstrate during their training in becoming a skilled professional: counseling, consultation and coordination, multiculturalism, teaming and collaboration, advocacy, leadership and use of technology to facilitate change. Therefore, in the internship program there should be a triad contract between university faculty, site supervisors and the intern in which learning activities are structured so that interns gain exposure and practice in these areas. Within the course of study and then in the profession, internship students will be assessed on their ability to demonstrate their knowledge and skills in these areas.

Hayes and Paisley (2002) further identifies personal characteristics and abilities students should possess in developing their professional identity and becoming professional school counselors: (a) self-awareness; (b) self-reflection; (c) natural interest and awareness of others; (d) interpersonal, coping and learning styles; (e) areas of potential bias incompatible with program objectives; (f) obvious prejudices (e.g. racism, sexism); (g) previous experience with people of other cultures; (h) awareness of self and impact on others; (i) appropriate level of disclosure; (j) honest commitment to diversity; (k) capacity to profit from and contribute to a group-oriented curriculum; (l) sense of humor, especially about oneself; (m) willingness to take risks interpersonally; and (n) flexibility and toleration of ambiguity. To aid in CITs' professional development, faculty and site supervisors could use these characteristics to identify and evaluate students' strengths and weaknesses, offer feedback and have them do a self-evaluation of their skill level and ability. These criteria could be shared with students and could help facilitate their growth and development. Finally, students must be able to articulate and demonstrate their knowledge of the ASCA model which includes advocacy, leadership, collaboration and systemic change within a framework that includes the program foundation, accountability, delivery system and management system (ASCA, 2005). This ability is essential to this present study's research participants because the county in which the university is located and where many of the counselors will be hired adheres to the ASCA National Model.

CHAPTER 3: METHODOLOGY

This chapter describes the study's methodology. The first section includes its subjectivity, followed by the research design, data collection methodology, data collection procedures, setting, description of the population, data analysis and validity and reliability.

Subjectivity of the Study

My experience as a Professional School Counselor (PSC) for the past 14 years is a driving force behind this pilot study and my source of passion and commitment to this inquiry. As the researcher for this study, I am a doctoral student at George Mason University (GMU) and my major is higher education with a focus on educational leadership and administration. Through this educational experience, coursework at GMU and my field experience at the research university, I have learned a lot about supervision and leadership. It is important for professional school counselors (PSC) to be aware of supervision strategies that aid in the personal and professional development of Counselors in Training (CITs) in order to help them successfully transition into the field of school counseling.

At the research site I completed an internship and pilot study on supervision of counselors in training, and developed some insight into best practices in preparing CITs for their career. Research on this topic could give better understanding of CITs' needs

and supervision strategies that help them develop necessary skills. I am passionate about this field and study because of the impact that professional school counselors have in the public school system. The professional school counselor's role and responsibility has changed substantially in the last several years with the adoption and implementation of the American School Counselor Association (ASCA) national model. This model makes PSCs accountable for their work. There are several supervision models that professional school counselors can follow when they take on the responsibility of site supervisor for a CIT based in the public school. This research offers PSCs and counselor educators supervision strategies and suggestions from the experience of this group of CITs. I have one fundamental belief, which is also controversial in the field of counselor supervision: Professional School Counselors should not be practicing supervision without appropriate training.

Research Design

This pilot study's guiding question is: What supervision strategies are used by site supervisors, and what are CITs' perceptions of the effectiveness of these strategies in building self-confidence and job readiness? The purpose of this research inquiry is to examine CITs' perceptions about the supervision strategies during their field experience in the public school system. As a graduation requirement, CITs must complete a minimum of 700 hours of internship experience. This study used an inter-method survey approach because two or more methods to collect data were employed: online surveys with open- and closed-ended questions as well as a group interview.

The qualitative research in this pilot study is to support the quantitative, statistical data that was generated from the supervision and self-confidence surveys. Qualitative survey research methods, in the form of open-ended questions, provide rich and detailed data about how people feel and what they think about a particular phenomena or experience (Schram, 2006). It provides meaning, significance and context of the experience or phenomena, and gives participants a voice in this study (Lindlof, 1995). This study attempts to represent CITs' voices and convey their experiences in their own words. CITs' experiences are brought more to life during the group interview in which they shared more detail.

The quantitative methods in this study, which included two Likert scale surveys, were used for the following reasons: to identify and clarify supervision strategies being assessed; to provide statistical support for the qualitative data; to statistically represent participants' attitudes towards supervision strategies; and to give a collective view, average rating and standard deviation of participants' ratings of their supervisors and experience.

Data Collection Methodology

In order to answer the research question, the data collection process included Likert scale surveys with closed-and open-ended questions, a group interview and document analysis. Each data collection strategy is discussed below.

Open-Ended and Likert Scale Surveys

The supervision and self-confidence survey used in this pilot study had a combination of open-ended questions and Likert scale ratings. Open-ended surveys are a

valuable research technique because they are time efficient and give participants a voice and an opportunity to use their own words (Fink, 1995). Open-ended surveys were incorporated to assess and evaluate the effectiveness of supervision strategies. The narrative questions gave participants a venue to explain and share specific experiences related to supervision. The narrative questions on the supervision survey were:

1. Describe the personal and professional characteristics of your site supervisor that enhance your self-confidence and learning experience. What qualities are important to you?
2. Explain the supervisory skills that are most important to you. How does your site supervisor facilitate your development of counseling skills? What are your feelings about the job training you are observing and participating in?
3. Describe the effectiveness of the on-site assistance you receive and its significance to your professional development. What are your feelings and perceptions about the clinical supervision style and strategies used by your site supervisor?
4. How does your site supervisor utilize the ASCA model, and what knowledge have you gleaned from this experience that will help you develop a guidance and counseling program using the ASCA model? Describe your level of confidence and skills in developing and implementing a counseling program.

Likert scales are also helpful in assessing participants' feelings and attitudes about a topic. They were used in this study to identify the level of agreement with statements and questions surrounding the research question. Participants answered "strongly agree,"

“agree,” “disagree” or “strongly disagree” to statements. The supervision Likert scale survey asked participants to rate their supervisor in four areas:

1. Professionalism included personal and professional characteristics such as respect, ethical behavior, motivation, support and providing direction.
2. Supervisory Skills is the ability to communicate, plan, problem solve, teach and mentor.
3. Individual Assistance includes observation, feedback, reflection and encouragement.
4. School-Wide Support is the ability to advocate for students, facilitate training, work as a part of a team and coordinate a school-wide program for all students using the ASCA model.

The survey used in this study was adapted from the Supervisor’s Self-Assessment in *Supervision and Instructional Leadership* (Glickman, Gordon, Ross-Gordon, 2007, p. 125). The survey was adapted from a self-assessment for supervisors into an assessment by CITs. Also, some Likert scale statements were added to apply specifically to counseling verses teaching.

The ratings represent participants’ attitudes towards supervision strategies. The results were tabulated and reported by supervision strengths and weaknesses. Surveys were administered and tabulated online through www.surveymonkey.com. Participants were emailed a link and had two weeks to complete the surveys prior to the group interview. The Likert scale surveys introduced supervision strategies and were preparation for the group interview. Several of the narrative questions were asked during

the group interview. Participants could refer back to their surveys during the group interview, and often used them for reference during the group interview.

The self-confidence survey was created by the researcher. This survey included 12 Likert scale statements and one open-ended question to determine CITs' self-assessment of their confidence and job readiness. It was developed based on the following: 14 years of professional experience as a professional school counselor in a public school system; my doctoral coursework such as Scholarship of Teaching and Learning (SoTL), Curriculum Development and Assessment and Administrative Leadership experiences at George Mason University (GMU), where I became knowledgeable of optimum learning environments, experiential learning and assessing student's learning and development; my administrative internship at the research university as the field supervisor for an internship class also gave me insight and knowledge about how to develop CITs' self-confidence; and the literature review was helpful in identifying supervision strategies that aid in developing a professional counselor identity and training methods that are beneficial to counselors in training (Bernard & Goodyear, 2004; Murphy & Kaffenberger, 2007; Nelson & Jackson, 2003).

Participants answered "strongly disagree," "disagree," "agree" or "strongly agree" to statements such as, "I am self-confident about my ability to transition into a career as a professional school counselor" and "I believe in my ability to create a counseling program using the ASCA model." Also, participants answered the narrative question, "How confident are you about your counseling skills at this time? Has your confidence evolved and developed during the field experience?"

Group Interviews

A group interview was held with CITs in their university classroom in April 2009. The interview questions were developed during a qualitative research course and used during a preliminary study with CITs in a Spring 2008 internship class. It is through the interview process that the researcher becomes the instrument and facilitator. In this process, the researcher seeks to interact, get to know and understand the feelings and experiences of participants (Maxwell, 2005). These questions were also answered online by CITs when they completed the supervision survey. Most of the open-ended questions during the interview were the same as the online narrative questions, which gave participants the opportunity first to reflect and write their answers individually, and then later discuss them with their classmates and the researcher during the group interview. During the group interview, participants had copies of their online surveys, and they were given opportunity to expound upon their answers. I believe that the group interview facilitated greater understanding of the CITs' experiences.

Document Review

A document review was completed in order to understand the goals of the internship. I reviewed the syllabus, which is the learning contract for the course. This contract was imperative to this research because I needed to understand the expectations of the field experience from the university's standards. The syllabus is the learning agreement between the professor, student and site supervisor. The syllabus outlines students' responsibilities and learning activities necessary to fulfill the internship requirement. This learning contract is shared with the site supervisor and should be used

as a guide to complete the course requirements. A document review is necessary because the experiential learning activities that are specified by the university are to be executed and evaluated by professional school counselor who acts as a site supervisor. If CITs do not have an opportunity to gain this experience and fulfill the internship expectation, it could result in frustration and decreased self-confidence.

Data Collection Procedure

Below is the data collection procedure that was executed in this study.

1. First, I met with the university professor who taught the internship course and received permission to conduct research with her students. I received a copy of the syllabus for the practicum/internship course and field experience, and completed the necessary paperwork for approval by the Human Subjects Review Board at the research university.
2. Next, I visited the internship class to introduce the study and have CITs sign consent forms. Those who volunteered to participate completed a background questionnaire with their contact and demographic information.
3. Then, participants were emailed the supervision and self-confidence survey link from www.surveymonkey.com. They had two weeks to complete the surveys prior to the group interview which was held during their regularly scheduled class.
4. Prior to the group interview, the survey results were given back to participants as a reference and member checking was utilized. This allowed participants to review their responses. They were able to validate their feelings, perceptions

and ideas (Glense, 2006), and add to their open-ended questions prior to the start of the group interview.

5. Finally, the group interview was held during participants' class, which was approximately two hours long. This interview reviewed the four areas from the supervision survey which included professional characteristics, skills, individual and school-wide assistance. The narrative questions and follow-up questions allowed participants the freedom to express their feelings, perceptions and share their experiences. A semi-structured interview format was utilized; therefore, questions were added during the group interview for clarity and deeper understanding.

Setting

The setting for this pilot study was a counseling internship class at a historically Black university in the Mid-Atlantic. Students met three times per month at the university in conjunction with completing 700 hours of experiential learning at an elementary, middle or high school. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires all accredited programs to meet this standard of 700 hours of experiential learning in the field. This research was conducted in the students' classroom during their normally scheduled class time. The professor for the class was present during the group interview with the consent of the participants. The room had a teacher's desk and approximately 25 student desks. We arranged the chairs in a circle so that we could see one another during the group interview. The tape recorder was placed in the middle of the circle on a small table.

Selection and Description of Participants

Participants in this study were 9 students enrolled at a historically Black college in the Mid Atlantic who were completing their Master's of Education degree in School Counseling. Students were at various levels of completing their 700 hours internship/practicum requirement. They were a part of a class that met three times per month during the Spring 2009 semester. All CITs within the class were invited to participate and met the following selection criteria: they were completing the requirements for Master's of Education degree in School Counseling; participating in an internship or practicum at an elementary, middle or high school. I wanted to study CITs' perception of the supervision strategies while the experience was occurring. They were advised that all information collected as a result of surveys and interviews was confidential. They were also informed that the data collected would be reported in aggregate form, and their identities would be concealed.

Participants were 24 years of age or older. Two identified themselves as White and 7 were African American; 2 were males and 7 were females. At the time of the study, 2 CITs had completed 25-101 hours of field experience, and 6 had completed 102-560 hours. One participant failed to disclose the number of hours completed. Additionally, 4 participants were expected to graduate May 2009; 4 were to graduate December 2009 and 1 December 2010. Participants were completing their field experience with Professional School Counselors (PSC) who were site supervisors, and they had a minimum of three years of experience. One PSC had received 3 hours of supervision training in the public

school system , and 1 PSC noted having 600 hours of training in supervision. It was unknown if training in supervision was received by the other 6 site supervisors.

Below are descriptions of CITs who participated in the study.

CIT-1 was a 38-year-old white female with 50 hours of field experience. Her site supervisor had 20 years of experience and had supervised at least 10 other CITs during her career. It is unknown if the site supervisor has had training in supervision.

CIT-2 was a 31-year-old white female who had completed 450 hours of field experience. Her site supervisor had 19 years of experience and 3 hours of training by the school district.

CIT-3 was a 37-year-old African American female who had completed 32 hours of field experience. Her site supervisor had 15 years of experience, had not supervised other CITs and training in supervision is unknown.

CIT-4 was a 28-year-old African American female who had completed 400 hours of field experience. Her site supervisor had 3 years of experience, had not supervised other CITs and training in supervision is unknown.

CIT-5 was a 27-year-old African American female who had completed 25 hours of field experience. Her site supervisor's years of experience as a Professional School counselor and hours of training were unknown.

CIT-6 was a 25-year-old African American male who had completed 462 hours of field experience. His site supervisor's years of experience were not stated. Supervision of CITs was unknown and so was training in supervision.

CIT-7 was 55-year-old African American male who had completed 560 hours of field experience. His site supervisor had 10-plus years of experience. Previous training in supervision was unknown along with the number of CITs previously supervised.

CIT-8 was a 28-year-old African American female who had completed 55 hours of field experience. Her site supervisor had 13 years of experience. Previous training in supervision was unknown along with the number of CITs previously supervised.

CIT-9 was a 24-year-old African American female who had completed 100 hours of field experience. She was unsure of the number of years of experience her site supervisor had as a Professional School Counselor. Previous training in supervision was unknown. The site supervisor had previously supervised one CIT.

Data Analysis

The goal of this survey research and group interview was to discover information that would advance counselor education and supervision, and identify techniques that aid in the learning and professional development of CITs. The research sought to discover what supervisory characteristics and strategies enhance CITs' self-confidence and job readiness from participants' perspectives.

The initial analysis included reviewing the syllabus, supervision and self-confidence Likert scales, narrative survey responses and group interview transcript and notes. The quantitative data from the Likert scales were tabulated using www.surveymonkey.com, an online survey program. This program created graphs of the Likert scale results to show the strength of agreement for each statement. I examined the survey results in three ways: from an individual's perspective, a whole group point of

view, and on a spectrum or range of participants' attitudes and feelings about each statement. The Likert scale quantitative data was classified using positive or negative attitudes towards supervision. This data revealed how strongly participants felt about supervision strategies on a scale, and revealed similarities and differences as well as supervision's strengths and weaknesses as evaluated by participants.

According to Miles and Huberman (1994), there are two ways to make sense of the data collected: (a) search for basic themes and look for clusters and patterns; note how common they are among participants and (b) search for plausible explanations using metaphors and comparisons and contrasts. In order to analyze the data in this study Powell and Renner's (2003) five step process was implemented: get to know the data, focus the analysis, categorize the information, identify patterns and connections with and between categories, and interpret the data. The steps are described below.

The first step in the analysis process was "getting to know the data." I read and re-read the text and surveys seeking to understand the data, and discarded information that did not answer the research question. The narrative data was organized using cognitive mapping by extracting key words and phrases to create central ideas, codes and themes around the four areas of supervision. The interview transcripts and notes produced lengthier comments, stories and testimonials.

The second step was to "focus the analysis" referring to the study's central questions. The group's narrative responses were examined, and the data was organized by question to look across all responses, and to identify consistencies and differences. Likert scales and narrative responses were connected to identify relationships. As I explored the

consistencies of responses, some specific cases did not fit the norm. Therefore, these particular cases were given individual attention because they were not the standard among the group, but could offer some examples of what CITs deemed inappropriate forms of supervision and the effects that could have on self-confidence and job readiness.

The third step was “categorizing the information.” Themes and patterns were identified, then organized into coherent categories. A summary of findings was completed in order to bring meaning and clarity to the questions. The categories were prescribed from the supervision surveys: professional characteristics, supervision skills, individual support and school-wide assistance. Data or responses from the narrative open-ended questions and group interview were sought to fit into these categories. Prior to discarding information, subcategories were considered to bring greater knowledge and understanding of the topic. Sometimes the data fit into two or more categories, so they were cross-referenced.

The fourth step was to “identify patterns and connections with and between categories.” The data was organized by both questions and cases. Patterns and connections with and between the categories became apparent. Important themes were highlighted and variations were discussed as exceptional cases. Plausible explanations and variables were explored that may have influenced the data. Variables explored included years of experience of site supervisors, school supports, previous knowledge and experience CITs have had in the school system, and supervision training site supervisors received. Supervision strategies that emerged were identified as themes and labeled as appropriate and inappropriate.

The fifth step was “interpretation.” The emergent themes and connections were used to explain the findings. Conclusions and recommendations concerning supervision strategies for CITs were identified, and important findings based upon the data and literature presented. Also, in order to identify the interrelationship between self-confidence and supervision strategies, the data was examined to assess if effective or ineffective supervision strategies hindered or enhanced self-confidence. The responses were evaluated to see what contributed to CITs’ self-confidence in becoming Professional School Counselors.

The survey methods approach of open and closed questions aided in the data analysis and in identifying the strengths and weaknesses of supervision strategies. This inter-method process aided in understanding the correlation between supervision strategies utilized and CITs’ self-confidence. Also, this method provided greater clarity of the significance of themes and codes that emerged from the data collected. It allowed the researcher to examine the consistency of patterns through both a qualitative and quantitative lens. The results are presented using the question-and-answer format, which can incorporate several cases into a cohesive whole (Yin, 1994). Under each question on supervision strategies, there is identification of what CITs considered supervisory strengths and weaknesses, and examples of each category.

Validity and Reliability

Patton (2002) states that validity and reliability are two factors a researcher should be concerned about while designing a study, analyzing results and judging the quality of

the study. To ensure internal validity and reliability for this research the following techniques were implemented:

1. Triangulation. Triangulation is the process of gathering data from several sources, such as multiple data sources, multiple investigators, multiple theoretical perspectives and multiple methodologies (Denzin, 1970). Additionally, Patton (2002) believes that the use of multiple data collection methods could ensure the data's trustworthiness. This process was also utilized in analyzing data in multiple ways. This survey study used narrative questions, Likert scales, a document review and group interview.
2. Online surveys. CITs completed the Likert scales and narrative questions surveys online. I believe that having participants answer the questions individually gave them the opportunity to reflect as well as express their experiences without interference or coercion from the group.
3. Group Interviews. The online narrative questions were also used during the group interview. This gave CITs a preview of the interview questions two weeks prior to the group interview.
4. Member Checking. The results of surveys and interviews were given back to the participants in order to validate their feelings, perception, ideas and interpretation of the data collected (Glesne, 2006). This allowed participants to think more deeply about their responses, and make changes or add additional information as needed. After they were returned, the researcher asked follow-up questions for clarification, and participants were given

additional time to illuminate their responses through face-to-face, email or telephone conversations.

5. Peer Viewing and Debriefing. The researcher participated in a doctoral seminar class so had fellow students review and verify the data and interpretation of the notes to ensure clarity and appropriateness.
6. Faculty Review. The researcher had a dissertation committee of three faculty members who supervised and provided direction for this research project. They also reviewed the data and analysis to ensure its intelligibility and suitability to complete this research.

CHAPTER 4: RESULTS

Introduction

This pilot study utilized both qualitative and quantitative methods of data collection and analysis. First, the quantitative data includes the findings from two online surveys. One survey was adapted from the Supervisor's Self-Assessment in *Supervision and Instructional Leadership* (Glickman et al., 2007, p. 125). Students were to complete this survey along with a self-confidence survey prior to the group interview. Both surveys included Likert scales and open-ended questions so that participants could express their thoughts and opinions about supervision strategies utilized during their internship. The supervision survey asked participants to rate their supervisor in four areas:

Professionalism – personal and professional characteristics such as respect, ethical behavior, motivation, support and providing direction; Supervisory Skills – the ability to communicate, plan, problem solve, teach and mentor; Individual Assistance – observation, feedback, reflection and encouragement; and School-Wide Support – the ability to advocate for students, facilitate training, work as a part of a team and coordinate a school-wide program for all students using the ASCA model.

