

Fall 12-16-2016

Supervision Experiences of School Counselors-in-Training: An Interpretive Phenomenological Study

Anita M. Pool
University of New Orleans, New Orleans, ampool@uno.edu

Follow this and additional works at: <https://scholarworks.uno.edu/td>



Part of the [Counselor Education Commons](#)

Recommended Citation

Pool, Anita M., "Supervision Experiences of School Counselors-in-Training: An Interpretive Phenomenological Study" (2016). *University of New Orleans Theses and Dissertations*. 2268.
<https://scholarworks.uno.edu/td/2268>

This Dissertation is protected by copyright and/or related rights. It has been brought to you by ScholarWorks@UNO with permission from the rights-holder(s). You are free to use this Dissertation in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/or on the work itself.

This Dissertation has been accepted for inclusion in University of New Orleans Theses and Dissertations by an authorized administrator of ScholarWorks@UNO. For more information, please contact scholarworks@uno.edu.

Supervision Experiences of School Counselors-in-Training:
An Interpretive Phenomenological Study

A Dissertation

Submitted to the Graduate Faculty of the
University of New Orleans
in partial fulfillment of the
requirements for the degree of

Doctor of Philosophy
in
Counselor Education

By

Anita Marie Pool

B.S., Middle Tennessee State University, 1990
M.Ed., University of Louisiana at Lafayette, 2002

December 2016

Copyright 2016, Anita Pool

This dissertation is dedicated to my hero and father, George Grantham, Sr., who died approximately one year prior to the completion of this project after a very courageous fight with cancer. Throughout my life he instilled in me the values of hard work, determination, and perseverance, which he modeled throughout his life. I could not have undertaken the task and completed my doctorate without possessing those important values. In addition, he placed great importance on education and ensured that I had a solid foundation on which to build. As a young, single mother, he supported me financially and emotionally while I earned my bachelor's degree. I am incredibly thankful for the gift he gave me and will always cherish our special time together in Nashville while I was in college.

My dad has always been one of my biggest fans and I know he is proud beyond measure, even if he is not here on earth to express it. He fought hard to stay alive until I finished my program and would have given almost anything to be present at my final defense and to see me graduate. I would have given almost anything as well. Although he is not here in person, I know he is with his "sugarfoots" in spirit.

I am incredibly thankful for the time I did have with my dad and am eternally grateful to my step-mother and his loving wife, Betty Grantham, for taking special care of him during his final years of life and helping him to live as long as he did. Her love and compassion did not go unnoticed and will never be forgotten.

Acknowledgements

Most have heard the proverb, “It takes a whole village to raise a child.” I believe it also takes a “whole village” to get someone through a doctoral program; the help and support of so many people is necessary for one to complete such an arduous endeavor. I would like to personally acknowledge all of those in the “village” who helped to make my dream of earning a doctorate a reality.

First and foremost, I owe a huge amount of gratitude to my wonderful husband, Darrell. I would not have made it through the last four years without your never-ending support. I appreciate the many sacrifices you have made and all that you have done to make my dream a reality. Thank you for keeping the household running while I was in New Orleans or working long hours in my office. I especially appreciate all of the nights that you had freshly cooked fish on the table for me when I got home, no matter how late it was. Thank you listening to me talk endlessly about my research and for always seeming interested in my work. Thank you for always being by my side at every UNO function and event. Thank you for recognizing the importance of my travels and for supporting me for every single trip. Finally, thank you for keeping me sane and loving me through it all. I truly do not know how I would have done this without your constant and steady love, support, and encouragement. I love you so very much and I am thankful that you are my husband!

I would also like to thank my children who have been supportive throughout my educational journey. To my “big” children, Nathan, Brittney, Baillie, and Jacob, thank you for encouraging me and continuously letting me know how proud of me you are. I truly appreciate all of your love and support. I am particularly appreciative for all of the support and encouragement from my youngest child, Addison. Thank you for riding with me to New Orleans

when you were able and for sitting in the lobby for hours on end just to have the opportunity to spend time with me. Thank you also for all of the inspirational and encouraging notes I found all over my office. Not only were they fun to find, but they were also helpful on particularly tough days! Finally, thank you for making so many sacrifices to enable me to achieve my dream, even though you did not realize what you were signing up for in fifth grade. I am incredibly grateful to you!

I would also thank you to my parents for raising me to be a strong and independent woman and always encouraging and supporting my dreams. Thank you for instilling in me the value of education and for providing much needed support and financial assistance while I earned my bachelor's degree. I know I would not be where I am today without the foundation and help you provided.

