

AN ABSTRACT OF THE DISSERTATION OF

Janeika Quessie Fairley, for the degree of Doctor of Philosophy in Counseling presented on August 16, 2018.

Title: Using the Delphi Method to Ascertain Site Supervisor Preparation Guidelines From Two Perspectives: School Counselor Site Supervisors and Counselor Educators

Abstract approved: _____

Gene A Eakin

Internship is a necessary element in the development of master's-level school counseling students. During this time, they are able to take what they learned in courses and apply this to their work with students. It is critical during this time that they receive structured supervision from a qualified site supervisor. Research shows us that graduate students receive supervision from counselors who did not learn supervision models (DeKruyf & Pehrson, 2011). The current state of supervision preparation of school counselors is a significant concern (Franklin, 2015).

The researcher crafted two studies with each utilizing a Delphi method with different populations of experts. The goal of each Delphi Study was to ascertain the components that school counseling departments should include in their site supervisor preparation. Included in the first manuscript is a review of the literature and a Delphi study that the researcher conducted with school counseling site supervisors to ascertain areas to include in site supervisor preparation. The second manuscript is a review of the literature and a Delphi study that the researcher conducted with counselor educators to identify which components to include in site supervisor preparation.

In this dissertation, the author addressed the call identified in previous research to address the gap in school counselor site supervisor preparation and furthered the research about site supervisor preparation (Franklin, 2015, DeKruyf and Pehrsson, 2011). In addition, school counseling education departments can use this dissertation as guidance when structuring site supervisor preparation modules.

Keywords: school counseling, site supervision, Delphi studies

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Using the Delphi Method to Ascertain Site Supervisor Preparation Guidelines From Two
Perspectives: School Counselor Site Supervisors and Counselor Educators

by
Janeika Quessie Fairley

A DISSERTATION

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APPROVED:

Major Professor, representing Counseling

Dean of the College of Education

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.

Janeika Quessie Fairley, Author

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CONTRIBUTION OF AUTHORS

Dr. Nora Galambos of Stony Brook University contributed to chapters 2 and 3 by providing statistical analysis of the data and providing an interpretation.

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Chapter 1: General Introduction

Dissertation Overview

In this doctoral study, the researcher used the manuscript document dissertation format as outlined by the Oregon State University (OSU) Graduate School. Following this format, chapter 1 contains an overview and background of the research study. By reviewing the literature on the preparation of school counselor site supervisors, the researcher established that the school counselor education field currently lacks definitive guidelines for the development of school counselor site supervisors (DeKruyf & Pehrsson, 2011; Franklin, 2015; Magnuson, Black, & Norem, 2004; Swank & Tyson, 2012). The purpose of this dissertation, therefore, was to produce two manuscripts with each research study designed to ascertain the critical components of site supervisor preparation for school counselors. The first manuscript includes input from practicing school counseling site supervisors and relies upon the expertise of school counselors who had experience as site supervisors for school counseling internship students. In the second manuscript, the researcher illustrates consensus from counselor educators who have extensive knowledge and expertise in site supervisor preparation.

Chapter 1 highlights the need for site supervisor training in school counselor education programs. It also describes the journal-formatted manuscripts found in chapters 2 and 3, which are thematically linked. Appropriately, chapter 2 is an article titled “School Counselor Site Supervisor Preparation Guidelines: A Delphi Study With School Counselor Site Supervisors.” Through a review of the literature, the first manuscript identifies the need for site supervisor preparation. The first manuscript also provides an in-depth look at the cycle of the internship experience for school counselors in training. The first manuscript includes a Delphi study that

enlists the expertise of school counselors who had prior experience serving as site supervisors for internship students.

The second manuscript is an article titled “School Counselor Site Supervisor Preparation Guidelines: A Delphi Study With School Counselor Educators.” The researcher utilized a Delphi study, which enlists the expertise of counselor educators who had prior experience preparing site supervisors to supervise internship students.

Chapter 4 provides a summary of the manuscripts, results, limitations of the research, and suggestions for future studies. The two research studies combined could provide direction on the specific components to include in the preparation of school counseling site supervisors (Bernard & Goodyear, 2014; DeKruyf & Pehrsson, 2011; Franklin, 2015). These suggestions would address the call for action presented to school counseling education departments in prior research to provide school counselor educators with a comprehensive guideline of the essential components for supervision preparation (DeKruyf & Pehrsson, 2011; Franklin, 2015). The two research studies can guide the discussion about the inconsistencies across site supervisor preparation and provide consensus to determine the integral components in site supervisor preparation.

Thematic Introduction

The purpose of this doctoral study is to investigate counselor educators’ and school counselor site supervisors’ professional opinions about the necessary components in site supervisor preparation. From the perspective of those who prepare site supervisors and those who supervise internship students, we can gain transparency about what is required to develop site supervisors such that they are able to more adequately supervise internship students. Previous authors discussed the quality of site supervisor preparation, and the general agreement

among them is that the current state of preparation is inadequate and in need of improvement (Neuer Colburn, Grothaus, Hays, & Milliken, 2016; DeKruyf & Pehrsson, 2011; Ladany, Mori, & Mehr, 2013; Wood & Dixon-Rayle, 2006). According to Ladany, Mori, and Mehr (2013), “although [counselor educators recognize] supervision ... as an important aspect of the growth and development of counseling students, the variability of the effectiveness or ineffectiveness of supervision has come under scrutiny” (p. 28). Although previous research has identified that a gap exists in the research concerning site supervision preparation, this gap continues to exist. To address the existing gap in the literature, in this work, the researcher sought to identify the critical components of site supervisor preparation using panels of experts.

The Role of Practicum and Internship in School Counselors’ Professional Development

The Council for Accreditation of Counseling and Related Education Programs (CACREP) is the governing body that provides a rigorous process for educational institutions to become accredited. Accreditation is a multi-step process that includes educational institutions ensuring that programs meet specific requirements. One component, section three, of the CACREP standards addresses professional practice, which includes provisions for practicum and internship practice for master’s-level students. Professional preparation, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision (CACREP, 2016). CACREP states that the practicum experience consists of a minimum 100-hour practicum over a 10-week minimum period. The internship requirements, according to CACREP, for master’s-level students include a minimum of 600 hours.

The time spent working with their site supervisor is an integral part of the development of master’s students during their practicum and internship preparation (Bjornestad, Johnson,

Hittner, & Paulson, 2014; DeKruyf & Pehrsson, 2011; Magnuson et al., 2004; Swank & Tyson, 2012). During this time, students engage in comprehensive school counseling experiences in schools and communities. These experiences permit internship students to utilize the information they have learned during their coursework, as well as help them develop their skills and professional identity. Because it is these experiences that are integral to students' development, it is critical to ensure that school counseling site supervisors (SCSSs) can take part in supervisory preparation sessions that provide them with the depth and breadth of preparation to provide their supervisees with the best supervision possible (Brennan, 2003a, 2003b; Dixon & Dixon, 2010).

The Importance of the School Counseling Site Supervisor

Chapter 2 and chapter 3 each provide an overview of supervision, including theory and research, which further reinforces the importance of site supervisor preparation. School counseling students receive guidance from site supervisors with a range of supervisory development (Bernard & Goodyear, 2014; DeKruyf & Pehrsson, 2011; Miller & Dollarhide, 2006; Neuer-Colburn et al., 2016). Being paired with an ill-prepared supervisor can lead to damaging supervisory experiences for school counselors in training during their practicum and internship experiences (Magnuson et al., 2004; Neuer Colburn et al., 2016; Swank & Tyson, 2012). Site supervisor preparation needs to be held to a uniform standard to ensure that site supervisors receive adequate preparation.

Preparation of School Counselor Site Supervisors

Supervisor preparation is imperative to promote professional growth among school counselor practicum and internship students (Bernard & Goodyear, 2014; Bjornestad et al., 2014; Franklin, 2015). Among others, DeKruyf and Pehrsson (2011) called attention to the lack of clear guidelines for site supervisor preparation and illustrated the need for site supervisor

preparation criteria. Franklin (2015) later echoed the lack of clear-cut guidelines. Other researchers have also indicated that there is a need for the development of stronger site supervisor preparation (Bjornestad et al., 2014; Gilbride, Goodrich, & Luke, 2016; Swank & Tyson, 2012).

The call to action from previous research suggests that addressing the preparation and needs of site supervisors might enhance the training of school counseling practicum students and interns. Furthermore, supervisor development can promote professional development and improve methods of service that are aligned with the ASCA [American School Counselor Association] National Model, and a “transformed profession” (Bjornestad et al., 2014; DeKruyf & Pehrsson, 2011; Dollarhide & Miller, 2006; Gilbride et al., 2016; Swank & Tyson, 2012).

School counselors are asked to serve as supervisors for school counselors in training. Research indicates that over 54% of SCSSs surveyed received little or no preparation before advising and guiding their school counselors in training (DeKruyf & Pehrsson, 2011). Well-prepared school counseling site supervisors are more likely to provide school counseling education interns and practicum students with experiences they find worthwhile and applicable to their careers (Borders, Cashwell, & Rotter, 1995; Khan, 1999).

CACREP states that programs must include supervision preparation to gain recognition as an accredited program and stipulates the requirements for one to be a site supervisor. According to Section 3(P) of the CACREP Standards, site supervisors must have the following:

- (1) a minimum of a master’s degree, preferably in counseling, or a related profession;
- (2) relevant certifications and licenses;
- (3) 2 years of professional experience in the student’s area of specialty;

(4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and

(5) prior and relevant training in counseling supervision.

The American School Counselor Association (ASCA) provides detailed information about the importance and need for quality site supervisors in the ASCA Ethical Standards for School Counselors (ASCA, 2016). Although ASCA specifies the need for continuous education in supervision, the code of ethics does not state the specific guidelines for what the preparation of site supervisors should entail. In its code of ethics, ASCA identifies that school counselors should:

- Have the education and training to provide supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills.
- “Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action” (ASCA, 2016).

Franklin (2015) and other professionals (DeKruyf & Pehrsson, 2011; Neuer-Colburn et al., 2016) have indicated that the CACREP and ASCA guidelines are necessary but not sufficient: They do not identify the specific components of the educational program needed for the preparation of school counselor site supervisors. Providing opportunities for school counselor site supervisors to receive this specific preparation would help ensure that future generations of school counselor site supervisors are prepared to serve in this role.

Rationale: Determining the Critical Components of Site Supervision Preparation

This research study is concerned with ascertaining the essential components for site supervisor preparation. Identifying the critical elements for site supervision preparation would address the profession's ongoing concerns about the lack of adequate preparation. It is vital that there is a standard set of agreed-upon guidelines for preparing potential site supervisors who supervise and guide interns who are providing counseling services to children and adolescents. Without standard guidelines that are current, counselor educators cannot ensure that internship students learn from adequately prepared professionals who understand the necessary components for a beneficial supervisory experience. Therefore, it is essential that experienced members of the profession determine the training needs of school counseling site supervisors and the critical components for site supervisor preparation.

Research Statement: Using the Delphi Method to Ascertain Critical Components of Site Supervision Preparation

The Delphi method is a widely used means of building consensus among group participants while reducing damaging issues that can occur in a group process (Cramer, 2008). The Delphi method operates as a method to reach consensus from group communication processes about a particular topic. Participants have neither face-to-face nor any other direct contact with other members during the process. The researcher presents surveys and poses questions to members through various means, such as emails and surveys. For this study, the authors used the Delphi method to identify necessary elements in site supervisor preparation (Dimmitt, McGannon, & Henningson, 2005; Green, 2014; Miller, 2006; Skulmoski, Hartman, & Krahn, 2007).

In the first manuscript, the first author solicited participation from practicing school counselors who had extensive practice as school counseling site supervisors. The school counselor site supervisors selected to participate in this research were from a large urban school district in the United States. They participated in a three-round Delphi study to determine the critical components of site supervision preparation. They also had experience working with internship students and possessed an understanding of supervision modalities. With the second manuscript, the researcher's goal was to ascertain the critical components of site supervision preparation from the perspective of counselor educators. The counselor educators who participated in this study represented counselor education programs in rural, urban, and suburban areas of the United States.

The fourth chapter provides a comprehensive report of the results of the two research studies. Included in the section is a comparison of the two manuscripts, as well as a highlight of the strengths, limitations, and conclusions of this dissertation.

