AN ABSTRACT OF THE DISSERTATION OF

Kathryn Tuchscherer Franklin, for the degree of Doctor of Philosophy in Counseling presented on March 3, 2015.

Title: The Impact of Web-based School Counselor Site Supervisor Training on Site Supervisor Self-Efficacy: A Nonconcurrent Multiple-Baseline Single-Subject Research Study

Abstract approved: _____

Gene A Eakin

Supervision is an essential component of the development of pre-professional school counselors. Oftentimes, school counseling site supervisors are called upon to supervise graduate school counseling students without any requisite supervision training. The lack of supervision training is of significant professional concern, and there is an established need to translate recommended supervision guidelines into explicit instructions for the training of school counseling site supervisors.

The research utilized a nonconcurrent multiple-baseline single-subject research design to study the impact of online school counseling-specific supervision training on school counseling site supervisors' self-efficacy. The assessment instrument utilized in the study was the Counselor Supervisor Self-Efficacy Scale

Outcomes of the research indicated that school counseling site supervisors' self-efficacy did trend upward as a result of online supervision training. Calculations indicate that there was a consistent relative level change between the two conditions (self-efficacy prior to supervision training and during supervision training) across all research participants. Though nonconcurrent multiple-baseline across subjects single-subject research designs are considered to have acceptable internal validity, a single study limits the external validity of the study and, therefore,

further research with additional samples regarding school counseling supervision training is recommended.

Keywords: school counseling, supervision, online training, evidence-based

The Impact of Web-based School Counselor Site Supervisor Training on Site Supervisor Self-Efficacy: A Nonconcurrent Multiple-Baseline Single-Subject Research Study

by
Kathryn Tuchscherer Franklin

A DISSERTATION

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APPROVED:

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Dean of the College of Education

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Dean of the Graduate School

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

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Kathryn Tuchscherer Franklin, Author

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Chapter 1: General Introduction

Dissertation Overview

The purpose of this research study is to demonstrate scholarly work by using the *manuscript-style dissertation format* as outlined by the Oregon State University Graduate School. In adherence to this format, Chapter One provides an overview of how the two journal-formatted manuscripts found in Chapters Two and Three are thematically related and are significant in the field of school counselor education, particularly in the area of the training provided to school counselor site supervisors. Chapter Two is entitled "Site Supervision Training: A Clarion Call for School Counselor Educators." Chapter Three presents quantitative research in a manuscript entitled "The Impact of Web-Based School Counselor Site Supervision Training On Site Supervisor Self-efficacy: A Nonconcurrent Multiple-Baseline Single-Subject Research Study." Chapter Four is a thematic summary of the manuscripts, including results, limitations, and possible future research directions.

The manuscripts are thematically bonded in identifying the importance of supervision in school counselor student development (Bernard, 2008; Bernard & Goodyear, 2005; Dollarhide & Miller, 2006; Falender & Shafranske, 2004; Luke & Bernard, 2006; Nelson & Johnson, 1999) and emphasizing the need for evidence-based school counseling site supervisor training (Borders & Usher, 1992; DeKruyf & Pehrsson, 2011; Herlihy, Gray, & McCollum, 2006; Page, Pietrzack & Sutton, 2001; Swank & Tyson, 2012). In Chapter Two, the author establishes that supervision is a required part of school counselor student training by surveying state licensure requirements. The author clarifies the role and function of school counseling site supervisors (SCSSs), outlines the impact of supervision of school counseling student development, explores SCSSs' preparedness to conduct supervision, presents school counseling supervision training models,

and identifies school counseling professional organizations' positions on supervision. Finally, the author presents a clarion call to the school counselor educator profession: to support the active implementation of SCSS training through research and the establishment of evidence-based practice in supervision training.

Chapter Two builds the case for conducting research to develop evidence-based practices by first reviewing Council for Accreditation of Counseling and Related Educational Programs (CACREP) and state licensure requirements regarding the supervision of students in school counselor education programs. The role and function of the SCSS is clarified, and the impact of competent supervision is then outlined and juxtaposed with data that indicates that as many as 54% of site supervisors surveyed received little or no training (DeKruyf & Pehrsson, 2011). This deficit does not appear attributable to a lack of supervision models or professional organizations' support of supervision. A review of extant school counseling supervision models and the American School Counseling Association (ASCA), CACREP, the Association of Counselor Education and Supervision (ACES), and state licensing agency positions on the preparation of site supervisors indicates that models exist and that support is adequate. The conclusion provided by the authors is that the current lack of specific guidelines for training site supervisors can be addressed through conducting research to begin to establish evidence-based practice and that this research base will provide the necessary guidelines.

Chapter Three presents a nonconcurrent multiple-baseline single-subject research study of a modularized online supervision training and its potential impact on SCSS self-efficacy. The SCSS training is largely informed by Luke and Bernard's School Counselor Supervision Model (2006), professional school counseling organizations' recommendations for supervision training

(ACES, 2011; ASCA, 2010; CACREP, 2009), and Swank and Tyson's (2012) articulation of the delivery of online school counseling site supervision training.

Thematic Introduction

Supervision is an essential component of a school counseling graduate student's training (ASCA, 2009; Bernard, 2008; Bernard & Goodyear, 2005; Dollarhide & Miller, 2006; Falender & Shafranske, 2004; Luke & Bernard, 2006; Nelson & Johnson, 1999). In order to fulfill graduation requirements as outlined by CACREP, students must complete a 100-hour practicum and a 600-hour internship in a school setting (CACREP, 2009, III.F, III.G). Both the practicum and internship must be supervised by a certified/licensed school counselor or licensed professional in a relevant field.

Supervision is considered to be a primary contributor to a school counseling student's development (Bernard & Goodyear, 2005; Black & Norem, 2004; DeKruyf & Pehrsson, 2011; Falender & Schfranske, 2004; Luke & Bernard, 2006; Magnuson, Black, & Norem, 2004; Murphy & Kaffenberger, 2007; Nelson & Johnson, 1999; Page, Pietrzack, & Sutton, 2001; Swank & Tyson, 2012). SCSSs are supervising school counseling graduate students on a daily basis in the school setting, and they have immediate observations of the school counseling student's interactions with students, staff, and the educational community. SCSSs directly facilitate the school counseling student's personal and professional growth and development. Supervision of school counseling students is essential to prepare future counselors for the reality of school counseling in the 21st century (Henderson & Geysbers, 2006; Herlihy et al., 2002; Magnuson et al., 2004; Murphy & Kaffenberger, 2007).

As supervision is an essential piece of school counseling student development, it is of significant professional concern that SCSSs are often asked to provide supervision without any

training in supervision theory, models, and/or best practice (Borders & Usher, 1992; DeKruyf & Pehrsson, 2011; Herlihy, Gray, & McCollum, 2006; Page, Pietrzack, & Sutton, 2001; Swank & Tyson, 2012). Over half (54%) of surveyed SCSSs reported no training in supervision (DeKruyf & Pehrsson, 2011); furthermore, 67% of SCSSs reported that they would pursue supervision training if it were accessible to them (Page, Pietrzak, & Sutton, 2001).

The literature maintains that SCSSs may have poor self-efficacy as site supervisors (DeKruyf & Pehrsson, 2011; Studer, 2005; Swank & Tyson, 2012). Self-efficacy is defined as "beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations … efficacy beliefs influence how people think, feel, motivate themselves, and act" (Bandura, 1995, p. 2). Supervisor self-efficacy include beliefs about one's capabilities to execute courses of action related to supervision (Barnes, 2002). Supervisor self-efficacy may potentially "affect the extent, type, and impact of supervisor's modeling, feedback, and social influence" (Bernard & Goodyear, 1998, p. 280).

Significantly, professional school counseling organizations acknowledge the importance of supervision training and present standards for supervision (ACES, 2011; ASCA, 2010; CACREP, 2009), yet they fail to translate their stated support in clear, accessible supervision training instructions (Dollarhide & Miller, 2006; Herlihy et al., 2006; Magnuson, Black, & Norem, 2004; Swank & Tyson, 2012). In order to translate standards into active implementation of SCSS training, there is an established need to develop evidence-based practice in the instruction of school counseling-specific supervision training. The professional field of school counseling and counselor education training programs would benefit from the establishment of an evidence-based school counseling supervision training program.

The Role of a SCSS

The role of a SCSS is distinct; to understand the role of the SCSS, it is important to understand the role of a school counselor. The role of a school counselor—implementing a comprehensive school counseling program and addressing academic, personal/social, and career development needs of all students (ASCA, 2009)—is unique. As the role, function, and setting of school counseling supervision is different than traditional clinical supervision, it is important to utilize a school counseling specific supervision model (DeKruyf & Pehrsson, 2011; Dollarhide & Miller, 2006; Luke & Bernard, 2006; Luke, Ellis, & Bernard, 2011; Miller & Dollarhide, 2006; Peterson & Deuschle, 2006). Moreover, Luke et al. (2011) noted that SCSSs approach supervision differently in a school setting than their clinical supervisors' counterparts in a mental health setting.

School Counseling Supervision Models

School counseling supervision models exist in the literature (Luke & Bernard, 2006; Murphy & Kaffenberger, 2007; Nelson & Johnson, 1999; Swank & Tyson, 2012; Wood, Dixon, & Rayle, 2006). This research study is largely informed by Luke and Bernard's School Counseling Supervision Model (SCSM; Luke & Bernard, 2006).

Luke and Bernard (2006) developed the School Counseling Supervision Model (SCSM) that extends Bernard's (1979, 1997, 2009) Discrimination Model. The SCSM integrates the domains of the ASCA School Counseling National Model, focusing mostly on the delivery system, with the three foci of supervision and the three foci of the supervisor's role inherent in Bernard's Discrimination Model. Bernard's (1979, 1997, 2009) Discrimination Model is a social role model that outlines the three supervisory roles (teacher, counselor, and consultant) and the three areas of foci (intervention, conceptualization, and personalization) that the supervisor enacts to meet the supervisee's needs. Utilizing the ASCA National School Counseling Model,

Luke and Bernard (2006) extend the original discrimination model and identify four points of entry in the SCSM. The identified points of entry are: 1) large group intervention, 2) counseling and consultation, 3) individual and group advisement, and 4) planning, coordination, and evaluation (Luke & Bernard, 2006).