Secondly, the counseling self-confidence survey was created by the researcher. Self-confidence is defined in this study as the conviction that one can successfully execute a desired behavior. The survey was developed based on the following: (a) 14

years of professional experience as a professional school counselor; (b) my doctoral educational experiences at George Mason University (GMU): In my coursework such as Scholarship of Teaching and Learning (SoTL), Curriculum Development and Assessment and Administrative Leadership, I became knowledgeable about optimum learning environments, experiential learning and assessing students' learning and development; (c) my administrative internship at the research university as the field supervisor for an internship class also gave me insight and knowledge about how to develop CITs' self-confidence; and (d) the literature review was helpful in identifying supervision strategies that aid in the development of a professional counselor identity and training methods that are beneficial to counselors in training (Bernard & Goodyear, 2004; Kaffenberger and Murphy, 2007; Nelson & Jackson, 2003).

Finally, the qualitative findings from the semi-structured group interview are presented with interview questions followed by a summary of participants' responses. The semi-structured group interview was a follow-up to the online surveys.

Research Questions

This study reports perceptions of CITs during their internship/practicum experience. The research examined this group's perception of supervision given by Professional School Counselors (PSC) who were supervising them during their field experience at their elementary, middle or high school placement. The researcher sought to answer the question "What supervision strategies are used by site supervisors, and what are CITs' perceptions about these strategies and the effectiveness in building self-confidence in school counseling?" In order to answer the research question, the study's

design, data collection and analysis were framed using the following narrative questions which were asked on the survey and during the group interview:

1. Describe the personal and professional characteristics of your site supervisor that enhance your self-confidence and learning experience. What qualities are important to you?
2. Explain the supervisory skills that are most important to you. How does your site supervisor facilitate your development of counseling skills? What are your feelings about the job training you are observing and participating in?
3. Describe the effectiveness of the on-site assistance you receive and its significance to your professional development. What are your feelings and perceptions about the clinical supervision style and strategies used by your site supervisor?
4. How does your site supervisor utilize the ASCA model, and what knowledge have you gleaned from this experience that will help you develop a guidance and counseling program using the ASCA model? Describe your level of confidence and skills in developing and implementing a counseling program.

Perceptions are viewpoints of how people typically feel about people, places, things or ideas. The Likert scales in this study measured perceptions which were then classified as positive and negative. The Likert scale survey consisted of a series of attitude statements about supervision strategies. As a general rule a mean rating of 3.0 or better indicates a positive perception, and a score of less than 3.0 specifies a negative perception (Kubiszyn & Borich, 1990, p. 170). Additionally, this study reports the

standard deviation from the mean of 3.0. Prior to computing the standard deviation the group's average score was computed for each survey statement.

The supervision survey was divided into two parts which consisted of questions about professionalism, supervision, individual and school-wide assistance. The survey's professionalism and supervision portion consisted of 26 statements. CITs were asked to rate their supervisors on professional characteristics such as respect, ethical behavior, motivation, support and providing direction. Supervisory skills indicate the ability to communicate, plan, problem solve, teach and mentor. The Individual Assistance and School-Wide support survey consisted of 21 statements which asked CITs to rate their supervisor's performance in observing, giving feedback, reflection and encouragement, and the ability to advocate for students, facilitate training, work as a part of a team, and coordinate a school-wide guidance and counseling program using the ASCA model. Participants responded "strongly agree," "agree," "disagree" or "strongly disagree" to each statement.

Participants in this study were 9 students enrolled at a Mid Atlantic historically Black university. They were completing their Master's of Education degree in School Counseling, and were at various levels of completing their 700 hours internship/practicum requirement. They were a part of the same internship class, and were 24 years of age or older. Two identified themselves as White females and 7 were African American; 2 were males and 7 were females. At the time of the study, 2 CITs had completed 25-101 hours of field experience and 6 had completed 102-560 hours. One participant failed to disclose the number of hours completed.

Document Review

A document review of the course syllabus revealed the goals, objectives, assignments and expectations of the internship from the university. The course emphasized the immersion of CITs in the multiple roles of a school counselor and the acquisition of counseling skills developed by observing and providing individual and group counseling, classroom guidance, family and parent workshops, and becoming familiar with preparations for assessments/tests for academic evaluation, advancement and/or postsecondary options. The student outcomes/course objectives were to apply counseling theories to practical situations; identify and assist in the referrals; assessing the needs of students, staff and community; utilize various methods of curriculum development, decision making and management; utilize appropriate crisis intervention strategies; conflict resolution; consult with parents, staff, and outside organizations; develop materials and strategies that meet the needs of special populations; and interpreting and applying legal and ethical standards in issues in counseling. It was expected that practicum students complete 100 hours and internship students complete 600 hours of experience.

In addition to readings, attendance and participation, the following student assignments were to be completed:

1. A Learning Contract – specified the various activities that the CIT would complete during the internship and a tentative schedule. It was expected that the CIT would have an opportunity to counsel or co-counsel individuals and

groups, participate in or possibly conduct workshops or other learned activities, and spend 300 hours in direct services to clients.

2. Audiotape Counseling Session – a 10- to 15-minute counseling interview/session with a student in K-12 had to be completed along with verbatim transcripts and observational notes.
3. Videotape – through the audio/visual lab, record a counseling interview to gain experience, and submit it for critique of counseling skills.
4. Classroom Guidance – an observation of the internship supervisor providing classroom guidance and a classroom guidance lesson.
5. Journal – a weekly log of the internship experience, joys and obstacles in the field, progress on personal growth, research questions, application of counseling theories and their effectiveness, and an ongoing self-assessment of counseling skills.
6. Ethics Case Study – a one-page paper of an ethical dilemma posed to the practitioner or observed.
7. Personal Growth Plan – the skills and competencies that needed to be developed and which were assessed through journal entries and individual meetings.
8. Portfolio – begin or continue to work on a professional portfolio and include copies of evaluations and relevant products from the internship experience.
9. Site Supervisor Evaluation – the site supervisor was to complete an evaluation of the student's performance during the internship. The evaluation was to refer

to the objectives of the learning contract and contain comments on student's strengths and areas of development.

Students received a pass or fail grade based upon successful completion of assignments and field experience. In a larger study, a review of students' work would bring greater awareness and understanding of the CITs' journeys and development of self-confidence.

Survey Results

Table 1 presents mean scores of 3.0 or above. Following the general rule, 3.0 or better indicates a positive attitude. This table shows perceived strengths in skills of observation, communication, group facilitation, leadership, teaching, planning, coaching and mentoring, providing direction, independence and a healthy atmosphere for learning. Also, professional values such as being respectful, flexible, ethical, highly motivated, valuing the opinions of others, concern with the CIT's growth and development and the ability to assist teachers are also positively represented in the survey. The number in parentheses represents the number of respondents.

Table 1

Positive Attitudes Towards Professionalism and Supervision

My site supervisor....	Response (N = 9)	Strongly Disagree	Disagree	Agree	Strongly Agree	Average Rating	Standard Deviation
Shows respect for self and others.	8	0.0% (0)	0.0% (0)	12.5% (1)	87.5% (7)	3.88	0.3
Displays observation skills.	8	0.0% (0)	12.5% (1)	25.0% (2)	62.5% (5)	3.50	0.7
Effectively assists students who are in need of counseling.	9	22.2% (2)	0.0% (0)	22.2% (2)	66.7% (6)	3.44	1.0
Is flexible.	9	11.1% (1)	0.0% (0)	22.2% (2)	66.7% (6)	3.44	1.0
Motivates and inspires me.	8	0.0% (0)	25.0% (2)	12.5% (1)	62.5% (5)	3.38	0.9
Is ethical.	9	11.1% (1)	0.0% (0)	22.2% (2)	66.7% (6)	3.33	1.0
Is genuinely concerned with my growth and development.	9	11.1% (1)	0.0% (0)	33.3% (3)	55.6% (5)	3.33	1.0
Establishes a healthy atmosphere for learning.	9	11.1% (1)	0.0% (0)	44.4% (4)	44.4% (4)	3.22	0.9
Gives me freedom and responsibility.	9	22.2% (2)	0.0% (0)	11.1% (1)	66.7% (6)	3.22	1.3
Is highly motivated and has a can do attitude.	9	11.1% (1)	22.2% (2)	0.0% (0)	66.7% (6)	3.22	1.2
Displays good communication skills.	9	11.1% (1)	0.0% (0)	44.4% (4)	44.4% (4)	3.22	1.0
Displays group facilitation skills.	9	11.1% (1)	11.1% (1)	22.2% (2)	55.6% (5)	3.22	1.0
Displays leadership skills.	9	11.1% (1)	0.0% (0)	44.4% (4)	44.4% (4)	3.22	0.9
Displays the ability to coordinate a school wide guidance and counseling program.	9	0.0% (0)	33.3% (3)	11.1% (1)	55.6% (5)	3.22	0.9
Is an effective teacher.	9	11.1% (1)	11.1% (1)	22.2% (2)	55.6% (5)	3.22	1.0
Effectively assists students with their educational plans and goals.	9	11.1% (1)	0.0% (0)	44.4% (4)	44.4% (4)	3.22	0.9
Displays planning skills.	9	11.1% (1)	11.1% (1)	33.3% (3)	44.4% (4)	3.11	1.22
Is a good coach/mentor.	9	11.1% (1)	11.1% (1)	33.3% (3)	44.4% (4)	3.11	1.0
Values my opinion and ideas.	9	11.1% (1)	22.2% (2)	11.1% (1)	55.6% (5)	3.11	1.1
Provides direction when needed and independence as she/he observes I am ready.	9	22.2% (2)	11.1% (1)	11.1% (1)	55.6% (5)	3.00	1.3
Effectively assists teachers who are in need counseling.	9	22.2% (2)	0.0% (0)	33.3% (3)	44.4% (4)	3.00	1.2

Note. Where there are 8 responses, the statement was skipped by 1 participant.

Table 2 presents the responses of mean scores below 3.0 on the professionalism and supervision portion of the survey. This table shows CITs' perceptions of weaknesses in the following areas: providing learning activities that contribute to personal and professional growth, needs assessment skills, effectively using technology and knowledge of the American School Counselor Association (ASCA) model.

Table 2

Negative Attitudes Towards Professionalism and Supervision

My site supervisor...	Number of Responses (N = 9)	Strongly Disagree	Disagree	Agree	Strongly Agree	Average Rating	Standard Deviation
Has programs and/or learning activities in place that contribute to my personal and professional growth.	9	11.1% (1)	22.2% (2)	33.3% (3)	33.3% (3)	2.89	1.0
Displays needs assessment skills.	9	11.1% (1)	33.3% (3)	11.1% (1)	44.4% (4)	2.89	1.1
Can effectively use technology.	8	37.5% (3)	0.0% (0)	12.5% (1)	50.0% (4)	2.75	1.4
Is knowledgeable of the ASCA model.	9	22.2% (2)	22.2% (2)	22.2% (2)	33.3% (3)	2.67	1.2

Note. Where there are 8 responses, the statement was skipped by 1 participant.

The Professionalism and Supervision portion of the survey included two open-ended narrative questions that participants were asked to write about online:

1. Describe the personal and professional characteristics of your site supervisor that enhance your self-confidence and learning experience. What qualities are important to you?
2. Explain the supervisory skills that are most important to you. How does your site supervisor facilitate your development of counseling skills? What are your feelings about the job training you are observing and participating in?

There were seven responses out of nine questionnaires to the two online narrative questions. The first question was: Describe the personal and professional characteristics of your site supervisor that enhance your self-confidence and learning experience. What qualities are important to you? The responses were as follows:

- “Empathy, caring and concern” were characteristics that enhanced self-confidence and learning experience.
- “My supervisor respects me and gives me many responsibilities to accomplish; however, they are not in direct contact with students.”
- “She is very sensitive and supportive towards students’ problems. She takes charge of a situation. She’s always honest with students even if it may not be in their favor. This allowed me to see that even if a problem is negative, there is a way to mediate without being forceful or taking the role of the parent. What is important to me is coming across as genuine to the students and not acting as the administration. Building and maintaining rapport with students is very important.”
- “My supervisor is knowledgeable about procedures. She has a good disposition.”
- “Organization, responsibility and knowledge of the counseling process” were characteristics that enhanced confidence and learning experience.
- “My supervisor is understanding, patient, and shares freely with myself and others. My learning is enhanced by giving me a deeper understanding of the everyday concerns and duties that I will experience as a counselor. My self

- “My site supervisor has been a School Counselor for 12 years and is very good at her job. She has had a major impact on her school and the students they really depend on her and respect her job. She follows the legal and ethical issues when counseling. She provides opportunities for me to observe, learn, and apply what I have learned. She has qualities such as personal and professional experiences that she shares that are important to me.”

To the second online narrative question there were five responses. The question was: Explain the supervisory skills that are most important to you. How does your site supervisor facilitate your development of counseling skills? What are your feelings about the job training you are observing and participating in?

- “My supervisor...respects me and offers a chance to learn. I appreciate the job training that I am participating in, because my site supervisor gives me hands-on experience and exposure to many different aspects of the job.”
- “My site supervisor is supportive, but not in the way that I should be learning. Her lessons are thought of on the go and she lacks motivation. I feel that I am learning what not to do.”
- “I need feedback from a supervisor in order to know if I am doing an adequate job. This may be hard for some new supervisors. I have not received negative feedback as of yet but hope that she knows it is welcomed. Good communication, being able to advise the student, parent, teacher and

administrator, as well as being an expert in the field of school counseling is also important. My supervisor allows me to sit in on a variety of situations to see how she handles them. She has even alerted me of activities that occur outside of the time I am in school so that I would have the option to get involved. I feel like I am getting a well-rounded experience as far as training, but the only thing that will truly prepare me for the exact position is that position. My first year as a counselor will be the ultimate test to know how well the training I received was adequate.”

- “The most important supervisory skill is understanding each individual and helping them to become the best they can be. My supervisor encourages me to fully experience the everyday role of a counselor, which helps me develop my counseling skills. The job training is important in that it gives a real life experience, not just book knowledge, and helps me to understand my own strengths and weaknesses. My supervisor possesses very good communication skills, along with an understanding of each individual and their strengths and weaknesses.”
- “My supervisor has made a place for herself in her school. She has a very important and respected role. She makes sure I am in a situation where I can observe counseling skills and later I have the chance to apply those skills. I enjoy my job training and I am very confident that my training will help prepare me to be the best counselor I can be in the near future.”

Table 3 presents responses with a mean score of 3.0 or higher. This table represents CITs' attitudes towards site supervisors on the individual and school-wide assistance survey. This table indicates CITs' perceptions and reveals strengths in supervision in the following areas: responding to the needs of the school community; empowering and assisting students and staff; being an effective counselor, support and a team player; involvement in the school based management team (SBMT) or advisory boards, observing, allowing mistakes and giving appropriate feedback; sharing innovative counseling strategies and coordinating a school-wide guidance and counseling program.

Individual/School-Wide Assistance

My site supervisor...	Number of Responses (N = 9)	Strongly Disagree	Disagree	Agree	Strongly Agree	Average Rating	Standard Deviation
Is responsive to the needs of the school community.	9	0.0% (0)	11.1% (1)	22.2% (2)	66.7% (6)	3.56	0.7
Provides me with assistance as needed.	9	11.1% (1)	0.0% (0)	22.2% (2)	66.7% (6)	3.44	1.0
Is an effective consultant	9	0.0% (0)	12.5% (1)	50.0% (4)	37.5% (3)	3.25	0.7
Assists me when I am having a problem.	9	11.1% (1)	0.0% (0)	44.4% (4)	44.4% (4)	3.22	0.9
Provides opportunity for me to practice my counseling skills.	9	11.1% (1)	11.1% (1)	22.2% (2)	55.6% (5)	3.22	1.0
Is supportive.	9	11.1% (1)	0.0% (0)	44.4% (4)	44.4% (4)	3.22	0.9
Is involved in the school-based management team or other advisory boards that develop and implement plans for student achievement.	9	0.0% (0)	22.2% (2)	33.3% (3)	44.4% (4)	3.22	0.8
Empowers students and staff.	9	11.1% (1)	11.1% (1)	25.0% (2)	55.6% (5)	3.22	1
Fosters a positive school culture and climate.	9	0.0% (0)	33.3% (3)	22.2% (2)	44.4% (4)	3.11	0.9
Is a team player.	9	22.2% (2)	0.0% (0)	22.2% (2)	55.6% (5)	3.11	1.2
Allows me to make mistakes and helps me work through my choices.	9	0.0% (0)	33.3% (3)	22.2% (2)	44.4% (4)	3.11	0.9
Effectively observes my work and gives helpful feedback.	9	11.1% (1)	11.1% (1)	44.4% (4)	33.3% (3)	3.00	1
Shares innovative counseling strategies.	9	11.1% (1)	11.1% (1)	44.4% (4)	33.3% (3)	3.00	1
Has a guidance curriculum/program infused throughout the school.	9	11.1% (1)	22.2% (2)	22.2% (2)	44.4% (4)	3.00	1.1

Note. Where there are 8 responses, the statement was skipped by 1 participant.

Table 4 presents the responses with a mean score below 3.0. This table indicates perceived weaknesses in supervision in the following areas: providing instructional and counseling resources, reflection, goal setting, facilitative training and helping CITs understand their strengths and weaknesses. The discrepancies with averages will be discussed in the next chapter.

Table 4

Individual/School-Wide Assistance Statements Below the Mean

My site supervisor...	Number of Responses (N = 9)	Strongly Disagree	Disagree	Agree	Strongly Agree	Average Rating	Standard Deviation
Provides useful counseling and/or instructional resources.	9	11.1% (1)	11.1% (1)	55.6% (5)	22.2% (2)	2.89	0.9
Encourages me to reflect upon my work.	9	0.0% (0)	44.4% (4)	44.4% (4)	11.1% (1)	2.67	0.7
Helps me set goals.	9	0.0% (0)	55.6% (5)	22.2% (2)	22.2% (2)	2.67	0.75
Evaluates the guidance and counseling program.	9	12.5% (1)	25.0% (2)	50.0% (4)	12.5% (1)	2.63	0.9
Helps me understand my strengths and weaknesses.	9	22.2% (2)	22.2% (2)	33.3% (3)	22.2% (2)	2.56	1.1
Facilitates training sessions for staff.	9	33.3% (3)	11.1% (1)	33.3% (3)	22.2% (2)	2.44	1.2

The Individual/School-Wide Assistance survey included two open-ended narrative questions: (a) Describe the effectiveness of the on-site assistance you receive and its significance to your professional development. What are your feelings and perception about the clinical supervision style and strategies used by your site supervisor? (b) How does your site supervisor utilize the American School Counselor Association (ASCA) model, and what knowledge have you gleaned from this experience that will help you develop a guidance and counseling program using the ASCA model? Describe your level of confidence and skills in developing and implementing a counseling program.

There were five written responses out of the nine participants to the first question: Describe the effectiveness of the on-site assistance you receive and its significance to your professional development. What are your feelings and perception about the clinical supervision strategies used by your site supervisor?

- “My supervisor is very supportive; however, I am doing a lot of her secretarial work and I am not spending time in direct contact with students.”

- “My supervisor gives me a task and allows me to be creative in completing the task. She may give some helpful ideas but ultimately leaves it up to me to decide how I want to complete it. I actually like the supervision style of my supervisor, because it gives me the opportunity to show her what I am capable of doing and at the same time, it gives me the chance to see where my weaknesses lie.”
- “My supervisor needs to take off the training wheels and allow me to practice skills on my own.”
- “My supervisor provides me with counseling and instructional resources. She also shares counseling strategies for students with needs; Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) and Individual Educational Plans (IEPs). I have daily opportunities to practice my counseling skills. She also helps me set personal goals to increase my counseling skills.”
- “I enjoy the passion that my site supervisor has for school counseling. My perception of her supervision style and strategies is that she is knowledgeable at her profession. She displays a technique one or more times and then I observe and repeat the technique on my own at a later time. She is a hands-on supervisor who wants you to learn from experience.”

Additionally, there were five written responses of nine on the questionnaire for the second question: How does your site supervisor utilize the American School Counselor Association (ASCA) model, and what knowledge have you gleaned from this

experience that will help you develop a guidance and counseling program using the ASCA model? Describe your level of confidence and skills in developing and implementing a counseling program.

- “She does not even know the ASCA model.”
- “My site supervisor has been given a calendar with the ASCA domains. She follows this calendar to a certain extent. Her lessons are very outdated and often times do not fit under the ASCA domains that are supposed to be focused on during the calendar month. I feel that I will be able to use the ASCA model to develop innovative lessons to develop and implement my counseling program.”
- “My supervisor is experienced, she uses the model in a more practical manner. I sometimes have to think twice about how she applies the model. She applies it through mediating a parent-teacher conference, helping students through their everyday problems, and advising the principal on an urgent issue, etc. I have learned how to finesse a more subtle way to interact with students and teachers.”
- “The ASCA model is not used. I have the utmost confidence that I can implement a counseling program due to past experience in the school system.”
- “My site supervisor does not use the ASCA model.”

Finally, to conclude the online surveys, participants ($N = 9$) were asked to complete a Self-Confidence survey which was a self-assessment of CITs’ confidence

levels in using their counseling skills. It consisted of 10 Likert scale questions and 3 open-ended questions. Table 5 shows the results.