Chapter 2

School Counselor Site Supervisor Preparation Guidelines: A Delphi Study With School
Counselor Site Supervisors

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Abstract

Well-prepared site supervisors are integral to ensuring that school counseling education practicum and internship students receive a paramount learning experience. During the practicum and internship experience, students can apply the theoretical knowledge and skills that they have acquired in their graduate programs. The internship is a critical component of the student's development as an emerging school counselor. Current school counseling education programs do not have required courses to teach students how to perform as a site supervisor. Although clinical counseling requires potential supervisors to receive supervision training, there is a gap in school counseling education programs. DeKruyf and Pehrsson (2011) identified that most site supervisors, beyond their practicum and internship, do not receive clinical supervision and perform as site supervisors with limited support. The authors conducted a Delphi study to ascertain components of school counselor site supervisor preparation. Utilizing three consecutive rounds of e-mail queries, an expert panel of practicing school counseling site supervisors were asked to identify the components they deemed essential to site supervisor preparation. The components identified include: approaches to counseling; internship expectations; supervision and supervisor attributes, information about the school community; confidentiality; adherence to the code of ethics; logistics and ensuring interns receive meaningful experiences, among others. The panel's final list of 14 statements can help counselor educators, school counselors and administrators develop site supervisor preparation modules.

Keywords: site supervisor, practicum, and internship, supervision preparation, school counseling education programs

Essential to many preparation programs for bachelor's, master's, doctoral, and apprenticeship programs is the internship component. It is during this crucial time that students learn not only from their instructors but also from practitioners in the field. Preparing the practitioners who serve as supervisors to interact with, supervise, and help with the development of the interns left in their charge is integral to the field and practice of school counseling.

School counseling students have two required cornerstone experiences during their master's degree program that provide them with the opportunity to apply theoretical information and counseling techniques in a school environment. These two experiences are the school counseling practicum and the school counseling internship experience. According to section 3F and 3J the Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016 standards, master's students in CACREP programs are expected to complete a 100-hour internship practicum and a 600-hour internship experience.

The school counseling internship experience is an essential and central part of school counselor training (Ockerman & Mason, 2012; Studer & Diambra, 2010). School counselors are often sought to serve as site supervisors for internship students (Wood, Dixon, & Rayle, 2012). Even though many school counselors are called upon to serve as site supervisors, many school counselors have not received formal supervision preparation (DeKruyf & Pehrsson, 2011; Franklin, 2015).

This current article includes information regarding the standards for the preparation of site supervisors as identified by CACREP. Highlights include the need for and relevance of having site supervisors engage with students during their practicum and internship, as well as the need for site supervisors to understand modalities of supervision. The researcher discussed current means of preparing site supervisors, as well as several components of supervision. A

detailed review of the existing research is provided. Also, this article contains information regarding essential elements and best practices in site supervisor preparation programs. The cornerstone includes a Delphi study that enlisted the participation of practicing school counselors who have had extensive experience as site supervisors.

School counseling students learn about the practical work of school counselors in their practicum and internship, as well as develop their skills and problem-solving abilities (Dollarhide & Miller, 2006). It is during these experiences that one could say *the rubber meets the road*. The interns are no longer in the classroom; instead, they are working with students and others, as well as engaging in that school's comprehensive school counseling activities.

During the practicum and internship experience, supervision facilitates the emergence of coherent professional identity through engagement in a professional acculturation process (O'Byrne & Rosenberg, 1998). An internship is considered a rite of passage where novice counselors apply what they learned during graduate coursework. In an internship experience, students have the opportunity to use several learned skills, values, and counseling norms (Bjornestad, Johnson, Hittner, & Paulson, 2014; Campbell, 2006; Franklin, 2015). They also develop their skills and problem-solving abilities and bridge the gap between theory and practice (Brott & Myers, 1999; Dollarhide & Miller, 2006). Supervisors should seek to uphold these new counseling professionals to a set of ethical standards and best practices in school counseling. Supervision is used as a procedure to ensure that counseling interns are adequately applying their knowledge of counseling theories and techniques with their clients. In short, supervision provides interns with the opportunity to put theory into practice (Studer, 2005).

Lambie and Sias (2009) identified principal components of supervision that include the following: "Being a process in which an experienced professional holding appropriate

preparation, degree, licensure, and certification provides consistent support, instruction, and feedback to an inexperienced counselor, fostering his or her psychological, professional and skill development” (p. 350). Although often called upon to serve as site supervisors, many school counselors have only received administrative support and supervision from educational administrators, such as a principal (Dollarhide & Miller, 2006).

CACREP is the governing body that provides a rigorous process for counseling programs in educational institutions to become accredited. Accreditation is a multi-step process that includes educational institutions ensuring that programs meet specific requirements. One component, section three, of the CACREP standards addresses professional practice, which includes requirements for practicum and internship practice. Professional preparation, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision (CACREP, 2016). The requirements for CACREP accreditation include a 100-hour practicum and a 600-hour internship. As stated in the 2016 CACREP standards, supervision must be conducted by:

- a counselor education faculty member,
- a student supervisor who is under the supervision of a counselor education faculty member, or
- a site supervisor who is working in consultation on a regular schedule with a counselor education faculty by the supervision agreement (CACREP, 2016).

CACREP standards also describe the qualifications for site supervisors. The 2016 CACREP standards states site supervisors must have:

- a minimum of a master’s degree, preferably in counseling, or a related profession;

- relevant certifications and licenses;
- a minimum of 2 years of pertinent professional experience in the specialty area in which the student enrolls;
- knowledge of the program's expectations, requirements, and evaluation procedures for students; and
- relevant training in counseling supervision.

Purpose of the Study

The purpose of this study was to focus on the third acceptable supervisor, the site supervisor. The site supervisor is a counselor in a school setting who works in consultation on a regular schedule with a counselor education faculty by the supervision agreement (CACREP, 2016).

While CACREP identifies that the site supervisor is to work in consultation on a regular schedule, how is this defined for school counselors? Does the supervision agreement include similar vital points across different educational institutions and school counseling departments? Just as counseling departments contain critical components as identified by CACREP to qualify as accredited programs, the coherence of key elements for site supervision preparation can strengthen school counseling preparation programs. Preparation for site supervisors is beneficial to both the site supervisors and the interns, as supervision preparation can benefit them as professionals, the students they serve, the counseling programs they coordinate, and, more broadly, the profession of school counseling (Magunson, Black, & Norem, 2004).

DeKruyf and Pehrsson (2011) identified that most site supervisors, beyond their practicum and internship, do not receive clinical supervision and perform as site supervisors with limited support. DeKruyf and Pehrsson's (2011) study of site supervisors' self-efficacy identified

that only 12 of the 147 site supervisors surveyed reported that their supervision training involved site visits and a discussion of the university's expectations of the site. Performing as a site supervisor with limited support can place site supervisors at a disadvantage. If issues arise that are inconsistent with a school counseling education program's expectations or if the intern needs in-depth support before seeing his or her instructor, a site supervisor with limited support is at a disadvantage. It is essential for site supervisors to be knowledgeable about how to address unique situations that can arise at various times during the semester.

Site Supervisor Preparation Needs

Franklin (2015) asserted that in order to create clear and consistent standards for the training of school counseling site supervisors, there needs to be substantive research on the factors that increase site supervisor self-efficacy. The first author's review of the literature in the field from 2006–2016 concluded that there have, in fact, been few research studies on site supervisor preparation. What one finds, instead, are articles in which the authors provided their recommendations for site supervision or how one might conduct site supervision. These recommendations may have considerable merit based on theory, but none offer more than one or two primary recommendations regarding the components of the preparation of site supervisor preparation. Recommendations made included the following:

1. Bjornestad et al. (2014) recommended that site supervisor preparation can best be facilitated in a group format, as it "provides resources and opportunities for peer consultation regarding issues that a supervisor has experienced in supervision" (p. 243). Group supervision should support and not take the place of individual preparation. Using both models provides supervisors with the opportunity to capitalize on the benefits of them (Bjornestad et al., 2014).

2. Web-based preparation for supervisors can provide opportunities to those unable to get to a physical location (Swank & Tyson, 2012). One benefit of web-based training is that many people can participate in professional dialogue regarding practice within the profession. In this context, “an ideal online supervisor preparation program would include the counselor education handbook, clinical manuals, a question-and-answer forum, resources for supervisee development, and a place for dialogue among faculty and supervisees” (Bjornestad et al., 2014, p. 244). This methodology can work to support individual preparation.

Some drawbacks can occur with web-based preparation, and counselor educators must identify these drawbacks. Some of the disadvantages can include that, based on the format of the learning, participants do not have direct interaction with site supervisors. Also, difficulties can arise with technology that may lead to participants becoming frustrated and discouraged (Greene, 2014; Neuer-Colburn et al., 2016; Swank & Tyson, 2012). Ideally, each one of these methods could be employed for maximum effect, empowering site supervisors with extensive training experience.

3. The key motivator for all site supervisory training programs is to nurture and promote development and to encourage self-efficacy for the site supervisor and the supervisee (Magnuson, Black, & Norem, 2004). Supervisors are independent managerial forces supporting the efforts of the supervisees under their charge. However, no matter how thorough and efficient training is, continued training is essential to maintain best practices. Bjornestad et al. (2014) explored the “supervisory self-efficacy in the supervision roles of teacher, counselor, and

consultant, and found that both continuing education and workplace support partially accounted for the variance in perceived ... comfort, confidence, and skill” (p. 245).

4. Just as a client can become moderately attached to his or her counselor, supervisors often nurture attachments with those they manage. It is essential that site supervisors exemplify a sense of respect, honesty, trustworthiness, and responsiveness (Baltimore & Crutchfield, 2003). Disclosure within this relationship is critical for forming a beneficial collaboration during the formative training period, and attachment is a crucial aspect of this (Mehr, Ladany, & Caskie, 2015). Therefore, supervisors must be aware of the benefits of attachment, encouraging their charges to “(a) maintain proximity to and (b) seek care and security from the supervisor. Caregiving motivates the supervisor to be proximal and accessible when needed (Gunn & Pistole, 2012, p. 229). Caregiving is especially valuable during the training stage when the emotional challenges of the job occur. Just as supervisors are encouraged to build a network of emotional support, new counselors in training must develop their means of coping (Perera-Diltz & Mason, 2012).
5. An essential element of maximizing all of the education and training that prepares counselors for the supervision process is the delicate induction period upon completing training. It is important that preparers of site supervisors provide supervisees with a realistic load that does not overload the supervisor. The site supervisor program should allow site supervisors to gradually ease into the process of supervising students (Magnuson, Black, & Norem, 2004). Care should

occur for the first year of real application, considering the vast amount of resources that go into supervision preparation (Curry & Bickmore, 2012). It is essential for site supervisors in training to carve out their professional identity during the first year and to identify a network of supportive relationships cultivated with colleagues and peers in the profession.

6. As part of their ethical duties, counselor educators and school counseling site supervisors are, at times, assigned the task of confirming that students who enter the field have the needed skills, knowledge, and psychological soundness to be proficient counselors (American School Counselor Association [ASCA], 2016; Gilbert, 2014; Vacha-Haase, Davenport, & Kerewsky, 2004). Also, counselor educators have to provide restorative assistance or dismiss students who exhibit problematic behaviors (American Counseling Association [ACA], 2014; Bodner, 2012; Vacha-Haase et al., 2004). Counselor educators have reported problematic behaviors occurring once students have an internship (Vacha-Haase et al., 2004). Identified problematic behaviors have included inadequate personal skills and insufficient clinical skills (Vacha-Haase et al., 2004). Site supervisors are mentors and support for counseling students; likewise, they are gatekeepers of the profession (Murphy & Kaffenberger, 2007). Even though this appears to be a logical progression, the professional guidelines for counseling education do not delineate a particular pathway for educators to ensure that counselor educators prepare students entering the profession for their potential duties and responsibilities as gatekeepers.

7. During the internship, students are expected to experience different levels of competency as emerging school counselors. The integrated developmental model of supervision accurately details the levels of competency that internship students will encounter. The level 1 intern is not yet comfortable in his or her practice and will need structured support with executing his or her role as a school counselor intern (Stolenberg, McNeil, & Delworth, 1998). The level 2 internship student experiences changing levels of confidence and might question his or her ability to conduct tasks that school counselors are charged to complete. The level 3 intern requires less structured support, has an established level of comfort working with students and other stakeholders, and consults and collaborates with the site supervisor (Wood & Rayle, 2006).

The existing literature does not state what the counseling education community should include in supervisor preparation. The goal of this research is to contribute to the body of work on school counselor site supervision. Addressing this gap in the literature, this study solicited participation from practicing school counselor site supervisors to ascertain what the community should include in site supervisor preparation. Their input is invaluable and essential to help identify the gap in the literature regarding which components to include in site supervisor preparation.

To answer this question, the participants participated in a three-round modified Delphi study. Participants received open-ended questions during the first round of the survey. Questions were intentionally crafted to provide participants with the opportunity to share their thoughts about supervision, its importance, and the aspects to include in site supervision. In round 1 the open-ended questions were constructed with the intention of responses yielding rich data to craft the second round of the Delphi study. In addition the questions were limited to three questions

with the intention of being cognizant of participants time and generating a high response rate. A Delphi study specialist evaluated the first round of open-ended questions. The recruited participants had 5 years of experience, at a minimum. Also, the participants had the experience of supervising at least two school counseling intern students. The three research questions constructed to direct this study were the following:

RQ1. What is the purpose of site supervisor preparation?