Rationale: School Counseling Supervision Online Training Modules

As aforementioned, there is an established need to develop accessible, evidence-based practice in the instruction of school counseling specific supervision training (Luke & Bernard, 2006; Miller & Dollarhide, 2006; Page et al., 2001). The first author created an online school counseling site supervisor training to meet this identified need. The online supervision training is largely informed by Luke and Bernard's SCSM (2006), professional school counseling organizations' recommendations for supervision training (ACES, 2011; ASCA, 2010; CACREP, 2009), and Swank and Tyson's (2012) articulation of the delivery of online school counseling site supervision training. Construct validity of the modules was established through an expert review process.

The web-based training format provides flexibility and accessibility in the training of SCSS (Chapman, Baker, Nassar-McMillan, & Gerler, 2011; DeKruyf & Pehrsson, 2011; Miller & Dollarhide, 2006; Swank & Tyson, 2012). A web-based, asynchronous format allows supervisors to access the training at times convenient to them (Swank & Tyson, 2012) and increases the accessibility of training for site supervisors that may not otherwise have access to training due to geographical distance, lack of resources, and time/schedule barriers (Cummings, 2002; DeKruyf & Perhsson, 2011; Mallen, Vogel, & Rochlen, 2005; McAdams & Wyatt, 2010; Vaccaro & Lambie, 2007; Wright & Griffiths, 2010).

Research Question

The research question is as follows: What is the impact of online school counseling supervision training on school counseling site supervisors' self-efficacy?

Hypothesis

H_1- Online school counseling supervision training will increase school counseling site supervisors' self-efficacy.

H_o- Online school counseling supervision training will have no impact on school counseling site supervisors' self-efficacy.

Research on the impact of school counseling-specific supervision training has not been conducted, nor has evidence-based practice in school counseling supervision been established. Chapter Two adds to the current body of literature in asserting the need for evidence-based practice in SCSS supervision training, and the intent of Chapter Three is to establish evidence-based practice in SCSS supervision training. The results of Chapter Three will contribute to the field of school counseling education, specifically in supervision training.

Glossary of Terms

Supervision: an intervention provided by a more senior member of a profession to a more junior member (or junior members) of the same profession. This relationship is evaluative and hierarchical; extends over time; and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to the client that she, he, or they see, and serving as a gatekeeper for those who are to enter the particular profession (Bernard & Goodyear, 2009, p. 11)

- *Evidence-based Practice*: integration of best researched evidence of practice (Calley, 2011)

- *Self-Efficacy*: "beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations. Efficacy beliefs influence how people think, feel, motivate themselves, and act" (Bandura, 1995, p. 2)

- *Supervisor Self-Efficacy*: beliefs about one's capabilities to execute courses of action related to supervision (Barnes, 2002). Supervisor self-efficacy may potentially "affect the extent, type and impact of supervisor's modeling, feedback and social influence" (Bernard & Goodyear, 1998, p. 280)

Chapter 2

Site Supervision Training: A Clarion Call for School Counselor Educators

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Abstract

Supervised practicum and internship experiences are integral to school counseling student professional development (Bernard, 2008; Bernard & Goodyear, 2005; Dollarhide & Miller, 2006; Falender & Shafranske, 2004; Luke & Bernard, 2006; Nelson & Johnson, 1999). School counseling site supervisors reveal they desire training to provide this essential service; however, studies indicate they are often asked to provide services without preparation (Borders & Usher, 1992; DeKruyf & Pehrsson, 2011; Herlihy, Gray, & McCollum, 2006; Page, Pietrzack, & Sutton, 2001; Swank & Tyson, 2012). While models for the supervision of school counselors have been advanced in the literature (Luke & Bernard, 2006; Murphy & Kaffenberger, 2007; Nelson & Johnson, 1999; Swank & Tyson, 2012; Wood, Dixon & Rayle, 2006), a review of the literature indicated that these models have yet to be assessed as evidence-based practices in the preparation of school counseling site supervisors. Professional counseling organizations recommend training for site supervisors but have yet to translate their stated support into clear training instructions (Dollarhide & Miller, 2006; Herlihy et al., 2006; Magnuson, Black, & Norem, 2004; Swank & Tyson, 2012). The authors concluded that the school counselor education profession must further develop school counseling-specific, evidence-based practice for the training of site supervisors.

Keywords: school counseling, supervision training, evidence-based

Introduction

School counseling graduate training programs rely heavily on school counseling site supervisors for graduate student training needs. In order to successfully complete the graduation requirements at a Council for Accreditation of Counseling and Related Educational Program (CACREP) institution, school counseling graduate students must complete a 100-hour practicum and a 600-hour internship in a school setting (CACREP, 2009, III.F, III.G.). Understanding the CACREP and licensure/certification requirements for school counseling site supervisors is important in the context of providing supervision preparedness of school counseling site supervisors (SCSSs).

The first author surveyed licensure requirements for school counselors in all 50 states and the District of Columbia (American School Counselor Association [ASCA], 2014). The examination of the 51 states' and districts' licensure/certification requirements revealed that 22 states require a 600-hour supervised practicum and/or internship in the K–12 school setting; 17 states require a 300–450-hour supervised practicum and/or internship in the K–12 school setting; and nine states defer to accredited university counselor education programs to determine required supervised practicum and/or internship hours. These nine states mandate a "master's degree from an accredited institution and completion of an approved program for school counseling through an accredited institution of higher education" (ASCA, 2014). It can be assumed these accredited university programs also have practicum and/or internship requirements requiring site supervision. Only three states did not clearly articulate a required K–12 practicum and/or internship experience to pursue licensure as a school counselor. Supervised clinical experience in the form of practicum and/or internship is a critical component of a school counselor's pre-professional preparation and is required for licensure in 94% of states in the United States

(ASCA, 2014). Given that supervision is a required component of school counseling training, it is important to clarify the role and function of SCSS.

School Counseling Site Supervisors: Role and Function

The first goal of this article is to define supervision and identify the unique role of the SCSS. In this process, the authors will distinguish the differences between school counseling supervision and administrative, university, and traditional clinical supervision. The authors will also clarify the significance of the school environment in school counseling supervision.

Supervision is considered to be a primary contributor to a school counseling student development (Bernard & Goodyear, 2005; Black & Norem, 2004; DeKruyf & Pehrsson, 2011; Falender & Schfranske, 2004; Luke & Bernard, 2006; Magnuson et al., 2004; Murphy & Kaffenberger, 2007; Nelson & Johnson, 1999; Page et al., 2001; Swank & Tyson, 2012). Supervision in this article is defined as the following:

> an intervention provided by a more senior member of a profession to a more junior member(s) of the same profession. This relationship is evaluative and hierarchical, extends over time and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the client that she, he, or they see, and serving as a gatekeeper for those who are to enter the particular profession. (Bernard & Goodyear, 2009, p. 11)

School counselors occupy a unique role in the school system, as they are the ones to implement a comprehensive school counseling program that meets every student's academic, social/emotional, and career development needs (ASCA, 2014). School counseling supervision is provided by school counselors and includes support, instruction, and feedback to foster the psychological and professional development of a counseling student's clinical and ethical

services (Herlihy et al., 2006; Nelson & Johnson, 1999; Perera-Diltz & Mason, 2012). The role

of the SCSS is distinct; consequently, school counseling supervision is different from

administrative supervision. Administrative supervision is usually provided by a school

administrator and entails job performance evaluation, compliance with laws and policies,

attendance, and staff relations (Dollarhide & Miller, 2006; Herlihy et al., 2006). Given the

distinctive role of a professional school counselor, it is important that school counseling-specific,

rather than administrative, supervision is part of the school counseling supervision process. It is

also essential that school counseling supervision is provided by a licensed or certified school

counselor (ASCA, 2009; Dollarhide & Miller, 2006).

Another important clarification is the difference in the roles played by the university

supervisors and the site supervisors. University supervisors are counselor educators who

coordinate student practicum and internship placements in school systems and provide

instruction in academic and clinical classes (CACREP, 2009). University supervisors usually

have advanced supervision training through the completion of a terminal degree in counselor

education and supervision (CACREP, 2009; Dollarhide & Miller, 2006; Herlihy et al., 2006).

Site supervisors are usually master's-trained, licensed school counselors who provide on-site

supervision in the schools (ASCA, 2010; Borders & Usher, 1992; Dollarhide & Miller, 2006;

Herlihy et al., 2006). Site supervisors are the eyes and ears of school counseling student

development via live observation; they monitor graduate students' daily interactions with

children, faculty, parent/guardians, and administration (Bernard & Goodyear, 2005; DeKruyf &

Pehrsson, 2011; Dollarhide & Miller, 2006; Falender & Shafranske, 2004; Luke & Bernard,

2006; Nelson & Johnson, 1999). While fulfilling different roles, it is essential for the university

supervisor and SCSS to collaborate and communicate to facilitate optimal graduate student development (Miller & Dollarhide, 2006; Herlihy et al., 2006).

The role and function of a SCSS is also distinct from that of a traditional clinical supervisor. The role of a school counselor—implementing a comprehensive school counseling program and facilitating academic, personal/social, and career development needs of all students (ASCA, 2009)—is unique. The school environments and its systemic influences and constraints are also important considerations in the supervisory process (DeKruyf & Pehrsson, 2011; Dollarhide & Miller, 2006; Miller & Dollarhide, 2006; Peterson & Deuschle, 2006). Traditional clinical supervision ensures that legal and ethical obligations to clients are fulfilled through a process of developing competence in psychotherapy in a clinical setting (Falender & Shafranske, 2008). Luke et al. (2011) emphasized that supervision is not "a common pedagogy across supervisory contexts" (p. 341) and highlighted the need to utilize school counseling-specific supervision models when conducting supervision in a school setting. Miller and Dollarhide (2006) asserted that non-school specific models of supervision "do not provide the holistic supervision strategies that will facilitate professional identity development for school counseling professionals" (p. 297).