In addition to my family, I am fortunate to have had a close group of girlfriends who were wonderful cheerleaders and listening ears throughout my process. Mandy, Adrienne, Hanna, Dawn, and Nicole, thank you for always supporting and encouraging me. I owe you all special thanks for scheduling our get-togethers and trips so I could attend. Our time together was much needed and helped to keep me balanced! I am especially grateful for my best friend, Mandy, who "talked me home" on my long drive more times than I can count. Thank you for keeping me awake, for always making sure we stayed connected (especially when I was drowning in homework and writing), and for filling in the gaps in my life when I needed you. I appreciate you more than you know!

Last, but certainly not least, I owe much appreciation to all of the faculty members for the unique role each had in helping me grow personally and professionally. I truly appreciate the guidance each of you provided and all the knowledge and wisdom you shared in and out of the

classroom. I would especially like to thank my committee members, Dr. Herlihy, Dr. Lyons, Dr. O'Hanlon, and Dr. Esters, for investing your time to help and support me throughout my dissertation process. I could not have accomplished this task without you. I owe a special thank you Dr. Esters for asking me almost five years ago if I had my Ph.D. You are the reason I am here!

I am especially indebted to Dr. Herlihy and Dr. Lyons, not only for co-chairing my dissertation, but also for providing such incredible mentorship throughout entire the program. I have learned so much from both of you and am forever grateful for everything you have taught me. I am incredibly thankful for the unique opportunities I was afforded during the program and appreciate your support with various projects and conference presentations. I will always value our meaningful conversations and treasure our special time together on our trips to Malta and at conferences. Finally, thank you for always supporting and encouraging my passion for school counseling!

TABLE OF CONTENTS

LIST OF FIGURES	xi
LIST OF TABLES	xii
Abstract	xiii
CHAPTER ONE	1
INTRODUCTION	1
Overview	1
Problem Statement	4
Purpose of Study	5
Rationale and Significance	5
Conceptual Framework	6
Figure 1 Conceptual Framework	8
Overview of Methods and Research Questions	8
Rationale for Research Design.....	8
Sampling Methods and Participants.....	10
Data Collection	12
Data Analysis	12
Central Questions and Sub-questions	12
Limitations and Delimitations.....	12
Positionality of the Researcher	13
Assumptions of the Study	14
Definitions of Terms	15
Chapter Summary and Organization of Study	16
CHAPTER TWO	18
REVIEW OF THE LITERATURE	18
School Counseling and the ASCA National Model.....	18
ASCA National Model.....	19
Foundation	20
Management.....	21
Delivery.....	22
Accountability.....	23
Support for ASCA National Model	23
Supervision	25
Clinical Supervision Models.....	27
School Counselor-Specific Supervision Models	29
Historical Perspective of School Counselor Supervision	33
Supervision of School Counselors-in-Training	36
Internship Requirements and Supervision Guidelines	36
Multiple Systems and Supervisors.....	39
University.....	40
Placement Site.....	41
Incongruences between University and Placement Site	42
Chapter Summary	44
CHAPTER THREE	46

METHODOLOGY	46
Research Questions	46
Central Question	46
Sub-Questions	46
Research Design.....	47
Rationale for Qualitative Design	47
Rationale for Phenomenological Approach	48
Interpretive Phenomenological Approach	51
Role of the Researcher	52
Participants.....	54
Sampling Criteria and Procedures	55
Sample Size.....	56
Description of Participants.....	57
Table 1 Participant Demographic Information	58
Mandy	58
Adrienne.....	59
Hanna	59
Nicole.....	60
Dawn	60
Ilene.....	61
Renee.....	61
Claire.....	62
Data Collection Methods	62
Methods of Data Analysis.....	63
IPA Data Analysis.....	64
Figure 2 Data Analysis.....	66
Figure 3 Final Data Analysis Product.....	67
Table 2 Chart of Salient Themes	69
Measures of Ensuring Trustworthiness.....	70
Chapter Summary	72
CHAPTER FOUR.....	73
RESULTS	73
Data Analysis Procedures	74
Super-Ordinate Themes	74
Impact of Counselor Education Program.....	74
Program Culture.....	75
Program’s Focus on School Counseling.....	75
Counseling Courses	75
Evaluations.....	76
Experience of Faculty	77
Level of Investment of Faculty	78
Program’s Support to Students	79
Program’s Relationship with Placement Sites	80
Dynamics Associated with University Supervision.....	82
Format of Supervision.....	82
Size and Composition of Group.....	84