RQ2. What elements are necessary for best practice in the preparation of school counselor site supervisors?

RQ3. Are there any additional components/areas that you believe are necessary to address regarding site supervisor preparation?

Method

Research Design

Existing research identifies the Delphi method initially credited to the RAND Corporation (Santa Monica, California) during the 1940s and the 1950s (Linstone & Turoff, 1975). Project Delphi was the name given to an Air Force-sponsored RAND Corporation study, which began in the early 1950s, concerning the use of expert opinion. The goal of the original research was to “obtain the most reliable consensus of a group of experts by a series of intensive questionnaires combined with controlled opinion feedback” (Linstone & Turoff, 1975, p. 16).

Since the 1950s, the popularity and use of the Delphi method for research has extended itself to several disciplines and in academe. The Delphi process is a constant and systematic way of developing consensus within a group (Yeh, Van Hoof, & Fisher, 2016). The Delphi method focuses on the idea and belief that group opinion is considered more accurate than individual views (Keeney, Hasson, & McKenna, 2011). It provides each participant in the study with the

opportunity to anonymously provide feedback and his or her ideas within the group (Yeh, Van Hoof, & Fisher, 2016).

The Delphi method has four critical components. Landeta (2006) explained the four vital elements of a study using the Delphi method. First, it is a constant *process*. Landeta revealed that the experts must be consulted at least twice on the same question so that they can reconsider their answer, aided by the information they receive from the rest of the experts. Second, the Delphi method maintains the anonymity of the participants or at least of their replies, as these go directly to the group coordinator. During the Delphi Method, participants can develop a process with an expert that does not coincide in time or space. Additionally, the process aims to avoid the negative influence that can occur in a face-to-face group setting. Another aspect of the Delphi method that contributes to objectivity is *controlled feedback*. The exchange of information between the experts is carried out with the aid of a study group coordinator so that it does not include irrelevant details. Lastly, the Delphi method incorporates group statistical response. All of the opinions form part of the final answer. Researchers distribute formulated questions and categorize processed responses quantitatively and statistically.

In addition to the necessary components suggested by Landeta, there are several benefits to using the Delphi method. The Delphi method allows for geographically dispersed experts to participate, and it is an alternative to collecting opinions in a face-to-face setting (Ziglio, 1996). The Delphi method uses three features that distinguish it from other research methods, including anonymity, statistical group responses, and controlled feedback (Adler & Ziglio, 1996; Martino, 1972).

Another benefit of employing the Delphi method includes the absence of group meetings, where one or more persons can dominate or influence the conversation. The Delphi method is a

low-cost way that pulls experts from various regions who can focus directly on the topic(s) in question where each participant is equally able to provide feedback (Linstone & Turoff, 1975; Ziglio, 1996). Also, it avoids group dialogue. When people are involved in a group discussion, there exists the potential for others to state comments that can impact the comments that others in the group provide.

In recent years, research studies in counseling have employed the Delphi methodology (DeRonck, 2015; Dimmitt, Carey, McGannon, & Henningson, 2005; Krell & Perusse, 2012; Vazques-Ramos, Leahy, & Hernandez, 2007; Wester & Borders, 2014). The studies highlight the strengths of the methodology. In particular, it provides participants with the opportunity to explore a specific subject and to reach consensus regarding aspects of a topic (Krell & Perusse, 2012; Milsom & Dietz, 2009). Each research study cited above has similar components, including addressing a particular area in the counseling field and using more than one round to gain consensus. Many Delphi studies have established different criteria level for consensus (Diamond, Grant, Feldman, Pencharz, Ling, Moore, Wales, 2013). For the purposes of this Delphi study when at least 70% of participants agree on a statement, an agreement exists and a consensus is reached (Smith, 2014). Once an agreement is set, and the last phase conducted the information is analyzed (Krell & Perusse, 2012).

The research method used components of a tailored Delphi research approach (Powell, 2003). The Delphi method has the unique ability to facilitate anonymous group communication to identify areas of consensus (Villares & Dimmitt, 2016; Iqbal & Pison-Young, 2009). The Delphi method is “conducted as a series of two or more sequential questionnaires – it first employs an initial generation stage, collates ideas from Round 1 to construct the survey instrument and has an evaluation phase” (Iqbal & Pison-Young, 2009, p. 598). The steps are as

follows:

1. The researchers select the experts (participants) and allocate the identification numbers.
2. The researcher creates and disseminates the first survey to participants in the first round of data collection. The study will consist of open-ended questions that will explore participants' beliefs about the critical components of site supervision preparation. Participants complete and return the first survey (Round 1).
3. The researchers code the data analysis and categorization of the responses. Afterward, they begin to construct the questionnaire.
4. In Round 2, the researchers sent a Likert scale survey to participants. Using a four-point Likert scale, they identify their level of agreement with various statements regarding the components of supervision preparation programs, with responses that can range from strongly agree to strongly disagree. Once participants fill out the surveys, they return the questionnaires to the researchers.
5. Researchers analyze the responses from the second round of data and place the responses in a table. Researchers analyze the responses from the second round of data and place the responses in a table. Responses are shared with participants in the third round.
6. Members receive the initial results during the third round. During this round, the participants have an opportunity to review preliminary findings and add any additional information that will address any gaps they believe exist.
7. The researchers report on the results.

Participants

The participants in the Delphi study were certified school counselors who had prior or current experience serving as a site supervisor of a school counseling internship student. The participants were school counselors of a public school district in the North Atlantic region of the United States. To participate in the study, the participants had to meet the following requirements: (1) be a state-certified public school counselor, (b) hold a master's degree or higher, (c) be currently supervising or have previously supervised school counseling internship students for at least 1 year, and (d) be willing to be part of the Delphi study. The participants were experienced school counselors who have served as site supervisors for internship students. One of the strengths of the Delphi approach includes being able to garner information from geographically dispersed participants (Iqbal & Pison-Young, 2009). The participants included school counselors from a large metropolitan area in the northeastern region of the United States. The participants of the Delphi study met the requirements of the selection criteria.

Procedure

The researcher recruited participants via emails, surveys, and phone calls. In this three-round Delphi method, the participants were site supervisors in the field of school counseling. The participants ascertained the principal components for site supervision preparation. During the first round of data collection, participants received two survey questionnaires. The first survey was generated to report information related to the demographics of the pool of experts. The demographics questionnaire reported the regions represented, professional background, level of expertise, race, ethnicities, gender, and length of time as a school counselor site supervisor.

The second questionnaire that the participants received during the first round included the following three open-ended questions:

- (1) What is the purpose of site supervisor preparation?
- (2) What components are necessary for best practice in the preparation of school counselor site supervisors? List as many as you can identify.
- (3) Feel free to add any additional components/areas that you believe are necessary to address.

Results

The results section states the themes identified as critical components for site supervisor preparation, as indicated by the panel of experts following the rounds of the Delphi study. Members of the study included any participant who participated in one or more rounds of the Delphi study. These were the membership requirements because full group involvement in each round is usually not possible (Neuer-Colburn, Grothaus, Hays, & Milliken, 2016). Following the first round, participants were encouraged to invite other members who met the identified criteria and had an interest in site supervisor preparation to participate in the study. Following the responses from the first round, the researcher created a survey for use in the second round. The researcher created the survey by analyzing and coding the data. The Delphi Study with School Counselor Site Supervisor Survey includes four-point Likert scale items with 29 statements on site supervisor preparation guidelines.

The Likert scale values were 1 through 4, and the value midpoint is 2.5. When reviewing the data, a favorable result has an average of less than 2.5 (strongly agree = 1 and strongly disagree = 4). The second round of data consisted of the responses of 10 subjects. In addition to the survey questions, subjects answered questions about their race or ethnic group, gender, and years of service as a school counselor.

The topics that received 70% consensus or higher in the areas of strongly agree and agree

were the following: (a) approaches to individual/group counseling; (b) expectations of an intern and supervisor; (c) supervision modalities; (d) attributes of a useful site supervisor; (e) leveraging resources; (f) information about the school community; (g) college and career readiness; (h) student-centered topics such as immigration, homelessness, and bullying; (i) appropriate record keeping; (j) confidentiality; (k) structuring feedback; (l) what will count as direct/indirect hours, (m) adherence to the code of ethics; and (n) ensuring interns receive meaningful experiences.

In the third round, the researcher shared the results with participants and provided them with the opportunity to share additional thoughts about the components of site supervisor training. The participants did not reply with further information to provide in the study.

This article presented an in-depth look at the current state of site supervisor preparation for school counselors. The authors recommended that the school counseling profession must ensure that school counselors who wish to serve as site supervisors are prepared and knowledgeable to serve as supervisors for the next generation of school counselors. The primary deficit that exists in the counselor education field is a set of guidelines for the preparation of site supervisors. This article utilized a Delphi study with school counselor site supervisors to determine their recommendations for site supervisor preparation. This information is helpful to the counseling community.

Discussion

The researcher used the responses from the first round of questions, which were qualitative, to construct the subsequent round. Also, many of the statements that emerged from the first round were reflective in the final round of findings. The statements asked the subjects their thoughts about what to include in preparation modules. The scale values were 1 through 4,

and the value of the midpoint is 2.5. Therefore, responses with an average of less than 2.5 is a favorable result (because strongly agree = 1 and agree = 2), and a less favorable or more negative result has an average or mean that is greater than 2.5. The means on the overall descriptive statistics table were less than 2.5, implying that the subjects had favorable responses to the survey items. The participants in the second round were 90% female and 10% male. Racially, 40% of the participants identified as white, 40% identified as black, and 20% identified as Latino(a). The participants were asked to report their length of time working as a school counselor. Of the participants, 40% reported 10 years or less of service, and 60% reported 10 years or more of service.

Limitations

There were areas that the researcher chose to both focus on and omit, which provided limitations for this study. The researcher invited school counselors from one large metropolitan school district to participate in this study. Since the participants were from one school district, they might share many similarities with one another. Having feedback from school counselors in different regions could have provided greater insight about the thoughts of the school counselors regarding site supervisor preparation. Another area of concern was the rate of response. The first round had 13 participants, and the second round of the study had 10 participants. Possible reasons for the rate of response can include the timing of the survey administration, as the researcher administered it close to the end of school year, which is a busy time for school counselors. During this time (from April to June), many school counselors are attending to end-of-year reporting, graduation, and transitional issues with students. The first author sent reminders and phone calls to potential participants in an attempt to receive as many participants as possible for the study, but ultimately, only 23 chose to participate. Future researchers should

conduct surveys with school staff after the start of the school year and before the end of the school year. Ideal studies will factor in school calendars as well as end-of-year reporting.

Recommendations for Future Research

Although members of the school counseling community (school counselors, counselor educators, etc.) acknowledge the importance of site supervisor preparation, there is a dearth of literature on how to prepare school counseling site supervisors. This researcher was able to identify 5 studies related to school counselor site supervisor preparation (DeKruyf & Pehrsson, 2011; Franklin, 2015; Merlin & Brendel, 2017; Swank & Tyson, 2012; Uellendahl & Tenenbaum, 2016). This study and the 5 studies the first researcher was able to identify should direct professional development for school counselor site supervisors. Incorporating this research within PK-12 settings with school counselors can bring awareness to the field about the importance of site supervision preparation. The goal of this study was to address this concern through the use of the Delphi method. Additional research in school counselor site supervisor preparation is needed to support the field.

TABLE 1

Round 1 Categories with Examples of Participants Quotes

Category	Quotation
Purpose of site supervisor preparation	“Give information about what the interns will need during their time at the school. Also preparation tells us what to do if there is a problem and who we should contact.”
	“To give information about the requirements for the intern student, and go over university procedures. Preparation also answers any questions supervisors have about internship.”
Components/topics should be addressed in the preparation of school counselor site supervisors	“Hours and activities. How to address issues that can happen with the intern. What questions to ask during the weekly meeting with the intern.”
	“Code of ethics, expectations, appropriate duties students can conduct with staff and students, and appropriate/inappropriate relationships, and what would constitute as an exceptional supervisor.”
Additional topics necessary to include in site supervisor preparation	“Having a wealth of resources to work with the student and school community and the chancellor's regulations”.
	“Review expectations and how often students will be available”.