School Counseling Student Development: Impact of Supervision

Supervision facilitates the professional and personal development of future school counselors, and it is an essential component of school counselor student development (ASCA, 2010; Bernard & Goodyear, 2009; Magnuson et al., 2004; Roberts & Morotti, 2001; Falendar & Shafranske, 2004). Magnuson et al. (2006) maintained that "supervision is predicated upon a unique and specialized set of knowledge and skills acquired through specialized training" (p. 13). Essentially, SCSSs monitor students' skills, abilities, and conduct in supporting school

counseling students' professional development. Supervision engages formative and summative feedback that tracks students' development, competencies, challenges, and professional conduct (Falender & Shafranske, 2004; Herlihy et al., 2006). This supervisory experience facilitates the evolution or development of supervisees' self-awareness, consistency in execution of interventions, case conceptualization skills, and professional identity (Bernard & Goodyear, 2009; Luke & Bernard, 2006; Sutton & Page, 1994). The goal of supervision is to enable the supervisee to emerge from the training experience as a competent colleague in the school counseling field (Bernard & Goodyear, 2009). Finally, CACREP standards articulate the importance of supervision in student personal growth and development (CACREP, 2009, III. SC D.1, D.5). Therefore, it is imperative for SCSSs to have the supervision training and skills necessary to facilitate this process with supervisees.

Informed supervision of school counseling students is essential to prepare future counselors for the challenges and reality of school counseling in the 21st century (Henderson & Geysbers, 2006; Herlihy et al., 2002; Magnuson et al., 2004; Murphy & Kaffenberger, 2007). Today's youth face significant adversity, including poverty, substance use, violence, equal access to resources, multicultural issues, crime, academic challenges, and racial and ethnic prejudice, and they are at risk for engaging in maladaptive behaviors (McWhirter, J., McWhirter, B., McWhirter, E., & McWhirter, R., 2004). School counseling graduate students may be unaware of or lack knowledge about the varied challenges that today's youth face. School counseling students, therefore, must receive high-quality supervision during their internship experiences in order to be prepared to adequately meet the diverse challenges of students. Swank and Tyson (2012) maintained that school counseling supervision connects school counseling students to basic counseling skills and facilitates more advanced skills necessary to meet K–12

students' needs and concerns. Supervision training is "crucial in the growth and development of school counseling students" (Swank & Tyson, 2012, p. 40).

School Counseling Site Supervisors: Preparedness to Supervise

As aforementioned, supervision training is established by obtaining an acquired, specialized set of skills (Magnuson et al., 2006), rather than years of experience as a school counselor. The literature maintains that years of experience and expertise as a school counselor do not equate to expertise in the capacity of a supervisor. Pelling's (2008) study of supervisor identity development determined that training and experience in both supervision and counseling are necessary components for successful supervisor identity development.

Perera-Diltz and Mason (2012), in a national survey of school counselors (N=1,557), found that 41% of school counselors report that they provide supervision to student interns. Murphy and Kaffenberger (2007) found that SCSSs believed they had adequate clinical training as student counselors, yet they "received little to no (clinical) training in how to supervise others" (p. 292). Site supervisors may feel incompetent and have poor self-efficacy about providing supervision to counseling graduate students due to the lack of supervision training (DeKruyf & Pehrsson, 2011; Studer, 2005; Swank & Tyson, 2012). Site supervisors may experience anxiety as a result of being untrained in the art and science of supervision (Studer, 2005).

Given the essential role of the SCSS, the general lack of school counseling supervision training is of considerable professional concern. Though CACREP standard II.1.e does state that training programs must provide instruction on "counseling supervision models, practices and processes" (2009, p. 10), each CACREP-accredited graduate training program is given the flexibility to meet this standard differently. It can be discerned from the literature that some

counseling programs do not typically include supervision training models as part of graduate students' program of study (Borders & Leddick, 1988; Dollarhide & Miller, 2006; Miller & Dollarhide, 2006; Swank & Tyson, 2012). In examining the prevalence of supervision training for SCSS (N=147), DeKruyf and Pehrsson (2011) found that 54% of SCSS reported no training in supervision. Additionally, school counselors express a desire for supervision training (Luke, Ellis & Bernard, 2011), and Page, Pietrzak, & Sutton (2001) found a combined 67% (N=267) of site supervisors would possibly pursue supervision training if it were accessible to them.

Magnuson et al. (2004) succinctly posited the ethical implications regarding the lack of supervision training for site supervisors: "school counselors who provide supervision without education, training, and supervised experience may be practicing outside their areas of competence and are, thus, violating the ethical codes of ASCA and ACA" (p. 6). Counselor education training programs rely on site supervisors for counseling students' training needs; without providing supervision training, counselor education programs are potentially setting up site supervisors for ethical violations or professional misconduct (Magnuson et al., 2004; Herlihy et al., 2002).

Site Supervisor Training: Models, Guidelines, and Formats

School Counseling Supervision Models

Specific models for competent school counselor supervision exist in the literature. Murphy and Kaffenberger (2007) propose a school counseling supervision model that incorporates and is structured around the ASCA National Model. This supervision model incorporates all four components of the ASCA National Model: foundation, delivery system, management, and accountability. Luke and Bernard (2006) offer the School Counseling Supervision Model (SCSM) that extends Bernard's (1979, 1997, 2009) Discrimination Model.

The SCSM integrates domains of the ASCA National Model with three foci of supervision (teacher, counselor, and consultant) and three foci of the supervisor's role (intervention, conceptualization, and personalization) inherent in Bernard's Discrimination Model. Wood and Rayle (2006) proposed the Goals, Functions, Roles, and Systems Model (GFRS) of supervision for school counselors. The GFRS model is rooted in Bordin's Working Alliance Model of Supervision, Bernard's Discrimination Model, and Holloway's SAS Model. The GFRS adds school counseling-specific duties and roles to elements of these supervision models to engage the school counselor student in systems training and comprehensively prepare supervisees for the reality of professional school counseling (Wood et al., 2006).

Relevant literature exists that identifies the need for school counseling supervision training and includes some suggested guidelines for practice. Henderson (2010) described methods to implement successful and competent supervision in a variety of settings. Roberts (2005) outlined step-by-step guidelines for SCSS. These include definitions of terms, current ethical standards, contracts, identification of obstacles, and definitions of role. Additionally, Studer (2005) succinctly outlined the supervisory process in schools by defining contracts, supervisors' role, developmental stages, and specific supervisory strategies. Though the authors articulated suggestions and guidelines regarding the training of SCSSs, there is a paucity of research that identifies specific training instructions or examines effects of supervision training.

Web-based, Online Training

Swank and Tyson (2012) proposed a web-based supervision training program for SCSSs. The intent of their proposed comprehensive, module-based program is to provide accessible supervision training in an independent, web-based format. Though conceptual at this point, the supervision training curriculum includes the following: 1) Introduction, 2) Expectations and

Requirements, 3) Characteristics and the Relationship, 4) Models, Stages, and Theories, 5) Methods and Techniques, and 6) Ethical and Legal Dilemmas.

Web-based training formats provide flexibility in the training of school counseling site supervisors (Chapman, Baker, Nassar-McMillan, & Gerler, 2011; DeKruyf & Pehrsson, 2011; Miller & Dollarhide, 2006; Swank & Tyson, 2012). A web-based, asynchronous format allows supervisors to access the training at times convenient to their professional and personal schedule (Swank & Tyson, 2012). Moreover, the web-based format increases the accessibility of training for site supervisors who may not otherwise have access to training due to geographical distance, lack of resources, and time/schedule barriers (Cummings, 2002; DeKruyf & Perhsson, 2011; Mallen, Vogel & Rochlen, 2005; McAdams & Wyatt, 2010; Vaccaro & Lambie, 2007; Wright & Griffiths, 2010). Web-based training programs provide the opportunity to deliver information and resources to a wider range of site supervisors (Vaccaro & Lambie, 2010).

Though individual authors have provided these useful school counseling-specific models, theoretical guidelines, and potential training formats, none have been adequately researched or further developed and implemented into practical, evidence-based training models for supervision in the schools. The professional field of school counseling, as well as counselor education training programs, would benefit from the establishment of an evidence-based school counseling supervision training program.

Professional Organizations: Positions on Supervision

To comprehensively understand the current state of SCSS training, it is also important to examine professional counseling organization's positions on supervision training and preparation. The authors surveyed the American School Counseling Association (ASCA),

Association for Counselor Educators (ACES), CACREP, and educational licensing bodies'
standards regarding school counseling supervision.

Counseling professional organizations acknowledge the importance of supervision
training. ASCA's (2010) code of ethics charge SCSSs to provide supervision specifically rooted
in the ASCA National School Counseling Model (Standard F.3.b). ASCA (2013) also maintains
that SCSSs need advanced supervision training to "provide in-service and pre-service instruction
and supervision to promote the development and enhancement of school counselor training and
professional development … This ensures school counselors deliver school counseling programs
in a comprehensive and systemic manner to all students" (ASCA, 2013, para. 6).

The CACREP standards (2009) delineate that site supervisors for accredited programs
should have "relevant training in counseling supervision" (p. 15). The CACREP standards
(2009) also state that university counselor education programs need to provide "orientation,
assistance, consultation, and professional development opportunities to site supervisors" (p. 16).
CACREP (2012) reported that it has accredited 271 institutions offering 614 different counseling
programs. CACREP estimated that there are a total of 1,000 counseling programs being offered;
of those programs, CACREP has accredited 61%. Supervision standards or training requirements
in non-CACREP master's programs cannot be determined (Roberts & Morotti, 2001).

It is important to examine ACES original standards for best practice (1991), which were
merged into the ACA's code of ethics in 2005 (2005, 2014). ACES (ACA, 2005, 2014; ACES,
1991, 2011) standards for best practice instruct site supervisors to obtain training in the
following:

models of supervision; models of counselor development; formats of supervision;

supervisory relationship dynamics; supervision methods and techniques; multicultural

considerations; counselor assessment, feedback, and evaluation; executive/ administrative

skills; ethical, legal and professional regulatory issues; and research on these topics. (p.