Requirements and Assignments of Supervision	86
Preparedness for the World of Work	89
Congruence between Program and “Real World”	89
Aspects Related to Supervisors.....	92
Significance of Supervisor’s Background	92
Mental Health versus School Counseling Background	92
Doctoral Student versus Faculty Member.....	96
Age and Years of Experience	96
Supervisor’s Style of Supervision.....	97
Nurturing Autonomy.....	98
Scaffolding Learning	99
Encouragement to Engage in Diverse Experiences	100
Supervisor’s Commitment to Supervision	102
Accessibility.....	102
Preparedness for Supervisee	103
The Supervisor	104
Personal Attributes.....	104
Outlook on the Profession.....	105
Supervisory Relationship	106
Significance of Feedback	107
Importance of the Quality of Feedback	107
Focus, Helpfulness, and Nature	107
Amount and Frequency of Feedback	109
Source of Feedback.....	110
Supervisor versus Peers	110
Influence of Self.....	111
Intrinsic Traits.....	112
Self-Motivation	112
Self-Concept	113
Prior Experience in a School Setting	114
Quality of the Supervision Experience	116
Supervisee’s Feelings.....	117
Chapter Summary	119
CHAPTER FIVE	120
DISCUSSION.....	120
Purpose.....	120
Summary of Methods.....	120
Discussion of Results.....	121
Impact of Counselor Education Program.....	121
Aspects Related to Supervisors.....	124
Significance of Feedback	127
Influence of Self.....	128
Implications and Recommendations	129
Counselor Education Programs.....	129
School Counselors as Site Supervisors	131
Limitations	132

Recommendations for Future Research	133
Personal Reflections.....	134
REFERENCES	136
APPENDIX A IRB Approval Letter.....	140
APPENDIX B: Email Invitation for Participation in Study	141
APPENDIX C: Letter of Consent	142
APPENDIX D: Interview Protocol.....	144
APPENDIX E: Sample Email.....	146
APPENDIX F: Sample of Initial Analysis Participant Summary.....	147
VITA	149

LIST OF FIGURES

Figure 1 Conceptual Framework	8
Figure 2 Data Analysis Process of Organizing and Labeling Sub-themes, Themes, and Super-ordinate Themes.....	66
Figure 3 Final Data Analysis Product.....	67

LIST OF TABLES

Table 1 Participant Demographic Information	58
Table 2 Chart of Salient Themes	69

Abstract

Students pursuing a master's degree in CACREP-accredited school counseling programs are required to complete supervised field experiences as a part of their course requirements. During their practicum and internships experiences, they receive university supervision by a faculty member or doctoral student supervisor, as well as site supervision at the placement site, typically from a school counselor. University supervisors may lack experience in school counseling and knowledge of the unique roles and supervision needs of school counselors. In addition, site supervisors may lack training or knowledge of clinical supervision. Furthermore, the multiple systems in which SCITs function may have differing goals and expectations for supervisees. The various factors influencing supervision may result in confusion and frustration for SCITs.

The purpose of this interpretive phenomenological study was to understand the supervision experiences of SCITs enrolled in CACREP-accredited counselor education programs in Southern Louisiana universities who recently completed internship. Specifically, I sought to understand SCITs experiences with regard to university individual and group supervision, site supervision, and what influence, if any, the ASCA National Model had on their supervision experiences.

After receiving IRB approval, participants were invited to participate via an email solicitation. The eight participants chosen were master's students from CACREP-accredited counselor education programs who recently completed internship. Data were collected through individual, face-to-face, audio-recorded interviews utilizing a semi-structured interview protocol. After the interviews were transcribed, the data were analyzed using IPA data analysis procedures. The final analysis resulted in four super-ordinate themes.

The findings describe the meaning of the lived experiences of SCITs with supervision. According to the results, supervision experiences, whether being reported as positive or negative, could be attributed to: impact of counselor education program, aspects related to supervisors, significance of feedback, and influence of self. The results could help inform the design of counselor education programs to more adequately prepare SCITs for school counseling as it is today. Furthermore, the results could help improve site supervision practices.

Key Words: Supervision, School Counselors-in-Training, School Counseling

CHAPTER 1

INTRODUCTION

The chapter begins with an overview of this interpretive phenomenological study, which includes an introduction to the concept of supervision and the factors that may influence the supervision experiences of school counselors-in-training (SCITs). The statement of the problem, purpose, rationale and significance of the study are included in this chapter. Next, the conceptual framework which I developed for the purpose of this study is presented. An overview is offered of the research methods that were utilized and the research questions that were answered. In addition, the researcher's positionality, assumptions of the study, and limitations and delimitations are presented. The chapter concludes with definitions of key terminology used throughout the study, a summary of this chapter, and the organization of the remaining chapters.

Overview

Although supervision has long been an aspect of the helping professions (Corey, Haynes, Moulton, & Muratori, 2010), it has recently become a distinct interdisciplinary field with its own standards of practice, code of ethics, credential, and professional publications. According to Bernard and Goodyear (2014), supervision is an evaluative intervention provided by a more senior member of a profession to a more junior member of a profession. The purpose of supervision is to enhance professional functioning and monitor the quality of professional services delivered to clients (Bernard & Goodyear, 2014). Clinical supervision is a type of mental health supervision that focuses on direct services delivered to clients and the clinical skills of the counselor delivering the services (Aasheim, 2012). Supervision is a critical component for the training of all counselors (Bernard & Goodyear, 2009) and is a requirement

for counselors-in-training enrolled in the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited counselor education programs (2016).