TABLE 2

**Round 2 Statements of Critically Important Site Supervisor Preparation Areas Identified
by Delphi Study Participants**

Preparation area	N	Percent who strongly agree/agree	Percent who disagree/strongly disagree	Cumulative Percent
Approaches to individual/group counseling	10	80.00	20.00	100.00
Expectations of an intern and supervisor	10	90.00	10.00	100.00
Supervision modalities	10	100.00	0.00	100.00
Attributes of a useful site supervisor	10	100.00	0.00	100.00
Leveraging resources	9	80.00	10.00	100.00
Information about the school community	10	80.00	20.00	100.00
College and career readiness	10	90.00	10.00	100.00
Student-centered topics such as immigration, homelessness, and bullying	10	80.00	20.00	100.00
Appropriate record keeping	10	90.00	10.00	100.00
Confidentiality	10	80.00	20.00	100.00
Structuring feedback	10	100.00	0.00	100.00
What will count as direct/indirect hours	10	90.00	10.00	100.00
Adherence to the code of ethics	9	80.00	20.00	100.00
Ensuring interns receive meaningful experiences	10	80.00	20.00	100.00

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Chapter 3

School Counselor Site Supervisor Preparation Guidelines: A Delphi Study with School
Counselor Educators

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Abstract

The school counselor site supervisor is a professional who is expected to facilitate a learning experience for master's-level practicum and internship students. During this time, students are expected to apply their instructional experience to their work with school communities. To facilitate a meaningful and productive experience, site supervisors should receive preparation and gain expertise in facilitating the different levels of a supervisee's development and know how to address actions. The supervisors should know how to address the supervisee's development and concerns that arise during their internship. Limited research has been conducted that informs school counselor educators of the specific components necessary for site supervisor preparation. The authors conducted a Delphi study to ascertain components of school counselor site supervisor preparation. Utilizing three consecutive rounds of e-mail queries, an expert panel of practicing school counseling site supervisors were asked to identify the components they deemed essential to site supervisor preparation. The components identified included: information about supervision expectations and theories; legal and ethical issues; ensuring field experiences align to CACREP expectations; models of supervision; guidelines for practicum and internship; informing supervisors how to appropriately manage intern activities; direct vs. indirect hours; legal requirements; multicultural factors that impact supervision; developmental stages of a supervisee and creating a successful supervisory relationship, among others. The panel's final list of 16 statements can help counselor educators, school counselors and administrators develop site supervisor preparation modules. The researcher discussed the limitations, as well as the implications for school counselor education programs.

Keywords: site supervisor, preparation, practicum, internship, Delphi study, school counseling education programs

Introduction

School counselors are fundamental members in the preparation of future school counselors. Ideally they serve as site supervisors during a students' practicum and or internship experience. It is with the school counselor that internship students apply what they've learned to real-life scenarios. College departments rely heavily upon the expertise of school counselors and their ability to provide experiences that will provide scaffolding as graduate students begin to emerge as novice school counselors. In order to ensure that site supervisors are adequately prepared it is helpful for college departments to go beyond the standard handbook for site supervisors. Departments should adequately prepare site supervisors for the arduous task of being good site supervisors. In order to identify what is needed in preparation modules/materials, this article uses the Delphi Method with practicing school counselor site supervisors to determine critical components.

Preparation of School Counselor Site Supervisors

This manuscript contains an overview explaining the need for preparation for school counselor site supervisors. Also, it includes a detailed account of the components of the Delphi study, the criteria for participant selection, and the results. In recent years, the Delphi method has increased in use among science and educational research. Using the input from expert school counselor educators, the researcher used the Delphi method to identify the critical components of site supervisor preparation programs.

Since practicum and internship are essential components in the development of emerging school counselors, it is imperative that the professionals who supervise them receive adequate preparation. During this time, the professionals with whom students consult for guidance and answers are site supervisors (Eisenhard & Muse-Burke, 2014). Universities rely upon site

supervisors to provide practicum and internship students with experiences where they can apply what they have learned during coursework to different situations in a school setting. Site supervisors have experience working in school settings and have worked as a school counselor for at least two years (Council for Accreditation of Counseling and Related Educational Programs [CACREP], 2016).

The field experience in school counseling education programs is a critical component in the development of emerging counselors. School counseling education programs accredited by CACREP have two field placement phases: the practicum phase and internship phase. During the practicum phase, master's-level students are expected to complete 100 hours in a school setting. Forty of the hours for the practicum must be direct client contact hours. During the internship phase, students are projected to complete at least 600 hours of supervised work, 240 of which need to be contact hours with clients (CACREP, 2016). In the practicum and internship experience, students learn about the practical work of school counselors and develop their skills and problem-solving abilities (Dollarhide & Miller, 2006). Site supervisors play an integral role in the development of emerging school counselors (Franklin, 2015). A site supervisor is a professional who extends his or her professional approach toward the development of the next generation of school counselors. To achieve the task that they are charged with—the supervision and development of school counselors—site supervisors need to have an understanding of the various roles and phases that internship students experience.

At times in their professional career, school counselors voluntarily embrace the leadership role as site supervisors for school counseling practicum and internship students (Murphy & Kaffenberger, 2007). Before practicing as a school counselor, professionals are required to attend a master's-level program and fulfill an internship experience. However, there

is a lack of supervisory preparation for school counselors (DeKruyf & Pehrsson, 2011; Franklin, 2015). In many master's programs, supervisory preparation course offerings are limited, and they usually are not required courses. Currently, there are limited opportunities for counselors to receive structured preparation for supervision outside of the academic environment. One may infer that it appears to be challenging to include a supervisory preparation course as a part of the counselor's professional development or licensure program (Nelson & Johnson, 1999). Nevertheless, school counselors in training and their clients will benefit from appropriate clinical supervision preparation. Also, a profession that requires supervisors to receive training before providing supervision to an intern is clinical counseling (Herlihy & Gray, 2002). Supervision preparation is an expected norm for the clinical counseling community, and we must continue to advocate for this to become a requirement and expected standard for school counseling education professionals (Franklin, 2015; Neuer Colburn, 2016).

Counselor preparation and school counseling education programs focus on utilizing identified best practices or reputable practices to ensure that the next generation of counselors learns from its predecessors. This process of one generation learning from the last improves the profession. At times, school counseling practicum and internship students receive supervision from school counselors who acquired their knowledge of school counseling under a pupil personnel model (Studer, 2016). Issues can arise between students and their supervisors because of the gap that exists between current school counseling and past pupil personnel models. Current school counseling models provide internship students with a greater emphasis on counseling, whereas past pupil personnel models served in a more administrative role, with limited time for counseling (Cinotti, 2014). Therefore, although site supervisors agree to facilitate one of the most significant components of the school counseling student's experience,

the internship, many of them are unprepared in the art and science of supervision (DeKruyf & Pehrsson, 2011; Franklin, 2015; Studer, 2005).

Supervision Models

Various supervision models detail the level of adequacy that interns might exhibit (Franklin, 2015; Wood, Dixon, & Rayle, 2012). Different supervision models also provide site supervisors and school counseling education professionals with a framework to appropriately structure the field experience to aid in the development of the school counseling education student (Manguson, Black, & Norem, 2004; Ockerman, Mason, & Chen-Hayes, 2013). Research shows that site supervisors need to receive adequate preparation to fulfill this role (DeKruyf & Pehrsson, 2011; Franklin, 2015; Wood & Rayle, 2012). However, research indicates that many potential and existing site supervisors do not receive professional development to assist them in becoming school counseling site supervisors (DeKruyf & Pehrsson, 2011; Franklin, 2015; Magunson et al., 2004; Wood et al., 2012). The information that students receive during their master's program does not suffice as adequate site supervisor preparation. Site supervisor preparation is unique to the logistical needs of a school counseling education department and the supervision model that the department follows.

Supervisors are expected to provide internship students with an experience where they are seen as “a more knowledgeable professional guiding a developing professional in the same field” (Eisenhard & Muse-Burke, 2015, p. 61). Research indicates that there is a need for members of the profession to come to an agreement concerning the critical components required for site supervision preparation (Franklin, 2015). Although CACREP and ASCA have provided guidelines regarding site supervisor preparation materials, the offerings vary among different counselor education departments.

The Delphi methodology has become an accepted approach used in multiple fields, including counseling, to ascertain agreement among experts regarding the elements that are critical to a goal or task.

Research Focus: The Delphi Method

Using a panel of experts to help streamline the criteria that universities should include in their site supervision models is imperative to advance the professional practices within the profession of school counseling education. This study will employ the Delphi methodology. The Delphi method has been used in educational settings assisting with the formation of guidelines and standards, as well as in predicting trends (Green, 2014). The goal of this study was to identify the essential components for school counselor site supervision preparation, as determined by counselor educators.

There is a gap in the literature regarding which critical components are necessary for site supervisor preparation. This study solicited participation from school counselor educators to ascertain what should be included in site supervisor preparation. The recruited participants had 5 years of experience, at a minimum. In addition, the participants also had the experience of teaching internship courses for at least 5 years. Their input is invaluable and essential to help identify the gap in the literature regarding what components should be included in site supervisor preparation. To answer this question, the participants participated in a three-round modified Delphi study. Participants received open-ended questions during the first round of the survey. Participants received open-ended questions during the first round of the survey. Questions were intentionally crafted to provide participants with the opportunity to share their thoughts about supervision, its importance, and the aspects to include in site supervision. In round 1 the open-ended questions were constructed with the intention of responses yielding rich data to craft the

second round of the Delphi study. In addition the questions were limited to three questions with the intention of being cognizant of participants' time and generating a high response rate. A Delphi study specialist evaluated the first round of open-ended questions. The research questions constructed to direct this study were the following:

RQ1. What is the purpose of site supervisor preparation?

RQ2. What elements are necessary for best practice in the preparation of school counselor site supervisors?

RQ3. Are there any additional components/areas that you believe are necessary to address regarding site supervisor preparation?

Method

Research Design

The Delphi method is an iterative process. The procedure includes the researcher[s] making improvements in subsequent rounds and arriving at an agreed-upon solution. Existing research identifies the Delphi method initially being credited to the RAND Corporation during the 1940s and early 1950s (Linstone & Turoff, 1975). Project Delphi was the name given to an Air Force-sponsored RAND Corporation study concerning the use of expert opinion, which started in the early 1950s. The goal of the original study was to “obtain the most reliable consensus of a group of experts by a series of intensive questionnaires combined with controlled opinion feedback” (Linstone & Turoff, 1975, p. 16).

Since the 1950s, the popularity and use of the Delphi method for research has extended itself to several disciplines and in academe. The Delphi process is a constant and systematic way of developing consensus within a group (Yeh, Van Hoof, & Fisher, 2016). The Delphi method focuses on the idea and belief that group opinion is considered more accurate than individual

opinions (Keeney, Hasson, & McKenna, 2011). Utilizing this method gives each participant in the study the opportunity to anonymously provide feedback and their opinions (Yeh, Van Hoof, & Fisher, 2016).

The Delphi method has several critical components. First, it is a constant *process*. Landeta (2006) explained that the experts must be consulted at least twice on the same question so that they can reconsider their answer, aided by the information they receive from the rest of the experts. Second, the Delphi method maintains the anonymity of the participants or at least of their replies, as these go directly to the researchers. During the Delphi method, participants develop a process with the researchers that does not coincide in time or space (Landeta, 2006). Additionally, the process aims to avoid the negative influence that can occur in a face-to-face group setting. Another aspect of the Delphi method that contributes to objectivity is *controlled feedback*. Using controlled feedback, the researchers and the participants exchange information. The researchers provide a summary of the prior round and intentionally distribute the summary to the participants (Hsu & Sanford, 2007). Lastly, the Delphi method incorporates group statistical response: The opinions provided by participants form part of the final answer. Researchers distribute formulated questions and categorize processed responses quantitatively and statistically.

In addition to the necessary components suggested by Landeta, there are other benefits to using the Delphi method. The Delphi method allows for geographically dispersed experts to participate (Ziglio, 1996). Using the Delphi method is also a low-cost way to pull experts from various regions who can center directly on the focus area in question where each participant is equally able to provide feedback and to consider the impact and importance of the items (Linstone & Turoff, 1975; Ziglio, 1996).

In recent years, research studies in counseling have employed the Delphi methodology (DeRonck, 2015; Dimmitt, Carey, McGannon, & Henningson, 2005; Krell & Perusse, 2012; Vazques-Ramos, Leahy, & Hernandez, 2007; Wester & Borders, 2014). The studies highlight the strengths of the methodology. In particular, it provides participants with the opportunity to explore a specific subject and to reach consensus regarding aspects of a topic (Krell & Perusse, 2012; Milsom & Dietz, 2009). Each research study cited above has similar components, including addressing a particular area in the counseling field and using more than one round to gain consensus. Many Delphi studies have established different criteria level for consensus (Diamond, Grant, Feldman, Pencharz, Ling, Moore, Wales, 2013). For the purposes of this Delphi study when at least 70% of participants agree on a statement, an agreement exists and a consensus is reached (Smith, 2014). Once an agreement is set, and the last phase conducted the information is analyzed (Krell & Perusse, 2012).

The proposed method will include using components of a tailored Delphi research approach (Powell, 2003). The Delphi method has the unique ability to facilitate anonymous group communication to identify areas of consensus (Iqbal & Pison-Young, 2009; Villares & Dimmitt, 2016). The Delphi method is “conducted as a series of two or more sequential questionnaires – it first employs an initial generation stage, collates ideas from Round 1 to construct the survey instrument and has an evaluation phase” (Iqbal & Pison-Young, 2009, p. 598). The steps are as follows:

1. The researchers select the experts (participants) and allocate the identification numbers.
2. The researchers creates and disseminates the first survey to participants in the first round of data collection. The study will consist of open-ended questions that will

explore participants' beliefs about the critical components of site supervision preparation. Participants complete and return the first survey (Round 1).