Table 5

Self-Confidence Survey Results

Survey Questions	Number of Responses (N = 9)	Strongly Disagree	Disagree	Agree	Strongly Agree	Group Rating	Standard Deviation
I am self-confident in my abilities to transition into the role of professional school counselor.	9	0.0% (0)	11.1% (1)	44.4% (4)	44.4% (4)	3.33	0.7
On the whole, I feel that I have the skills to be an effective school counselor.	9	0.0% (0)	11.1% (1)	44.4% (4)	44.4% (4)	3.33	0.7
I am proud of my ability to develop a guidance and counseling program using the ASCA model.	9	11.1% (1)	11.1% (1)	44.4% (4)	33.3% (3)	2.89	1
There are clear expectations about my role and responsibilities as a Counselor in Training.	9	0.0% (0)	33.3% (3)	33.3% (3)	33.3% (3)	3.0	0.8
I am comfortable teaching guidance lessons.	9	0.0% (0)	22.2% (2)	44.4% (4)	33.3% (3)	3.11	0.8
I reflect on my work daily, and receive appropriate feedback from my site supervisor which helps me develop self-confidence.	9	0.0% (0)	22.2% (2)	44.4% (4)	33.3% (3)	3.11	0.8
I believe in my ability to create a counseling program using the ASCA model.	9	0.0% (0)	22.2% (2)	44.4% (4)	33.3% (3)	3.11	0.8
I feel at ease utilizing my individual and group counseling skills.	9	0.0% (0)	11.1% (1)	66.7% (6)	22.2% (2)	3.11	0.6
I feel supported by my site supervisor.	9	0.0% (0)	11.1% (1)	66.7% (6)	22.2% (2)	3.11	0.6
The supervision strategies utilized have enhanced my confidence and job readiness.	9	0.0% (0)	22.2% (2)	33.3% (3)	44.4% (4)	3.22	0.8

The Likert self-confidence scale revealed that as a group they answered 9 out of 10 questions with a rating of 3.0-3.33 (N = 9). The question that the group answered below the 3.0 mean was “I am proud of my ability to develop a guidance and counseling

program using the ASCA model.” This rating was 2.89. Two respondents answered that they disagreed with this statement. Three CITs responded “disagree” to the statement “There are clear expectations about my role and responsibilities as a Counselor in Training.” The affects and discrepancies with averages will be discussed in the next chapter.

There were three narrative, opened-ended questions concerning participants’ self-confidence and job readiness. They were: (a) How confident are you about your counseling skills at this time? Describe your level of confidence based on your knowledge, skill and abilities. (b) Please explain how your confidence has evolved and developed during your field experience. (c) How is the internship preparing you for a position as professional school counselor?

There were six responses to the question, “How confident are you about your counseling skills at this time?” Participants’ responses are listed below.

- “I feel that I am confident in my counseling skills. I wish I was given more of an opportunity to use these skills; however, I know where there are resources that will help me in the future.”
- “I have a gift of relating with students, which I believe has helped me develop confidence in my counseling skills.”
- “I am very confident. I have had counseling jobs since 2003.”
- “My level of confidence is high. I have a working knowledge which has increased my skills and abilities, using what I learn in practical application.”

- “I feel that I can counsel and make a difference. I still need a little more supervision.”

The next narrative question was “Please explain how your confidence has evolved and developed during your field experience.” There were six written responses and they are listed below.

- “I have received words of encouragement from teachers at the school this has allowed my confidence to evolve and develop.”
- “Now that I am more comfortable with the staff and students, my confidence as a counselor has increased.”
- “I am more confident working with kids now. I didn’t have that experience until now.”
- “My confidence has improved in certain areas, for example, in the counseling process.”
- “My confidence has evolved and developed by my using what I am learning in class to counsel students in many areas of concern.”
- “The more practice I get out in the field, the more confident I feel about my counseling skills.”

There were six responses to the question, “How is the internship preparing you for a position as a professional school counselor?” These responses are listed below.

- “My internship experience has showed me that there is a lot of paperwork to be completed and that time is limited. I am looking forward to being a school

counselor in my own school, so that I can make my own choices as to what the counseling program will look like.”

- “I feel like the internship is beneficial, but I think it needs to be more structured as far as directions to the site supervisor from the university.”
- “The internship is preparing me for the school environment.”
- “The internship has helped me become more competent and broaden my knowledge of school system rules and procedures.”
- “The internship is preparing me by providing me with a safe environment in which to practice and increase my knowledge base. This enhances my comfort level for the position of professional school counselor.”
- “This [internship] gives me the opportunity to utilize what I have learned in my program. I have the chance to be hands-on while I’m observing and shadowing my site supervisor.”

Group Interview

A group interview was conducted on Thursday, April 23, 2009, during the CITs’ regularly scheduled class time. The interview was completed with CITs who participated in the online survey. The purpose of this group interview was to further illuminate the quantitative data and give deeper meaning and examples of the open-ended questions on the surveys. Counselors in Training were able to clarify their feelings, opinions, perspectives and experiences during their field experience, and the researcher was able to explore the topic more thoroughly. The interview is presented with the question followed by responses by CITs.

To begin the interview session, the researcher asked for a response to the following question: Describe the effectiveness of the on-site assistance you receive. How effective is the supervision and training you are receiving? The responses were:

- “I am doing my practicum. It’s 100 hours. I get supervision but there is always so much going on that you can never actually sit down and say we are going to focus on these or two things. There are so many fires to put out. Spring is a very bad time too—I’m in a middle school.”

Interviewer: So are you saying there are problems because of time or so many responsibilities? (Question interjected for clarification.)

- “I would say because of responsibilities. When I have questions, she answers them, but there always seem to be someone coming to the door or calling then she has to be someplace.”
- “I agree with that. A lot of times my supervisor is in a meeting for an hour or pulled away, and I am like ‘I don’t have anything to do.’ So I try to do something to keep busy. If I didn’t get my project right away, they might have her running around doing stuff.”

Interviewer: So you don’t go with the counselor to these meetings?

- “No a lot of times they are with parents; however, if it is a student coming into the office then yes. Sometimes the principal pulls the counselor into his office and I am not invited to those, but I do attend the School Instructional Team (SIT) meetings.”

- “My counselor is a micromanager. She does not let me do anything on my own without watching over my shoulder. This is very irritating. I am at the internship phase not the practicum stage, and that can be a little trying.”
- “I would say my supervisor is very effective, because there is always something for me to do. I am allowed to go to some meetings and some I am not. I have observations to do and I do a lot of mentoring. I keep records and it indicates what I am doing during the quarter. So this helps with keeping the forms [referring to ASCA accountability], all she has to do is add what she is doing. The majority of the things in there I take care of [referring to ASCA data collection].”
- “I can agree that my counselor is always doing something. There is always a fire to put out or something going on. I walk with her and we talk as she is going to the next meeting or going to do lunch duty. She is very good at letting me sit in on meetings with her. She makes sure I know what is going on.”
- “She is very busy. She is receptive to giving me the information that I need. Sometimes I am just sitting there watching her do her documentation, but she has to get her work done, which is fine. I do get let in on a lot of the meetings. She has let me help in a group counseling situation. I am at the practicum stage.”

Interviewer: Is there a definition about what you should be doing in practicum and internship? (Clarification needed on the role and responsibility of the CIT.)

- “Practicum is when you watch the supervisor. Internship is more hands-on.”

The second question asked during the group interview was: What are the job training activities and projects you are observing and participating in, what are your feelings about them?” The responses are listed below.

- “I am doing a lot of secretarial work for my Counselor. I don’t feel like I am spending as much time as I should in direct service to the students.”

Interviewer: Can you give us some examples of secretarial work?

- “I type up emails for her, so she will dictate to me, because she pecks and I type faster than her. She will tell me what to write and I will write up emails. I copy and laminate things for her. Being a teacher I have had a student teacher in the past, we were always told not have a student teacher do that. That is not what I am there for, I am there to meet and be in direct service to the students. I am frustrated right now.”
- “I have a project going on right now. I have been given several 9th grade male students whose Grade Point Averages (GPAs) are very low, and I am trying to motivate them. When I meet with them they just say ‘I don’t have any motivation,’ and they are very honest. I am taking background information on their home setting, parent/guardian information. It is helping in my mind anyway. I don’t think their GPA is going to shoot up, but I think having someone who is interested helps.

- “Right now I am running a group—a self-esteem group for girls.”
- “I am involved in schedule changes [SchoolMax computer program] and lunch duty.”
- “Career day; MSA proctor and I do a lot of behavior intervention.”

Interviewer: Do you feel happy about your projects?

- “Yes I feel good about the self-esteem group. They [the girls] seem very interested. I am also involved in the Doctor’s Day program. Doctors that are in town for a convention are invited to come to the school and speak to students.”
- “For me I’d like to think I’m doing some good for these students who have GPAs that are zero. I don’t think anything is going to change this year. I think the focus is to try to keep them in school. There is a high drop-out rate among African Americans. Students had GPAs range from 0-1.0.”
- “I am at the elementary school level and there is only one counselor in [my school]. I did my first survival skills lesson before I left to go home for spring break. I had to come up with the accommodations of a Section 504 plan, and send them to teachers of students to make sure they concur with the accommodations for the student. I am also working on Career Day. This year’s theme is to have parents so we can draw a closer relationship with the community. The good thing about it is I am helping directly.”
- “I am running a divorce group. But the kids keep missing their class, and the time is so short. I think the group is too large. I feel like I am not getting

anything done and not being that effective. There are 9 or 10 students participating.”

The next question came directly from the online survey: Explain the supervisory skills that are important to you and the level of skills your supervisor possesses.

- “My supervisor is very supportive. She kind of pushed me out there and has me trying everything. She has me calling parents, mentoring a child. I run the group. She is always there for questions. When I make a call, she is sitting there and tells me what I could have said. She gives feedback on something I could have said or should have said. She is very supportive. She believes in getting in there and just doing it.”
- “I make phone calls and things of that nature for my supervisor, but she basically gives me a script of what to say. I am micro-managed. Let me try.”

Interviewer rephrasing: So what I hear you saying is that you are controlled by your supervisor; she is controlling the situation and telling you what to say and you don't seem to like that.

- “No I don't. I am at the internship level, and she should give me an opportunity to try. I am getting ready to graduate. You need to let me try. I am not going to hurt anybody's child. Let me do some things. I can make a phone call. I have been a teacher. I feel that she gives me a script and tells me what to say like I am dumb to say the least. It kind of irritates me some days. I get very irritated.”

- “I am at the practicum stage. I feel my counselor is hands-on. She wants me to observe first. The second time around she lets me do it. She has a SAS club group, which focuses on smoking prevention for kids. They are going to a conference tomorrow. They will do a commercial and skit. So, she felt comfortable letting me help the kids with their skit, and help make posters and signs. She wants me to watch her do it first and then she lets me do it. I like that. She doesn’t just throw me out there. If she does classroom guidance, I help her. I think it is a good way to do it, let me observe what she is doing and then give me a chance to get the experience.”
- “My counselor is a problem solver. If a problem presents itself, he solves it. He is more reactive than proactive. I wish that he was more proactive. At the high school level you see a lot of scheduling and paperwork. But what I think would be more beneficial on the high school level, would be to advocate for the kids more, and to teach the parents to advocate for the kids more on how to get a quality education and the classes that they need to get. Those are the conversations needed and more educational planning in the 9th and 10th grade. So when they are in the 11th and 12th grade you are not doing a lot of problem solving. You are not doing guidance. I would like to be around a counselor who is not afraid to make ripples and waves, but is secure and comfortable with their job, that they are not looking at the system and worried about the politics. It seems like they don’t care anymore, and just deal with what they

have. It can be done in a way in which the school respects you and you are not a problem for the principal.”

- “I don’t think that what a counselor does and we are taught here measures up.”

Interviewer: Can you explain that?

- “We spend so much time in the (college) classroom learning theories, learning how to counsel and pre-counseling and you don’t do any of that (maybe in some schools). In high school you are not doing that. It is more about putting out fires. In the ASCA model you are supposed to be proactive, but you are not proactive in the high school. Everything is reactive. Everyone says the same thing—you are overwhelmed with paperwork, you don’t get in the classroom; you run one group per year basically. This year, we spent most of the year trying to learn School Max. We didn’t even have schedules until October. You are dealing with the issues and HSAs [High School Assessments] testing 5 times per year. They are doing a lot more paperwork, and when you see students it is pretty much reactive. ‘Okay—so-and-so has a problem. We will talk to them right now.’ It is not like they have weekly appointments. It is like, ‘Oh these two girls are about to fight and we need to mediate right now,’ or ‘She is crying in the hall. Let’s pull her and talk to her.’ Nothing is scheduled, nothing is planned. You try to get things done.”

Interviewer: Where are you in that process? Are you observing or participating?

- “I am observing. I am handling attendance issues, so I am tracking down kids. I have them sign attendance contracts. I try to figure out why he/she is not coming to school, and set goals to help them graduate. These are the types of things that we are doing, and you know we are going through and looking up HSA scores, service hours and letting them know about community service.”

Interviewer: Are you trained to that? Is that what your supervisor is teaching you?

- “Watch and figure it out. Like with scheduling, she gave me some to do. I did them and she checked them. So then eventually she let me do them on my own. My work is double-checked.”
- “I think a lot of us would like observe the social workers. We have social workers at our school. When the kid snaps or has a break down, we can’t fix it in 10 minutes. We need additional time. You just try to figure it out. The kids need the counseling and it needs to be consistent. It needs to be separate from what we do. They need more counselors.”

The next question asked during the interview was: What would you like for your supervisor to do, and what would you like to happen that is not happening? CITs’ responses are listed below.

- “I honestly think that some people are cut out to have people underneath them and some people are not. It sounds like some supervisors who wanted to have someone under them, really don’t because they are controlling what we are doing.”

- “Take off the ‘training wheels.’ She taught me how to use a fax machine. Give me a little credit. I have been a teacher for three years. I have had other jobs before that. Don’t treat me like I am an undergrad and I am 18.”
- “More interaction with students.”
- “One-on-one sessions with students.”
- “Group counseling.”
- “Group guidance regarding graduation requirements, college, and/or careers.”
- “Career/College/Social groups [career days].”
- “Allow me to do what I have learned to do [in the classroom].”
- “Allow me to act as a counselor in direct service to students and not an assistant.”
- “Change and do different levels [elementary, middle and high school] or a variety of experiences.”
- “Various learning environments and experiences—classroom guidance, how to write a 504 plan, how to do scheduling on the high school level.”
- “Counseling supervisors need to focus on teaching about the legality/legal issues we need to be aware of,”
- “Coordinating and teaching peer mediation.”

Interviewer: Describe the level of confidence and skills in developing and implementing a counseling program once you become a Professional School Counselor. How confident are you?

- “I would say I am confident because I have had teaching experience. I think it is like being a teacher in a different aspect. For someone who does not have teaching experience, and is having the [internship] experience that I am having I would not be confident.”

Interviewer (interjection for clarification): So your confidence is based on your prior experience, not what you are getting in the practicum experience?

- “Yes, my confidence is based on my previous experience.”
- “You are not able to implement what you learned [in the classroom].”
- “Yes, true! The most that I have implemented is what I am doing with the group right now.”
- “You can have a plan [ASCA], but it does not seem like there is time to implement it. The counselor has lunch duty which she does not mind because she gets to see who the kids hang out with. She stays with the same group of students for four years. There is just not the time to implement a real plan.”
- “At a school where I teach, I stayed in the guidance office all day to see what they do, and they are not doing what we are taught in the classroom. I am doing it for my students, so I am teaching and counseling. When it is that time of year to pick your classes, I called the junior counselor to speak with my students about classes, and she told me no. She is too busy with 9th grade orientation, and I don’t understand why. They don’t come until August; why can’t you deal with the people who are here now? Well, the counselor told me NO. The students are confused about the classes they need to take their senior

year based on their career interests. For example, they did not understand that if they want to be doctors they need to take science their senior year. So I was doing all that guidance for my students. As far as career planning, college planning, I am doing it for my students.”

Interviewer: So are you confident about getting out there and helping students plan for their classes and careers?

- “I feel like I can do it. I have been doing it for three years with the training I have.”
- “The ideals of the job are not matching up to the job. When I see counselors doing stuff, they are not doing what we have been told we are going to do. So what I feel is we need to do more counseling as teachers or counseling on the side. Rather than being in the guidance office.”
- “Get out of the guidance office altogether, then you won’t have to worry about all that paperwork. Stay out of the office, and go visit the classrooms or see how students are doing. My counselor never gets out of the office, she is just always there doing paperwork. She does not leave out of her office to go see about other people. She is always sitting at her desk or on her computer. She is never outside of the office doing anything else.”
- “I feel like I am on technical terms as to what it means to be a school counselor. A lot of my confidence is going to come from outside experiences that I have had, like being in an afterschool program dealing with students 5 - 17 years. A lot of my confidence comes from there as opposed to what we

have learned in our program or even in the practicum. A lot of the technical terms that we have learned I don't get to see when I go into the school. Some are followed by the technical terms we have learned and some is not. It is based on what the counselor is trying to do at the school. It could be what best fits them or the expectation of the school (principal). Like you were saying about classroom guidance, my counselor kind of caters to the teachers. She goes and asks them what they want to see, so they kind of guide her on what they want to see. If they want study skills, the counselor will do it. She tries to be effective in that way. She will not stick to her monthly plan of what she was trying to do. A lot of it is what you make it and not what we learned in our program here. I think a lot of what we learned in our program is for a clinical counselor, because of the terms and strategies you use, you don't get to use that in a school based setting."

- "I would say mine is based on my secondary teaching experience. I have taught 9th to 11th, and now I'm working at a high school. I think the difficult part is going from a teacher to a counselor."
- "I don't have teaching experience, I come from a mental health background working with the mentally ill and bipolar etc. So, I have another bag of tricks. I feel equipped to work with adolescents."

Interviewer: So because you don't have the teaching experience, do you feel less confident with doing classroom guidance than counseling? You feel good with the

counseling part because you have dealt with mental health, but what about the academic part?

- “I don’t see too much of a difference, because I had to do their Individual Learning Plans ILPs and treatment plans. There are just different terms used for the educational plans as opposed to what’s done in psychology. I feel confident in my ability.”

Individual Snapshots

The qualitative and quantitative data in this pilot study looked at CITs as a group, but there is a limitation to looking at the data in this way only. There are some significant differences within the group. The majority—5 out of the 9 CITs—perceived their field experience as satisfactory, resulting in a mean survey score of 3.0 or above. Triangulation and using various data collection methods, such as Likert scale and open-ended surveys as well as a group interview, was beneficial in connecting the experiences, identifying key themes and categorizing appropriate and inappropriate experience based on CITs’ perceptions of their experience. The narrative segments below represent their internship journey. This group is identified as subgroup 1, and includes CITs 1, 3 5, 7, 8.

“Real-Life Experience”

CIT-7 answered “strongly agree” on all Likert supervision scales with the exception of one. He disagreed with the statement “Is knowledgeable of the ASCA model.” His survey responses indicated a very positive attitude towards the supervision practices utilized during the internship. He characterized his site supervisor as “understanding, patient and sharing information freely. She understands individuals and

helps them become the best they can be.” The learning experience was enhanced by exposure to “the everyday concerns and duties of a PSC, helping me understand my strengths and weaknesses, full participation in the counseling process, real-life experience and encouragement from my site supervisor.” He rates his self-confidence as very high. He states, “The internship provides a safe environment in which to practice and increase knowledge, and I have used my skills and abilities in practical application.”

“Working With Children”

CIT-5 had a similar experience. She answered “strongly agree” or “agree” to all supervision Likert scales. She also rated herself as very confident. She stated, “I have had counseling jobs since 2003, and the internship has helped me prepare for the school environment and working with children. I did not have that experience before now.”

“Passion”

CIT-8 answered “strongly agree” or “agree” to the majority of Likert statements. There were two statements that she disagreed with: “Allows me to make mistakes” and “Helps me work through my choices, and helps me set goals.” She said,

I enjoy the passion that my site supervisor has for school counseling. She is knowledgeable of the profession. My supervisor provides opportunities for me to observe, learn and apply what I have learned. She displays a technique one or more times, I observe and then repeat the technique on my own at a later time. She is a hands-on supervisor who wants me to learn from my experience.

CIT-8 is confident. She answered all the Likert statements on the self-confidence survey as “agree.” On the open-ended questions she said,

I am confident in my knowledge, skill and ability to be an effective school counselor. I feel that when I complete my internship, I will reach a new level of confidence. The more I practice, the more confident I feel about my counseling skills. The internship gives me the opportunity to utilize what I have learned in my program. I have a chance to be hands-on while observing and shadowing my site supervisor.

“Creative”

CIT-3 said,

My supervisor gives me a task and allows me to be creative in completing the task. She may give some helpful ideas, but ultimately leaves it up to me to decide how I want to complete it. I actually like the supervision style of my supervisor, because it gives me an opportunity to show her what I am capable of doing and at the same time, it gives me the chance to see where my weaknesses lie.

CIT-3 answered “agree” or “strongly agree” to all Likert scale statements except “Helps me understand my strengths and weaknesses” and “Helps me set goals.” She characterized her supervisor as “supportive towards students, and building and maintaining rapport with students” were important professional characteristics to her.

CIT-3 said this about the supervisor skills that are important to her:

I need feedback from my supervisor in order to know if I am doing an adequate job. I have not received negative feedback yet, but hope she knows it is welcomed. I feel that I am getting a well-rounded experience.