CACREP provides the standards for supervision of practicum and internship students and supervisors. SCITs must receive an hour of individual and/or triadic supervision and one and a half hours of group supervision per week. Supervisors must be counselor education program faculty members or doctoral student supervisors under the supervision of a faculty member. Additionally, site supervisors must have a minimum of a master's degree (CACREP, 2016). According to Schulz (2007), "supervision entails a unique professional relationship between a university supervisor, a practicing school counselor, and the SCIT" (p. 39).

SCITs face unique challenges related to supervision while completing their practicum and internship experiences. The number of supervisors involved can be challenging, as SCITs receive supervision from multiple supervisors, including a university supervisor and an on-site mentor (CACREP, 2016; Lazovsky & Shimoni, 2007). They may also receive university supervision from a doctoral student, under the supervision of a faculty member (CACREP, 2016; Fernando, 2013).

The challenge is compounded when the university faculty member or doctoral student supervisor lacks school counseling experience and knowledge of current school counseling practices. CACREP Standards (2016) provide the competencies for students in the specialty area of school counseling, which include the "professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P – 12 students through data-informed school counseling programs" (p. 31). The university supervisor, however, may not have knowledge and experience related to a school environment (Slaten & Baskin, 2014). Additionally, supervisors may lack knowledge of the American School Counselor Association

(ASCA) National Model, which is considered to be "... the premier blueprint for the development and implementation of comprehensive school counseling programs" (Dahir, Burnham, & Stone, 2009, p. 182).

In addition to a supervisor's lack of school counseling knowledge or experience, the supervisor's theoretical model of supervision may be a clinical mental health model and may not account for the unique roles, responsibilities, and systems influencing school counselors (Wood & Rayle, 2006). Since the development of the ASCA National Model (2003), the roles and tasks of school counselors include more than individual and group counseling. As a result, because traditional models of clinical supervision focus on clinical supervision only, they do not provide holistic strategies for supervision to facilitate professional identity development for school counseling professionals (Miller & Dollarhide, 2006).

In addition to university supervision, SCITs receive supervision from a site supervisor with a minimum of a master's degree (CACREP, 2016). Although the American Counseling Association (ACA) *Code of Ethics* (2014) states that counselors are to be trained in supervision methods and techniques prior to offering supervision (F.2.a), many school counselors serving as site supervisors lack supervision training (Bernard & Goodyear, 2009; Murphy & Kaffenberger, 2007; Nelson & Johnson, 1999; Swank & Tyson, 2012). Additionally, school counselors may not have ever received clinical supervision for themselves. Despite the recognition of the importance of supervision in the counseling profession, school counselors historically have lacked clinical supervision (Borders & Usher, 1992; Dollarhide & Miller, 2006; Herlihy, Gray, & McCollum, 2002; Luke & Bernard, 2006; Luke, Ellis, & Bernard, 2011; Page, Pietrzak, & Sutton, 2001; Somody, Henderson, Cook, & Zambrano, 2008).

Furthermore, CACREP standards (2016) suggest that SCITs learn about data-informed school counseling programs through academic coursework. However, school counselors who are serving as site supervisors may not be implementing comprehensive, data-driven school counseling programs, as outlined in ASCA's National Model (2003) (Dahir & Stone, 2006), and may not be facilitating the skills learned in counselor education programs (Swank & Tyson, 2007). According to Studer and Oberman (2006), "school counselor trainees express frustration when they learn about the benefits of the ASCA framework but receive supervision in a school counseling setting that is not yet fully transformed into a developmental model" (p. 82).

A final challenge faced by SCITs is the multiple specialized systems within which they function. The systems include the university and the placement site or school system, which has been described as a "supra" or "mega" system (Wood & Rayle, 2006, p. 254). According to Murphy and Kaffenberger (2007), the two environments may differ in regard to goals, outcomes, and time demands of trainees. Supervisors should continually be aware of the influence of the various systems on the supervision process, including the impact on the goals of supervision, as well as the influence on interactions between supervisor and supervisee (Wood & Rayle, 2006).

Problem Statement

During practicum and internship, SCITs are being supervised by multiple supervisors who have varying backgrounds and degrees of supervision training. University supervisors may lack school counseling knowledge or experience in school settings. Furthermore, they may be supervising using a clinical mental health model of supervision, rather than a school counselor-specific model. Site supervisors may not be properly trained to supervise and may not have received their own clinical supervision. In addition, site supervisors may not be implementing comprehensive school counseling programs, such as in the ASCA National Model. The multiple

systems in which SCITs operate, including the university and the placement site, may differ in expectations, goals, and outcomes. In addition, training in counselor education programs may be disconnected from the actual practice of school counseling. Due to the multiple factors influencing supervision, SCITs may experience frustration and confusion during their practicum and internship experiences. In addition, the supervision that SCITs receive during practicum and internship may not meet their specific needs or effectively prepare them for the realities of their work environment.