3. The researchers code the data analysis and categorization of the responses. Afterward, they begin to construct the questionnaire.
4. In Round 2, the researchers sent a Likert scale survey to participants. Using a four-point Likert scale, they identify their level of agreement with various statements regarding the components of supervision preparation programs, with responses that can range from strongly agree to strongly disagree. Once participants fill out the surveys, they return the questionnaires to the researchers.
5. Researchers analyze the responses from the second round of data and place the responses in a table. Researchers analyze the responses from the second round of data and place the responses in a table. Responses are shared with participants in the third round.
6. Members receive the initial results during the third round. During this round, the participants have an opportunity to review preliminary findings and add any additional information that will address any gaps they believe exist.
7. The researchers report on the results.

Participants

The expert participants were selected based on meeting the criteria established by the researcher. Participants were identified from outreach to school counselor educators who are professionally linked to improving supervision standards in school counseling education and supervision. One of the strengths of the Delphi approach includes being able to garner information from geographically dispersed participants (Iqbal & Pison-Young, 2009). The

participants included counselor educators from urban, suburban, and rural areas from different geographic regions in the United States. To be selected as a participant, members had to meet a particular selection criterion. Participants were required to have experience working in counselor education (CE) programs that enlist the support of school counseling site supervisors.

Participants identified as a current or former counselor educator supervisor to practicum and internship students. Participants had an affiliation with CACREP-accredited counselor education programs. The participants of this current Delphi study met the requirements of the selection criteria.

Procedure

Recruitment occurred via e-mails, surveys, and phone calls. Using a three-round Delphi method, participants, representing counselor educators in the field of school counseling supervision, ascertained the principal components for site supervision preparation. During the first round of data, collection participants received two questionnaires. The researcher generated the first survey to report information related to the demographics of the pool of experts. The demographics questionnaire reported the regions represented, professional background, level of expertise, race, ethnicity, gender, and length of time as a counselor educator.

The second questionnaire that the participants received during the first round included the following three open-ended questions:

- (1) What is the purpose of site supervisor preparation?
- (2) What components are necessary for best practice in the preparation of school counselor site supervisors? List as many as you can identify.
- (3) Feel free to add any additional components/areas that you believe are necessary to address.

Results

The results section states the themes identified as critical components for site supervisor preparation, as indicated from the panel of experts following the rounds of the Delphi study. Members of the study included any participant who participated in one or more rounds of the Delphi study. Full group involvement in each round is usually not possible when using the Delphi method (Neuer-Colburn, Grothaus, Hays, & Milliken, 2016). After the first round, participants were able to invite other members who met the identified criteria and had an interest in site supervisor preparation to participate in the study.

The second round was performed using a Likert scale survey to identify counselor educators' level of agreement on which components were necessary for site supervisor preparation. The survey was created using the coded responses from the first round of open-ended questions. The Delphi Study with Counselor Educators Survey included four-point Likert scale items with 30 statements on site supervisor preparation guidelines.

The researcher used the numerical values of the Likert scale, 1 through 4, to evaluate the results. The averages of the Likert scale values by the subject characteristics were compared to determine if the group averages were significantly different. The Likert scale values were 1 through 4, and the value midpoint was 2.5. When reviewing the data, a favorable result has an average of less than 2.5 (strongly agree = 1 and strongly disagree = 4). The second round of data consisted of the responses of 16 participants. In addition to the survey questions, the researcher asked the subjects to answer demographics questions, including questions regarding their race or ethnic group, gender, region, and years of service as a counselor educator.

In the third round, the results were shared with participants and provided them with the opportunity to share additional thoughts about the components of site supervisor training

components. The researcher included these findings in the results.

The topics that received 70% consensus or higher in the areas of strongly agree and agree were the following: (a) providing information about supervision expectations and theories, (b) prepare supervisors how to address legal and ethical issues, (c) ensure care for PK–12th grade clients, (d) coordinate and evaluate site learning and development, (e) ensuring field experiences align to CACREP expectations, (f) models of supervision and the components, (g) provide clear guidelines for practicum and internship, (h) inform supervisors how to appropriately manage intern activities, (i) what will suffice as direct vs. indirect hours, (j) legal requirements, (k) multicultural factors that impact supervision, (l) developmental stages of a supervisee, (m) contractual responsibilities for the supervisor, (n) creating a successful supervisory relationship, (o) transference/countertransference, and (p) student disposition.

This article presented an assessment of the current state of site supervisor preparation for school counselors. Using the feedback from a group of knowledgeable and experienced counselor educators, the research states critical components that counselor educators believe should be included in site supervisor preparation. The authors recommended that counseling education professionals must ensure that school counselors who wish to serve as site supervisors are prepared and knowledgeable to serve. The primary deficit that exists in the counselor education field is a set of guidelines for the preparation of site supervisors. This article utilized a Delphi study with counselor educators to determine their recommendations for components of site supervisor preparation.

Discussion

The researcher used the responses from the first round of questions, which were qualitative, to construct the subsequent round. Also, many of the statements that emerged from

the first round were reflective in the final round of findings. The statements asked the subjects their thoughts about what to include in preparation modules. The scale values were 1 through 4, and the value of the midpoint is 2.5. Therefore, a response with an average of less than 2.5 is a favorable result (because strongly agree = 1 and agree = 2), and a less favorable or more negative result has an average or mean that is greater than 2.5. The means on the overall descriptive statistics table were less than 2.5, which implies that the subjects had favorable responses to the survey items. The participants in the second round were 56.3% female and 43.8 male. Racially, 75% of the participants identified as white, while 25% identified as a person of color. Twenty-five percent of participants had been a counselor educator for 5 years or less, and 75% had over 5 years of service as a counselor educator. Counselor educators from the North Atlantic region represented 37.5% of the participants, and 62.5% of participants were from all other areas combined.

The authors recommended that counselor educators must ensure that school counselors who wish to serve as site supervisors are prepared and knowledgeable to serve as supervisors for the next generation of school counselors. The primary deficit that exists in the counselor education field is a standard set of guidelines that school counseling departments use for the preparation of site supervisors. This article utilized a Delphi study with school counselor site supervisors to determine their recommendations for site supervisor preparation.

Limitations

The results of this study were based on the data from a limited amount of participants. The results that emerge from a Delphi study do not ensure that the best answer is identified. What can emerge are thoughts from group members who may share similar characteristics and experiences. A limitation of this study is the extent to which one can generalize the findings. A

concern with Delphi studies includes not having complete assuredness that the participants have the insight that provides them with the ability to contribute to the topic (Linstone & Turoff, 1975). It is important to note that the results from a Delphi study do not constitute as the complete authority regarding a topic; instead, these results can be considered a piece of a puzzle (Hsu & Sanford, 2007). It is the goal of this research to add toward the completion of the puzzle to ascertain critical components of school counselor site supervision preparation.

Recommendations for Future Research

In this chapter, the authors identified areas for future research contributions in school counselor site supervision preparation. Although members of the school counseling community (school counselors, counselor educators, etc.) acknowledge the importance of site supervisor preparation, there is a dearth of literature on how to prepare school counseling site supervisors. This researcher was able to identify 5 studies related to school counselor site supervisor preparation (DeKruyf & Pehrsson, 2011; Franklin, 2015; Merlin & Brendel, 2017; Swank & Tyson, 2012; Uellendahl & Tenenbaum, 2016). The goal of this study was to address this concern through the Delphi method, but additional research in school counselor site supervisor preparation is needed.

TABLE 1

Round 1 Categories with Examples of Participants Quotes

Category	Quotation
Purpose of site supervisor preparation	“(1) Insuring we're all on the same page in terms of prioritizing the protection of clients (i.e., P-12 students) throughout the practicum/internship field experiences; (2) Insuring the field experience aligns with our program/CACREP expectations (i.e., # of hours, direct & in-direct hours, site supervision, etc.); and (3) Providing site supervisors with an introductory and/or review session of basic supervision expectations, approaches, theories, etc.”
	“To provide the supervisor with the training techniques that are needed to adequately guide the practicum/internship student and to let the supervisor know what is required to of a site supervisor”.
Components/topics should be addressed in the preparation of school counselor site supervisors	“Management of school counselor trainee - Curriculum development for trainee -Time management for trainee -Self-evaluation/assessment of supervisory skills - Professional development in supervisory skills - Knowledge of supervisory models”.
	“ASCA National Model; a full description of what hours a student needs and what suffice for indirect, direct hours and weekly site supervision”.
Additional topics necessary to include in site supervisor preparation	“How to give feedback, creating a supervisory relationship”.
	“Transference/counter-transference, practicum/intern student's disposition, evaluation and liability insurance”.

TABLE 2

**Round 2 Statements of Critically Important Site Supervisor Preparation Areas Identified
by Delphi Study Participants**

Preparation area	N	Percent who strongly agree/agree	Percent who disagree/strongly disagree	Cumulative Percent
Providing information about supervision expectations and theories	16	93.8	6.30	100.00
Prepare supervisors how to address legal and ethical issues	16	81.30	18.8	100.00
Ensure care for PK–12th grade clients	15	86.70	13.3	100.00
Coordinate and evaluate site learning and development	16	87.50	12.50	100.00
Ensuring field experiences align to CACREP expectations	15	73.30	26.70	100.00
Models of supervision and the components	15	100.00	0.00	100.00
Provide clear guidelines for practicum and internship	15	93.30	6.70	100.00
Inform supervisors how to appropriately manage intern activities	15	93.30	6.70	100.00
What will suffice as direct vs. indirect hours	14	92.90	7.10	100.00
Legal requirements	15	80.00	20.00	100.00
Multicultural factors that impact supervision	15	93.30	6.70	100.00
Developmental stages of a supervisee	15	100.00	0.00	100.00
Contractual responsibilities for the supervisor	15	86.70	13.30	100.00
Creating a successful supervisory relationship	16	100.00	0.00	100.00
Transference/countertransference	15	86.70	13.30	100.00
Student disposition	16	100.00	0.00	100.00

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Chapter 4

General Conclusions

The two manuscripts included within this dissertation are thematically linked. In the manuscripts, the author reported the results of Delphi studies that identified the necessary components needed for site supervisor preparation. The manuscripts measured the purpose of site supervisor preparation and gained consensus about modules to include in site supervisor preparation. A thorough review of the literature identified the lack of site supervisor preparation and the need for site supervisors to understand the different modalities of supervision provided the researcher with the rationale to move forward with this study focused on identifying the critical components needed in site supervisor preparation. Site supervisor development is ever present when graduate students in school counseling begin an internship. Establishing clear guidelines to best prepare site supervisors is essential for a number of reasons: it ensures that universities relay necessary information to site supervisors so as to not overwhelm them, it promotes cohesion among counselor educators to ensure that site supervisors are receiving similar information, and it assists with adequately preparing students to become school counselors and site supervisors.

Prior research established the need for school counselor site supervisor training (DeKruyf & Pehrsson, 2011; Franklyn, 2015). The benefits of school counselor site supervisor training are also emphasized in the literature of accrediting and professional organizations including CACREP standards (2016), and the ASCA ethical code (2016). The purpose of this research was to ascertain, through group consensus, the necessary components that programs should include in school counseling site supervisor preparation modules. To answer this question, this research employed the use of the Delphi method, which applies the theory that we should “seek advice

from experts who can provide important insight p.2” (Greene, 2014). The Delphi method employs the knowledge of experts in a field to gain consensus on a topic in an attempt to form guidelines (Greene, 2014). In this research, the author sought to ascertain which components to include as recommendations when counseling departments are preparing school counselor site supervisors. Using the Delphi method, the researcher solicited input from specialists in the field. The researcher sought feedback from experienced school counselors who had served as site supervisors in the past and counselor educators who had prior experience providing site supervisor preparation or teaching school counseling internship students.

The first Delphi study was composed of school counselors who served as site supervisors. The second Delphi study included counselor educators who taught internship courses or provided preparation to school counseling site supervisors. During the first round of each study, the researcher presented participants with open-ended questions. The researcher then used the responses from the first round to create the survey instrument that was utilized during the second round of the study. The goal of the rounds was to use the data that showed consensus at 70% and incorporate this information in the subsequent round. Items that had an agreement of 70% or higher during the second round were reported in the two manuscripts.

The results from the research demonstrate the need for clear guidelines of the topics that school counseling departments should include in site supervisor preparation. The researcher analyzed the responses from the second round of data. There was congruence in four topics among school counselor site supervisors and counselor educators within the two Delphi studies: (a) expectations of interns and site supervisors, (b) addressing legal and ethical responsibilities, (c) components of different supervision modalities, and (d) what will suffice as indirect vs. direct hours.