“Hands-On”

CIT-1 stated, “my supervisor gives hands-on experience and exposure to many different aspects of the job.” She answered “strongly agree” or “agree” to the majority of Likert supervision statements. She disagreed with four statements concerning her supervisor: (a) “Encourages me to reflect upon my work,” (b) “Evaluates the guidance and counseling program,” (c) “Is knowledgeable of the ASCA model,” and (d) “Can effectively use technology.” “Empathy, care and concern” were important professional characteristics that enhanced her learning experience and self-confidence. On the self-confidence survey, she had 3 “strongly agree,” 5 “agree” and 2 “disagree” ratings. Both disagree statements were related to developing a guidance and counseling program using the ASCA model.

There are individuals who may have answered differently than the majority, but their responses and voices can go unheard if the researcher does not seek to discover the challenging or critical cases in the data. The narrative segments below represent CITs 2, 4, 6, and 9’s perceptions of their internship journey. This group is identified as subgroup 2, and they perceived their experience as more problematic than subgroup 1.

“I Need More Supervision”

CIT-9 is a 24-year-old African American female. At the time of the study, she had completed 100 field hours, and expected to graduate in December 2009. She was unsure of the number of years of experience her site supervisor had completed as a Professional School Counselor, and if she had received any previous training. However, she did state that her site supervisor had supervised one other CIT prior to her.

On the professionalism/supervision Likert scale survey, there were 26 statements. CIT-9 skipped two statements, answered “strongly disagree” to 21 statements, “disagree” to 2 and “agree” to 1 statement: “Is knowledgeable of the ASCA model.” This gave a mean score of 1.16 with a standard deviation of 0.48. She did not respond to the two open-ended questions. On the individual/school-wide assistance Likert scale survey, there were 21 statements. She skipped 1 statement, answered “strongly disagree” to 12 and “disagree” to 8. This resulted in a mean score of 1.4 with a standard deviation of 0.5. She responded to one open-ended question on this survey: “How does your site supervisor utilize the ASCA model, and what knowledge have you gleaned from this experience that will help you develop a guidance and counseling program using the ASCA model?” CIT-9’s response was “She does not use it.” On the self-confidence Likert survey, she answered “strongly disagree” to two statements, “disagree” to 7 and “agree” to 1 statement: “I believe in my ability to create a counseling program using the ASCA model.” She answered 1 of 3 open-ended questions: “How confident are you about your counseling skills at this time?” CIT-9 stated, “I feel that I can counsel and make a difference. I still need a little more supervision.”

In the case of CIT-9 she rated her site supervisor very poorly, and also rated herself as having low self-confidence. It is good that several methods were used in this study, because she did not elaborate about her experience during the group interview. Perhaps she felt more comfortable sharing online through the surveys than in the group setting.

“Take Off the Training Wheels”

CIT-4 stated, “My supervisor needs to ‘take off the training wheels’ and allow me to practice skills on my own.” CIT-4 is a 28-year-old African American female. At the time of this study, she had completed 400 hours of field experience, and expected to graduate in May 2009. Her site supervisor had 3 years of experience as a Professional School Counselor, had no supervision training and had not supervised CITs prior to this experience. On the professionalism/supervision Likert scale survey, there were 26 statements. CIT-4 answered “strongly disagree” to 2 statements, “disagree” to 7, “agree” to 13 and “strongly agree” to 3 statements. This gave a mean score of 2.68 with a standard deviation of 0.80. The areas of weakness on this survey were: motivates and inspires me, gives freedom and responsibility, values my opinion and ideas, is highly motivated and has a can-do attitude, has programs and/or learning activities in place that contribute to my personal growth and professional development, provides direction when needed and independence as she/he observes I am ready, displays needs assessment and group facilitation skills, and has the ability to coordinate a school-wide guidance and counseling program.

On the individual/school-wide assistance Likert scale survey, there were 21 statements. She answered “strongly disagree” to 4, “disagree” to 5, “agree” to 10 and “strongly agree” to 2 statements. This resulted in a mean score of 2.4 with a standard deviation of 0.9. The areas of weakness included: (a) effectively observes my work and gives helpful feedback, (b) encourages me to reflect upon my work, (c) allows me to make mistakes and helps me work through my choices, (d) helps me understand my

strengths and weaknesses, (e) helps me set goals, (f) effectively facilitates instructional dialogue among staff, (g) has a guidance curriculum/program infused throughout the school, (h) facilitates training sessions for staff and (i) evaluates the guidance and counseling program. Her site supervisor did not use the ASCA model. However, she had the utmost confidence in her ability to implement the ASCA model due to past experience in the school system.

On the self-confidence Likert survey, she answered “strongly agree” to 3 statements, “agree” to 4 and “disagree” to 3 statements. This resulted in a mean score of 3 and a standard deviation of 0.8. The statements that she disagreed to were: “There are clear expectations about my role and responsibilities as a CIT” and “I reflect on my work daily and receive appropriate feedback from my site supervisor which helps me develop self-confidence and I believe in my ability to create a counseling program using the ASCA model.” CIT-4 stated, “I have the gift of relating with students, which I believe has helped me to develop confidence in my counseling skills, and now that I am more comfortable with staff and students, my confidence as a counselor has increased.” Her feelings about internship preparation were, “I feel like the internship is beneficial, but I think it needs to be more structured as far as directions to the site supervisor from the university.”

“Knowledge of the Counseling Process”

CIT-6 stated the professional characteristics that are important are “knowledge of the counseling process, organization and responsibility.” CIT-6 is a 25-year-old African American male. At the time of this study, he had completed 462 hours of field experience

and expected to graduate in May 2009. He was unsure of the number of years of experience his site supervisor had completed as a Professional School Counselor and if she had received any previous training. During the group interview he stated he was involved in some good activities such as working in direct contact with students, and creating accommodations for 504 plans, but desired more flexibility and a variety of learning experiences within the internship site and at other educational levels for job readiness. He seemed to view his experience similar to that of CIT-4, but to a lesser degree. He rated “strongly disagree” or “disagree” on the following Likert scales: provides useful counseling and/or instructional resources, effectively facilitates instructional dialogue among staff, fosters a positive school culture and climate, is a team player, empowers students and staff, facilitates training sessions for staff, evaluates the guidance and counseling program, is involved in the school based management team or other advisory boards, motivates and inspires me, values my opinions and ideas, displays needs assessment skills and is knowledgeable of the ASCA model. The mean score on the Individual Assistance and School-Wide support survey was 2.8 with a standard deviation of 0.8. The mean score on the Professionalism and Supervision survey was 3.0 with a standard deviation of 0.8.

“Secretary: I am not!”

CIT-2 said, “My site supervisor is very supportive, however, I am doing a lot of her secretarial work, and I am not spending much time in direct contact with students.” CIT-2 is a 31-year-old White female. At the time of this study, she had completed 450 hours of field experience and expected to graduate May 2009. Her site supervisor had 19

years of experience as a Professional School Counselor, had supervised approximately 5 other CITs and had received 3 hours of supervision training from the public school system.

On the professionalism/supervision Likert scale survey, there were 26 statements. CIT-2 answered “disagree” to 9 statements, “agree” to 12 and “strongly agree” to 4 statements. This gave a mean score of 2.7 with a standard deviation of 0.7. The areas of weakness on this survey were: being motivated, having programs and learning activities in place, providing direction and independence, displaying needs assessment and planning skills, the ability to coordinate a school-wide program and being an effective teacher and mentor. On the individual/school-wide assistance Likert scale survey, there were 21 statements. She answered “strongly disagree” to 1, “disagree” to 7, “agree” to 11 and “strongly agree” to 2 statements. This resulted in a mean score of 2.66 with a standard deviation of 0.7. CIT-2 stated “My site supervisor is supportive, but not in the way that I should be learning. Her lessons are thought of on the go and she lacks motivation. I feel that I am learning what not to do.” Her response about the use of the ASCA model was,

My site supervisor has been given the AACPS calendar of ASCA domains. She follows this calendar to a certain extent. Her lessons are very outdated and often times do not fit under the ASCA domains that are supposed to be focused on during the calendar month. I feel that I will be able to use the ASCA model to develop innovative lessons and implement my counseling program.

On the self-confidence Likert scale survey, there were 10 statements, and she answered 2 “strongly agree,” 6 “agree” and 2 “disagree.” The statements that she answered “disagree” were: there are clear expectations about my role and responsibilities as a Counselor in Training, and the supervision strategies utilized have enhances my confidence and job readiness. On the open-ended questions she responded,

I feel that I am confident about my counseling skills. I wish I was given more of an opportunity to use these skills; however, I know where there are resources that will help me in the future. I have received words of encouragement from teachers at the school and this has allowed my confidence to evolve and develop. My internship experience has shown me that there is a lot of paperwork to be completed and that time is limited. I am looking forward to being a school counselor in my own school so that I can make my own choices as to what the counseling program will look like.

Summary

Quantitative and qualitative findings were presented in this chapter. This pilot study was exploratory and the sample was limited to 9 counselors in training who were enrolled in a Master’s of Education, school counseling program at a historically Black University in the Mid Atlantic.

CITs’ Likert Scale Ratings of Supervision

The supervision survey measured perceived professionalism, supervisory skills, individual assistance and school-wide support. Nine CITs completed the online surveys. The survey results showed some significant differences in positive and negative attitudes

towards supervision strategies utilized during the internship/practicum. Mean scores can be deflated because of one rating of “disagree” or “strongly disagree” and do not necessarily indicate a negative attitude for the group. The professionalism and supervision survey consisted of 25 statements. Twenty-one statements had scores at or above the mean. Scores in Table 1 ranged from 3.0- 3.88. Four statements on the Likert scale indicate a negative standard deviation from the 3.0 mean with ratings from 2.67 - 2.89 (Table 2). On the individual and school-wide support portion of the survey, there were 20 statements. Fourteen statements had scores between 3.0 - 3.56 (Table 3). Six statements had a negative deviation from the 3.0 mean with scores between 2.56 - 2.89 (Table 4). The purpose of this exploration was to discover appropriate and inappropriate supervision strategies. Therefore, both positive and negative results on the Likert scale surveys are important in discovering supervision strategies that CITs viewed as effective and ineffective.

Self-Confidence Likert Scale

The Self-Confidence Likert scale showed that the majority of participants were confident in their ability to transition into the role of Professional School Counselor, and the supervision strategies utilized did aid in building their self-confidence. The Likert scale results revealed that participants answered 9 out of 10 questions positively. The ratings were 3.0 - 3.33. The question that participants answered that resulted in a negative standard deviation from the 3.0 mean was about their self-confidence: “I am proud of my ability to develop a guidance and counseling program using the ASCA model.” This rating was 2.89.

Online Qualitative Research Questions (Open-Ended)

The opened-ended questions which were also completed online by CITs supported the quantitative (Likert scale) results, and gave some specific examples of supervision strategies and the development of self-confidence. The participants expressed both satisfaction and dissatisfaction with supervision strategies, and they had some congruent concerns as well as some unique situations with site supervision.

Group Interview

“Focus groups are most useful for getting at complex underlying notions in a setting where the sharing of experiences can help guide the other participants to greater awareness and participation” (Shank, 2002 (p.45). I believe the group interview was a productive and informative process for me as the researcher and for participants because it allowed them to share experience and brainstorm solutions to some problems and issues that arose in some CITs’ field experiences. It was conducted in a safe environment—their college classroom, and they seemed at ease with expressing their attitudes and feelings about supervision. I think it also helped in building rapport that I attended their class on two occasions. The first visit was to introduce the study and complete consent forms and the second time to complete the group interview. The purpose of the study seemed of interest to most, as they chatted about some good and bad experiences during my visit. Each CIT in the group interview participated and shared some portion of his or her field experience. The group interview was a tremendous addition to the online surveys and was an elaboration to their open-ended online responses. It further illuminated the supervision strategies utilized during the field

experience, and provided more concrete examples of their experiences and expectations. A semi-structured interview was used to allow some flexibility and flow in the discussion. As questions arose, I asked CITs for clarification or examples so that I could document accurately their points of view. The results of the interview are given in this chapter by question and then CITs' responses. A summary of CITs' attitudes, feelings and beliefs for each question are summarized by the researcher.

CHAPTER 5: DISCUSSION

This pilot study addressed the question: What supervision strategies are used by site supervisors, and what are CITs' perceptions about these strategies and the effectiveness in building their self-confidence in school counseling? Surveys and a group interview were used to identify CITs' perceptions of useful supervision strategies and learning activities that build self-confidence and aid in job readiness. The surveys had both Likert scales and open-ended questions.

The open-ended questions appeared at the end of the Likert scale surveys. The purpose of the open-ended questions was to give CITs a voice, which is one way to understand what internship experiences enhanced their growth and development, and what learning experiences and supervision strategies were productive and desired. A limitation to the open-ended survey questions was that several CITs did not respond to the questions. A recommendation in using open-ended surveys would be to have the question at the beginning of the survey, and set a default mechanism that will not allow participants to move to the next question without a response. Another suggestion is to have CITs complete the online survey in a computer lab during one of their class times or use a paper survey. This would allow the researcher to collect as many responses as possible.

The Likert scale surveys were a valuable tool in this research study. They provided insight into participants' perceptions and specified their agreement and disagreement with supervision strategies. I believe having the surveys and open-ended questions prior to the group interview prepared students to talk openly about the subject matter. They had time to reflect on their experiences before communicating orally in the group interview.

Participants were 9 graduate students who were completing their Master's in Education with a focus on School Counseling. These CITs had completed their course work, and were in the process of completing their internship or practicum in a K-12 public school setting. The internship is the first 100 hours of field experience and is a time of observation, whereas the practicum is the remaining 600 hours and is supposed to be hands-on counseling experience. CITs in this current study had completed between 25-560 hours of field experience.

Summary of Findings

Professionalism and Supervisory Skills

Professionalism and supervisory skills include personal and professional characteristics of leaders such as respect, ethical behavior, motivation, support and providing direction. There were 26 Likert scale statements and two open-ended questions concerning professionalism and supervision skills. The open-ended questions were: describe the personal and professional characteristics of your site supervisor that enhance your self-confidence and learning experience, and explain the supervisory skills that are most important to you. These questions were also asked during the group interview.

Supervisory skills. On the Likert survey, the group of CITs rated their site supervisors as having strengths in observation skills, communication, group facilitation, leadership, teaching, planning, coaching and mentoring, providing direction, independence and a healthy atmosphere for learning. The internship should incorporate feedback, reflection, hands-on experience, peer discussion and choices of learning assignments (Marchese, 1997). On the narrative question “How does your site supervisor facilitate your development of counseling skills, and what are your feelings towards the job training you are observing and participating in?”, there were 5 responses. In summary, hands-on experience and exposure to many different aspects of the job, feedback, good communication, observation of a variety of situations to see how they are handled, a well-rounded experience, understanding each individual and helping them become the best they can be, encouragement to fully participate in the experience, observation of counseling skills and application of counseling skills. One commonality in the literature on experiential learning was that a variety of activities that actively engage students in the learning process is paramount (Chickering & Gamson, 1987; Dewey, 1933; Gentry, 1990; Knowles, 1984; Kolb, 1984; Marchese, 1997; Rogers & Freiberg, 1994; Schon, 1983). These scholars and theorists support the assertion that these types of learning activities that CITs desire during their internship experience in this current study should be implemented in the learning environment.

As a group, CITs had ratings resulting in a mean below 3.0 on 4 statements. The themes included: providing learning activities that contribute to personal and professional growth, needs assessment skills, effectively using technology and knowledge of the

American School Counselor Association (ASCA) model. However, it should be noted that on these 4 survey statements, 55.5 to 66.6 percent—more than half of the 9 participants—rated these statements as “agree” or “strongly agree.” This is significant because if 1 or more of 9 participants rate a survey item as “strongly disagree” or “disagree,” then this will bring down the overall average for the group. On these survey items 33.3 to 44.4 percent answered “strongly disagree” or “disagree.”

The themes above are important to CITs’ growth and development and are apparent in the literature on experiential learning and counselor supervision. To address the issue of providing learning activities that contribute to personal and professional growth, experiential learning theories state the quality of the experience as well as students’ learning from the experience develops knowledge (Kolb, 1984; Roberts 2003). Knowles (1984) and Rogers and Freiberg (1994) believe that significant learning takes place when the subject matter is relevant to the personal and/or professional interests of students. Also, Thompson (2004) states there are three distinct roles of site supervisors. First, site supervisors are teachers who provide direction, instruction and feedback on leaning activities. Next, they are counselors who assess and address the needs of the intern and school community, and finally they are consultants who are supportive and act as a resource and provide resource materials. Research has shown that counselor supervisors who are aware of their roles and responsibilities and are trained in supervision make better supervisors (Bernard, 1979; Borders & Leddick, 1987; Bradley & Whiting, 1989; Hawkins & Shohet, 1989; Holloway, 1995; Stoltenberg & Delworth, 1987).

Additionally, technology has been an effective tool to facilitate supervision. However, none of the CITs mentioned that technology as a tool utilized during the internship. Email communication, discussion boards and information from the internet are other means to offer support, encouragement and information to CITs. A study by Graf (2002) revealed that email communication provided much more support and resources than just face-to-face individual supervision. Technology is an essential resource for the professional school counselor. Most communication is through email from office staff and school counseling departments. Documents are usually created and sent via email. Professional school counselors use such tools as Blackboard, Google documents and PowerPoint presentations to share information. There are computer programs to create students' schedules and to check their grades, attendance and test scores. Also, searching for literature, resources and scholarships for parents, staff and students is a regular job responsibility. Therefore, being able to utilize technology is a necessity for the 21st century school counselor, and being able to train and utilize technology in supervision could enhance CITs' growth and development as well.

Next, on the narrative question, "Describe the effectiveness of the on-site assistance you receive and its significance to your professional development," there were 5 responses which included both positive and negative statements about supervision strategies. The less favorable examples included completing secretarial work, not spending time in direct contact with students, and not allowing the CIT to practice skills independently. In contrast, more desired supervision strategies included allowing creativity in completing a task, giving freedom to complete work, daily opportunities to

practice counseling skills, and helping set personal goals to increase counseling skills. To conclude this question, one CIT stated, “I enjoy the passion of my supervisor. She is knowledgeable, displays a technique and allows observation. She is a hands-on supervisor who wants me to learn from experience.”

This data supports experiential learning theories and models of counselor supervision as well. In Action Learning, Reflection in Action and Learn-By-Doing, students are presented with a problem or situation to be solved, and are actively engaged in the process. The role of the teacher or coach is to be supportive, but students have freedom and responsibility to solve the problem or complete the activity independently, thus implementing prior knowledge and experience and learning from their mistakes.

Professionalism. Professional values of the supervisors such as being respectful, flexible, ethical, highly motivated, valuing the opinions of others, concern with the growth and development of CITs and the ability to assist teachers were positively rated on the survey. Efficient leaders demonstrate ethical and professional values. Durham (2006) uses words to describe effective leaders such as humility, service, integrity, courage, empowerment and acceptance. He also asserts that “supervisors must listen, support and promote diversity with those they supervise” (p. 2). Furthermore, he identifies the following tasks needed for appropriate supervision: developing a mentoring relationship; developing supervision style, which includes creating a personal philosophy of supervision; enhancing leadership qualities; and creating community which means promoting equality and creating a safe haven in which every member feels valued, safe and respected (Durham, 2006). In the open-ended survey, CITs stated that the following

personal and professional characteristics were important: empathy, care, concern, respect, sensitivity and support, building and maintaining rapport with students, knowledge of procedures, legal and ethical issues and the counseling process, organization, responsibility, understanding, patience, and sharing experiences and information freely. Several of these characteristics which are important to CITs in this study are also noted in the literature. Therefore, in a training program for site supervisors it would be beneficial to address leadership qualities, and have them assess themselves and create professional goals to improve their leadership skills. Also, it may be worth exploring having CITs use the supervisor rating scales such as those used in this study to rate their site supervisors and share the rating with them at midway and/or at the end of the internship/practicum. Feedback from CITs could help site supervisors develop their professional goals and improve their leadership and supervisory skills.

Individual Assistance and School-Wide Support

School-wide support is the ability to advocate for students, facilitate training, work as part of a team and coordinate a school wide-program for all students using the American School Counselor Association (ASCA) model. One Likert survey statement, “Is knowledgeable of the ASCA model,” could actually fall under school-wide support or professionalism, because it is the national model and all PSCs should be knowledgeable about the model and how it relates to student achievement. The goal of the model is to support all students and it mandates accountability for the work that PSCs accomplish within their schools with students, parents, teachers, administrators and community members.

Another example of school-wide support, which denotes the ability to advocate for students, is the Likert statement “Is responsive to the needs of the school community.” Two narrative examples given by CITs support this survey item: “She is very sensitive and supportive towards students’ problems” and “My supervisor possesses very good communication skills, along with an understanding of each individual and their strengths and weaknesses.” Other Likert scale items that relate to CITs’ responses above include: displays good communication skills, fosters a positive school culture and climate and effectively assists students who are in need of counseling.