Purpose of Study

The purpose of this phenomenological study was to understand the supervision experiences of SCITs enrolled in CACREP-accredited counselor education programs in Southern Louisiana universities who recently completed internship. This study sought to understand SCITs' experiences with regard to: a) university supervision, both group and individual, b) site supervision, and c) what influence, if any, the ASCA National Model had on their supervision experiences.

Rationale and Significance

The rationale for this qualitative study arose from my desire to provide appropriate supervision specific to the needs of SCITs and properly prepare SCITs for the realities of their work environment. Considering all of the factors that can influence supervision experiences, SCITs viewpoints should be taken into consideration to have a better understanding of their experiences. Although an abundance of literature exists that addresses supervision from the perspective of the supervisor, few studies have considered the perspective of the SCIT.

Quality supervision of school counseling students during practicum and internship is critical for them to be prepared for the challenges of the 21st century (Murphy & Kaffenberger,

2007). A need exists for more research in the area of preparation and supervision of SCITs, particularly from the perspective of the supervisee. The current study helped address this need. The results of this study will be helpful to SCITs, counselor educators, university supervisors, and site supervisors. Supervisees have provided valuable insight as to the factors that have the greatest impact on their supervision experiences, potentially leading to improvements to the current training and supervision of SCITs. In turn, the results of this study inform the supervision practices of current school counselors because SCITs are future professional school counselors.

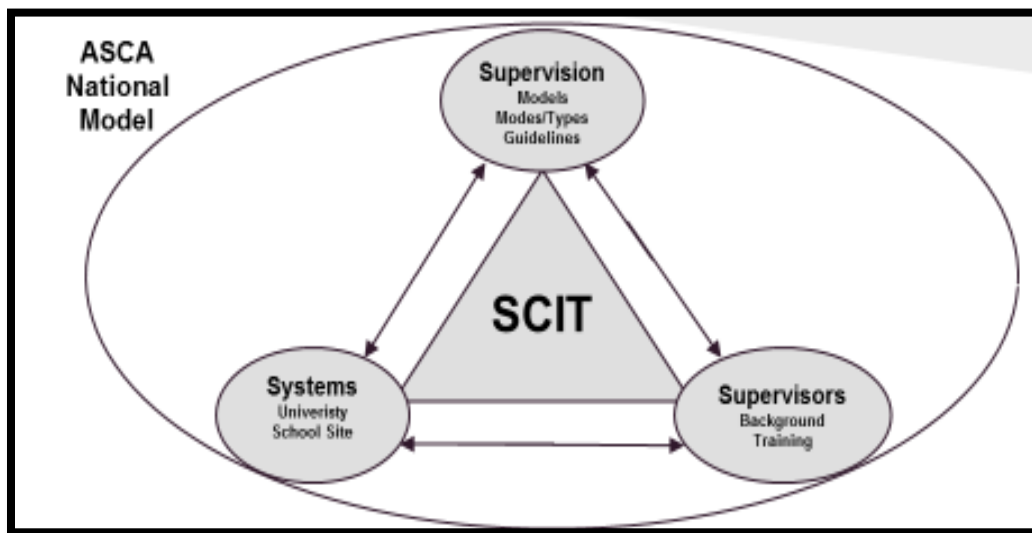
Conceptual Framework

A theoretical or conceptual framework is a necessary and crucial component for any qualitative research project. Without a framework, a study may be loosely designed and lack a clear link among the literature, research problem, and methodology (Bloomberg & Volpe, 2012). According to Miles, Huberman, and Saldaña (2014), “a conceptual framework explains, either graphically or in narrative form, the main things to be studied – the key factors, variables, or constructs – and the presumed interrelationships among them” (p. 20). Miles et al. (2014) stated that the framework helps the researcher to be selective as to which variables and relationships are most meaningful and important, and which information should be collected and then analyzed.

I have created a conceptual framework for my research study as seen below in Figure 1. I am interested in exploring the supervision experiences of SCITs, therefore, I have created a framework that represents the interrelated key factors, concepts, processes, and people impacting SCITs throughout the supervision process. SCITs are represented centrally in the graphic, and are connected to the processes, systems, and people that affect their supervision experiences. Directional arrows depict the interrelationships among the key factors. The ASCA National

Model (2012) is represented as an overarching concept, as it affects all aspects of supervision. Because the ASCA National Model is the “...premier blueprint for the development and implementation of comprehensive school counseling programs” (Dahir, Brunham, & Stone, 2009, p. 182), its relevance and importance to the supervision process, and in the construction of a conceptual framework, cannot be overlooked.