Each group (school counselors and counselor educators) had additional topics that they believed should be included in site supervisor preparation. The responses that the school counselors arrived at consensus that differed from the counselor educators were pragmatic areas of school counseling. The areas that emerged from the Delphi study with the school counselors which was different from the counselor educators included attributes of a site supervisor; leveraging resources; information about the school community; student centered topics, confidentiality; structuring feedback; and college and career readiness. These topics were closely connected to the day-to-day operations that occur in a school. In the professional judgment of the first author each group did address areas they regularly encounter. In addition, each group did not recognize the importance of key areas that the other group addressed. This included care for PK- 12th grade clients not emerging as a topic with the school counselors and leveraging resources not emerging as a topic with the counselor educators.

Although the counselor educators addressed areas that the school counselors did not address, it is imperative to note that counselor educators focused on areas that they encounter regularly. Areas that gained consensus amongst the counselor educators were CACREP alignment; coordination and evaluation of site learning; care for PK-12th grade clients; multicultural factors; transference/countertransference; student disposition; and, developmental stages of a supervisee.

Practicing school counselors and counselor educators have different perspectives, however it is imperative to acknowledge the areas that both groups gained consensus. These four areas of congruence between school counselors and counselor educators provide the school counseling community a solid foundation regarding the areas one might address first when structuring a site supervisor preparation module or furthering research in this area.

The two Delphi studies included members of two communities—counselor educators and school counselors—providing information that can inform future research in school counseling and counselor education. Therefore, this research applies to the areas of counselor education and school counseling. The analysis conveyed the absence of clear guidelines within the school counseling community for site supervisor preparation. Through the collection of data from two groups, the goal of the Delphi studies was to ensure that unintended gaps were addressed and that the viewpoints of both groups were included when providing the results.

The purpose for conducting this research was to provide school counseling departments with guidelines of topics to include when developing their site supervisor preparation modules/materials. The author is optimistic that this research will not only add to the existing research in school counseling site supervision but also serve as a reference for school counseling departments and professional organizations when determining what to include in their preparation materials. Mostly, the author is optimistic that agencies such as CACREP, ASCA, ACA, and the Association of Counselor Education and Supervision (ACES) will utilize this research to promote consistency with school counseling departments concerning which components to include in site supervision preparation materials.

There were certain topics that the school counselors addressed in the Delphi study that the counselor educators did not and vice versa. A recommendation for future research includes conducting one study with members from both groups. This might ensure that the voices from both groups are equally represented. The two studies had similarities; however, they also presented a great number of differences. These findings can assist with strengthening professional development for counselor educators and school counselors. Using this information at conferences and various professional development forums can bring awareness about site

supervisor preparation to school counselors and counselor educators. In addition future research should be conducted to address this gap that was identified between school counselors and counselor educators.

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APPENDICES

APPENDIX A

Participant Recruitment E-mail

Dear School Counselors,

You are invited to participate in a study regarding counselor educators' perceptions of school counselor site supervisor preparation. This study is being conducted to fulfill the degree requirements for a doctoral degree in Counseling at Oregon State University. This research is titled "School Counselor Site Supervisor Preparation Guidelines: A Delphi Study with School Counselors." The purpose is to further ascertain the components of site supervisor preparation.

Dr. Gene Eakin is the principal investigator of this research project. This research is approved by the Institutional Review Board at Oregon State University (#8393).

You are eligible to participate if you are a current or former school counselor who has:

- Current and/or prior experience as a school counselor, grades K–12
- Experience working as a site supervisor of school counselor interns for at least one year
- Master's degree or higher in counselor education, education, school counseling education, or a related field

Participation in this study is anonymous and involves:

- Completing two surveys and reviewing preliminary data. You will receive one survey each month, which should take no more than 10 minutes to complete.
- You will also have a chance to win one of two gift baskets with counseling materials.

If you are willing to participate, please click on the link below to complete the survey. You have the right to not answer any question you choose, and you can exit the survey at any point. Thank you in advance for your participation!

APPENDIX B

Informed Consent

Dear (Participant):

Information and Consent Sheet

Research Title: School Counselor Site Supervisor Preparation Guidelines: Delphi Studies with School Counselor Site Supervisors and Counselor Educators

The purpose of this research study is to explore the critical components of site supervisor preparation of school counselors who supervise master's-level counseling students. This research study uses a Delphi approach to gain information from counselor educators. This dissertation research is being conducted as part of the requirements for the Doctor of Philosophy degree in Counseling for Janeika Fairley, under the direction of Dr. Gene Eakin at Oregon State University.

You are invited to take part in a research study because you are a counselor educator who has experience with the practicum/internship field experience for master's-level counseling students.

Activities: You will complete one questionnaire and one survey, and you will be invited to review preliminary results and provide feedback.

Time: This survey will take approximately 15 minutes to complete each round.

There is a chance that we could accidentally disclose information that identifies you. However,

no identifying information will be collected in this research unless the participants choose to enter into a gift basket drawing of counseling materials. The information collected for the drawing is not traceable to your responses. Every effort will be made to ensure that disclosure does not happen by keeping your information and responses as confidential as possible. However, no researcher can guarantee complete confidentiality. To minimize the risk of a breach of confidentiality, we will gather, store, and analyze data in Survey Monkey, a computer-based software system that is password protected on the student researcher's computer, which is also password protected.

This study is not designed to benefit you directly; however, the results of this study have the potential to inform the preparation of school counselor site supervisors. Participation in this study is voluntary.

You will have the option to enter into a drawing at the end of the survey. Two (2) participants will be selected to win a basket of counseling materials. Your choice to enter into the drawing will require you to provide us your name and email address. But this information will not be matched to the responses you provide on the research items. Winners will be randomly selected and receive the basket via US mail.

The information you provide in this research study will be kept confidential to the extent permitted by law. Research records will be stored securely. Regulatory agencies and Oregon State University employees may access or inspect records pertaining to this research as part of routine oversight or university business. If the results of this project are published, identifying information of participants will not be shared.

If you have any questions about this research project, please contact the principal investigator, Dr. Gene Eakin, at gene.eakin@oregonstate.edu, or the student researcher, Janeika Fairley, at fairleyj@oregonstate.edu. If you have questions about your rights or welfare as a participant, please contact the Oregon State University Human Research Protection Program (HRPP) office at (541) 737-8008 or by email at IRB@oregonstate.edu

By continuing with this survey, I agree to be in this study.

APPENDIX C

Delphi Questionnaire I

Research Title: School Counselor Site Supervisor Preparation Guidelines: Delphi Studies with School Counselor Site Supervisors and Counselor Educators

Principal Investigator: Gene Eakin, Ph.D.

Student Researcher: Janeika Fairley, M.Ed.

Introduction:

Thank you for agreeing to participate in this survey on the preparation of school counselor site supervisors. Your contribution toward further understanding the necessary components needed for site supervisor preparation is greatly appreciated. You are invited to take part in a research study because you are a counselor educator from a Council for Accreditation of Counseling and Related Education (CACREP) institution who has experience with the practicum/internship field experience for master's-level counseling students. In this survey, there are questions listed to elicit your thoughts about site supervisor preparation, as well as demographics questions.

Demographic Questions:

Please indicate your region where you are teaching or have taught school counseling intern/practicum students.

Please identify your race and/or ethnicity(ies):

Gender:

Please indicate your years of service as a counselor educator:

Instructions Provided to Participants:

Please answer the questions below regarding the preparation of site supervisors.

Open-Ended Questions:

1. What is the purpose of site supervisor preparation?
2. In developing and implementing school counselor site supervisor preparation modules, what components/topics should be addressed for best practice in the preparation of school counselor site supervisors?
3. Are there any additional components/areas you believe are necessary to address regarding site supervisor preparation?

APPENDIX D

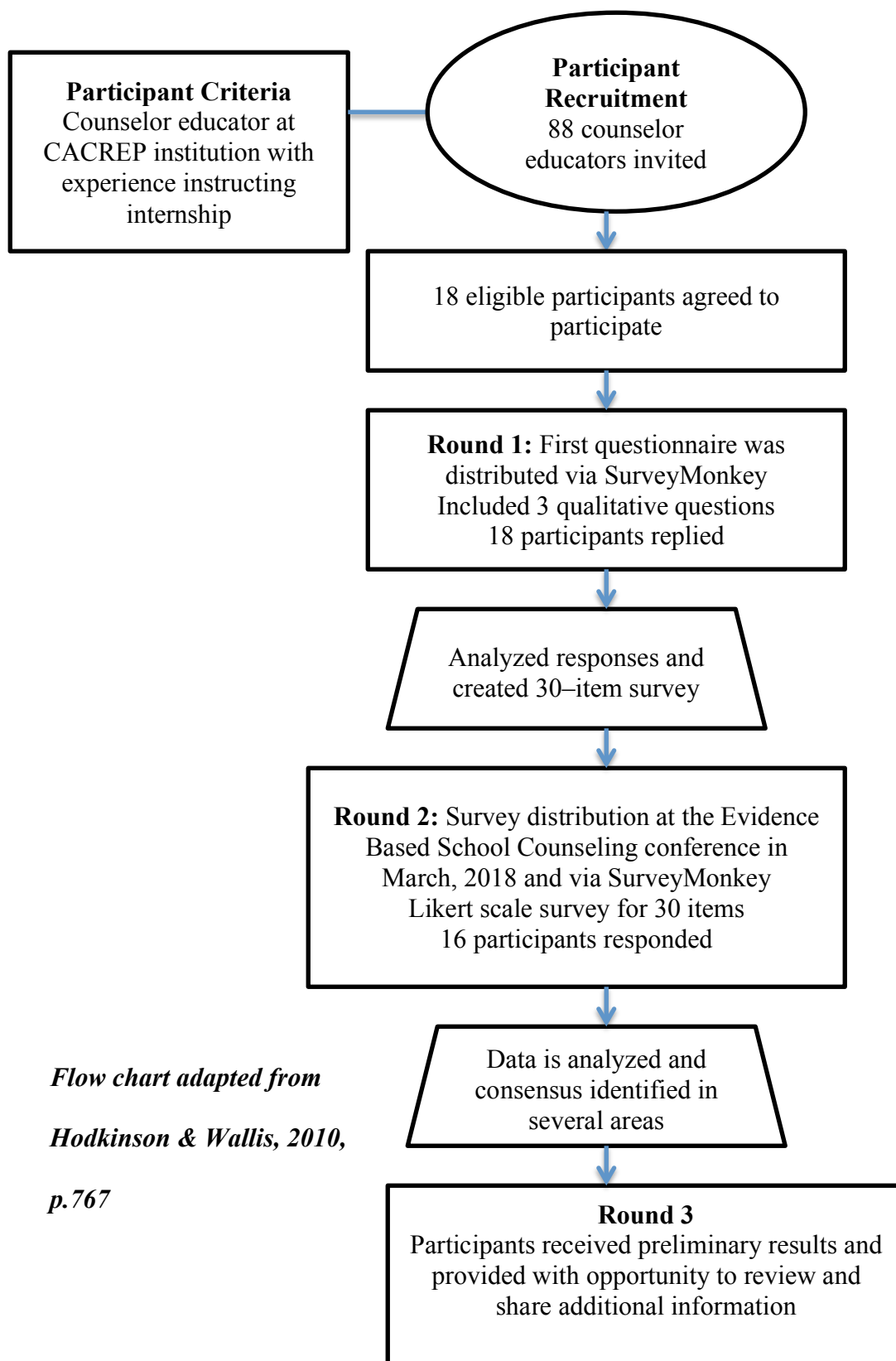
Round 1 Counselor Educator Participant Demographics

Identifier	Region	Race/Ethnicity	Gender	Years of Service
1	Southern	White/Caucasian	Female	4
2	North Atlantic	African American/Black	Female	15–20
3	North Atlantic	African American/Black	Male	2
4	Southern	African American/Black	Female	5
5	Southern	-	Female	20
6	Western	White	Female	4
7	Southern	White	Female	11–15
8	Central & Rocky Mountain	White	Female	5
9	Southern	Multi-racial	Female	3
10	Southern	White	Female	2
11	Rocky Mountain	White	Female	6–10
12	North Atlantic	White	Female	15–20
13	North Atlantic	White/Jewish	Male	15–20
14	North Atlantic	Black	Male	6–10

15	Central/Southern	White	Female	6–10
16	North Atlantic	Black	Female	6–10
17	Central	Caucasian	Female	6–10
18	Central	European-American	Male	11–15
	Southern			