On the narrative question, “How does your site supervisor utilize the ASCA model, and what knowledge have you gleaned from this experience that will help you develop a guidance and counseling program using the model?” there were 5 responses. Three CITs stated that the ASCA model was not used. Some examples of CITs open-ended responses include: “she does not even *know* the ASCA model,” my site supervisor has been given the calendar of the ASCA domains. She follows this calendar to a certain extent. Her lessons are very outdated and often times do not fit under the ASCA domains, and “my supervisor is experienced. She uses the model in a more practical manner. I sometimes have to think twice about how she applies the model when working with students, staff and administrators.” This raises a question: Is it the responsibility of the university to screen, train and monitor site supervisors to ensure effective supervision of their students? Campbell and Dahir’s (1997) study on the use of the ASCA model in supervision concluded that trainees received similar training whether the ASCA or traditional counseling model was implemented. However, if the county in which the site

supervisor is employed promotes and/or implements the ASCA model, in order to properly prepare CITs and to be an effective mentor and role model, the site supervisor should be applying the model and adhering to this expectation. The research study's university does educate, train and expect CITs to develop a portfolio using the ASCA model. Further inquiry is needed on the effectiveness of using the ASCA model in supervision to support its effectiveness and preparation for a career in school counseling.

The individual and school-wide survey results generated both positive and negative perceptions. This group rated the following as strengths in supervision: responding to the needs of the school community, empowering and assisting students and staff, being an effective counselor, being supportive and a team player, involvement in school-based management team (SBMT) or advisory boards, observing, allowing mistakes and giving appropriate feedback, sharing innovative counseling strategies and coordinating a school-wide guidance and counseling program. The group had a rating of 3.0 - 3.50 on 14 statements. However, it must be noted that at least 1 CIT answered "strongly disagree" or "disagree" to 20 items in the survey, signifying a negative perception toward the individual and school-wide assistance received or observed during the internship/practicum. This information is extracted from the group, because there is much to be learned about effective and ineffective internships and supervisory practices and their impact on self-confidence. It is good practice to look beyond the majority to individual cases.

As a group, CITs gave ratings below 3.0 in the following six areas: providing instructional and counseling resources, reflection, goal setting, facilitating training and

helping CITs understand their strengths and weaknesses. It should be noted that 5 to 7 CITs rated the statements concerning their supervisors in these areas positively, whereas 2 to 5 participants had a poorer perception of their supervisors on these survey items. This is significant because if 2 or more participants of 9 rate a survey item as “strongly disagree” or “disagree” then this decreases the overall average for the group. Research supports implementing these supervision practices. Reflection provides rich information and offers the opportunity for self-examination on a cognitive and emotional level. Reflection is noted throughout the literature as necessary for educational and professional growth and development (Gentry, 1990; Goleman, 1998; Guiffrida, 2005; Knowles, 1984; Marchese, 1997; Schon, 1983).

Wood and Rayle (2006) created the Goals, Functions, Roles and Systems Model. This supervision model includes establishing and monitoring goals, and the supervisor acting in five roles: evaluator, adviser, coordinator, teacher and mentor. Henderson and Gysbers (1998) also suggest the following strategies appropriate for developmental supervision: setting goals and completing an action plan with periodic monitoring; evaluating students’ strengths and selecting appropriate interventions; and mentoring and providing support, knowledge and expertise. Research supports the need for site supervisors to be competent in these leadership activities that some CITs believed were weaknesses on the individual and school-wide support survey.

Self-Confidence Survey

Self-confidence is defined in this study as the conviction that one can successfully execute a desired behavior as it relates to guidance and counseling. The self-assessment

consisted of 10 Likert scale questions and 3 open-ended questions. Nine CITs participated in the survey and the group ratings for all survey items were above the 3.0 mean rating with the exception of one statement, “I am proud of my ability to develop a guidance and counseling program using the ASCA model.” There were 9 responses ($N = 9$): 11.1 percent (1) “strongly disagree,” 11.1 percent (1) “disagree,” 44.4 percent (4) “agree” and 33.3 percent “strongly agree.” On another survey item referencing the ASCA model, “I believe in my ability to create a counseling program using the ASCA model,” there were 9 responses ($N = 9$): 0 “strongly disagree,” 22.2 percent (2) “disagree,” 44.4 percent (4) “agree” and 33.3 percent (3) “strongly agree” concerning their ability to develop a guidance and counseling program using the ASCA model.

On the narrative question “How confident are you about your counseling skills at this time?” there were five responses. All CITs that responded stated they were confident about their abilities. The next question asked them to explain how their confidence has evolved and developed during their field experience. CITs responded that their self-confidence evolved and developed by the following: words of encouragement, establishing comfort with staff and students, having experiences working with students and practicing in the field. The final question was: “How is the internship preparing you for a position as a professional school counselor?”, and the responses included the following: (a) “it aids in becoming familiar with the paperwork,” (b) “it’s preparation for the school environment,” (c) “helps me become more competent and broadens my knowledge of school system rules and procedures,” (d) “provides a safe environment in which to practice and increase my knowledge,” (e) “it increases the comfort level for the

position,” (f) “gives the opportunity to utilize what was learned in the counseling program/classroom,” and (g) “provides hands-on experience.” The purpose of the internship is to give CITs real-life experiences and bridge the gap between book knowledge and actual career responsibilities. Self-confidence will grow and develop with adequate and appropriate feedback (Bandura, 1997). It is enhanced in counseling with real clients or through role play when the CIT believes the experience was successful (Larson et al., 1999). Other activities that aid in the development of self-confidence in guidance and counseling include vicarious learning or observing others model effective counseling, and modeling counseling behaviors that are clear, purposeful and moderately difficult (Larson et al., 1999).

Group Interview

The group interview was completed on Thursday, April 23, 2009 in the college classroom of the Counselors in Training. Students were aware two weeks prior that the interview would take place on this day. They had those weeks to complete the online surveys. The group interview further illuminated CITs’ stories of their internship experience, and gave some specific examples of supervision and their perceptions. Below is a summary of CITs’ responses to the interview by questions with support from the Likert scale surveys.

The first question during the group interview revealed some effective and ineffective supervision and training strategies. Gentry (1990) states there are generally two problems with internships: structured learning exercises and feedback. From the CITs’ perspectives, some effective supervision and training strategies included hands-on

experience, such as mentoring students, individual and group counseling; having their work observed and receiving feedback; attending and discussing results of meetings, such as those with parents and administrators, the School Instructional Team (SIT) and Individual Educational Plan (IEP) team meetings; sharing information and resources; answering questions; being informed and being productive and fully engaged in the roles and responsibilities of the Professional School Counselor through shadowing and participation. These assertions are supported by the following survey items: For “effectively observes my work and gives helpful feedback” and “shares innovative counseling strategies” 77.7 percent (7) agree; “provides useful counseling and/or instructional resources and provides opportunity for me to practice my counseling skills” 77.8 percent (7) agree; “is supportive” 88.8 percent (8) agree and “is an effective consultant” 88.9 percent (8) agree. Goleman (1998) states that developing the personal and professional growth of others includes mentoring and coaching, acknowledging and rewarding people’s strengths and accomplishments and offering useful feedback and identifying needs for growth.

In contrast, the ineffective strategies include:

1. Too many responsibilities that interfere with supervision. One CIT states, “there is always so much going on that you can never actually sit down and say we are going to focus on these one or two things.” A second CIT agrees and further said, “my supervisor is in a meeting for an hour or pulled away, and I am like, ‘I don’t have anything to do’.” On the survey statement “helps me set goals” 55.6 percent (5) of respondents disagree.

2. Micromanagement. One CIT called her site supervisor a “micromanager” and stated “she does not let me do anything on my own.” Another stated his site supervisor was extremely controlling, and he desired greater freedom and responsibility. On the statement, “gives me freedom and responsibility” 22.2 percent (2) strongly disagree.
3. Not incorporating the intern into daily responsibilities. A CIT responded, “sometimes, I am just sitting there watching her do documentation.” On the survey statement, “provides opportunity for me to practice my counseling skills,” 11.1 percent (1) strongly disagree and 11.1 percent (1) disagree.
4. Inappropriate learning activities such as secretarial work and not being in direct service to students. One CIT stated, “I am doing a lot of secretarial work like typing emails from dictation, making copies and laminating papers.” On the statement, “has programs and/or learning activities in place that contribute to my personal and professional growth” 11.1 percent (1) strongly disagree and 22.2 percent (2) disagree.

The ineffective examples cannot be generalized to a larger population without further inquiry. However, the participants’ assertion of these strategies being ineffective correlates with literature on counselor supervision. Owens (2004) describes leadership as a deliberate, planned process—which in turn indicates a purposeful course of action. CITs should not just be sitting while their site supervisors are in meetings or doing paperwork, because this does not indicate appropriate planning. Site supervisors need to understand supervision and their roles and responsibilities, and the extra time it requires

to plan and monitor meaningful learning activities for CITs. Supervising the internship is a learning process that should emphasize time on task, give prompt feedback on learning and allow reflection (Chickering, 1987; Marchese, 1997). Communication is an essential task of leadership. The issues behind “too many responsibilities” and “failure to incorporate the CIT into daily responsibilities” appear to be a lack of planning, preparation and time management.

The next issue raised was micromanagement or excessive control of the internship. The supervisory relationship is a partnership built on respect and maintained through trust. Bernard and Goodyear (2004) state that clinical supervision assesses the supervisee’s learning needs, and changes and supports supervisee behaviors. Knowles (1984) believes that adult learners need to be involved in the planning and evaluation of their learning and experience. All theories of developmental supervision involve a progression and immersion of the trainee into the roles and responsibilities of the profession. Littrell et al. (1979) say the supervisor’s role is to expose the intern to tasks with gradual difficulty, provide feedback and support and help the intern identify his or her strengths and weaknesses. The site supervisor should be less controlling or directive as the internship progresses, and become more of a resource or consultant (Howard et al., 1986; Littrell et al., 1979; Stoltenberg & Delworth, 1987;).

The final issue was inappropriate learning activities, such as secretarial work. The internship should begin with a learning contract wherein the goals and conditions of supervision are disclosed early in the process (Littrell et al., 1979). That contract is

directed by the CITs' course syllabus for the internship, specifying what learning activities the CIT should be engaged in during the course of the practicum/internship.

The second question further revealed CITs' preferred learning and job training activities: small group and individual counseling; learning computer systems; proctoring the State Achievement Test; collaborating with community members; creating, writing and proposing Section 504 plan accommodations; working with teachers; coordinating and teaching peer mediation; and working in collaboration with other student services staff such as the Pupil Personnel Worker (PPW) and parent liaisons. Examples of inauspicious learning activities included no direct services to students through classroom guidance or counseling.

The third question asked for supervisory skills that were important. CITs' responses include: being supportive, being available for questions, giving feedback, allowing hands-on learning activities, allowing freedom and responsibility, being proactive, having a schedule and plans, being organized, being an advocate and teacher, being courageous, and being secure and comfortable with challenging the status quo.

The fourth question asked: "What would you like for your supervisor to do and what would you like to happen that is not happening?" CITs responded with the following: training in supervision, more interaction with students, one-on-one sessions with students, group counseling, group guidance, various learning environments and experiences, awareness of and teaching about legal issues, experiences at different educational levels, working with teachers, coordinating and teaching peer mediation.

The final question was “Describe the level of confidence and skills in developing and implementing a counseling program once you become a Professional School Counselor. Are you confident?” Respondents indicated that they were confident in their abilities to transition into careers as professional school counselors and this confidence derived from their previous experiences working with children, being employed as teachers and having counseling experience in the mental health field. CITs also revealed that what they had learned in the college classroom was not the same as the job responsibilities and expectations of Professional School Counselors.

Implications

This study uses the quantitative and qualitative data for greater understanding of CITs’ perception of supervision strategies and learning activities utilized during the internship. The surveys outlined and categorized supervision strategies into four areas: professionalism, supervisory skills, individual assistance and school-wide support. The qualitative data provides examples of supervision strategies from participants’ view points, strengths and weaknesses of supervision, and produces a link back to the supervision survey categories. The group results revealed variations between perceptions and experiences among the 9 respondents. Some supervisors were rated highly and had significant strengths in all areas of supervision, and others were rated very poorly in several or all areas.

The perceptions of five CITs (1, 3, 5, 7, 8) referred to as subgroup 1 convey a predominately positive view of supervision strategies utilized during the internship. Both narrative and survey data describe a positive, rewarding experience. CITs recognized that

their site supervisor had some weaknesses, but this did not affect their overall perception of supervision, the internship experience or their self-confidence. These CITs expressed similar experiences with supervision during their internship. They affirmed the value of hands-on experience, exposure to real-life situations and the ability to observe, learn and apply their knowledge.

From the Likert scale data, subgroup 1 perceived deficits in some of the same areas of supervision: knowledge of the ASCA model, goal setting, allowing mistakes and helping the CIT work through choices. Knowledge of the ASCA model is important. It should guide the work of the Professional School Counselor and be embedded in everyday practice if the school system requires it. It can be difficult to judge someone's knowledge. Therefore, the Likert scale statement, "is knowledgeable of the ASCA model" could be reworded more concretely to say "applies the ASCA model daily in the guidance and counseling program." On the survey, an open-ended question about the ASCA model was "How does your site supervisor utilize the ASCA model and what knowledge have you gleaned from this experience that will help you develop a guidance and counseling program?" This gave CITs an opportunity to explain if and how the ASCA model was implemented at their internship site.

Other Likert statements such as helps me set goals ($N = 9$, 55.6% disagree), encourages me to reflect upon my work ($N = 9$, 44.4% (4) disagree), allows me to make mistakes and helps me work through my choices ($N = 9$, 33.3% (3) disagree) and helps me understand my strengths and weaknesses ($N = 9$, 44.4% (4) disagree) explore teaching and supervisory skills that are important for a developing professional and should be

learned in supervision training. Goal setting should occur at the beginning of the internship and be monitored throughout the learning experience (Littrell et al., 1979).

From the course requirement, the university expects CITs to keep a journal and personal growth plan that indicates their skills and competencies needing development. The site supervisor should be instrumental in this reflective process. The Likert statement “allows me to make mistakes and helps me work through my choices” is a part of feedback. In the counseling profession this area is very sensitive because Professional School Counselors have a responsibility to create a safe haven and keep their clients (students) from harm. The supervisor’s responsibilities include protecting clients, monitoring the CIT during practice, enforcing clinical policies and challenging and evaluating the CIT’s work (Bernard & Goodyear, 2004; Durham, 2006). Therefore, there may be a high level of control in this area, which is an ethical and legal necessity in many cases, especially when working with minor children. Making mistakes is a part of the learning process; however, client safety is optimum. So this Likert statement could also be rephrased to “helps me understand my mistakes and helps me work through my choices.” The important part of this process is appropriate modeling and giving feedback that will help the CIT understand his or her mistakes, choices and possible alternatives to handling a situation.

Overall this group appreciated the professionalism of their site supervisors and the supervision strategies implemented enhanced their self-confidence and learning experience. The perceptions of subgroup 1 convey a predominately positive view of supervision strategies with mean scores of 3.0 or above. They had high self-assessments

of their self-confidence. This indicates a possible positive correlation between CITs' perceptions of appropriate supervision and counseling self-confidence.

Subgroup 2 represents the experiences of CITs 2, 4, 6, 9. Their experience is characterized as challenging and they had more disagreement with the supervision strategies utilized during the internship. Larson et al. (1999) states a decrease in self-efficacy (confidence) can occur if the trainee perceives the experience as unsuccessful, and it increases when the experience is perceived as successful. In the cases of two CITs in subgroup 2, they perceived the internship as unsuccessful, but their self-confidence was not decreased. For example, during the interview, CIT-4 stated her supervisor was a micromanager who did not let her try anything on her own. She was at the practicum stage which was supposed to be more hands-on learning experiences than the internship phase which is observational. She stated she made phone calls, but was given a script. She did not like the experience she was having and mentioned being "irritated and frustrated." When asked if she had talked with the site supervisor about her experience, she stated "No, I am about to graduate and do not want to make waves." CIT-4 perceived the supervision strategies as inadequate, but attributed her self-confidence to prior experience in teaching. Her assertion that she would not be self-confident without prior teaching experience signifies a possible positive correlation between CITs' perceptions of appropriate supervision and counseling self-confidence. A positive perception of the internship experience can result in higher level of counseling self-confidence than a negative perception.

CIT-2 also had teaching experience and rated herself as confident. This study did not examine if self-confidence is more prevalent in CITs with a background in education, but this could be explored in a larger study. CIT-2's experience was also very frustrating, to the point that the university professor was going to intervene on her behalf. During the group interview, she stated she was doing a lot of secretarial work for her site supervisor, which included typing emails, copying and laminating. She was not spending time in direct service and contact with students, and stated that her site supervisor had outdated lessons that did not fit into the ASCA model framework. She stated, "I am learning what not to do." In addition to being a former teacher, CIT-2 had experience supervising student teachers, and knew that this experience and supervision strategies were inappropriate.

CIT-6 rated himself as self-confident but desired more flexibility in the field experience with learning activities; he characterized his site supervisor as controlling. He was based at an elementary school, but desired experiences at the middle or high school level. He believed that since program certification is K-12, experience should be enlarged to at least two different sites to gain knowledge and experience. He rated his site supervisor with a mean score of 2.8 on the individual and school-wide support survey. He perceived weaknesses in the following areas: providing useful counseling and instructional resources, being a team player, fostering a positive school culture, empowering staff and students, facilitating training for staff and participating in School-Based Management Team (SBMT) and advisory boards.

Finally, CIT-9 is another example that reveals a connection between site supervision and self-confidence. She rated her site supervisor very poorly on both the professional/supervision and individual assistance and school-wide support Likert scales with mean scores of 1.16 and 1.4 respectively. She also rated herself as having low self-confidence—the lowest among the group. On the self-confidence survey she had 2 “strongly disagree,” 7 “disagree” and 1 “agree” response. She had only completed 100 hours of field experience and stated “I feel that I can counsel and make a difference; however, I still need a little more supervision.”

Variables and Connections

Subgroup 1 had similar field experiences, and they perceived the supervision strategies were adequate training in helping them become efficient and effective Professional School Counselors. They rated their supervisors at or above the 3.0 mean on both surveys. Subgroup 2 had a commonality as well because they rated their site supervisors below the 3.0 mean on one or both supervision surveys. Some supervisors had greater weaknesses than others. Three out of the four CITs were completing their field experience in the same county known in this study as County B. Although many stated the number of years of their site supervisor was unknown, this County requires that Professional School Counselors have a minimum of three years of experience prior to supervising CITs. Also, at the time of the study this County did not require or offer supervision training. The other CIT within subgroup 2 was completing her field experience in County A. Her site supervisor had three hours of training and 19 years of

experience as a Professional School Counselor. Below are possible variables and connections within subgroup 2:

Previous Experience and Prior Knowledge

A question to explore further is: Does previous teaching experience contribute to counseling self-confidence among CITs? There are some advantages to having prior knowledge and previous experience. For those with previous teaching experience, there is a familiarity with school system policies and procedures, creating and implementing lessons and working with school-age students. CITs 2 and 4 had previous teaching experience which they attributed to their self-confidence despite having a “frustrating” internship experience. They appeared to have confidence in teaching and working with students which they could transfer to their roles and responsibilities as school counselors. CIT-6 did not have previous teaching experience, but still rated his self-confidence as high. In comparison, CIT-9 did not have previous teaching experience either, but rated her self-confidence as low. This study did not explore this issue, but a larger study should explore this topic in greater detail. The demographic survey used in this study did not address previous teaching experience. It obtained information about CITs’ internships, the number of hours they had completed, the county in which they were working and the background of their site supervisors.

Hours of Field Experience

Unlike the other CITs within this group, CIT-9 had completed 100 hours of field experience and the others had completed 400+ hours of experience. CIT-9 stated that she believed in her ability to counsel, but she needed more field experience. Self-confidence

may be influenced by supervision as well as the number of hours of experience completed. The more experience the greater self-confidence. Several studies have found that self-confidence increases with regular supervision as the CIT progresses through the field experience (Landany et al., Larson et al., 1999). This is evident in those who had teaching experience, and CIT-6 who did not have teaching experience but had completed 462 hours of field experience. This topic could use further investigation.

Training in Supervision

Only one site supervisor (CIT-2's) in this subgroup had previous training in supervision, but that training was three hours, which is minimal. The other site supervisors in this subgroup did not have training. In comparison, CIT-5 from subgroup 1 perceived her experience as good, and answered "strongly agree" or "agree" to all supervision Likert scales. Her site supervisor had 600 hours of training in supervision, and she rated herself as having high counseling self-confidence.

Hypotheses

The summary of the findings has led to the following hypotheses about supervision strategies from CITs' perspectives, which could be tested in a larger study. This is a small-scale pilot study that is inconclusive and requires further inquiry into this subject. These assumptions are supported by literature and previous research in the field.

Hypothesis 1: Effective Supervisors Have "Good" Leadership Qualities

Durham (2006) states that effective supervisors offer encouragement, direction and support. Furthermore, they have several qualities important for leadership including humility, service and creating community. Bennis (2003) states the basic ingredients of

leadership include vision, passion and integrity. In this current study, CITs had positive views and responses towards supervisors who had the following leadership qualities: passionate, empathic, caring, respectful, understanding, patient, encouraging, responsible, knowledgeable, organized, being a good communicator and having the ability to build rapport. Regarding these qualities, CITs asserted the following: (a) “‘empathy, caring and concern’ are characteristics that enhance my self-confidence and learning experience”; (b) “my supervisor is understanding, patient and shares freely with myself and others”; (c) “my self-confidence is enhanced by my supervisor encouraging me to participate fully in the counseling experience”; (d) “my supervisor is very sensitive and supportive towards students’ problems”; (e) “being able to build and maintain rapport with students is very important”; (f) “I enjoy the passion that my site supervisor has for school counseling” and (g) “organization, responsibility and knowledge of the counseling process are characteristics that enhance my confidence and learning experience.”