Figure 1 Conceptual Framework



Surrounding SCITs are the processes, systems, and people that impact supervision. According to CACREP Standards (2016), SCITs receive university supervision from a faculty member and/or a doctoral student through individual and group supervision. Both faculty members and doctoral student university supervisors may lack school counseling knowledge or experience in a school setting (Slaten & Baskin, 2014). Moreover, the university supervisor may be supervising the SCIT using a clinical mental health-based supervision model rather than a school counselor specific or ASCA-informed supervision model (Miller & Dollarhide, 2006).

According to CACREP Standards (2016), in addition to university supervision, SCITs receive supervision from a site supervisor during field placements. School counselors providing

site supervision to SCITs may lack formal supervision training and may have never received clinical supervision for themselves (Miller & Dollarhide, 2006; Murphy & Kaffenburger, 2007; Swank & Tyson, 2012). Additionally, the site supervisor may not be implementing a comprehensive, data-driven school counseling program, as outlined in the ASCA National Model, as SCITs were taught during their coursework (Dahir & Stone, 2006; Studer & Oberman, 2006).

In addition to the complex issues involved with supervisors, another factor affecting the supervision process is the various organizations and systems that provide guidelines and recommendations for curriculum, supervision, training, licensure, school counseling practices, and ethics. These include: ACA, the Association for Counselor Education and Supervision (ACES), ASCA, CACREP, the placement site or school system, individual schools, and the university which the SCIT attends (Murphy & Kaffenberger, 2007; Wood & Rayle, 2006).

The concepts related to the practice of supervision, the multiple supervisors providing supervision, the various systems unique to school counseling, and the ASCA National Model may all affect the supervision experiences of SCITs. These factors and the interrelationships among them are represented in my conceptual framework. Use of this conceptual framework is a way to make explicit the assumptions of my study and my frame of reference (Lopez & Willis, 2004).

Overview of Methods and Research Questions

Rationale for Research Design

Qualitative research is conducted when researchers desire to obtain a detailed understanding of an issue and want to understand the issue in its natural context or setting (Creswell, 2012). An additional feature of qualitative research is that the researcher is the

primary instrument of data collection and analysis. The result of qualitative research is a richly descriptive product that provides a complex picture of the research problem (Creswell, 2012). According to Merriam (2009), “Qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences” (p. 5).

Various approaches to qualitative research exist, each with distinct characteristics and features, which include the focus of the study, the type of problem best suited for the approach, and methods of data collection and analysis (Creswell, 2012). Phenomenology is an approach to qualitative research that describes the meaning of lived experiences of a group of individuals who have experienced a particular phenomenon. Data collection in phenomenological research involves in-depth interviews with the individuals who have experienced the phenomenon. The culminating aspect of phenomenology is a descriptive passage of the essence of the experience with the phenomenon (Creswell, 2012; Merriam, 2009).

Interpretive or hermeneutic phenomenology goes beyond a description of concepts and essences to look for meaning. Interpretive phenomenology has a focus on what humans experience as opposed to what they know (Lopez & Willis, 2004). An interpretive phenomenological approach was most appropriate for this study because I was interested in understanding the meaning of SCITs lived experiences with the phenomenon of supervision. Furthermore, Interpretive Phenomenological Analysis (IPA) data collection and analysis methods informed my study because IPA is focused on a detailed examination of lived experiences, the meaning of the experience to participants, and how participants make sense of the experience (Smith, 2011).

Sampling Method and Participants

Purposeful sampling was utilized for this qualitative study because “researchers talk to those who have knowledge of or experience with the problem of interest” (Rubin & Rubin, 2012, p. 3). According to Merriam (2009), this sampling method is based on the assumption that the researcher wants to “discover, understand, and gain insight” (p. 77). The researcher must therefore select a sample from which the most can be learned about the phenomenon being studied and involves determining which criteria are important to the study. Participants are then selected based on those criteria (Merriam, 2009).

Because this study looked at the supervision experiences of SCITs, participants met the following criteria: master’s level student enrolled in a CACREP-accredited counselor education program in a Southern Louisiana university; recently completed first or second internship; and received supervision at both the university level and internship placement site. This was a convenience sample, based on location and availability of respondents in Southern Louisiana (Merriam, 2009). This study involved eight master’s level students enrolled in five different CACREP-accredited counselor education programs at universities in Southern Louisiana.

Participants were solicited via an email invitation that was sent to all counselor education students enrolled in internship at eight CACREP-accredited universities in Southern Louisiana. Three of the participants were from counselor education programs with doctoral programs; SCITs from those programs received supervision from doctoral students. All other participants were from counselor education programs without a doctoral program, these SCITs received supervision from faculty members. These selection criteria ensured that all supervisor types at the university level were represented in the study.