16)

Educational Licensing Bodies

Educational licensing bodies do not appear to ubiquitously require SCSSs to obtain

training in supervision (Dollarhide & Miller, 2006; Herlihy et al., 2002). State Offices of Public

Instruction (OPI) or educational departments are licensing bodies for educators in public

education (K–12); administrators, school counselors, teachers, and school psychologists are

included as educators. Though 94% of states require supervised practicum/internship experience

to pursue licensure or certification, it appears that educational licensing bodies generally fail to

clearly articulate criteria for competency as a SCSS. For example, the licensing body for school

counselors in the state of Montana (OPI, 2014) does not define or require SCSSs to obtain

supervisory training in order to provide supervision to master's-level counseling students.

Rather, in order to serve as a SCSS in the state of Montana, OPI requires a minimum of 3 years'

experience as a licensed school counselor (OPI, 2014).

In conclusion, although ASCA, CACREP, ACA, and ACES strongly recommend

supervision training for best practice, they have yet to actively support the implementation of

training through the provision of guidelines to accomplish this end (Dollarhide & Miller, 2006;

Magnuson et al., 2004; Miller & Dollarhide, 2006; Swank & Tyson, 2012). The primary barrier

in the adequate preparation of SCSS is that the practical process of school counseling supervision

training is not clearly established, operationalized, or researched. Despite the counseling field's

agreement that supervision is an essential component of student development and ASCA's,

CACREP'S, and ACES's recommendations for supervision training, most SCSSs continue to

provide supervision without training in supervision models, methods, or best practices (Borders & Usher, 1992; DeKruyf & Pehrsson, 2011; Herlihy et al., 2006; Page et al., 2001; Swank & Tyson, 2012). The next step is for one or more of the professional organizations to clearly articulate the guidelines for best practices in the process of training site supervisors.

Conclusion: the Clarion Call

School counselors' lack of supervision training is of tremendous professional concern. SCSSs express a desire for supervision training (DeKruyf & Pehrsson, 2011; Luke et al., 2011; Page et al., 2001). It could be that the primary barrier in the adequate preparation of SCSSs is that professional organizations' support of supervision has yet to be translated into explicit instructions about supervision training implementation (Dollarhide & Miller, 2006; Magnuson et al., 2004; Swank & Tyson, 2012). There is a need to establish a practical framework for SCSS training, as well as a realistic modality to deliver the training to SCSSs. The practical process of school counseling supervision training must be clearly established, operationalized, and researched. As articulated in this article, the school counseling education profession needs more specific instructions for training site supervisors. The authors assert that in order to do so, the profession needs to develop evidence-based practices for supervision training by assessing the impact of specific school counselor supervision training models and the method of training delivery (in-person and online) on site supervisor self-efficacy (Luke & Bernard, 2006; Miller & Dollarhide, 2006). Future research in this area will provide a bridge for the "current crevasse" between school counselors' supervisory training and SCSSs' self-efficacy (Page et al., 2001, p. 149). The clarion call to the profession is to support the active implementation of SCSS training through research. The profession must support the establishment of evidence-based practices for a framework of training and a delivery modality in school counseling supervision training.

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Chapter 3

The Impact of Web-based School Counselor Site Supervisor Training on Site Supervisor Self-Efficacy: A Nonconcurrent Multiple-Baseline Single-Subject Research Study

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Abstract

Supervision is an essential component of the development of pre-professional school counselors (Bernard & Goodyear, 2005; Black & Norem, 2004; DeKruyf & Pehrsson, 2011; Falender & Schfranske, 2004; Luke & Bernard, 2006; Magnuson, Black, & Norem, 2004; Murphy & Kaffenberger, 2007; Nelson & Johnson, 1999; Page, Pietrzack, & Sutton, 2001; Swank & Tyson, 2012). Oftentimes, school counseling site supervisors are called upon to supervise graduate school counseling students without any requisite supervision training (Borders & Usher, 1992; DeKruyf & Pehrsson, 2011; Herlihy et al., 2006; Page et al., 2001; Swank & Tyson, 2012). The lack of supervision training is of significant profession concern, and there is an established need to translate recommended supervision guidelines into explicit instructions for the training of school counseling site supervisors (Dollarhide & Miller, 2006; Herlihy et al., 2002; Magnuson et al., 2004; Swank & Tyson, 2012). The purpose of this research is to establish evidence-based practice in online school counseling supervision training. The researcher utilized a nonconcurrent single-subject multiple-baseline research methodology and found that school counseling site supervisors' self-efficacy did trend upward as a result of online supervision training.

Keywords: school counseling, supervision training, evidence-based

Introduction

Supervision is a primary contributor to the development of pre-professional school counselors (Bernard & Goodyear, 2005; Black & Norem, 2004; DeKruyf & Pehrsson, 2011; Falender & Schfranske, 2004; Luke & Bernard, 2006; Magnuson, Black, & Norem, 2004; Murphy & Kaffenberger, 2007; Nelson & Johnson, 1999; Page et al., 2001; Swank & Tyson, 2012). School counseling graduate students enrolled in a Council for Accreditation of Counseling and Related Educational Program (CACREP)-accredited master's program are required to complete a 100-hour practicum and 600-hour internship in a school setting; all of these hours must be supervised by a licensed school counselor or licensed professional in a relevant field (CACREP, 2009, III.C III.F III.G.).

Supervision can be defined as:

> an intervention provided by a more senior member of a profession to a more junior
> member(s) of the same profession. This relationship is evaluative and hierarchical,
> extends over time and has the simultaneous purposes of enhancing the professional
> functioning of the more junior person(s); monitoring the quality of professional services
> offered to the client that she, he, or they see, and serving as a gatekeeper for those who
> are to enter the particular profession. (Bernard & Goodyear, 2009, p. 11)

School counseling site supervisors (SCSSs) play an important role in graduate student development. SCSSs orchestrate the development of school counseling students (American School Counseling Association [ASCA], 2010; Bernard & Goodyear, 2009; DeKruyf & Pehrsson, 2011; Dollarhide & Miller, 2006; Magnuson et al., 2004; Nelson & Johnson, 1999; Falendar & Shafranske, 2004; Roberts & Morotti, 2001). The supervisory experience also assists the development of students' personal growth and professional identity in the schools (Bernard

& Goodyear, 2009; Luke & Bernard, 2006; Sutton & Page, 1994; Swank & Tyson, 2014), which

enables the supervisee to emerge from the experience as a competent, professional school

counselor (Bernard & Goodyear, 2009; Murphy & Kaffenberger, 2007; Nelson & Johnson, 1999;

Swank & Tyson, 2012; Wood, Dixen, & Rayle, 2006).

Professional counseling organizations emphasize the importance of supervision training

for SCSSs and urge counselor education programs to provide this training. The CACREP

standards (2009) indicated that site supervisors should have "relevant training in counseling

supervision" and "orientation, assistance, consultation, and professional development

opportunities provided by counseling program faculty to site supervisors" (pp. 15–16). The

Association for Counselor Education and Supervision (ACES, 2011) ethical guidelines instruct

site supervisors to obtain training in:

> models of supervision; models of counselor development; formats of supervision;
>
> supervisory relationship dynamics; supervision methods and techniques; multicultural
>
> considerations; counselor assessment, feedback, and evaluation; executive/ administrative
>
> skills; ethical, legal and professional regulatory issues; and research on these topics. (p.
>
> 16)

Additionally, ASCA's (2010) code of ethics asserted that SCSSs provide supervision specifically

rooted in the ASCA National School Counseling Model. ASCA (2013) also maintains that

SCSSs need advanced supervision training to "provide in-service and pre-service instruction and

supervision to promote the development and enhancement of school counselor training and

professional development" (para. 6).

SCSSs are frequently untrained in supervision models, theories, or best practices

(Borders & Usher, 1992; DeKruyf & Pehrsson, 2011; Herlihy et al., 2006; Page et al., 2001;

Swank & Tyson, 2012). Given the established need for supervision to foster optimal student development (Bernard & Goodyear, 2005; Black & Norem, 2004; DeKruyf & Pehrsson, 2011; Falender & Schfranske, 2004; Luke & Bernard, 2006; Magnuson et al., 2004; Murphy & Kaffenberger, 2007; Nelson & Johnson, 1999; Page et al., 2001; Swank & Tyson, 2012), the general lack of supervision training is of considerable professional concern. Despite ACES's, ASCA's, and CACREP'S standards for supervision, professional organizations have yet to actively support the implementation of training through the clear articulation of evidence-based supervision training instructions, and most SCSSs provide supervision without training (Borders & Usher, 1992; DeKruyf & Pehrsson, 2011; Dollarhide & Miller, 2006; Franklin & Eakin, 2014; Herlihy et al., 2002; Magnuson et al., 2004; Miller & Dollarhide, 2006; Page et al., 2001; Swank & Tyson, 2012). Moreover, there is no evidence-based practice for counselor education programs to fulfill their obligation to provide supervision training to their site supervisors.

The purpose of this research is to establish evidence-based practice in school counseling supervision training. The researcher utilizes an online supervision training format in hopes of increasing accessibility to supervision training. The literature maintains that an online, asynchronous training format increases the accessibility of training for site supervisors who may not otherwise have access to training due to geographical distance, lack of resources, and time/schedule barriers (Cummings, 2002; DeKruyf & Perhsson, 2011; Mallen, Vogel, & Rochlen, 2005; McAdams & Wyatt, 2010; Swank & Tyson, 2012; Vaccaro & Lambie, 2007; Wright & Griffiths, 2010).

The researcher will conduct a preliminary exploration on whether online school counseling supervision training will increase school counseling site supervisors' self-efficacy.

The specific research question is as follows: What is the impact of online school counseling supervision training on school counseling site supervisors' self-efficacy?