Being a good communicator is another important quality and supervisory skill. Durham (2006) said supervisors must listen to and support those they supervise. CITs wrote, “good communication, being able to advise students, parents, teachers and administrators, as well as being an expert in the field of school counseling is important,” and “my supervisor possesses very good communication skills, along with an understanding of each individual and their strengths and weaknesses.

CITs said the following about respect: “my supervisor respects me and gives me many responsibilities to accomplish,” and “my supervisor respects me and offers a chance to learn.” Durham (2006) states good leaders create communities when they

promote equality and freedom. A community should be a safe haven in which every member feels valued, safe and respected.

Hypothesis 2: An Effective Supervisor Is a Teacher, Coach and Mentor

The ability to appropriately supervise, guide, teach and mentor a trainee is important. There are several skills that participating CITs believed were necessary for building their self-confidence and job readiness: observation-application-feedback, hands-on experiences, mentoring and coaching, a variety of structured learning activities and providing resources. The role and responsibility of the supervisor is to create a safe environment in which the trainee can work through their developmental issues and challenges in order to gain the necessary motivation, autonomy and self-awareness to successfully move to the next level (Pierce and Rowell, 2006). The qualitative data below supports the supervisory skills needed from CITs' perspectives:

1. "My supervisor has made a place for herself in her school. She has a very important and respected role. She makes sure I am in a situation where I can observe counseling skills and later I have the chance to apply those skills."
2. "My site supervisor has been a School Counselor for 12 years and is very good at her job. She has had a major impact on her school and the students depend on her and respect her job. She follows the legal and ethical issues when counseling. She provides opportunities for me to observe, learn, and apply what I have learned."

3. “I appreciate the job training that I am participating in, because my site supervisor gives me hands-on experience and exposure to many different aspects of the job.”
4. “My supervisor allows me to sit in on a variety of situations to see how she handles them.”

Hypothesis 3: An Effective Supervisor Provides Feedback and Helps Trainees Recognize Their Strengths and Weaknesses

Praise and redirection are important components of supervision and the learning process. Helping counselors in training recognize their strengths and weaknesses and providing a safe place to develop their skills is essential to their professional development. One of the *Seven Principles for Good Practice in Undergraduate Education* developed by Chickering and Gamson (1987) is giving prompt feedback. Students need appropriate feedback on performance, praise and help assessing existing knowledge and competence. Furthermore, research shows that feedback significantly shapes a trainee’s counseling self-efficacy by identifying their strengths and skills that need improvement (Daniels & Larson, 2001). The following qualitative data from CITs support the need for feedback on strengths and weaknesses:

1. “I need feedback from a supervisor in order to know if I am doing an adequate job.”
2. “The job training is important in that it gives real life experience, not just book knowledge, and helps me understand my own strengths and weaknesses.”

3. “My supervisor provides me with counseling and instructional resources. She also shares counseling strategies for students with needs; such as, Attention Deficit Hyperactivity Disorder (ADHD) and Individual Educational Plans (IEP).”
4. “I have daily opportunities to practice my counseling skills. She also helps me set personal goals to increase my counseling skills.”

Hypothesis 4: Self-Confidence Is Influenced by Prior Knowledge and Experience, But Can Be Enhanced by Positive Supervision During the Internship

This current study examined CITs’ counseling self-confidence which is the “conviction that one can successfully execute a desired behavior” (Bandura, 1997). In this research the individual’s perception of his or her ability to conduct counseling was examined. Cashwell and Dooley (2001) found that counselor self-efficacy (CSE), which essentially means the same thing as counseling self-confidence, increased after regular supervision. Additionally, vicarious learning or observing others model effective counseling has also been shown to enhance CSE (Larson et al., 1999; Romi & Teichman, 1995).

As a group, participants answered 9 out of 10 self-confidence survey questions positively with ratings between 3.0 - 3.33. The statement that fell below the 3.0 rating for the group was “I am proud of my ability to develop a guidance and counseling program using the ASCA model.” Two out of 9 respondents answered “strongly disagree” or “disagree” to this statement. The other respondents answered “strongly agree” or “agree” despite revealing that their site supervisors were not using the ASCA model. Also, 1 CIT

had “strongly disagree” for 2 statements, “disagree” for 7 and “agree” for 1 statement on the self-confidence scale, indicating a very low level of confidence. This low self-confidence had a direct correlation with the CIT’s perception of poor supervisory skills. Two CITs with prior teaching experience rated the supervision strategies as inadequate and the learning environment as “frustrating,” but they had high self-confidence that they contributed to their teaching experience and working with children. Another CIT who was a part of subgroup 2, like those referenced above, had an internship experience that I would consider borderline, because he rated his site supervisor on the professional/supervisory scale at mean of 3.0 and on the individual school-wide assistance scale 2.8. He did not have previous teaching experience, but rated his self-confidence as high. The other five CITs in the study had average to above average ratings for their site supervisors and high self-confidence.

There are many possible reasons the participating CITs had or did not have counseling self-confidence at the time of this study and they could include adequate supervision and experiential learning; inadequate supervision and experiential learning; university program—curriculum, expectations, support etc.; teaching and mental health experience; hours of field experience; and/or site supervisor’s experience in supervision, leadership qualities and training. There appears to be a correlation between self-confidence and supervision strategies from CITs’ perspectives; however, a definitive conclusion cannot be drawn from this study. Further research to examine this inquiry is needed on a larger scale. Based on the assumptions presented in this study, the next

chapter makes some recommendations to continue this inquiry and for a site supervision training program.

CHAPTER 6: RECOMMENDATIONS

This pilot study led to a number of hypotheses about supervision strategies from CITs' perspectives that could enhance CITs' self-confidence and job readiness. Counseling self-confidence can be enhanced by appropriate supervision strategies. Therefore, based on this study's data, analysis and findings, there are several recommendations in this section that could further increase counseling self-confidence and preparation. These strategies are compiled and based upon the perceptions and experiences of participating CITs' field experience in the public school system. The recommendations fall into two categories: recommendations for supervision strategies and recommendations for further research.

Recommendations for Site Supervision

The results revealed some fundamental practices in counselor supervision based upon the literature and this current study.

Training in Supervision

In this study 2 out of 9 participants' site supervisors had prior training in supervision. Research supports supervision training for site supervisors (Bernard & Goodyear, 2004; Herlihy, Gray, & McCollum, 2002; Murphy & Kaffenberger, 2007; Nelson, Johnson & Thorngren, 2000). Supervision training should consist of defining the roles and responsibilities of the site supervisor and CIT; knowledge of experiential

learning pedagogy; enhancing supervisory skills such as communication, active listening, goal setting, praising and giving constructive feedback, establishing a positive, comfortable learning environment, time management, mentoring, modeling and motivating, assessment and observational techniques; incorporating meaningful hands-on learning activities and sharing experiences and resources. During the group interview a CIT stated, “I honestly think that some people are cut out to have people underneath them and some people are not.” Professional school counselors can be effective in supervising and training the next generation of PSCs given supervision knowledge and instruction.

University Professors Need to Monitor and Connect With Site Supervisors

In addition to training from the university or school system, clear expectations and consistent monitoring are needed from the university. It would probably be best if training came from the university to prospective site supervisors. The university should be a resource to site supervisors in addition to students. Monitoring could take place through email, discussion boards, phone calls and site visits. One CIT stated, “I feel like the internship is beneficial, but I think it needs to be more structured as far as directions to the site supervisor from the university.” The university is a major factor in training CITs based upon their course requirements and expectations. Some universities have a field supervisor who actually works in collaboration and acts as a liaison between the school system and university. Unfortunately, the research university where this study was conducted lost funding for this position. The program’s director will visit schools if the need or a crisis arises, but not as a routine practice. Also, at the time of this study the university did not offer training for site supervisors.

Clear Definition of the Supervisor's Roles and Responsibilities

The site supervisor's roles and responsibilities in this section were adapted from the 2008 *MESA State College Center for Teacher Education Intern Handbook* ("Education, M.S.," n.d.). This handbook is an excellent reference for educators who supervise interns and it outlines the role and responsibilities of site supervisors in a very clear and succinct manner. The responsibilities of the site supervisor for Counselors in Training (CITs) are to:

- Prepare students to work with a Counselor in Training (CIT) and notify parents that there will be a CIT in the school building.
- Share responsibilities whenever possible, accepting the CIT as a co-worker and professional.
- Immediately involve the CIT in the Professional School Counselor's job tasks.
- Acquaint the CIT with pertinent school policies and regulations.
- Require the CIT to be a full participant in the planning, preparation, instruction, counseling and evaluation process by midterm or sooner if the CIT demonstrates readiness.
- Allow the CIT to have a lead role in the guidance and counseling program during the internship experience, after the first 100 hours of practicum.
- Coordinate related observation opportunities for the CIT within or outside the intern site.
- Guide the CIT in preparing lessons, coordinating programs, forming individual and group counseling sessions and assessing program goals.

- Demonstrate a variety of best practices in counseling and teaching techniques and encourage CITs to observe other effective PSCs as much as possible.
- Guide the CIT in developing and understanding their skills through self-evaluation and reflection.
- Evaluate the quality of the CIT's performance and engage in frequent conferences with the CIT to ensure continuous progress and/or early identification of problems.
- Encourage the CIT to participate in school and community activities.
- Help the CIT relate theory to practice.
- Keep record of attendance and tardiness. If excessive absences or tardiness are observed, report this to the college supervisor.

Connect the ASCA Model to Supervision Activities

The ASCA national model is a framework that defines the School Counselor's role and responsibilities. Most participating CITs responded that their site supervisor did not know or use the model effectively. The ASCA model includes four areas:

1. accountability – the school counselor performance evaluation, results reports and a program audit;
2. delivery system – the school guidance curriculum, individual student planning, responsive services and system support for faculty;
3. foundation – beliefs and philosophy, mission statement, and academic, career, personal/social ASCA national standards; and

4. management system – counselor/principal agreements, advisory council, use of data, action plans and calendars.

Furthermore, the national model defines the new role of counselors which includes advocacy, leadership, collaboration and systemic change (ASCA, 2005).

Professional school counselors must be knowledgeable of the ASCA model and use it in their daily work activities. Secondly, they must be able to communicate how their job responsibilities and work activities are connected to the model, and they should have CITs create a portfolio with these four sections: accountability, delivery system, foundation and management. Then, as CITs complete an activity or job responsibility, they can place a reflection or example of their experience in their portfolio. Below are some examples of job activities for CITs using the ASCA model.

- In the accountability section of the portfolio the following activities and strategies could be utilized: keep a log or record of the number of students served daily through individual and small group counseling, classroom guidance, individual planning, and number of parents or teachers assisted within the day/week/month. It should be explained to the CIT the importance of collecting data, and how it is used for quarterly reports and reported to the principal and student services division.
- The delivery system portion could consist of the actual activities used to meet the needs of the school population. This is accomplished through coordinating and implementing programs, such as peer mediation or mentoring programs; group and classroom guidance; individual and small group counseling;

conferences with teachers and parents; school instructional team (SIT) meetings and school-based management team (SBMT) committees; responding to crisis or students in need; and in-service training and professional development activities for staff.

- The Foundation section could have the Professional School Counselor's and their particular school's beliefs, philosophy and mission. This can be communicated by sharing documentation such as the school improvement plan, PSC's philosophy of counseling and/or education, and having the CIT reflect and write his or her own philosophy and mission statement. As a field supervisor, I visited several schools and CITs during their internships. I could not meet with all of them weekly, but I used email communication to send them resources. In my evaluations, they rated my emails as a very valuable tool for several reasons. First, they knew that they could email me questions and although I could not physically be there, if I had resources or suggestions then I would forward those to them. This made me available to students. Secondly, they looked forward to their weekly tip. They could download this information and keep it as a resource and part of their portfolio. I sent them articles, web sites, interviewing and resume writing tips, and PowerPoint presentations and training materials I had received over my tenure as a professional school counselor.
- In the management section, there could be agreements between the counselor and principal on how the school counseling program is organized and what

will be accomplished. This document should be shared with CITs and they should have an opportunity to complete a “sample” agreement for their portfolio. The CIT should participate in meetings with the principal, staff and community members about issues that impact students. The CIT should observe, take notes, reflect and ask questions following these discussions. Data systems such as SchoolMax, which tracks students’ grades and attendance, and Performance Matters, which gives tests scores for students, should be shared with the CIT. If training is available, the CIT should be involved. These systems are a tool to help PSC with gathering data on test scores, attendance and academic achievement. This data could be used to create action plans for students who are “at risk.” An action plan outlines how the PSC will help the student meet a desired goal. As an activity, the CIT could be given a class or group of students to research within the computerized system. His or her task would be to discover those students with Ds and Es in any subject and/or students with attendance problems and to create an action plan on how to help them improve.

These suggestions should be flexible based upon the CIT’s readiness to assume more responsibility. Also, the second and third stages should be a continuous process and continue as the CIT gains experience and practice.

Recommendations for Future Research

This was a small pilot study with CITs ($N = 9$) at a single school from a specific sector of higher education. It offers some insight into the practicum and internship

experience of CITs from their personal perspectives. However, it has limitations. Further research among Counselors In Training is needed. If this study was repeated on a larger scale, there are a few things to consider adding or changing: (a) conduct the study with a larger population of CITs from a variety of schools and locations, (b) revise a few survey questions identified in the previous chapter, (c) conduct individual interviews which could provide even richer data, (d) subgroup interviews with participants organizing them based upon their survey results. CITs could be organized based upon positive and negative experiences, number of hours completed, site supervision training completed, geographic location in which the internship occurs, etc. Additional research using qualitative and quantitative methods could be beneficial in understanding CITs' experiences during their internship and practicum. Research could provide greater information to prepare CITs, experiential learning activities that enhance self-confidence, incorporating the ASCA model in supervision, and training and professional development methodology for Professional School Counselors who act as leaders and site supervisors.

The following questions were generated for future inquiry:

1. Does prior educational experience influence self-confidence among CITs? Do those with a background in education have better understanding and greater self-confidence than those who do not?
2. Does prior mental health experience influence self-confidence among CITs? Do those with a background in the mental health field have a better understanding and greater self-confidence than those who do not?

3. Is there a difference in self-confidence for practicum students and internship students? Does the number of hours of training influence self-confidence among CITs?
4. Given a self-assessment, would site supervisors rate their supervisory skills similar to CITs'?
5. Would monitoring during the internship by the university impact and improve CITs' field experience?
6. Would monitoring during the internship by the university impact and improve site supervisors' awareness of their roles and expectations?
7. Would training in supervision improve CITs' experience and self-confidence while completing their internship?
8. Given a training program for site supervisors, would supervision strategies improve?
9. Would training site supervisors to use the ASCA model improve their understanding of the model and transference of this knowledge to CITs?

Limitations of the Study

This pilot study had limitations in the design, participant selection and instrumentation, and should not be generalized to a larger population. Only 9 CITs participated. They were at various levels in their 700 hours field experience. Some had just begun their hours and were at the practicum stage which is observation and others were at the final hours of their internship, which is hands-on experience. The hours of field experience varied from 25 to 560 hours. The geographic locations of the internships

also varied among participants, but all were situated in the mid Atlantic. Different counties and jurisdictions have different policies and procedures for school counseling. The research university is located in the mid Atlantic as well, and the program guidelines and expectations of the university may differ from other school counseling programs across the country.

Another limitation was the survey instruments designed to measure supervision and self-confidence. The self-confidence survey was created by the researcher based upon 14 years of experience, graduate education and field experience at the research university. The supervision survey was adapted from the Supervisor's Self-Assessment, was and created to have CITs rate their site supervisors. The Likert scale surveys offered some insight into perceptions and attitudes concerning supervision strategies. However, when reported as a group of 9, the mean scores are affected by 1 or 2 negative responses. Individual cases are extracted from the group data to offer some insight in clarity with negative cases. Also, there is a level of bias with self-reporting. Therefore, the survey results should be used with caution.

Final Words

Despite this study's limitations, it has revealed some understanding of supervision strategies utilized by site supervisors during the CIT internship/practicum and offered some recommendations for a larger study and recommendations for implementing a training program using the ASCA model. Although there is some correlation between self-confidence and effective and ineffective supervision strategies, more research on this topic is needed with a larger sample. The goal to unveil CITs' experience and perceptions

of appropriate and inappropriate learning activities during the field experience has been explored. I believe that if site supervisors use the study's recommendations and research continues on supervision strategies that enhance learning, site supervisors will be more effective trainers, mentors, teachers, and supervisors of Counselors in Training.

Appendix A

Informed Consent Form

RESEARCH STUDY:

Supervision Strategies that build Self-Confidence among Counselors in Training (CITs)

RESEARCH PROCEDURES

This research is being conducted to identify student's perceptions and feelings about their internship experience, and supervision strategies utilized to help build self-confidence and job readiness. The researcher will complete a pre and post questionnaire and interviews. I will also review student's work, portfolios, reflections and journals, as needed. If you agree to participate, you will be asked to participate in this study for a minimum of one year.

RISKS

There are no foreseeable risks for participating in this research.

BENEFITS

There are no benefits to you as a participant other than to further research in the professional development of professional school counselors.

CONFIDENTIALITY

The data in this study will be confidential. Your name and school affiliation will not be used, and surveys will be kept in strict confidence. Names and other identifiers will not be placed on surveys or other research data. However, a code will be placed on the survey and other collected data through the use of an identification key. The researcher will be able to link your survey to your identity, and only the researcher will have access to the identification key.

PARTICIPATION

Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled.

ALTERNATIVE

During the group interview non participants will be able to observe or work independently outside of the classroom.

VIDEO/AUDIO TAPING

Interviews may be taped by audio or video.

CONTACT

This research is being conducted by Nicole Fitzhugh, Doctoral student at George Mason University. She may be reached at (xxx) xxx-xxxx for questions or to report a research-related problem. Also, you may contact the faculty supervisor of this project Dr. John O'Connor at (xxx) xxx-xxxx or the Office of Research Subject Protections at (xxx) xxx-

xxxx if you have questions or comments regarding your rights as a participant in the research

.
This research has been reviewed according to George Mason University procedures governing your participation in this research.

CONSENT

I have read this form and agree to participate in this study.

Name

Date of Signature

Appendix B

Participants

Table B1

Counselors in Training Who Participated in the Study

Code Name	Age	Gender	Race	Expected Graduation	Hours of Internship/practicum Completed as of April 7, 2009
CIT-1	38	Female	White	Dec. 2009	50 hours
CIT-2	31	Female	White	May 2009	450 hours
CIT-3	37	Female	African American	Dec. 2009	32 hours
CIT-4	28	Female	African American	May 2009	400 hours
CIT-5	27	Female	African American	Dec. 2009	25 hours
CIT-6	25	Male	African American	May 2009	462 hours
CIT-7	55	Male	African American	May 2009	560 hours
CIT-8	28	Female	African American	Dec. 2009	55 hours
CIT-9	24	Female	African American	Dec. 2009	100 hours

Appendix C

Supervisors of Counselors in Training (CITs)

Table C1

Supervisors for Counselors in Training

Code Name	City/County Supervisor Employed	Number of Years as a Professional School Counselor	Number of Counselors in Training Supervised	Training in Supervision Received
CIT-1	County A	20 years	10	Unknown
CIT-2	County A	19 years	5/6	3 hours of training
CIT-3	County B	15 years	Unknown	Unknown
CIT-4	County C	3 years	0	Unknown
CIT-5	County C	Unknown	Unknown	600 hours
CIT-6	County C	Unknown	Unknown	Unknown
CIT-7	County C	10+	Unknown	Unknown
CIT-8	County C	13 years	Unknown	Unknown
CIT-9	County C	Unknown	1	Unknown

Appendix D

Interview Transcript

Interview Transcription From the Group Interview Which Was Conducted on
Thursday, April 23, 2009

Question 1: Describe the effectiveness of the on-site assistance you receive. How effective is the supervision and training you are receiving?

CIT - I am doing my practicum. It's 100 hours. I get supervision but there is always so much going on that you can never actually sit down and say we are going to focus on these one or two things. There are so many fires to put out. Spring is a very bad time too – I'm in a middle school.

Interviewer: So are you saying it is not being effective because of time or because of so many responsibilities. (Question added for clarification)

CIT - I would say because of responsibilities. When I have a question, she answers them, but there always seem to be someone coming to the door or calling then she has to be someplace.

CIT - I agree with that. A lot of times my supervisor is in a meeting for an hour or pulled away. And I am like I don't have anything to do. So I try to do something to keep busy. If I didn't get my project right away, they might have her running around doing stuff.

Interviewer: So you don't go with the counselor to these meetings. (Question added for clarification)

CIT - No a lot of times they are with parents. However, if it is a student coming into the office than yes. Sometimes the principal pulls the counselor into his office and I am not invited to those, but I do attend the School Instructional Team (SIT) meetings.

CIT - My counselor is a micromanager. She does not let me do anything on my own without watching over my shoulder. This is very irritating. I am at the internship phase not the practicum stage, and that can be a little trying.