APPENDIX E

Counselor Educator Delphi Study Operation Flowchart



APPENDIX F

Counselor Educator Round 1 Coded Responses

Source #	Note #	Q1 What is the purpose of site supervisor preparation?	Category 1	Category 2
1	1	To ensure site supervisor are prepared to provide beneficial supervision to supervisees.	Prepare for beneficial supervision	Adequate and effective supervision preparation
1	2	To provide training in ethical and legal issues in counseling.	Training in Legal and ethical issues	Preparation in legal and ethical issues
2	1	The purpose is to adequately prepare the supervisor for the position	Adequately prepare	Adequate and effective supervision preparation
3	1	To ensure practicum/interns have good counseling experiences	Good experiences	
4	1	Ensure clients are cared for under practicum/interns	Ensure client care	Ensure care for P-12 clients
5	1	To help them to be effective supervisors of practicum and internship students.	Effective supervisors	Adequate and effective supervision preparation
6	1	Provides them with important information about the students' graduate programs.	Provide information about program	Provide information about supervision expectations
7	1	To provide information regarding supervision expectations, CACREP requirements,	Provide information about CACREP	Provide information about supervision expectations
7	2	To provide expectations regarding the student experience, and informed consent.	Provide expectations	Provide information about supervision expectations
8	1	Site supervisor preparation is necessary to ensure that SC trainees are receiving appropriate clinical and programmatic supervision that develops them as competent and effective school	Appropriate clinical and programmatic supervision	Adequate and effective supervision preparation to develop school

		counselors.		counselors as supervisors
9	1	To provide feedback and supervision of a student's counseling training	Provide feedback and supervision	Provide information about supervision expectations
10	1	To prepare and train supervisors for the many tasks (and kinds) of supervision. It is an ethical imperative that supervisors are trained as most do not receive training in their counselor education (CE) programs.	Prepare supervisors about the types of supervision. Most do not receive preparation in the CE programs	Adequate and effective supervision preparation to develop school counselors as supervisors
11	1	To ensure they understand the legal and ethical responsibilities of supervision.	Understand legal and ethical responsibilities	Preparation in legal and ethical issues
12	1	Orient to the role, responsibilities, and expectations of the student's internship/practicum	Orient to the role	Provide information about supervision expectations
13	1	To teach and mentor counselor in training about how to become an effective school counselor.	Mentor and teach student	Provide information about becoming an effective school counselor
14	1	To provide the supervisor with the training techniques that are needed to adequately guide the practicum/internship student.	Provide supervisor with preparation techniques	Adequate and effective supervision preparation

14	2	To let the supervisor know what is required to of a site supervisor	Expectations and requirements for site supervisors	Provide information about supervision expectations
15	1	To introduce counselor-trainees to some of the roles, duties, and responsibilities of the profession.	(N/A to counseling supervisors)	N/A to counseling supervisors)
15	2	To coordinate and evaluate their site learning and development.	Coordinate site learning	Coordinate site learning
16	1	To help guide and support the student.	Guide and support the student	Adequate and effective supervision preparation
17	1	Insuring we're all on the same page in terms of prioritizing the protection of clients (i.e., P-12 students) throughout the practicum/internship field experiences.	Prioritizing protection of the clients	Ensure care for P-12 clients
17	2	Insuring the field experience aligns with our program/CACREP expectations (i.e., # of hours, direct & in-direct hours, site supervision, etc.)	Ensure field experience aligns with CACREP expectations	Aligning field experience to CACREP expectations
18	1	Providing site supervisors with an introductory and/or review session of basic supervision expectations, approaches, theories, etc.	Provide support and guidance about expectations	Adequate and effective supervision preparation
Source #	Note #	Note Q2 In developing and implementing school counselor site supervisor preparation modules, what components/topics should be addressed for best practice in the preparation of school counselor site supervisors?	Category 1	Category 2
1	1	Insuring that there is a clinical component to both the candidate's field experience counseling as well as the supervision received. There seems to be a current stigmatization of "guidance counselor" versus "school	Ensuring a clinical component to field experience and supervision	Knowledge of supervision models and supervision components

		counselors". I do not think ostracizing colleagues will encourage them to change their ways to best-practices approaches (i.e., comprehensive school counseling).		
1	2	However, I do recognize that for some school counselor supervisors, they are unfamiliar with counselor supervision and they may not readily see the benefit of creating space within the school day for our candidates' to practice clinical counseling skills. I think this is extremely pertinent for practicum.	Familiarizing school counselors with supervision models	Knowledge of supervision models and supervision components
1	3	Too often I fear site supervisors view the practicum field experience as a "mini-internship" or "internship-lite" providing candidates with lots of varied experiences (e.g., scheduling, 504 meetings, IEP meetings, bus duty, etc.) when truly our candidates are required to focus on their clinical skills.	The importance of understanding the different field experiences; practicum vs. internship	Clear guidelines between practicum vs. internship
2	1	How to help the student manage real life situations that happens on a day to day basis in a school	Helping interns/practicum students manage situations	Appropriate management of intern/practicum students
3	1	Management of school counselor trainee	Management of intern	Appropriate management of intern/practicum students
3	2	Curriculum development for trainee	School counseling curriculum	School counseling curriculum
3	3	Time management for trainee	Time management	Time management for practicum/intern
4	1	Professional development in supervisory skills -Knowledge of supervisory models	Familiarizing school counselors with supervision models	Knowledge of supervision models and supervision components
4	2	Self-evaluation/assessment of supervisory skills	Familiarizing school counselors with supervision models	Knowledge of supervision models and supervision components

5	1	ASCA National Model; a full description of what hours a student needs and what suffice for indirect, direct hours and weekly site supervision.	How to document hours/appropriate activities for hours	Documenting and appropriate activities for hours
6	1	Roles and responsibilities:	Roles and responsibilities	Roles and responsibilities in school counseling supervision
6	2	legal requirements	Legal and ethical issues in school counseling	Legal and ethical issues in school counseling
7	1	Overview of supervision models. How to implement models of supervision.	Familiarizing school counselors with supervision models	Knowledge of supervision models and supervision components
7	2	Legal and ethical challenges.	Legal and ethical issues in school counseling	Legal and ethical issues in school counseling
7	3	Multicultural factors that impact and influence supervision.	Multicultural factors in supervision	Multicultural factors in supervision
8	1	Elements of a comprehensive school counseling program, all domains of the national model,	All domains of the ASCA National Model	ASCA National Model
8	2	orientation to the school environment,	Understanding the school environment	Knowledge of the school environment
8	3	ethics specific to school counseling	Legal and ethical issues in school counseling	Legal and ethical issues in school counseling
9	1	What the role of a site supervisor is (and is not)?	Familiarizing school counselors with supervision models	Knowledge of supervision models and supervision components
9	2	Models of clinical supervision Ongoing consultation and professional development	Familiarizing school counselors with supervision models	Knowledge of supervision models and supervision components
10	1	Supervision methods with strong emphasis on the need for live and/or taped supervision (not just supervisee self/report)	Familiarizing school counselors with supervision models	Knowledge of supervision models and supervision components
10	2	supervisee evaluation, supervision relationship	Familiarizing school counselors with supervision	Knowledge of supervision models and supervision

			models	components
11	1	CACREP requirements, developmental stages of supervisee and supervision, ethics and legal requirements,	Developmental stages of an intern and supervision	Developmental stages of supervision
12	1	Supervision theory, documentation, multicultural supervision,	Multicultural factors in supervision	Multicultural factors in supervision
12	2	legal and ethical issues	Legal and ethical issues in school counseling	Legal and ethical issues in school counseling
13	1	Hours, experiential activities, caseload, work space, trouble-shooting, evaluation, etc.	How to document hours/appropriate activities for hours	Documenting and appropriate activities for hours
13	2	Information on the graduate program including contractual responsibilities.	Graduate program contractual information	Graduate program contractual information
14	1	Consistent supervision skill development	Familiarizing school counselors with supervision models	Knowledge of supervision models and supervision components
15	1	School calendar/related tasks	Knowledge of the school calendar	Knowledge of the school calendar
15	2	Ethics/policies	Legal and ethical issues in school counseling	Legal and ethical issues in school counseling
16	1	Student and Family Background Education Income level	Multicultural factors in supervision	Multicultural factors in supervision
17	1	Community supports	Community resources	Community resources
18	1	Ethical issues Legal issues current issues in school counseling	Legal and ethical issues in school counseling	Legal and ethical issues in school counseling
18	2	Supervision theory and practice	Familiarizing school counselors with supervision models	Knowledge of supervision models and supervision components

Source	Note #	Q3 Are there any additional components/areas that you believe are necessary to address regarding site supervisor preparation	Category 1	Category 2
1	1	The standards and guidelines pertaining to successful, healthy supervision. Specifically I think about the CACREP expectations	Successful healthy supervision – CACREP Expectations	Creating a successful supervisory relationship and providing feedback
1	2	as well as theory-informed best-practices.	Theory informed best practices	
1	3	If school counselors have not had specific counseling supervision coursework, then they may default to either an administrative (logistical, practical, and delegating) or counseling (encouraging, supportive, nondirective) approach to supervision.	Approaches to counseling supervision	Knowledge of supervision models and supervision components
2	1	Help the student with proper time management skills, because its an essential component when in practice.	Time management skills	Time management for practicum/intern
3	1	-Development of trainee skills - Assessment of trainee skills -	Assessment of trainee skills	Intern/practicum student assessment
3	2	Assigning a major project (site project) for trainee experience	Assigning a major project	Culmination project
4	1	Yes, the site supervisor could benefit from knowing the Stolenberg stages of supervisees/supervisors.	Knowledge of Stolenberg stages of supervisees and supervisors	Knowledge of supervision models and supervision components (i.e., Stolenberg, IDM, etc.).
5	1	What is expected?	Expectations	Expectations
6	1	What supervision looks like in a school	The look of supervision in a school	Creating a successful supervisory relationship and providing feedback
7	1	How to give feedback, creating a supervisory relationship	Creating a supervisory relationship and giving feedback	Creating a successful supervisory relationship and providing feedback

8	1	Multicultural competencies	Multicultural competencies	Multicultural competencies
9	1	Transference/counter-transference,	Transference and counter transference	Transference and counter transference
9	2	practicum/intern student's disposition,	Student disposition	Student disposition
9	3	evaluation and liability insurance.	Liability insurance	Liability insurance
10	1	Mental Health Coping Mechanisms	Mental health coping mechanisms	Mental health coping mechanisms

APPENDIX G

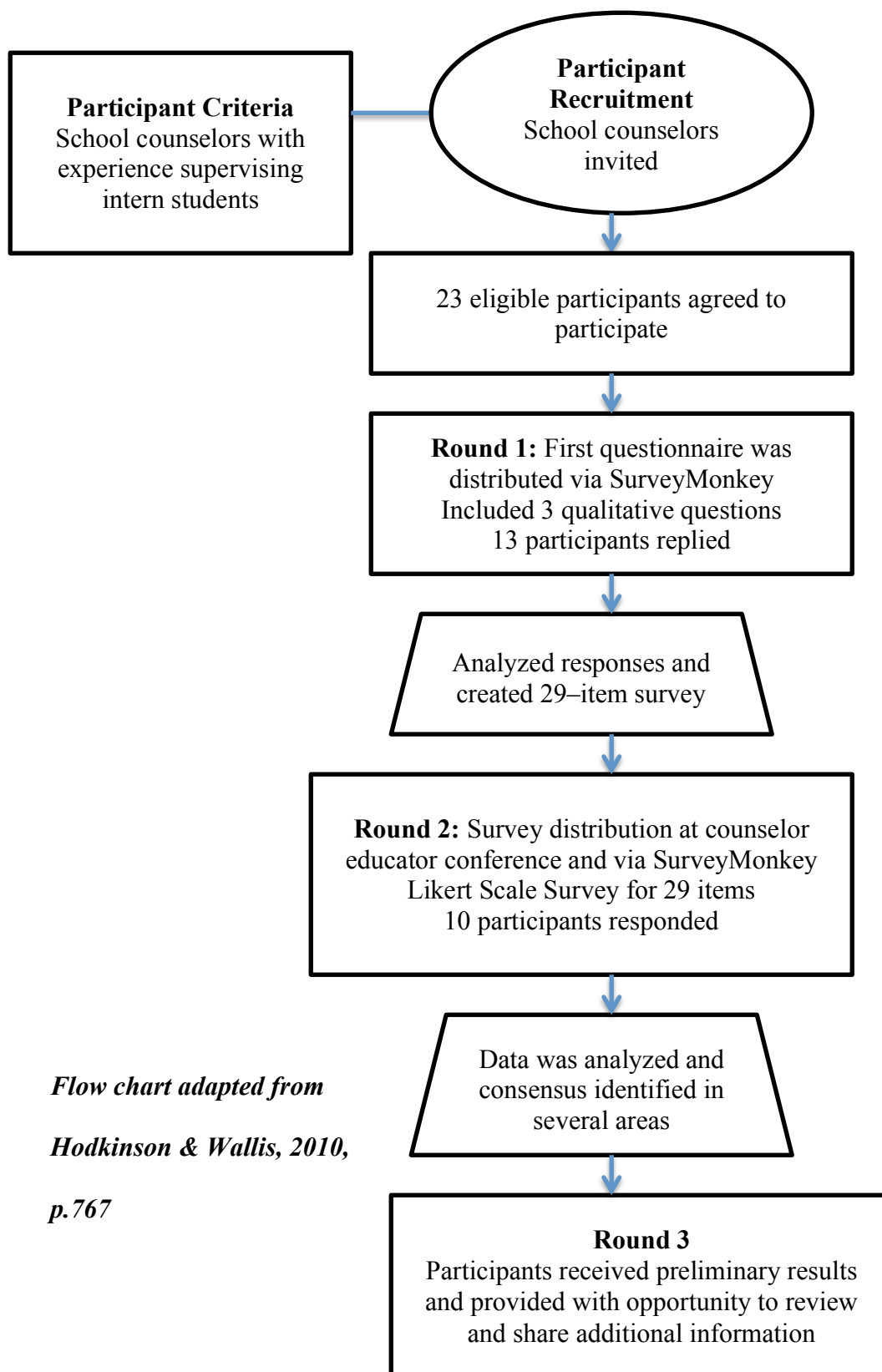
Counselor Educator Delphi Study Statistics