Research Design

The quantitative, experimental design for this study is a nonconcurrent multiple-baseline across-subjects research design (Foster, 2010; Gast, 2010; Heppner, Wampold, & Kivilighan, 2008). This research design is promoted in the field of school counseling (Foster, 2010; Foster, Watson, Meeks, & Young, 2002) because of its application in practical, real-world settings (Baker, 2000). Moreover, the research design is applied research that may lead to evidence-based practice in SCSS training (Foster, 2010; Foster et al., 2002).

Participants

Each participant in this research study is a licensed school counselor and currently acting as a school counseling site supervisor for a second-year school counseling graduate student from a university in the Rocky Mountain region. Inclusion criteria dictates that participants must meet the following criteria: (a) be a licensed school counselor in the state of Montana for a minimum of 3 years, (b) currently be supervising a school counseling student intern as per CACREP (2009) requirements (c) currently be participating in online school counseling site supervision training, and (d) demonstrate willingness to consent to be a part of the study (Appendix A; Appendix B). Three site supervisors originally volunteered to participate in the research study (Participant A, Participant B, and Participant C). The first author used www.random.org to randomly assign the subjects to their respective baselines of 5 days for Participant A, 8 days for Participant B, and 11 days for Participant C. Significantly, one participant (Participant A) dropped out of the study. The first author quickly recruited another qualified site supervisor for

research participation. This participant is referred to as Participant D and was randomly assigned to a 5-day baseline period.

Participant A. Participant A is a school counselor at a middle school in the Rocky Mountain Region. She has 10 years of counseling experience, 4 years of supervision experience, and identifies as Caucasian. Participant A dropped out of the study.

Participant B. Participant B is a school counselor at an alternative high school in the Rocky Mountain region. She has 7 years of counseling experience, 3 years of supervision experience, and identifies as Caucasian.

Participant C. Participant C is a school counselor in the Alternate to Expulsion program in a school district in the Rocky Mountain region. She has 5 years of counseling experience, 1 year of supervision experience, and identifies as Caucasian.

Participant D. Participant D is a school counselor at a large high school in the Rocky Mountain region. She has 3.5 years of counseling experience, 6 months of supervision experience, and identifies as Caucasian.

Baseline and Intervention Phase Assessment Measure

The assessment tool utilized in the research study is the Counselor Supervisor Self-Efficacy Scale (CSSES) (Barnes, 2002). The CSSES measures supervisor self-efficacy. Self-efficacy is one's beliefs about his or her capabilities to perform certain tasks (e.g., supervision) (Bandura, 1995; Barnes, 2002), and it is critical in understanding individual behavior and motivation. Supervisor self-efficacy may potentially "affect the extent, type, and impact of supervisor's modeling, feedback, and social influence" (Bernard & Goodyear, 1998, p. 280).

The CSSES is a 39-item, self-report assessment that measures eight categories of supervisor competency (Barnes, 2002). Competency categories include theories and techniques,

group supervision, supervisory ethics, self in supervision, multicultural competence, and knowledge of legal issues. The CSSES utilizes a Likert-scale assessment to assess site supervisor self-efficacy; zero equates to "not confident at all," and 10 equates to "completely confident" (Barnes, 2002). Barnes (2002) established convergent validity of the CSSES through an examination of intercorrelations with the Psychotherapy Supervisor Development Scale using Bonferroni adjustment ($p>$ .0004). Results indicate significant correlation ($p >$ .0001). Reliability was established on the CSSES through factor analysis and Cronbach's alpha coefficients (Barnes, 2002). The alpha coefficients indicate a high level of internal consistency and item interrelatedness within the total scale and within each factor. The CSSES's alpha coefficient is .97. Additionally, test-retest reliability was established on the CSSES (Barnes, 2002). The retest sample Pearson correlations between the CSSES total scores at Time 1 and Time 2 were .82 (p <.001), indicating that the CSSES possesses adequate temporal stability. Bernard and Goodyear (2009) suggested that the CSSES may be a useful tool in assessing supervisor self-efficacy.

For the purposes of this study, the CSSES was truncated using the protocol outlined in Gogol, Brunner, Goetz, Martin, Ugen, Keller, Fischbach, and Preckel (2014). Gogol et al. (2014) emphasized the importance of using short forms when multiple assessment administrations are part of the research design. The researcher adapted the CSSES by shortening it to 19 items (Appendix C). The researcher omitted the group supervision questions because the research participants do not provide group supervision to their supervisees. The research also omitted the knowledge of legal issues item questions (three) because it had a low-reliability Cronbach's coefficient alpha (.78). All other subject items have a reliability coefficient of .84 or higher (Barnes, 2002), which indicates a strong reliability (Gogol et al., 2014; Salkind, 2010).

Due to the frequency of assessment utilized in a nonconcurrent, multiple-baseline research design (Gogol et al., 2014), the researcher shortened the CSSES to 19 items to assess self-efficacy in supervision theories and techniques, supervisory ethics, self in supervision, and multicultural competence. To shorten the CSSES, the first author adhered to Gogol et al.'s (2014) protocols by accomplishing the following: 1) utilizing a well-validated long scale with validated psychometric properties (CSSES), 2) selecting subject items based on content validity, 3) ensuring that the short scale preserves content domains based on the judgment of experts, and 4) ensuring factor structure and reliability estimation. The researcher separated original questions from CSSES by subject area and randomly selected questions from each area to be omitted. Questions were randomly selected by drawing them out of a hat. The result is 19 items: five questions in supervision theories and techniques, five questions pertaining to supervisory ethics, five questions about self in supervision, and four questions regarding multicultural competency (note: no original questions were omitted in this section). The researcher will track pre- and postintervention data in all of these specific categories, as well as overall comprehensive CSESS scores.

Specific category scores will range from zero (low self-efficacy) to 50 (high self-efficacy). As the multicultural competence category has four questions, scores will range from zero (low self-efficacy) to 40 (high self-efficacy). Significantly, in the overall representation of data, lower total scores indicate low levels of site supervisor self-efficacy, and higher scores indicate higher levels of self-efficacy. Total CSESS scores, which include all competency categories, may range from zero (low self-efficacy) to 190 (completely confident).

The process of collecting preintervention data simultaneously across the three tiers (participants) helps to increase internal validity and demonstrates experimental control for

maturation and history threats (Gast, 2010). A baseline will be established when an acceptable level of stability is reached for each participant when 80% of the data points fall within 20% range of the median level of all data points in the stability envelope (Gast, 2010). During the baseline phase of the research, the first author administered the adapted CSSES once per day for eight days for Participant B, 11 days for Participant C, and five days for Participant D. If a stable baseline is not established in this timeframe, the researcher will continue to collect data until stability is reached. During the treatment phase (which will last 3 weeks), the CSSES will be administered one time per week.

Intervention

The intervention under investigation was school counseling site supervisor training. The researcher created an online supervision training composed of three training modules. Each module took approximately 1–2 hours to complete. The online supervision training program is housed and was delivered through Montana State University's D2L digital platform. Research participants received a pre-intervention orientation to the D2L operating system. This orientation included login instructions and program navigation.

The school counseling site supervisor training was largely informed by Luke and Bernard's School Counselor Supervision Model (2006), professional counseling organizations' recommendations for supervision training (ACES, 2011; ASCA, 2010; CACREP, 2009), and Swank and Tyson's (2012) proposed delivery of online school counseling site supervision training.

Module 1 included an introduction to school counseling site supervision (Bernard & Goodyear, 1992; Luke & Bernard, 2006), introduced ethical standards for school counseling site supervisors (ACA, 2005; ACES, 2011; ASCA, 2010; CACREP, 2009), outlined supervisory

roles/responsibilities, and identified SCSS characteristics and the supervisory relationship (Arredondo et al., 1996; Bernard & Goodyear, 2009; Falendar & Shafranske, 2004; Roberts & Morotti, 2001; Safran, Muran, Stevens, & Rothman, 2009).

Module 2 identified the importance of evidence-based practice in school counseling site supervision (Luke & Bernard, 2006; Roberts & Morotti, 2001), presented multicultural competence in supervision (Arredondo et al., 1996), reviewed the fundamentals of Bernard and Goodyear's Discrimination Model of Supervision (Bernard & Goodyear, 1992), and introduced Luke and Bernard's School Counseling Supervision Model (SCSM; Luke & Bernard, 2006).

Module 3 identified SCSM methods (Luke & Bernard, 2006), supervision session structure and technique (Luke & Bernard, 2006), and ethical and legal concerns in school counseling supervision (ASCA, 2009; Herlihy, 2002; Roberts & Moretti, 2001; Swank & Tyson, 2013). See Appendix D for school counseling site supervisor training module outlines.

Intervention Protocol

Following the baseline period of the research study, each participant engaged in the online SCSS training program. The participants were asked to work through one module each week for a total training period of 3 training weeks. The CSSES was administered to participants one time each training week to measure school counseling site supervisor self-efficacy. These data were collected after each assessment and compiled to measure any changes in SCSS self-efficacy.

Construct Validation of Training Modules

The researcher was a professional school counselor for 7 years and has worked as a counselor educator for 4 years at Montana State University. The researcher is a doctoral candidate at Oregon State University and has formal training in supervision theory/models and

quantitative research. The researcher has also received instruction through Montana State University's Extended University about online course design that prepared her to create quality instruction in the delivery of the supervision training.

The researcher engaged a panel of experts to review the online school counseling supervision training modules in order to establish construct and internal validity. The expert reviewers were Dr. Melissa Luke, the creator of the School Counseling Supervision Model, and Dr. Mark Nelson, veteran school counseling program leader at Montana State University. The researcher articulated learning objectives for each training module that reflected professional counseling organizations' recommendations for supervision training (ACES, 2011; ASCA, 2010; CACREP, 2009; Swank & Tyson, 2012) and created a rating scale for the expert reviewers (Appendix E). The expert reviewers rated the degree to which each of the specified constructs was adequately represented in the modularized training and the degree to which the specified components reflected best practices in the field. The expert reviewers rated each item on a scale from zero (not at all) to 100 (completely). The results of the expert review produced a construct coefficient of .93, thus adequately establishing construct validity of the school counseling supervision training modules (Salkind, 2010).