CIT - I would say my supervisor is very effective, because there is always something for me to do. I am allowed to go to some meetings and some I am not. I have observations to do so and I do a lot of mentoring. I keep records and it indicates what I am doing during the quarter. So this helps with keeping the forms (referring to ASCA accountability) , all she has to do is add what she is doing. The majority of the things in there I take care of (referring to collecting data).

CIT asked him “Are you at internship or practicum?” Answer: Internship

CIT - I can agree that my counselor is always doing something. There is always a fire to put out or something going on. I walk with her and we talk as she is going to the next meeting or going to do lunch duty. But she is very good at letting me sit in on meetings with her. So she makes sure I know what is going on.

CIT - She is very busy. She is receptive to giving me the information that I need. Sometimes I am just sitting there watching her do her documentation, but she has to get her work done, which is fine. I do get let in on a lot of the meetings. She has let me help in a group counseling situation when I am at the practicum stage.

Interviewer: Is there a definition about what you should be doing in practicum and internship? (clarification needed on the role and responsibility of the CIT)

CIT - One is you watch the supervisor (practicum) Internship: is more hands-on

Interviewer: OK

Question 2: What are the job training activities and projects you are observing and participating in, what are your feelings about them?

CIT - I have a project going on right now. I have been given several 9th grade male students whose GPA's are very low, and I am trying to motivate them. When I meet with them they just say I don't have any motivation, and they are very honest. I am taking background information on their home setting, parent/guardian information. It is helping in my mind anyway. I don't think there GPA is going to shoot up, but I think having someone who is interested helps. (I get a sense from this statement that she likes this activity and thinks she is helping and it is a positive learning experience.)

CIT - Right now I am running a group – a self-esteem group for girls.

CIT - I am involved in schedule changes.

Interviewer: So are you doing schoolmax, attendance, grades.....

CIT - No actually I am doing some schedules, lunch duty

CIT - Career day; MSA proctor; I do a lot of behavior intervention; set up.....daily activities

Interviewer: Do you feel happy about these projects, those that responded.

CIT - Yes I feel good about the self esteem group. They (the girls) seem very interested.

I am also involved in the Doctor's day program. Doctors who are in town for a convention come to the school and speak to students.

CIT - For me I'd like to think I'm doing some good for these students whose GPA are 0.

I don't think anything is going to change this year. I think the focus is to try to keep them in school. There is a high drop-out rate among African Americans. It (GPAs) range from 0 -1.0

Interviewer: Any other projects or activities, even if you are observing what does your site supervisor do on a daily basis?

CIT - I am running a divorce group. But the kids keep missing their class, and the time is so short, so by the time they all start talking, (I think the group is too large) I feel like I am not getting anything done and not being that effective.

Interviewer: How many students? (referring to the divorce group)

CIT - About 9 or 10

CIT - My supervisor is like the go to person for the counseling department. Her other two co-workers that I have observed have her do their work. They don't know how to do the computerized scheduling. So they send their students to her for her to their schedule, and she spends a lot of time doing the things that the other counselors should be doing.

Interviewer: So she's like the department chair?

CIT - NO (laughter) She wants to train the other counselors, but they say no, I don't know how to do it and you know how to do it.

Interviewer: She's nice.

CIT - I am doing a lot of secretarial work for my Counselor. I don't feel like I am spending as much time as I should in direct service to the students. I am covering bus duty, but she normally doesn't cover bus duty, but she has me covering bus duty. So when I leave in a few weeks she is going to have a lot of things that I did for her just being kind back on her plate.

Interviewer: Can you give us some examples of secretarial work?

CIT - I type up emails for her, so she will dictate to me, because she pecks and I type faster than her. She will tell me what to write and I will write up emails. I copy and laminate things for her. Being a teacher I have had a student teacher in the past, we were always told not have a teacher do that. That is not what I am there for, I am there to meet and be in direct service to the students. So I don't do classroom guidance. I am frustrated right now.

CIT - I am at the elementary school level and there is only one counselor in PGPCS. I did m first survival skills before I left to go home for spring break. I had to come up with the accommodations of the 504 and send them to teachers of students to make sure they concur with the accommodations of the student. I am also working on career day. This year's theme is to have parents so we can draw a closer relationship with the community. The good thing about it is I am helping directly.

Interviewer: Do any of you work with your PPW's and parent liaisons?

OK – I'll just count the hands (5)

Notes from question 2:

- CIT – Project – African American male students with low GPA and unmotivated students in 9th grade; goal is to keep them in school
- Self esteem group; learning school max; high school applications; scheduling; lunch duty
- Career day (2) , MSA proctor, behavior intervention (individual and group)
- Doctor's day program; divorce group – students keep missing class
- Secretarial work – no direct service to students, bus duty, types emails, copies papers and laminates papers.
- Survival skills group
- 504 plan accommodations
- Working with teachers
- Peer Mediation
- Helping directly with students
- Five stated they work with the PPW and parent liaisons at their schools

Question 3 – Individual Support (Referred to survey): Explain the supervisory skills that are important to you and the level of skills your supervisor poses. Are they very good at giving feedback, instruction?

CIT - my supervisor is very supportive. She kind of pushed me out there and has me trying everything. She has me calling parents, mentoring a child. I run the group. She is always there for questions (available). When I make a call, she is sitting

there and tells me what I could have said. She gives (feedback) on something I could have said or should have said., she is very support. She believes in getting in there and just doing it. (hands-on)

CIT - I make phone calls and things of that nature for my supervisor, but she basically gives me a script of what to say. (Controlling, telling what to do, not allowing freedom) I am micro-managed. Let me try.

Interviewer rephrasing – so what I hear you saying is that you are controlled by your supervisor, she is controlling the situation and telling you what to say and you don't seem to like that.

CIT - No I don't. I am at the internship level, and she should give me an opportunity to try. I am getting ready to graduate. You need to let me try. I am not going to hurt anybody's child. Let me do some things. I can make a phone call. I have been a teacher. I can do those things. Let me do those things. I feel that she gives me a script and tells me what to say like I am dumb to say the least. I kind of irritates me some days. I get very irritated.

Interviewer: Have you talked to her about it?

CIT - No...I am not trying to rock the boat. I just trying to do what I have to do. My time is almost up. I'm about to graduate. I just do what I have to do until it's time to go.

Interjected by another CIT - you should talk to her about it.

CIT - I am at the practicum stage, but I feel my counselor. She is hands-on, but she wants me to observe before. The second time around she lets me do it. Study

skills group, she has a SAS club group- focuses on smoking prevention for kids. They are going to a conference tomorrow. They do a commercial and skit. So, she felt comfortable letting me help the kids with their skit (60 minute skit) and help making posters and signs. So, she wants me to watch her do it first and then she lets me do it. I like that. She doesn't just throw me out there. If she does classroom guidance, I help her. I think it is a good way to do it, let me observe what she is doing and then give me a chance to get the experience.

Interviewer: With classroom guidance do they tell you the components that should be in a lesson? The warm up: objective; guided lesson; independent activity

CITs - No

Some - I know that from being a teacher

CIT - I don't get any of this from my practicum. She is trying to get everybody ready for graduation. No individual sessions either.

CIT - My counselor is a problem solver. If a problem presents itself, he solves it. He is more reactive than proactive. I wish that he was -more proactive and say oh the kids don't have pre-calculus; oh we only have one English teacher for the 12th grade class; oh you need another foreign language. she has watched him make a schedule. The first go around, you make the schedule and hope the kids pass the first time. If the student has English 3 you know they need English 4, but if they fail, he has to go back. At the high school level you see a lot of scheduling, paperwork and things of that nature. But what I think what would be more beneficial on the high school level, would be if they were able to ummmm kind of

advocate for the kids more, and to teach the parents to advocate for the kids more on how to get a quality education and the classes that they need to get. Those are the conversations needed and more educational planning in the 9th and 10th grade. So when they are in the 11th and 12th grade you are not doing a lot of problem solving. You are not doing guidance. Asking are you ok, what are your next steps. I think a lot of it is when you have a counselor working two grade levels that can be difficult verses those who have all 9th graders. Then you follow them all the way through until they matriculate to the 12th grade. You know the kids for four years and they begin to trust you verses not being able to establish a rapport with them. If schools are cutting funding they cut counselors, and they downsize. That is the loop whole where you have one counselor working several grade levels, and you're not really dealing with the issues. I would like to be around a counselor who is not afraid to make ripples and waves, but is secure and comfortable with their job that they are not looking at the system and worried about the politics. It seems like they don't care anymore, and just deal with what they have. Do it in a way in which the school respects you and you are not a problem for the principal.

Interviewer: Any other supervisory skills – we have heard micromangers, how they observe you, support, push you out there. What are they doing to help you see what being a counselor is all about?

CIT - I don't think that what a counselor does and we are taught here and (what happens in the job) measures up.

Interviewer: Can you explain that?

CIT - We spend so much time (in the classroom) learning theories, learning how to counsel and pre-counseling and you don't do any of that (maybe in some schools). In high school you are not doing that. It is more about putting out fires. In the ASCA model you are supposed to be proactive, but you are not proactive in the high school. Everything is reactive. I have yet to talk to a H.S. Counselor and I have talked to many. Everyone says the same thing – you are overwhelmed with paperwork, you don't get in the classroom; you run one group per year and basically, especially with all this new stuff. This year, we spent most of the year trying to learn School Max. We didn't even have schedules until October. You are dealing with the issues and HAS's – testing 5 times per year. They are doing a lot more paperwork, and when you see students it is pretty much reactive. OK – so and so has a problem. We will talk to them right now. It is not like they have weekly appointments. It is like, oh these two girls are about to fight and we need to mediate right now. They go back to class and you try to do something. Oh something else is going on and she is crying in the hall. Let's pull her and talk to her. Nothing is scheduled, nothing is planned. You try to get things done, but if you don't you go back and try again.

Interviewer: Where are you in that process? (Question interjected for clarity). I understand what the counselors are doing. Are you observing or participating?

CIT - I am observing. I am handling attendance issues, so I am tracking down kids. I am having them sign attendance contracts. I try to figure out why he/she is not coming to school. I am at a H.S. (night school) so it is a little different. So we

have to track all these absences. Why aren't you coming? What's been going on? I talked to one girl she missed all 2nd and 3rd quarter. She came back and I talked to her and she had been locked up. So, I try to help the student transition back with the teachers. It is just a different animal. How do you get along with your teacher? You don't like her. Well, let's set our goals to help you graduate. These are the types of things that we are doing, and you know we are going through and looking up HAS scores and service hours. Letting them know of community service, stuff like that.

Interviewer: Are you trained to that? Is that what she/he is teaching you?

CIT - Watch and figure it out. Like with scheduling, she gave me some to do. I did them and she checked them. So then eventually she let me do them on my own. My work is double checked.

CIT - I think that what a lot of us would like to do is observe like the social workers. We have social workers at our school. And a lot of the kids have wrap around services. When the kid snaps or has a break down, we can't fix it in 10 minutes. We need additional time, so I think the school counselor ends up referring a lot of students out to get other services. They take the time to plug in the holes or missing pieces. A lot of times the kids will refuse those social services. They will be asked would you like to speak with a social worker they are here, and the child responds, maybe not. I'll let you know or I'll think about it. You just try to figure it out. The kids need the counseling and it needs to be consistent. It needs to be separate from what we do. They need more counselors.

Interviewer: What would you like for your supervisors to do? What's your optimum wish list? What would you like to happen that is not happening?

- More interaction with students. There is a lot of paperwork and shuffling (of papers). We had to learn School max, send out HAS letters; scheduling
- Never seen a one-on-one session with counselor and student
- Group counseling
- Group guidance regarding – Graduation Requirements; college; careers
- Social groups, things of that nature
- Career/College/Social groups (career days)
- Counselor–Student interaction
- Allowing me to do what I have learned to do. Allowing me to act as a counselor in direct service to students, and not an assistant.
- Take off the “training wheels.” She taught me how to use a fax machine. Give me a little credit. I have been a teacher for three years. I have had other jobs before that. Give me a little credit. Don't treat me like I am an undergrad and I am 18. Just give me a little credit. That's it mainly. I run a group.
- I honestly think that some people are cut out to have people underneath them and some people are not. It sounds like some supervisors who wanted to have someone under them, really don't because they are controlling what we are doing. So, umm they might want to rethink it in the future.
- Change and do different levels (elem., middle and high school). A variety of experience (Take it upon yourself to call different schools)

- Various learning environments and experiences – classroom guidance, how to write a 504 plan, how to do schedule on the high school level.
- Sometimes you do not have a choice on where they send you. That is why you need experience at all levels. You may not know how to do scheduling but a colleague does not have time to show you. We should know what is going on. So it is best to experience the counseling process on different levels.
- I think it has a lot to do with who you are working with, because when I went to Bowie H.S. for two weeks, I did everything. I did 9th, 10th, 11th grade. I did career counseling. I did everything under the sun. I felt useful. I was getting up at 4:00 am just to get there on time, because I had to drop my daughter off, but it was worth me getting up. I was getting good experience verses going to the intern and sitting there and reading a book.
- Counseling supervisors need to focus on teaching the practicum internship about the legality/legal issues we need to be aware of. There are a lot of things we need to be knowledgeable about that we may not be taught in our classes. As a teacher you may have some knowledge of this, but as a counselor you are expected to have a lot more knowledge than teachers, and going in when that parent comes in and says I will just sue and get these services for my child. If you are not aware of that and you are a new counselor that might be very overwhelming, and you may be blindsided by that. If you don't have anyone that you can go to and ask about it, they are too busy and so on and so forth, ummm they speak different terminology and different laws these things

should be broken down to us. They need to be highlighted more so.... Off the record – go to website and get procedures.

Question 4: Describe the level of confidence and skills in developing and implementing a counseling program once you become a Professional School Counselor. (How confident are you?) (How do you feel?)

CIT- I would say I am confident because I have had teaching experience. I think it is like being a teacher in a different aspect. For someone who does not have teaching experience, and is having the experience that I am having I would not be confident.

Interviewer – (interjection for clarification) So your confidence is based on your prior experience, not what you are getting in the practicum experience.

CIT- Yes.

CIT- Interjection - You are not able to implement what you learned (in the classroom).

CIT- Yes, true – The most that I have implemented is what I am doing with the group right now.

CIT-- You don't really get to counsel the children – Paper work, School Max – I am confident.

(Talked about the hiring process, and how the ASCA model is focused on)

CIT- You can have a plan [ASCA] but it does not seem like there is time to implement it. The counselor has lunch duty which she does not mind because she gets to see

who the kids hang out with. She stays with the same group of students for four years. There is just not the time to implement a real plan.

CIT - This is at a school where I teach. I stayed in the guidance office all day to see what they do, and they are not doing what they are taught in the classroom. I am doing it for my students, so I am teaching and counseling. When it is that time a year to pick your classes, I call the junior counselor to speak with my students about classes, and she told me know. She is too busy with 9th grade orientation, and I don't understand why. They don't come until August, why can't you deal with the people who are here now. Well, she the counselor told me NO. The students are confused about the classes they need to take their senior year based on their career interests. For example, they did not understand that if they want to be doctors they need to take science their senior year. So I was doing all that guidance for my students. As far as career planning, college planning, I am doing it for my students. Like one of my girls said she wanted to go to medical school, but she did not like Biology. So I said let's think about this. Things like that, so a lot of them did not know what classes to take next year, and I reached out to guidance and they told me NO we already did that. They went over it a little bit.

Interviewer interjection – so are you confident about getting out there and doing this (referring to helping students plan for their classes and careers)

CIT- I feel like I can do it. I have been doing it for three years with the training I have.

Interviewer interjection – so your confidence is not based on what your site supervisor is doing it is based on your prior knowledge as well. (She was also a teacher).

- CIT- The ideals of the job are not matching up to the job. When I see counselors doing stuff, they are not doing what we have been told we are going to do. So what I feel is we need to do more counseling as teachers – counseling on the side. Rather than being in the guidance office.
- CIT- Get out the guidance office altogether, then you won't have to worry about all that paperwork. If you stay out of the office, then you go visit the classrooms or see how students are doing. My counselor never gets out of the office, she is just always there doing paperwork. She does not leave out of her office to go see about other people. She is always sitting at her desk, she is on her computer, she circles around the next table. She is never outside of the office doing anything else.
- CIT - I feel like I am on technical terms as to what it means to be a school counselor. A lot of my confidence is going to come from outside experiences that I have had, like being in an afterschool program dealing with students 5 -17 years. A lot of my confidence comes from there as opposed to what we have learned in our program or even in the practicum. A lot of the technical terms that we have learned I don't get to see when you go into the school. Some are followed by the technical terms we have learned and some is not. It is based on what the counselor is trying to do at the school. It could be what best fits them or the expectation of the school (principal). Like you were saying about classroom guidance, my counselor kind of caters towards the teachers. She goes and asks them what they want to see, so they kind of guide her on what they want to see. Like if they want

study skills, the counselor will do it. She tries to be effective in that way. She will not stick to her monthly plan of what she was trying to do. A lot of it is what you make it and not what we learned in our program here. I think a lot of what we learned in our program, is to me like a clinical counselor, because of the terms and strategies you use, you don't get to use that in a school based setting.

Interviewer – anyone else – what is your confidence based on your education, experience etc.

CIT - I would say mine is based on my teaching experience. I have taught 9-11th, and now working at a H.S. I say secondary because that has been my experience. I think the difficult part is going from a teacher to a counselor. You wear the various hats so you are getting to understand. It is changing those hats sometimes because of changing situations. I see counselors who get caught up in being the tester. They are administering the DC-CAS or SAT. H.S. counselors say I don't know how to do college counselors, because my primary responsibility was to do testing and that was one that never experienced hands-on but imagined that I could be assigned to do. Instead of doing counseling being assigned to testing, that I could not really fathom, but I see that being an issue when we go to apply for a job.

CIT - I don't have teaching experience, I come from a mental health background, mentally ill, bipolar etc. So, I have another bag of tricks. I feel equipped to work with adolescents.

Interviewer – so because you don't have the teaching experience, do you feel less confidence with doing classroom guidance than counseling? You feel good with the counseling part cause you have dealt with mental health but what about the academic part?

CIT - I don't see too much of a difference, because I had to do their ILP's and treatment plans. There are just different terms used for the educational plans as opposed to what's done in psychology. I feel confident in my ability.

Appendix E

Self-Confidence Survey

Self-Confidence Survey

Name: _____ Intern

Site: _____ Email: _____

Expected Graduation Date: _____

How many hours of the internship have you completed? _____

INSTRUCTIONS: Please rate how strongly you agree or disagree with each of the following statements by placing a check mark in the appropriate box.

Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	1. I am self-confident about my ability to transition into the role of professional school counselor.
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	2. On the whole, I feel that I have the skills to be an effective school counselor.
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	3. I am proud of my ability to develop a guidance and counseling program.
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	4. There are clear expectations about my role and responsibilities as a Counselor in Training.
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	5. I am comfortable teaching guidance lessons.
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	6. I am challenged with a variety of learning activities to help me develop counseling skills.
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	7. My work at the internship site is aligned with the ASCA model.
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	8. I believe in my ability to create a counseling program using the ASCA model.
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	9. I am supported by my site supervisor.

Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	10. I like the supervision strategies used by my site supervisor.
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	11. I reflect on my work daily, and receive feedback from my site supervisor about my work.
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	12. I feel at ease with my individual and group counseling skills.

Narrative Questions: How confident are you about your counseling skills at this time? Has your confidence evolved and developed during your field experience? If yes, please explain.

Appendix F

Supervision Survey

Supervision Survey

Professionalism and Supervision

Section A: Professional Characteristics
Directions for Completing: Place in the space before each item the number (1,2,3, or 4) of the response that most nearly indicates your level of agreement with the item:
<ol style="list-style-type: none">1. Strongly Disagree2. Disagree3. Agree4. Strongly Agree
_____ 1. My supervisor is genuinely concerned with my growth and development.
_____ 2. My supervisor shows respect for self and others.
_____ 3. My supervisor has established a healthy atmosphere for learning.
_____ 4. My supervisor motivates and inspires me.
_____ 5. My supervisor is ethical.
_____ 6. My supervisor is flexible.
_____ 7. My supervisor gives me freedom and responsibility.
_____ 8. My supervisor values my opinion and ideas.
_____ 9. My supervisor is highly motivated, and has a can do attitude.
_____ 10. My supervisor has programs and/or learning activities in place that contribute to my personal and professional growth.
_____ 11. My supervisor provides me with direction when needed and independence as he/she observes I'm ready.
Comments/Suggestions/Recommendations on Professional Characteristics
Section B: Narrative Question
Please provide a narrative response to the question below.
Describe the personal/professional characteristics of your site supervisor that enhance your self-confidence and learning experience. What qualities are important in you?