Data Collection

A phenomenological approach utilizes a variety of sources of data collection, including interviews, focus groups, and observations with the individuals who have experienced the phenomenon under investigation (Creswell, 2013). IPA in particular utilizes semi-structured, one-on-one interviews with participants as the main source of data collection. The interview is the most suitable method of data collection for IPA because a rich, detailed, first-person account of participants' experiences is desired (Smith et al., 2009)

After gaining permission from the department faculty and participants, the data were collected through one-to-one, in-depth interviews with participants. Interviews were semi-structured, utilizing open-ended questions to allow for flexibility during the interviewing process (Merriam, 2009; Smith et al., 2009). A methodological journal and a reflexive journal were maintained throughout the research project (Lincoln & Guba, 1985).

Data Analysis

IPA requires intensive analysis of detailed personal accounts of participants gained through in-depth, semi-structured interviews to learn how they are making sense of their experiences (Smith, 2011). After a detailed examination of each case, the researcher moves to examining the similarities and differences across cases, producing patterns of meaning for participants (Smith et al., 2009). Data analysis involved: reading and re-reading transcripts to become immersed in the data; taking exploratory notes on anything of interest, including descriptive comments, linguistic comments, and conceptual comments; developing emerging themes from the exploratory notes; searching for connections and patterns among emergent themes; moving to the next transcript or case and repeating the process; and finally, looking for patterns across the cases. The final product is a full, clear description of the meaning of

the experience for the participants, based on their narrative accounts and my interpretation of their experiences (Smith et al., 2009).

Trustworthiness was ensured through use of a peer reviewer, member checking, thick descriptions of participants' experiences, an audit trail, and my methodological and reflexive journals, which were maintained for the duration of the research process (Lincoln & Guba, 1985).

Central Question and Sub-questions

Central Question:

What are the supervision experiences of SCITs enrolled in CACREP-accredited counselor education programs in Southern Louisiana universities who recently completed internship?

Sub-questions:

1. What are the experiences of SCITs with university group and individual supervision?
2. What are the experiences of SCITs with site supervision?
3. What influence, if any, does the ASCA National Model have on supervision experiences?

Limitations and Delimitations

The study sought to understand the supervision experiences of SCITs. Certain limitations are inherent in qualitative research, whereas other limitations are due to the design of the study. A common element of all qualitative research is the researcher as the primary instrument of data collection and analysis. Analysis and interpretation may be influenced, therefore, by the biases, interests, and assumptions of the researcher (Creswell, 2013; Merriam, 2009). To account for researcher bias, my positionality and role in the study, as well as my assumptions are made explicit. An additional limitation of the study is the potential

biases of the participants themselves. Participants may have volunteered to participate due to extremely positive or negative supervision experiences.

A limitation related to the design of the study is the limited number of CACREP-accredited doctoral programs in Southern Louisiana. Because there are only two doctoral programs in the state, the number of participants receiving supervision from doctoral students was limited. Additionally, participants were automatically eliminated from participation if I was their supervisor, further limiting the number of possible participants being supervised by doctoral students.

The participants in the study were delimited to those in internship, thereby eliminating developmental factors due to practicum students having limited experiences with supervision. An additional delimitation is that participants were selected only from CACREP-accredited counselor education programs in Southern Louisiana. This criterion was chosen because CACREP-accredited universities are concentrated in the southern part of the state and are in proximity to the researcher. Non-accredited programs were not considered for participation in the study due to potential differences in counselor training guidelines and requirements.

Positionality of Researcher

Because I have been employed as a professional school counselor for the past 11 years, I have experience in the profession and a working knowledge of the ASCA National Model. I consider myself to be a proponent of the ASCA National Model and an advocate for the profession of school counseling. During my professional career and while enrolled in the doctoral program, I have had personal experience in various roles involved in the supervision process. As a SCIT myself, I received supervision while completing my field experience. As

a professional school counselor, I have provided site supervision to numerous SCITs. As a doctoral student, I have provided individual university supervision to several SCITs.

In addition to having experience in various supervision roles, I have found myself in the roles of advocate and teacher, explaining the unique roles and responsibilities of school counselors and the ASCA National Model. This has occurred with fellow doctoral students who have clinical mental health backgrounds and lack an understanding of school counseling. Also, since I am one of the few doctoral students with a school counseling background enrolled in our program, the school counseling master's students have shared with me informally some of their frustrations related to supervision. My experiences in the doctoral program, along with my professional knowledge and background, have shaped my perspectives on the topic and created an interest in studying it formally.

Assumptions of the Study

Based on previous experience and prior knowledge, I had certain assumptions regarding supervision of SCITs:

1. The supervisor's background, experience and training affect the SCIT's supervision experience.
2. Lack of knowledge or failure to implement the ASCA National Model affects the SCIT's supervision experience.
3. The supervisor's utilization of a clinical mental health model of supervision, or lack of use of any supervision model, affects the SCIT's supervision experience.
4. The composition of the group for university group supervision affects the SCIT's supervision experience.