Additionally, the online school counseling supervision training modules method of delivery is identical for all participants, thus increasing internal validity. This standard delivery format ensures that the participants' responses match the correspondent independent variable (Gast, 2010).

Data Analysis

The researcher conducted data analysis using visual analysis (Gast, 2010; Gast & Ledford, 2010; Heppner et al., 2009; Manolov & Solanas, 2009; Parker, Hagan-Burke, &

Vannest, 2007). In order to do so, it is imperative that a satisfactory baseline was established for each participant (Gast, 2010; Gast & Ledford, 2010). A stable baseline, where 100% of the baseline data points fell within the stability envelope, ensures the stability of the baseline data (Gast, 2010). A stable baseline was established for each of the three participants before intervention training was initiated. Participant B's median baseline score was 181.5, Participant C's median baseline score was 152, and Participant D's median baseline score was 123.

In order to gauge any significant change in SCSS self-efficacy, the researcher examined the percentage of nonoverlapping data between each participant's baseline and intervention data points (Gast, 2010; Gast & Ledford, 2010; Heppner et al., 2009; Manolov & Solanas, 2009; Parker, Hagan-Burke, & Vannest, 2007). The results are indicated in the following section.

Results

Visual analysis for the data reported by all participants showed an improving trend in supervisor self-efficacy. Calculations indicate that there was a consistent relative level change between the two conditions (prior to supervision training and during training). The percentage of nonoverlapping data, data points that were above the baseline measurement data points (Gast, 2010), support the visual analysis. In the representation of data, the lower scores indicate lower supervision self-efficacy, and higher scores indicate higher supervisor self-efficacy. The lowest supervisor self-efficacy score could be zero, and the highest supervisor self-efficacy score could be 190. Additionally, the researcher tracked pre- and postintervention data for the specific assessment categories inherent in the CSESS: self-efficacy in supervision theories/techniques, supervisory ethics, self in supervision, and multicultural competence. As there are five questions (worth 10 points each) in the supervision theories, supervisory ethics, and self in supervision categories, results range from zero (low self-efficacy) to 50 (high self-efficacy) in each category.

There were four questions in the multicultural competence category, in which the results range from zero (low self-efficacy) to 40 (high self-efficacy). Examination of this data may reveal relevant information regarding SCSSs' self-efficacy and specific training needs. See Table 1 for a visual representation of data and Table 2, Table 3, and Table 4 for individual participant results.

Participant B. Data gathered from Participant B reported a mean baseline score of 179.25 on the CSESS. Participant B's mean score during the training intervention period was 187.3. Additionally, 67% of the weekly assessment scores reported during the supervision training were above the baseline measurement scores. Participant B's mean preintervention score for supervision theories was 47.5 and postintervention score was 49.5 (0–50 range); her mean preintervention score on supervisory ethics was 49 and postintervention score was 49.5; her mean preintervention score for self in supervision was 50 and postintervention was 50; and her mean preintervention score for multicultural competence in supervision was 32.75 and postintervention was 38 (0–40 range).

Participant C. Data gathered from Participant C reported a mean baseline score of 150.0 of the CSESS. Participant C's mean score during the training intervention period was 160.3. Additionally, 67% of the weekly assessment scores reported during the supervision training were above the baseline measurement scores. Participant C's mean preintervention score for supervision theories was 39 and postintervention score was 42.5 (0–50 range); her mean preintervention score on supervisory ethics was 40.4 and postintervention score was 43.3; her mean preintervention score for self in supervision was 39.5 and postintervention was 41.3; and her mean preintervention score for multicultural competence in supervision was 30.9 and postintervention was 33 (0–40 range).

Participant D. Data gathered from Participant D reported a mean baseline score of 121.2 on the CSESS. Participant D's mean score during the training intervention period was 135.6. Additionally, 67% of the weekly assessment scores reported during the supervision training were above the baseline measurement scores. Participant D's mean preintervention score for supervision theories was 33 and postintervention score was 36 (0–50 range); her mean preintervention score on supervisory ethics was 34.8 and postintervention score was 36.6; her mean preintervention score for self in supervision was 33.6 and postintervention was 36.6; and her mean preintervention score for multicultural competence in supervision was 19.8 and postintervention was 26.3 (0–40 range).

Discussion

The research hypothesis, online school counseling supervision training will increase SCSSs' self-efficacy, was minimally supported by the data. The data seems to suggest that the supervision training did increase supervisors' self-efficacy over time. The change in SCSSs' self-efficacy was not immediate or abrupt at the onset of the training intervention; rather, it gradually and consistently increased over the training period. As a result, the percentage of nonoverlapping data (PND) was consistently 67% for all participants. Scruggs and Mastropieri (1998) maintained that analysis of nonoverlapping data can provide information about intervention effectiveness, and "PND scores of 90 (i.e., 90% of treatment observations exceed the highest baseline observation) have been regarded as very effective. Likewise, scores of 70–90 have been considered effective, scores of 50 to 70 have been considered questionable" (p. 224).

Though the impact of the supervision training was not immediate, the SCSS self-efficacy did eventually trend upward. It is also important to note that the SCSS generally had high preexisting self-efficacy about being a supervisor as evidenced by high scores during the

baseline period (e.g., Participant B's median baseline score was 181.5). These findings are consistent with the literature that articulates a potential obstacle in supervision training: SCSSs may already have high supervisor self-efficacy (DeKruyf & Pehrsson, 2011). As such, SCSSs may be unaware of the benefits of supervision training and may potentially experience reluctance to pursue supervision training (DeKruyf & Pehrsson, 2011; Perera-Diltz & Mason, 2012).

A closer examination of specific category scores (knowledge of supervision theories, supervisory ethics, self in supervision, and multicultural competence) may reveal important information about SCSS self-efficacy. As aforementioned, the research participants generally reported high levels of self-efficacy. This is true in all specific category areas with the exception of multicultural competence; participants consistently scored lower in the area of multicultural competence compared to reported scores in the other areas.

Limitations

As mentioned earlier, a threat to the internal and construct validity is that the intervention was created by the researcher. Though construct validity was established by expert review with a resulting construct coefficient of .93, it may be helpful to have the modules reviewed by additional experts in the field. Furthermore, given the strict adherence to methodology, the researchers did not include qualitative measures to follow up with participants to obtain feedback regarding their experience with the training modules or online learning experience.

Christ (2007) and Gast (2010) unanimously maintain that the methodology of a multiple-baseline study controls for specific threats to validity. The researcher established stability in each of the participant's baseline data before initiating the standardized intervention. A limitation to the study could be the number of participants (three). Gast (2010) maintained that while one to three participants are acceptable, increasing the number of participants may increase the internal

validity of the study. Another limitation to this study was that all participants identified as Caucasian.

There are limitations to reliability inherent to reliance on visual analysis of data (Lundervold & Belwood, 2000). The danger of engaging in autocorrection may increase a researcher's likelihood to commit a Type II error by overlooking small but significant findings (Lundervold & Belwood, 2000).

Finally, the repetition of the delivery of the CSESS assessment tool, which is inherent to the single-subject research design, may pose a threat to internal validity. The repetition of the administration of the CSESS may have led to higher scores in participants. While Christ (2007) maintained that the methodology of a multiple-baseline study allows for threats to internal validity, specifically instrumentation and testing, utilizing a multiple-probe design may reduce these threats to validity.

Implications for Future Research

The results of this research may inspire a larger body of research. The data did show an increase in the SCSSs' self-efficacy over time, and these findings also seem to suggest that an online, modularized training program may prove to be an effective, evidence-based means to deliver site supervision training. Opportunities for future research with larger, heterogeneous sample sizes or the utilization of different methodologies may be able to provide more validity, reliability, and generalizability for the impact of online supervision training for SCSS. Given the emphasis on evidence-based practice in the field of counselor education and school counseling, future research in this area could be profound.

A replication study could be conducted to potentially increase the reliability of the results. In a replication study, the CSESS could be initially administered to a larger pool of

participants, and participants whose supervisor self-efficacy scores were below a certain cutoff point would then be selected. In this way, the probability of including individuals who have preexisting high CSESS scores on the baseline would be reduced. Additionally, it may be prudent to incorporate a short appraisal at the conclusion of each module to assess for trainee's acquisition of supervision information and knowledge.

Finally, though not the aim of this study, the unanimously low multicultural competence results beg more questions about multicultural competence in SCSSs. A qualitative study pertaining to the perception of multicultural competence in SCSSs may better inform the field, specifically for counselor education programs. Counselor education programs are responsible for delivering site supervisor training; further research in this area could better inform supervision training emphasis in facilitating multicultural competence in SCSSs. As multicultural competence is a professional expectation (ACES, 2011; ASCA, 2010, CACREP, 2009), it would be helpful to explore SCSSs' perceptions of their own multicultural competence and ideas for facilitating its development.

Conclusion

Supervision is an essential component in the development of school counseling students, and the training of site supervisors is endorsed by all professional counseling organizations. This research study endeavored to translate recommended supervision guidelines into explicit instructions regarding the delivery and content of accessible, school counseling-specific supervision training. The results of this study conclude that SCSS self-efficacy did trend upward as a result of engagement in the proposed online supervision training. These findings are meaningful for the counselor education field and may inform counselor education programs training of site supervisors.