<p>Section C: Supervision Skills</p> <p>Directions for Completing: Place in the space before each item the number (1,2,3, or 4) of the response that most nearly indicates your level of agreement with the item:</p> <ol style="list-style-type: none"> 1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree
<p>___ 11. My supervisor displays good communication skills.</p>
<p>___ 12. My supervisor displays needs assessment skills.</p>
<p>___ 13. My supervisor displays planning skills.</p>
<p>___ 14. My supervisor displays group facilitation skills.</p>
<p>___ 15. My supervisor displays problem solving skills.</p>
<p>___ 16. My supervisor displays observation skills.</p>
<p>___ 17. My supervisor displays leadership skills.</p>
<p>___ 18. My supervisor displays the ability to coordinate a school wide guidance and counseling program.</p>
<p>___ 19. My supervisor is knowledgeable of the ASCA model.</p>
<p>___ 20. My supervisor effectively assists teachers who need assistance.</p>
<p>___ 21. My supervisor effectively assists students who are in need of counseling.</p>
<p>___ 22. My supervisor effectively assists students with their educational plans and goals.</p>
<p>___ 23. My supervisor is an effective teacher.</p>
<p>___ 24. My supervisor is a good coach/mentor.</p>
<p>___ 25. My counselor can effectively use technology.</p>
<p>Comments/Suggestions/Recommendations on Professional Skills.</p>
<p>Section D: Narrative Question</p>
<p>Please provide a narrative response to the question below.</p>
<p>Explain the supervisory skills that are most important to you. How does your site supervisor facilitate your development of counseling skills? What are your feelings about the job training you are observing and participating in?</p>

Individual and School-Wide Support

Section E: Individual Assistance
Directions for Completing: Place in the space before each item the number (1,2,3, or 4) of the response that most nearly indicates your level of agreement with the item: 1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree
___ 26. My supervisor effectively observes my work and gives helpful feedback.
___ 27. My supervisor provides useful counseling and/or instructional resources.
___ 28. My supervisor encourages reflection.
___ 29. My supervisor shares innovative counseling strategies.
___ 30. My supervisor provides me with assistance as needed.
___ 31. My supervisor assists me when I am having problems.
___ 32. My supervisor allows me to make mistakes and helps me work through my choices.
___ 33. My supervisor provides opportunity for me to practice my counseling skills.
___ 34. My supervisor is supportive.
___ 35. My supervisor is an effective consultant.
___ 36. My supervisor helps me understand my strengths and weaknesses.
___ 37. My supervisor helps me set goals.
Comments/Suggestions/Recommendations on Individual Assistance.
Section F: Narrative Question
Please provide a narrative response to the question below. Describe the effectiveness of the on-site assistance you receive and its significance to your professional development. What are your feelings and perception about the clinical supervision style and strategies used by your site supervisor?
Section G: School wide support
Directions for Completing: Place in the space before each item the number (1,2,3, or 4) of the response that most nearly indicates your level of agreement with the item: 1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree
___ 38. My supervisor effectively facilitates instructional dialogue among staff.
___ 39. My supervisor fosters a positive school culture and climate.
___ 40. My supervisor has a guidance curriculum/program infused throughout the school.
___ 41. My supervisor is a team player.

___ 42. My supervisor empowers students and staff.
___ 43. My supervisor facilitates training sessions for staff.
___ 44. My supervisor evaluates the guidance and counseling program.
___ 45. My supervisor is responsive to the needs of the school community.
___ 46. My supervisor is involved in the school based management team or other advisory boards that develop and implement plans for student achievement.
Comments/Suggestions/Recommendations on School wide Assistance.
Section H: Narrative Question
Please provide a narrative response to the question below.
How does your site supervisor utilize the ASCA model, and what knowledge have you gleaned from this experience that will help you develop a guidance and counseling program using the ASCA model? Describe your level of confidence and skills in developing and implementing a counseling program once you become a Professional School Counselor.

Appendix G

Training Guide

“First 30 days of Site Supervision for Professional School Counselors (PSCs)”

Week 1/Stage 1 – Acclimate (familiarize, become accustomed)

The PSC should review the CIT’s syllabus noting learning activities and assignments that are expected during the internship course. Next, a learning contract between CIT and PSC should be created outlining the goals and objectives for learning. During this stage the PSC should be hands-on, accessible and available to answer questions. The PSC should model and demonstrate, then allow application of the skill. Time should be allotted daily for reflection. The following activities will aid in acclimating the CIT to the school environment: (1) introduce to staff; (2) arrange interviews with teachers and administration; specialists; (3) review important policies and procedures: such as, crisis team manual, Section 504 ; Individualize Education Plan (IEP); School Instructional Team (SIT); and school counselor’s roles and responsibilities; (4) observe daily counseling activities, such as, classroom guidance lessons, parent conferences, SIT/IEP meetings, individual/group sessions, teacher conferences, etc. and duties; (5) review the PSC’s schedule and agreements and other counseling documentation; (6) share resources and innovative strategies; (7) familiarize with computer programs and databases; (8) have CIT write reflections of observations and relate theory to practice; (9) have the CIT create a mission statement and/or philosophy and share it with the site supervisor and university professor.

Week 2 & 3/ Stage 2– Assimilate (incorporate, learn, take on board)

During the second stage, the PSC should assign duties and responsibilities. Some examples of appropriate learning activities include, conducting a needs assessment with teachers and students and planning student and teacher workshops, sharing in preparation for counseling, guidance lessons, meetings etc.; observing students and teachers within the classroom, especially those students with 504 plans or behavioral concerns; creating accommodations or a plan of action for those situations and students who warrant intervention; review attendance data and meet with students who have 3 or more unexcused absences for the quarter; conduct interviews and choose students for a mentoring, leadership or peer mediation program; or plan a parent workshop based on the needs assessment data and supply parents with resources based upon their needs. Below are some additional appropriate practicum and internship activities based on CIT's responses from this current study:

- Implement small group counseling sessions, such as, self esteem, survival skills, students with academic difficulty, divorce group and behavior intervention
- Conduct individual counseling/individual planning sessions
- Learn computer programs, necessary for scheduling and data collection
- Proctor State Achievement Test
- Collaborate with teachers, staff and community members

Week 4/Stage 3 – Appraise (assess, evaluate, review)

The use of assessment for the purpose of feedback and critique is crucial to the learning process. Palomba and Banta (1999) state “assessment is a process that focuses on student learning, a process that involves reviewing and reflecting on practice...” (p. 1). The Likert scales such as those used in this study may be useful for supervisors and CITs to ensure that the supervision is being conducted appropriately, and adequately covers all of the important areas of supervisory skills and learning activities. When I completed an internship as a field supervisor for this university, I created several evaluation tools as I visited CITs and site supervisors at their school sites. These were used during pre and post conferences in order to give CITs appropriate feedback and have them reflect on their counseling skills. The post conference included the following questions: (1) what were your strengths in this activity (2) what areas need improvement, and (3) what three professional goals would you like to accomplish before the end of this internship. The purpose of feedback was to provide information that CITs could use to improve their attitudes, behavior and practice, and to help them set goals for themselves to improve. Additionally, I used supervisor and self evaluation forms for small group counseling, group guidance, individual meetings and classroom guidance. CITs were asked to rate themselves and the field supervisor also completed the form. During the post conference the evaluation forms were discussed, pinpointing strengths and weaknesses, and then used to create professional goals.

In summary, the Professional School Counselor should do the following during the assessment stage:

- (a) Conduct structured observations of the CIT completing classroom lessons or counseling sessions;
- (b) Perform pre and post conferences incorporating feedback and allowing the CIT to reflect upon their work;
- (c) Identify the CITs strengths and weaknesses; and
- (d) Help the CIT set goals, and self evaluate their work.

Weeks 5 and on...

Go back to stage 2 adding responsibilities and activities based on internship and professional goals and then repeat Stage 3.

Training Guide: Sample Observation Forms

Small Group Counseling/Guidance or Informational Meetings

Observation Form

Trainee's Name _____ Date _____

Start Time _____ Stop Time _____ Rating Scale (1 -5) 1- Not at all 5-To a great extent

1. The trainee provides a clear introduction, states objectives or a review of the previous session.
1 2 3 4 5 Comments:

2. The trainee provides content that is focused and based on the stated objectives.

1 2 3 4 5 Comments:

3. The trainee engages students in the session through questions and answers. (avoids lecturing)
1 2 3 4 5 Comments:

4. The trainee provided adequate feedback, reflections, encouragement on the group's efforts and progress.

1 2 3 4 5 Comments:

5. The trainee has an appropriate summary or closure. 1 2 3 4 5

Comments:

Trainee's Signature: _____ Evaluator's Signature: _____

Classroom Guidance Observation

Counselor Trainee: _____ Class: _____

Period _____

Lesson Plan Available: (Yes or No)

Observation Date: _____

Pre/Post Conference Dates: _____

Lesson/Unit Title: _____

Goal/Purpose: _____

Rating	1 – Not Observed	2- More Emphasis	3- Accomplished
--------	------------------	------------------	-----------------

Lesson Set-Up

Lesson planning, preparation and organization was evident -----	1	2	3
---	---	---	---

Materials for activities were prepared and distributed-----	1	2	3
---	---	---	---

Counselor Introduction of Lesson

Purpose of the lesson was articulated clearly and persuasively-----	1	2	3
---	---	---	---

Counselor had a sound knowledge of the subject matter-----	1	2	3
--	---	---	---

Presentation

Explained lesson with clarity-----	1	2	3
------------------------------------	---	---	---

Paced lesson appropriately -----	1	2	3
----------------------------------	---	---	---

Listened to students questions and comments-----	1	2	3
--	---	---	---

Maintained eye contact-----	1	2	3
-----------------------------	---	---	---

Projected voice so easily heard-----	1	2	3
--------------------------------------	---	---	---

Restated important facts/information-----	1	2	3
---	---	---	---

Hands on Activities and Probing Questions

The activity was designed to accommodate a variety of ----- student abilities and learning styles	1	2	3
--	---	---	---

The use of an activity was appropriate for the purpose of the lesson-----	1	2	3
---	---	---	---

Technology tools/materials enhanced the lesson-----	1	2	3
---	---	---	---

Student Assessment

Counselor provided adequate feedback and encouragement---	1	2	3
---	---	---	---

Counselor or students evaluated their work or the work of the peers-----	1	2	3
--	---	---	---

Counselor in Training (CIT)

Reflection Form

Name _____

Date _____

What were your strengths as demonstrated in this activity?

What would you do to improve this activity next time?

Write three goals for your professional development plan, and how you can plan to accomplish your goals.

Goal 1

Goal 2

Goal 3

Supervisor's Signature; _____ Date _____

Supervisor Observation/Feedback Form

Name _____

Date _____

The trainees' strengths as demonstrated in this observation were....

Suggestions to improve skills and performance are.....

Three goals for your professional development plan are.....

Goal 1

Goal 2

Goal 3

Supervisor's Signature; _____ Date _____

Appendix H

Counselor in Training (CIT) Demographic Survey

Counselor in Training (CIT) Demographic Survey

Name	
	First Last
Date	
Pseudo Name This is a name that will identify you in this study	
Age	
Gender	Please check _____ Male _____ Female
Race/Ethnicity	
Email	
Phone number	
Internship site (School name and County)	
Number of hours of internship/ practicum completed	
Your expected graduation date	_____ Month _____ Year
<i>Information on Your Site Supervisor</i>	
Site supervisors name	First Last
Number of years experience as a Professional School Counselor	_____ years _____ Unsure

Number of students previously supervised	Please circle 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15+
Training your supervisor has received in supervision	

Appendix I

Interview Guide

1. Describe the effectiveness of the on-site assistance you receive. How effective is the supervision and training you are receiving?
2. What are the job training activities and projects you are observing and participating in, what are your feelings about them?
3. Explain the supervisory skills that are important to you and the level of skills your supervisor poses?
4. What would you like for your supervisor's to do? What's your optimum wish list?
What would you like to happen that is not happening?
5. Describe the level of confidence and skills in developing and implementing a counseling program once you become a Professional School Counselor.

-How confident are you? How do you feel?

Appendix J

Course Syllabus

Course: _____ Course Name: Internship in Guidance and Counseling Credit Hrs: 3

Semester: Fall 2007

Instructor: _____

Office Location: _____

Extension: _____

Office Hours:

Tuesdays 2pm to 5:00pm

Wednesdays 3pm to 5:00pm

Thursdays 2pm to 5:00pm

e-mail: _____

- I. Prerequisites: 42 hours in the program including _____; passing the Graduate Comprehensive/Qualifying examination and attendance of an Internship Orientation one semester prior to enrollment in _____.

II. COURSE DESCRIPTION

This course places in-depth emphasis on in-service counseling with supervised experience in school guidance programs. Internship students will be immersed in the multiple roles of a school counselor, attain experience in school climate by actively becoming familiar with its philosophy and/or mission and community, school organization and procedures. Counseling skills will be developed by observing and providing individual and group counseling, classroom guidance, family and parent workshops, becoming familiar with preparations for assessment/test for academic evaluation, advancement, and/or postsecondary options (e.g., PSAT, SAT, ACT) and by consulting with guidance staff members. Internship students will observe and participate in guidance department, faculty, parent teacher association and student group meetings.

III. REQUIRED TEXT:

Ehlm, D. J. (1998). *The school counselor's book of List*. West Nyack, New York. The Center for Applied Research in Education.

Carnevale, J. P. (1989). *Counseling gems: Thoughts for the practitioner*. Accelerated Development Press.

Campbell, Chari A., & Dahir, Carol A. (1997). The national standards for school counseling programs. Alexandria, VA: American School Counselor Association.

IV. CURRICULUM THEMES:

1. Academic Scholar
(all objectives)
2. Effective Practitioner
(all objectives)
3. Technological Applications
(objectives 5,6 & 9)
4. Multiple Forms of Assessment
(objectives 4,15,19,20,23,& 24)

- 5. Multicultural and Global Perspectives
(objectives 5, 7, & 8)
- 6. Special Populations Perspective
(objectives 3, 5, & 10)
- 7. Reflective Practitioner
(objectives 1,4,6,7,8,9,12,18,21,22,23,& 26)
- 8. Personal and Interpersonal Perspective
(objectives 6, 7, 8,& 9)

V. STUDENT OUTCOMES/COURSE OBJECTIVES

This course is designed to enable the student to:

1. Relate and apply counseling theories to practical situations.
2. Identify and assess client problems and develop counseling strategies that will be used to meet their needs.
3. Develop counseling activities that can be used with special populations (gifted, persons with disabilities, slow learners, at-risk youths, and multicultural groups).
4. Research the legal and ethical issues, new trends and professional organizations in counseling through the use of the Internet-*WWW* accessing information from guidance and counseling web sites i.e., ACA.www.counseling.org
5. Utilize various assessment tools and technologies that can assist in meeting the needs of various client groups i.e., guidance and counseling software packages, Ethnic Newswatch, Ethnic Diversity Web Sites such as www.afinet.net/~griot/, www.igc.apc.org/acon (Asian), www.latinolink.com www.falce.mn.us/natnet/ (native American), www.heather.cs.ucdavis.edu (minority), and ACA.www.counseling.org
6. Present oral and written assessments of crisis intervention strategies that can be used to build self-esteem and develop various options for clients.
7. Compare and contrast vocational tools that can assist clients of various ages in making career decisions through the use of career development and assessment software packages and the Internet.
8. Analyzed and utilize methods that can be used with individual and group counseling.
9. Assess and develop resources that can be used to meet the needs of the students, staff, and the community.

Program Goals (skills)

As a result of this course students will demonstrate skills and concepts in the following:

1. Identify and assist in the referrals of clients who have problems with drug use and misuse in public/private schools.
2. Utilizing various methods of curriculum development, decision-making, and management strategies in the public schools.
3. Computer assisted guidance programs and assessment tools.
4. Responding to verbal and non-verbal behavior of clients in educational and counseling situations.
5. Identifying and assessing clients with special needs and formulating appropriate strategies for alleviating their difficulties.
6. Utilization of appropriate crisis intervention strategies.
7. Parent consultation and sensitivity to parental concerns.
8. Consulting with school staff on strategies for working with students, parents, special agencies and organizations.
9. Utilizing vocational and career counseling materials, strategies and technologies i.e., computer applications and software, videos, CD rom and audio visual aids.
10. Using various tests and inventories through computer application/software, Internet = World Wide Web (WWW), other career guidance web sites, and paper and pencil use.
11. Developing materials and strategies that will meet the special need of and be sensitive to clients from various backgrounds, including students with special needs.
12. Conflict resolution strategies.
13. Assessing the needs of students, staff and the community.
14. Interpreting and applying legal and ethical standards to issues in counseling with the assistance of the Internet – www.counseling.org web site

VI. INSTRUCTIONAL MODES:

Methods and activities for this course include:

A. Traditional Experiences

Individual consultation, counseling demonstrations, videos and workshops

B. Clinical Experiences

Individual and group counseling activities.

C. Field Experiences

Guidance Internship: professional workshops, classroom guidance, conferences, families – conferences, counseling and/or parent workshops, case studies, consulting with staff members, seminars, administrative guidance duties, career workshops/fairs, career guidance and information, conflict resolution, in-service training, provide academic and personal/social counseling; assessment of students for postsecondary options/choices e.g., PSAT, SAT, ACT, ASVAB; applying computer technology and other related technologies in assisting students; develop knowledge and awareness of school organizations and procedures/policies, school climate, and participate in articulation procedures K-12 and all other duties and responsibilities of a school guidance counselor.

VII. STUDENT REQUIREMENTS OR GUIDELINES

1. Readings: Students are expected to read (assigned text as well as other books/articles/journals/publications) before scheduled internship activities.
2. Attendance & Participation: Daily attendance at the internship site is essential. Active interaction and participation are required and are an essential part of the learning experience. If for some reason you are unable to be at the site, you are responsible for notifying the site supervisor as you would if you were employed at the agency or school.
3. Students are expected to attend every session for which the course is scheduled unless otherwise agreed to by the professor and student.

Assignments

- a. A learning contract for the internship, signed by the student and site supervisor, should be submitted no later than the second class.
- b. One 10-15 minute taped counseling interview/session with a student, K-12, must be completed and submitted accompanied with verbatim transcripts. Observational notes will be completed reflecting the non-verbal behavior of each student interviewed.
- c. Classroom guidance: Observations of internship supervisor providing classroom guidance, and actual classroom guidance instruction must be completed in internship experience.
- d. Counseling video tape: Through the use of the audio/visual lab, a counseling interview will be recorded to gain experience, and submitted for evaluation and critique of counseling skills. The video tape must be labeled with your name, date and theory(ies) used in the counseling session. Due: Week 12.

- e. A journal or weekly log must be submitted as scheduled. This log must be maintained regularly and should include comments on:
- (1) The internship experience
 - (2) Joys and obstacles in the field setting
 - (3) Progress on personal growth
 - (4) Research questions or other concerns brought to mind by readings and site experience
 - (5) Application of counseling theories and their effectiveness with your student clients
 - (6) The impact of cross-cultural/multicultural forces on you and your counseling approaches
 - (7) An ongoing self-assessment of your counseling skills
- f. Each student should develop a one-page ethics case study designed to relate to appropriate ethics statements in the site placement. The case might refer either to a counseling ethical dilemma posed to the practitioner (an observed unethical or questionable situation). The case should include:
- (1) Descriptive comments
 - (2) Two – 4 helpful discussion questions
 - (3) Presenter's awareness of appropriate counseling ethical standards references which guide appropriate resolution. Bring copies for all class members.
- g. Each student will be expected to design a personal growth plan (skills/competencies needing development). Progress will be assessed through your journal entries and discussions during periodic individual meetings. A written report is optional.
- h. Portfolio: Students are to begin or continue to work on their professional portfolio. Final portfolio should include copies of evaluations and any relevant products from the internship experience.
- i. Site supervisor will be asked to complete an evaluation of the student's performance during the internship. The evaluation should refer to the objectives of the learning contract. It should contain comments on the student's strengths and areas for development. The student must insure that the evaluation is completed and submitted by The Last Class.
- j. Completion of 600 hours of internship experience.
- k. Completion of ten (10) hours of professional development activity.
- VIII. GRADING/EVALUATION PROCEDURES will be based upon the successful completion Of the above assignments. Students will receive a grade of Pass.
- A. Methods:
1. Traditional Journals
 2. Performance Assessment
- Internship Performance: Individual and group counseling, classroom guidance, administrative responsibilities, adhering to school/administrative policies and procedures, attending school and guidance related meetings, understanding of pupil related services role, and functions in the school and school system.
- B. Grading Method
Pass or Fail

IX. OUTLINE OF COURSE CONTENT

Weekly Assignment & Activity

8/12/07	Overview of Course
9/04/07	Discuss Site Contract, interview techniques for individual and group counseling
9/11/07	Discuss Site Contract, interview techniques for individual and group counseling, Plan for Internship Due, Information on site collected Paid forms Due
9/18/07	Internship Field Experience
9/25/07	Discussion of Progress in the Internship—Portfolios, Chapter/ activity presentation
10/02/07	Individual Supervision—On site and in the field
10/09/07	Individual Supervision—On site and in the field
10/23/07	Group Supervision—Portfolio, Chapter/activity
10/30/07	Group Supervision—Discussion of the manner in which the institution interfaces with other agencies, organizations, etc. (This should be discussed prior to class with your supervisor) Portfolio, Chapter/activity
11/06/07	Group Supervision
11/13/07	Individual Supervision
11/20/07	Group Supervision (Video Tape Due)
11/27/07	Career Fair
12/04/07	Individual Appointments
12/11/07	Final Evaluation, Final Report, Supervisor Evaluation BRING PORTFOLIO

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CURRICULUM VITAE

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