Topic	N	Min.	Max.	Mean
Provide information about supervision expectations, approaches, and theories	16	1.00	3.00	1.25
Prepare supervisors to know how to address legal and ethical issues	16	1.00	3.00	1.50
Ensure care for PK–12th grade clients	15	1.00	3.00	1.60
Provide information about supervision expectations	16	1.00	2.00	1.19
Coordinate and evaluate student site learning and development	16	1.00	3.00	1.56
Ensure field experiences align to CACREP expectations	15	1.00	3.00	1.87
Address supervision models and supervision components	15	1.00	2.00	1.27
Provide clear guidelines between practicum vs. internship	15	1.00	3.00	1.47
Explain how to appropriately manage intern and practicum students' activities	15	1.00	3.00	1.40
Develop the school counseling curriculum	15	1.00	3.00	2.07
Time management	15	1.00	4.00	2.40
What will suffice for indirect and direct hours	14	1.00	3.00	1.43
Understanding the role and responsibilities of a supervisor	15	1.00	2.00	1.20
Legal requirements	15	1.00	3.00	1.53
Multicultural factors that impact supervision	15	1.00	2.00	1.33
Comprehensive overview of the ASCA National Model	15	1.00	4.00	2.20
Components of a comprehensive school counseling program	15	1.00	4.00	2.00
Orientation to the school environment	15	1.00	4.00	1.87
Developmental stages of supervisee and supervision	15	1.00	2.00	1.07
Graduate program information and contractual responsibilities	15	1.00	3.00	1.73
Knowledge of the school calendar and related tasks	14	1.00	4.00	2.21

Leveraging community resources	15	1.00	4.00	2.40
Creating a successful supervisory relationship	15	1.00	2.00	1.20
Assessing the practicum/intern student	15	1.00	2.00	1.20
Assigning a major site project during the internship	15	1.00	4.00	2.00
Multicultural competencies	15	1.00	3.00	1.47
Transference/counter-transference	15	1.00	4.00	2.07
Understanding student disposition	15	1.00	2.00	1.60
Liability insurance and evaluation	15	1.00	4.00	1.93
Mental health coping mechanisms	15	1.00	4.00	2.20

APPENDIX H

School Counselor Delphi Study Operation Flowchart



APPENDIX I

School Counselor Round 1 Coded Responses

Source #	Note #	Note Q1 What is the purpose of site supervisor preparation?	Category 1	Category 2
1	1	To inform counselors what is expected of them during the semester. Preparation also	Internship expectations for the semester	Ensure interns receive meaningful experiences
1	2	Ensures counselors properly supervise interns	Proper supervision	Ensure interns receive meaningful experiences
2	1	To assist or prepare fellow schools counselors to improve on their caseload	Help school counselors with their caseload	Ensure interns receive meaningful experiences
2	2	and conduct constructive group/individual counseling to students	How to conduct constructive group counseling	Informing supervisors how to conduct constructive supervision
3	1	Help interns ensure student academic success and social- emotional learning.	Academic success and social-emotional learning	Social-emotional learning
4	1	To prepare current interns about the role of the School Counselor,	Ensuring interns understand the role of school counselor	Ensuring interns understand the role of school counselor
4	2	provide ongoing training of all facets of a school counselor	On-going training of facets of a school counselor	Training and internship expectations
5	1	Educate the intern on their ethical responsibilities,	Education about ethical responsibilities	Education about ethical responsibilities
5	2	and strategies to provide effective school counseling for the school in which they are providing services.	Exposure to strategies to provide effective school	Exposure to strategies to provide effective school

			counseling	counseling
6	1	Gaining hands on experience	Provide knowledge	
7	1	To provide information about the program requirements	Internship expectations and program requirements for the semester	Training and internship expectations
8	1	Answer any questions about internship students have.	Address questions	Training and internship expectations
9	1	To give information about the requirements for the intern student, and go over university procedures.	Give information about procedures	Training and internship expectations
10	1	Prepares individuals for leadership/site director roles where children are educated	Leadership roles in school counseling	Leadership roles
11	1	Give information about what the interns will need during their time at the school.	Information about the needs for the intern	Training and internship expectations
11	2	Also preparation tells us what to do if there is a problem and who we should contact.	If there is a problem who to contact	How to address issues with the intern
12	1	Learn different methods to teach interns how to develop social-emotional awareness with students	Learn methods to teach interns to develop SEL	Training and internship expectations
13	1	Knowledge about internship expectations and	Knowledge about internship	Training and internship expectations
13	2	Give them a meaningful experience	Meaningful experience	Ensure interns receive meaningful experiences

Source	Note #	Note Q2 - In developing and implementing school counselor site supervisor preparation modules, what components/topics should be addressed for best practice in the preparation of school counselor site supervisors?	Category 1	Category 2
1	1	Expectations	Internship expectations	Internship expectations
1	2	Hours Duties that the intern should engage with	Hours and duties	Internship expectations
2	1	Curriculum	Curriculum to follow	Internship expectations
2	2	How to address problems	Addressing problems	Addressing problems with intern and/or the college
3	1	Academics	Academics	Academic related topics (including College and career readiness, Social – emotional learning and curriculum)
3	2	social - emotional learning,	Social-emotional learning	Academic related topics (including College and career readiness, Social – emotional learning and curriculum)
3	3	college and career readiness,	College and career readiness	Student centered topics (including Social-emotional learning, Restorative practices/prevention, child abuse, immigration, etc.))
3	4	violence prevention. justice system, restorative practices,	Restorative practices/prevention	Student centered topics (including Social-emotional learning, Restorative practices/prevention, child abuse, immigration, etc.))
3	5	immigration	Immigration	Student centered topics (including Social-emotional

				learning, Restorative practices/prevention, child abuse, immigration, etc.))
3	6	child abuse,	Child Abuse	Student centered topics (including Social-emotional learning, Restorative practices/prevention, child abuse, immigration, etc.))
3	7	Shelter/ homelessness	Temp. housing	Student centered topics (including Social-emotional learning, Restorative practices/prevention, child abuse, immigration, etc.))
4	1	What is the role of the school counselor?	Role of a school counselor	Supervisor Expectations (role and duties)
4	2	What are the duties of a school counselor	Duties of a school counselor	Supervisor Expectations (role and duties)
5	1	Identify the needs of the school that the school counselor should address.	Understanding schools' needs	Internship expectations (includes schedules, duties, role, what students can/cannot perform, etc.)
5	2	Discuss what is expected for the school counselor intern to implement?	What is expected for the intern to implement	Internship expectations (includes schedules, duties, role, etc.)
5	3	Discuss availability and accessibility of the Site Supervisor	Site supervisor availability and accessibility	Internship expectations (includes schedules, duties, role, etc.)
6	1	Schedule weekly check in with the intern(s) review caseload, identify challenges of providing effective counseling and strategizing to overcome those challenges.	Identifying and strategizing to overcome challenges	Addressing problems with intern and/or the college

7	1	Model ethical behavior for the intern as well as best practices	Best practices and modeling ethical behavior	Best practices and modeling ethical behavior
7	2	Provide both positive and negative feedback to the intern	Providing feedback	Structuring supervision and feedback to the intern
7	3	Training on appropriate record keeping	Appropriate Record keeping	Appropriate record keeping
8	1	Confidentiality	Maintaining and understanding confidentiality	Adherence to code of ethics, and confidentiality
8	2	Professionalism, attendance, accountability	Attendance and accountability	Adherence to code of ethics, and confidentiality
9	1	Code of ethics,	Adherence to code of ethics	Adherence to code of ethics, and confidentiality
9	2	Expectations	Expectations	Internship expectations (includes schedules, duties, role, what students can/cannot perform, etc.)
9	3	Duties students can conduct with staff and students	What students can conduct with staff and students	Internship expectations (includes schedules, duties, role, what students can/cannot perform, etc.)
9	4	Appropriate/inappropriate relationships,	Appropriate and inappropriate relationships	Addressing problems with intern and/or the college
9	5	what would constitute as an exceptional supervisor.	Components of an exceptional supervisor	Components of an exceptional supervisor
10	1	How to handle problems	Addressing problems	Addressing problems with intern and/or the college
10	2	Topics that the intern should interface with	Topics to ensure the intern interfaces with	Ensuring the intern interfaces with certain topics
10	3	Appropriate activities	Activities	Internship expectations (includes schedules, duties, role, what

				students can/cannot perform, etc.)
11	1	How to conduct supervision meetings Amount of time in a supervision meeting	Methods of conducting supervision	Structuring supervision and feedback to the intern
12	1	Individual Planning	Planning	Providing and receiving support for the intern and school counselor
12	2	Circle of Support	Support	Providing and receiving support for the intern and school counselor
12	3	Leadership/Guidance Advocacy	Advocacy	Best practices and modeling ethical behavior
12	4	Hours and activities	Appropriate activities	Internship expectations (includes schedules, duties, role, what students can/cannot perform, etc.)
13	1	How to address issues that can happen with the intern	Addressing issues with the intern	Addressing problems with intern and/or the college
13	2	What questions to ask during the weekly meeting with the intern	Questions to ask	Miscellaneous questions

Source	Note #	Note Q3 - Are there any additional components/areas that you believe are necessary to address regarding site supervisor preparation?	Category 1	Category 2
1	1	Where supervisors should ask questions	Where to ask questions	Asking miscellaneous questions
2	1	Management	Management style & Practices	Management of self
2	2	Individual/ group counseling and practices	Counseling practices with clients	Approaches to counseling
3	1	The most effective site supervisor is one whom is available, open-receptive, non-threatening, open to learn,	Characteristics positive school counselors possess	Attributes of effective site supervisors
3	2	Accessible, easy to approach, ability to speak freely to with no judgment, knowledgeable of the role of a School Counselor and able to articulate effectively to the intern such role in all the various educational levels.	Elements of an effective site supervisor	Supervision modalities
4	1	Having a wealth of resources	Resources	Resources
4	2	to work with the student and school community	Working with a student and school community	Approaches to school counseling
4	3	and the chancellor's regulations	School / office policies and procedures	School district policies
5	1	Active Shooter preparedness	Emergency preparations	Emergency preparations

APPENDIX J

School Counselor Delphi Study Statistics

Topic	N	Min.	Max.	Mean
Ensure interns receive meaningful experiences	10	1.00	2.00	1.300
Inform supervisors how to conduct supervision	10	1.00	3.00	1.600
Learn Methods to help interns understand role of a counselor	10	1.00	2.00	1.400
Ethical responsibilities	10	1.00	2.00	1.600
Structuring feedback	10	1.00	2.00	1.400
Adherence to code of ethics	9	1.00	3.00	1.444
Confidentiality	10	1.00	3.00	1.500
Direct vs. indirect hours	10	1.00	3.00	1.600
Appropriate record keeping	10	1.00	3.00	1.600
What is expected of an intern	10	1.00	3.00	1.400
What is expected of a supervisor	10	1.00	2.00	1.300
College and career readiness	10	1.00	3.00	1.700
Information about the school community	10	1.00	3.00	1.800
Self-care as a site supervisor	10	1.00	3.00	2.200
Leveraging resources	9	1.00	3.00	1.889
Assigning Site Project	10	1.00	3.00	2.000
Attributes of effective supervisors	10	1.00	2.00	1.600
Supervision modalities	10	1.00	2.00	1.700
Approaches to counseling	10	1.00	3.00	2.000
Creating and implementing a school counseling program	9	1.00	3.00	2.222
Emergency preparedness	10	1.00	3.00	2.400
School district policies	10	1.00	3.00	2.300
Student centered topics	10	1.00	3.00	1.700
Know how to address problems with the intern	10	1.00	2.00	1.600
What type of support the college will provide	10	1.00	2.00	1.400
Problems with the intern – who to contact	10	1.00	4.00	1.700
Clear understanding of expectations	10	1.00	2.00	1.200
Internship expectations	10	1.00	2.00	1.300
Ensure intern interfaces with certain topics	10	1.00	3.00	1.700