Table 1

CSESS Mean Scores, Pre- and Postinterventions, by Category

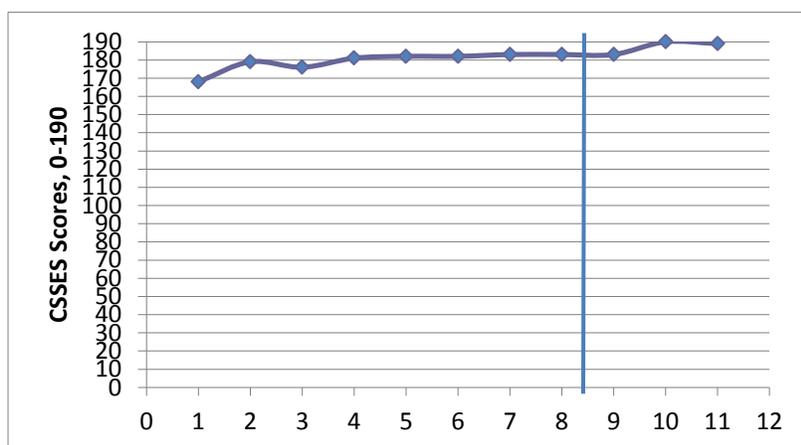|	Total CSESS Scores (0–190)	Theories of Supervision (0–50)	Supervisory Ethics (0–50)	Self in Supervision (0–50)	Multicultural Competence (0–40)
Participant B	179.25; 187.3	47.5; 49.5	49; 49.5	50; 50	32.75; 38
Participant C	150; 160.3	39; 42.3	40.4; 43.3	39.5; 41.3	30.9; 33
Participant D	121.6; 135.6	33; 36	34.8; 36.6	33.6; 36.6	19.8; 26.3

Table 2

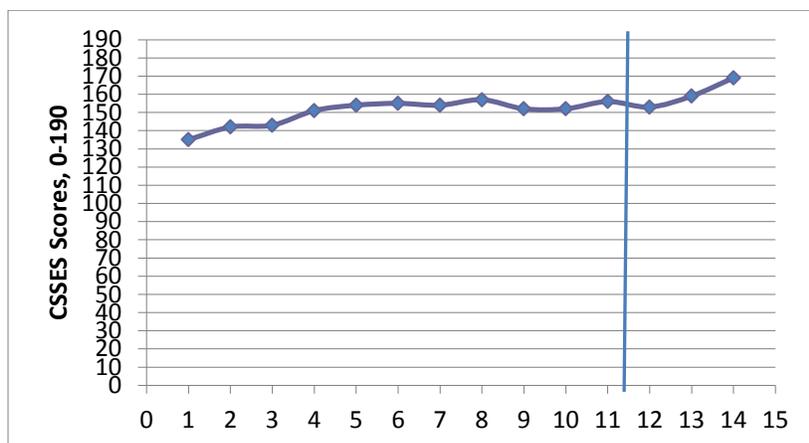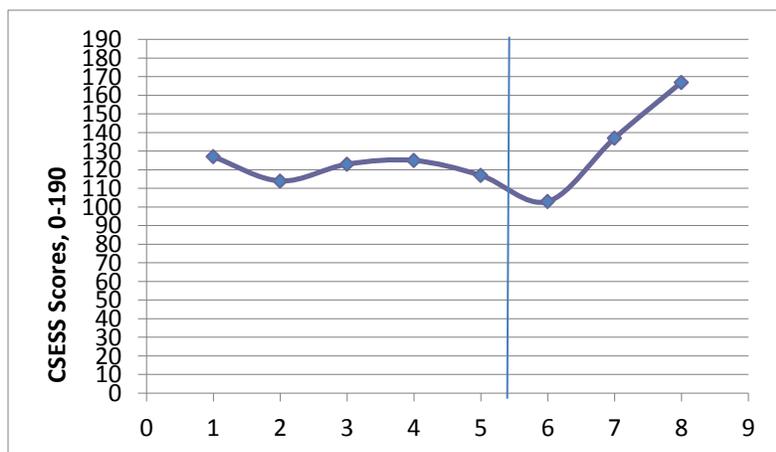*Participant B*

Table 3

Participant C

Table 4

Participant D

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Chapter 4
GENERAL CONCLUSIONS

This dissertation included two thematically linked manuscripts. The manuscripts are thematically united in identifying the importance of supervision in school counselor student development (Bernard, 2008; Bernard & Goodyear, 2005; Dollarhide & Miller, 2006; Falender & Shafranske, 2004; Luke & Bernard, 2006; Nelson & Johnson, 1999) and emphasizing the need for evidence-based school counseling site supervisor training (Borders & Usher, 1992; DeKruyf & Pehrsson, 2011; Herlihy, Gray, & McCollum, 2006; Page, Pietrzack, & Sutton, 2001; Swank & Tyson, 2012).

Supervised practicum and internship experiences are required and integral to pre-professional school counseling student development (American School Counselor Association [ASCA], 2014; Bernard, 2008; Bernard & Goodyear, 2005; Council for Accreditation of Counseling and Related Educational Programs [CACREP], 2009; Dollarhide & Miller, 2006; Falender & Shafranske, 2004; Luke & Bernard, 2006; Nelson & Johnson, 1999). Supervised experience, in the form of a practicum and internship in a school setting, is required in the preprofessional preparation of school counselors in 94% of states in the United States of America (ASCA, 2014). Moreover, supervision facilitates the optimal professional and personal development of school counseling students, and school counseling site supervisors (SCSSs) play a critical role in student development (Bernard & Goodyear, 2009; Falendar & Shafranske, 2004; Magnuson, Black, & Norem, 2004; Roberts & Morotti, 2001). The goal of supervision is to help the supervisee to emerge from the training experience as a competent, professional school counselor (Bernard & Goodyear, 2009; Luke & Bernard, 2006).

Professional counseling organizations consistently support supervision training for SCSSs, and models for supervision training exist in the literature. Unanimously, ASCA's code of

ethics (2013), CACREP's standards (2009), and the Association for Counselor Educators'

(ACES) (2011) standards for best practice explicitly recommend supervision training for SCSSs.

Additionally, specific models for school counselor supervision exist in the literature (Murphy &

Kaffenberger, 2007; Luke & Bernard, 2006; Wood & Rayle, 2006). Though professional

counseling organizations support supervision training and supervision models/theories exist,

SCSSs often provide supervision to students without training in supervision models, methods, or

best practices (Borders & Usher, 1992; DeKruyf & Pehrsson, 2011; Herlihy, Gray, & McCollum,

2006; Luke, Ellis, & Bernard, 2011; Page, Pietrzack, & Sutton, 2001; Swank & Tyson, 2012).

Given the crucial role of supervision in the facilitation of preprofessional students' personal and

professional development, it is of significant concern that SCSSs often lack supervision training.

It appears that the primary barrier to the preparation of SCSSs is that the practical process of

SCSS training has not been established, operationalized, or researched (Franklin & Eakin, 2014).

There is an established need to further research in this area in order to establish evidence-based,

accessible supervision training for SCSSs.

The purpose of this research was to bridge the gap between SCSSs and supervision

training by the establishment of evidence-based practice in accessible SCSS training. The first

author created an online, modularized SCSS training that was informed by Luke and Bernard's

(2006) School Counselor Supervision Model, professional counseling organizations'

recommendations for supervision training (ACES, 2011; ASCA, 2010; CACREP, 2009), and

Swank and Tyson's (2012) proposed delivery of SCSS training. The researcher engaged a panel

of experts to review the online SCSS training modules and successfully established construct and

internal validity of the training ($a=.93$). This research study utilized a nonconcurrent single-

subject multiple-baseline research design across three subjects, which is promoted in the field of

school counseling and may lead to evidence-based practice (Baker, 2000; Foster, 2010; Foster, Watson, Meeks, & Young, 2002).

Each of the research participants met articulated criteria and engaged in the online, nonsynchronous, 3-week SCSS training. Each training module consisted of interactive, narrated PowerPoints and instructional videos, which were intended to provide research-based supervision training and build SCSS self-efficacy. Baseline measures were taken prior to supervision training using the Counselor Supervisor Self-Efficacy Scale (CSSES; Barnes, 2002). After stable baselines were established (Gast, 2010), the participants were assessed weekly during the training intervention period using the CSSES.

Using visual analysis and the percentage of nonoverlapping data, the research results showed an improving trend in the data. Calculations indicated that there was a consistent relative level change between the two conditions (self-efficacy data prior to supervision training and during training). The research hypothesis, online school counselor supervision training will increase SCSS self-efficacy, was minimally supported by the data, as SCSSs' self-efficacy gradually improved throughout the intervention training period. Additionally, though not the aim of this study, the researcher discovered that research participants disclosed unanimously low multicultural competence as an SCSS in relation to other competence categories.

The literature and research implications presented in these manuscripts are relevant for both the school counseling and counselor education fields. These manuscripts articulated the lack of supervision training as a major professional concern for both fields and proposed a SCSS training program to bridge the gap between the need for training and the accessible delivery of evidence-based supervision training in order to increase SCSS self-efficacy. It is the author's hope that her research can inform both fields by increasing accessibility to supervision training

for SCSSs and providing evidence-based teaching tools to counselor educators in the form of an

online school counseling supervision training program.

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APPENDICES

APPENDIX A
PARTICIPANT RECRUITMENT EMAIL

Dear School Counseling Site Supervisor,

The Oregon State University Department of Teacher and Counselor Education are seeking current School Counseling Site Supervisors to participate in a research study. Your email was identified because you are currently supervising a school counseling graduate student from Montana State University. The purpose of this study is to examine the relationship between online school counseling supervision training and supervisor self-efficacy.
Participation in this study includes:

- A time commitment of 1–2 hours per week (at your convenience for 3 weeks)
- Length of study: 4–7 weeks
- Logging onto MSU's D2L operating system to engage online training
- Taking weekly online assessments (5 minutes)
- A $10 gift card to the MSU bookstore

For more information about this study, please contact the principal investigator, Dr. Gene Eakin, by phone at (541) 737-8551 or gene.eakin@oregonstate.org. You can also contact Katey Franklin at (406) 570-6056 or kathryn.franklin1@montana.edu.

Thank you,
Dr. Gene Eakin, PhD
Principal Investigator
Katey Tuchscherer Franklin, M.Ed, LCPC
Student Researcher

Study Title: School Counseling Site Supervision Training: An Online Approach

APPENDIX B
INFORMED CONSENT

EXPLANATION OF RESEARCH

Project Title:	School Counseling Supervision Training: An Online Approach
Principal Investigator:	Dr. Gene Eakin, PhD
Student Researcher:	Katey Tuchscherer Franklin, M.Ed, LCPC
Co-Investigator(s):	n/a
Sponsor:	n/a
Version Date:	8/25/14

Purpose: You are being asked to take part in a research study. The purpose of this research study is to examine the relationship between online school counseling supervision training and supervisor self-efficacy.

Activities: The study activities include 1–2 hour online supervision training for a period of 3 weeks. You will be asked to take online evaluations prior to the initiation of training and weekly online evaluations during the training. The online evaluations take 5 minutes to complete.

Time: Your participation in this study will last about 4–7 weeks. Training delivery will last 3 weeks.

Benefit: We do not know if you will benefit from being in this study.

Confidentiality: Your participation in this study is confidential.

Compensation: Participants of this research study will receive a $10 gift card to the MSU bookstore.

Voluntary: Participation in this study is voluntary.

Study contacts: If you have any questions about this research project, please contact Dr. Gene Eakin at (541) 737-8551. If you have questions about your rights or welfare as a participant, please contact the Oregon State University Institutional Review Board (IRB) Office at (541) 737-8008 or by email at IRB@oregonstate.edu

_____   _____
Subject Signature (date)   Researcher Signature (date)

APPENDIX C
SHORTENED COUNSELOR SUPERVISOR SELF-EFFICACY SCALE

Directions: Each of the items listed below is related to a task performed in counselor supervision. Please rate your level of confidence for completing each task *right now.* Circle the number that reflects your confidence level. Please answer every question, regardless of whether you have actually performed the actual activity.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Not confident
at all

Somewhat
confident

Completely
confident

1. Articulate to a supervisee the ethical standards regarding client welfare.

1   2   3   4   5   6   7   8   9   10

2. Assist a supervisee to include relevant cultural variables in case conceptualization.

1   2   3   4   5   6   7   8   9   10

3. Model effective decision making when faced with ethical and legal dilemmas.

1   2   3   4   5   6   7   8   9   10

4. Structure supervision around a supervisee's learning goals.

1   2   3   4   5   6   7   8   9   10

5. Solicit critical feedback on my work as a supervisor from either my peers or an evaluator.

1   2   3   4   5   6   7   8   9   10

6. Understand key research on counselor development and developmental models as they pertain to supervision.

1   2   3   4   5   6   7   8   9   10

7. Assist a supervisee to develop a strategy to address client resistance.

1   2   3   4   5   6   7   8   9   10

8. Encourage a supervisee to share his/her negative feelings about supervision without becoming defensive.

1   2   3   4   5   6   7   8   9   10

9. Appear competent in interactions with supervisees.

1   2   3   4   5   6   7   8   9   10

10. Address a supervisee's racial or ethnic identity as a counseling process variable.

   1   2   3   4   5   6   7   8   9   10

11. Understand appropriate supervisor functions of teacher, counselor and consultant.

   1   2   3   4   5   6   7   8   9   10

12. Model strategies that may enhance a supervisee's case conceptualization skills.

   1   2   3   4   5   6   7   8   9   10

13. Conduct supervision in strict accordance to the ethical standards governing my profession.

   1   2   3   4   5   6   7   8   9   10

14. Facilitate a supervisee's cultural awareness.

   1   2   3   4   5   6   7   8   9   10

15. Receive critical feedback from a supervisee on my performance as a supervisor without becoming defensive or angry.

   1   2   3   4   5   6   7   8   9   10

16. Recognize possible multiple relationship issues that may arise within supervision.

   1   2   3   4   5   6   7   8   9   10

17. Demonstrate respect for a supervisee who has a different worldview from myself.

   1   2   3   4   5   6   7   8   9   10

18. Assess a supervisee's multicultural competence.

   1   2   3   4   5   6   7   8   9   10

19. Demonstrate respect for various learning styles and personal characteristics within supervision.

   1   2   3   4   5   6   7   8   9   10

APPENDIX D
MODULE OUTLINES

Module 1:

- Introduction: what is supervision? (informative welcome and informational video clip)
    - Definition (Bernard & Goodyear, 1992; Luke & Bernard, 2006)
    - Supervision as vital piece of student development (Bernard & Goodyear, 2005; Black & Norem, 2004; DeKruyf & Pehrsson, 2011; Falender & Schfranske, 2004; Luke & Bernard, 2006; Magnuson, 2004; Murphy & Kaffenberger, 2007; Nelson & Johnson, 1999; Page & Pelling, 2008; Pietrzack & Sutton, 2001; Swank & Tyson, 2012)
    - School counselor site supervisors' identified NEED and desire for training (Bernard & Goodyear, 2009; Borders & Leddick, 1998; DeKruhf & Pehrsson, 2011; Falendar & Shafranske, 2004; Roberts & Morotti, 2001; Swank & Tyson, 2012)
- Ethical standards for counselor educators (ACES), ACA/ASCA ethical code pertaining to supervision (narrated PowerPoint) (ACA, 2005; ACES, 2011; ASCA, 2010)
- Expectations/requirements from university (uploaded)
    - Paperwork, evaluation, contact information (MSU, 2014)
- Supervisor characteristics and supervisory relationship (narrated PowerPoint)
    - Multicultural competence (Arredondo et al., 1996)
    - Role of a Supervisor (Bernard & Goodyear, 2009; Falendar & Shafranske, 2004; Roberts & Morotti, 2001)
    - Self-awareness (Safran et al., 2006)
    - Articulate triadic nature of supervision (Bernard & Goodyear, 1992)

Module 2:

- Revisit importance of intentional, evidence-based practice in supervision (Luke & Bernard, 2006; Roberts & Morotti, 2001)
    - 3 minute instructional video clip
    - Review of comprehensive school counseling program—use MSU clip!
        - http://vimeo.com/81638211
    - Articulation of school-based supervision (DeKruyf & Pehrsson, 2001; Luke et al., 2011)
- Supervision Models, Stages and Theories (narrated PowerPoint—Virginia Tech, 2014)
    - Multicultural Competence (Arredondo et al., 1996)
    - Bernard's Discrimination Model (Bernard & Goodyear, 1992)
    - Luke & Bernard's School Counselor Supervision Model (SCSM) (Luke & Bernard, 2006)
        - Domains (Points of Entry): Large group intervention, counseling and consultation, individual and group advisement, and planning/coordination and evaluation
        - Foci: Intervention, Conceptualization, Personalization
        - Role: Teacher, Counselor, Consultant

Module 3:

- SCSM Supervision Methods (3-dimensional graph)
  - o Focus specifically on Luke & Bernard's SCSM (points of entry, foci, role)
  - o Live video clips to demonstrate/model supervision interventions- determination of domain (point of entry), area of focus and supervisor role
- Structuring Supervision Sessions (Virginia Tech, 2014)
- Techniques & Interventions in Supervision (Virginia Tech, 2014)
- Ethical & Legal concerns in school counseling supervision (Roberts & Moretti, 2001; Herlihy, 2002; Swank & Tyson, 2013)
  - o Review of ACA, 2005 & ASCA, 2010 Ethical Standards for School Counselors
  - o Presentation of ethical decision-making model (Welfel, 2013)
  - o Presentation of ethical dilemmas, work through ethical decision-making model, cite appropriate ethical codes & appropriate responses.

APPENDIX E
EXPERT REVIEW: MODULE RATING SCALE

Online Supervision Module Content Objectives

Module One

Module One will contain the following information:

- Introduction/review of ASCA National School Counseling Program and recognize the need for school-based supervision models.
- Definition of supervision and its role in student development.
- Ethical codes and best practices for site supervisors as articulated by school counseling professional organizations (ACES, ASCA, & CACREP).
- Demonstrated need for supervision training and SCSSs perceptions of preparedness to supervise.
- Recommended supervisor characteristics and the articulation of the supervisory relationship, including the role of a supervisor, self-awareness, and multicultural competence.
- Supervisory expectations regarding supervisory obligations and evaluative responsibilities as articulated by the university.

Module Two

Module Two will contain the following information:

- Presentation of multicultural competence in supervision.
- Description of Bernard's Discrimination Model.
- Description of Luke and Bernard's School Counselor Supervision Model (SCSM), including supervisor roles, foci, and points of entry in the school setting.

Module Three

Module Three will contain the following information:

- Examples of the practical application of the SCSM.
- Instruction on how to structure supervision sessions and specific supervision techniques and interventions.

- Ethical codes relevant to supervision and ethical decision making models to work through ethical dilemmas in the school.

Online Supervision Module Content Objectives, Expert Review

Please agree or disagree with the following statements. The statements are regarding content objectives of the online supervision training modules for school counseling site supervisors. Please also consider the degree to which the specified components reflect best practice in the field. Please rate this from a scale of 0–100 where 0 is "not at all," and 100 is "completely." Relevant modules are articulated by M1, M2, and M3.

Rating Score	Agree/ Disagree	Statement:
		M1 contains an introduction/review of ASCA national school counseling program and articulates the need for school-based supervision models.
		M1 contains a definition of supervision and its role in student development.
		M1 contains ethical codes and best practices for site supervisors as articulated by school counseling professional organizations (ACES, ASCA, & CACREP).
		M1 contains demonstrated need for supervision training and SCSSs perceptions of preparedness to supervise.
		M1 contains recommended supervisor characteristics and the articulation of the supervisory relationship, including the role of a supervisor, self-awareness, and multicultural competence.
		M1 contains supervisory expectations regarding supervisory obligations and evaluative responsibilities as articulated by the university.
		M2 contains a presentation of multicultural competence in supervision
		M2 contains a description of Bernard's Discrimination Model.
		M2 contains a description of Luke and Bernard's School Counselor Supervision Model (SCSM), including supervisor roles, foci, and points of entry in the school setting.
		M3 contains examples of the practical application of the SCSM.
		M3 contains instruction on how to structure supervision sessions and specific supervision techniques and interventions.
		M3 contains ethical codes relevant to supervision and ethical decision making models to work through ethical dilemmas in the school.

Please include additional comments/feedback.