5. Differences in expectations from university supervisors and site supervisors cause frustration for the SCIT.
6. Counselor education programs with a clinical mental health focus may not be adequately preparing SCITs for the realities of the “real world.”

Definition of Terms

American School Counselor Association (ASCA) National Model - A model for school counselors for implementing a comprehensive, developmental school counseling program to assist all students in meeting the demands of the 21st century (ASCA, 2012).

Clinical Supervision – Focuses on the direct, clinical services that are delivered to a client, as well as the clinical skills of the counselor delivering the services (Aasheim, 2012).

Council for Accreditation of Counseling and Related Educational Programs (CACREP) - Accreditation body for counselor education programs, which provides the standards and guidelines for supervision (CACREP, 2016).

Field Experience – Practicum or internship placement site.

School Counselor-in-Training – Master’s level counselor education student on the school counseling track completing field experience.

Site Supervision – Supervision provided at the practicum or internship site by a school counselor or related professional, with pertinent professional experience in school counseling (CACREP, 2016).

Supervision – “An intervention provided by a more senior member of a profession to a more junior colleague or colleagues who typically (but not always) are members of the same profession” (Bernard & Goodyear, 2014, p. 9).

University Group Supervision – Supervision conducted in a group format provided by a counselor education program faculty member or a doctoral student under the supervision of a counselor education program faculty member (CACREP, 2016).

University Individual Supervision – Individual supervision provided by a counselor education program faculty member or a doctoral student under the supervision of a counselor education program faculty member (CACREP, 2016).

Chapter Summary and Organization of Study

This first chapter presented an overview of the topic to be studied and a framework for the study. Chapter Two includes an in-depth review of the literature related to the supervision of SCITs including: a brief overview and history of the school counseling profession, including an introduction to the ASCA National Model: A Framework for School Counseling Programs (2012); an overview of supervision, including definitions and types of clinical supervision models and school counselor-specific supervision models; an historical perspective of school counselor supervision; the multiple systems in which SCITs operate, including the organizations which provide the requirements and ethical standards for supervision; and the different types of supervisors who provide supervision to SCITs. The chapter concludes by noting gaps in the current literature related to the supervision of SCITs.

Chapter Three includes the research questions and a description of the research methodology, including the rationale for a qualitative design and the chosen approach of phenomenology. Additionally, the role of the researcher is described. Next, the research methods are detailed which include: sampling criteria and procedures, a description of each participant, data collection methods, and methods of data analysis. The chapter concludes with the measures used for ensuring trustworthiness.

The purpose of the study and a synopsis of data analysis procedures are presented in Chapter Four, followed by the results. The results are presented as four super-ordinate themes. Themes and sub-themes are further developed within each super-ordinate theme.

Finally, Chapter Five includes a restatement of the purpose of the study and a summary of the research methods. The research findings related to current literature are discussed, and implications are provided for counselor educators and school counselors serving as site supervisors. Next, suggestions are made for future research and the limitations of the study are examined. Finally, the chapter concludes with my personal reflections.

CHAPTER 2

REVIEW OF THE LITERATURE

To frame the current study, research and literature related to the factors that may influence the supervision experiences of SCITs are presented. This chapter begins with a brief overview and history of the school counseling profession, and includes an introduction to the *ASCA National Model: A Framework for School Counseling Programs* (2012). Next, an overview of supervision, including definitions and types of clinical supervision models is presented, including school counselor-specific supervision models. Additionally, a historical perspective of school counselor supervision is discussed. The multiple systems in which SCITs operate are reviewed, including the organizations that provide the requirements and ethical standards for supervision. Finally, the different types of supervisors who provide supervision to SCITs are discussed. The chapter concludes by noting gaps in the current literature related to the supervision of SCITs.

School Counseling and the ASCA National Model

School counseling, over its 100-plus year history, has evolved into its current status through economic, social, and educational forces and initiatives. What began as vocational guidance in the early 1900s has developed into results-oriented, developmental, and comprehensive programs of the 21st century (ASCA, 2012). In the 1990s, initiatives such as the Education Trust (1997) Transforming School Counseling Initiative and the educational reform agenda of Goals 2000: The Educate America Act (1994) led ASCA to create the National Standards for School Counseling Programs (1997) "... to better define the relationship of school counseling programs to the educational mission of schools" (Dahir & Stone, 2006, p. 44). ASCA integrated the work of Gysbers and Henderson (2001) and others, and connected it with

the Transforming School Counseling Initiative and the National Standards for School Counseling Programs to develop the *ASCA National Model: A Framework for School Counseling Programs*, which was published in 2003 (Dahir & Stone, 2006). The development of the ASCA National Model served several purposes:

...[it] helped move school counseling programs from a responsive service provided for some students to a program for every student; ... provided uniformity to standardize school counseling programs across the country; and ... helped to re-establish school counseling as a crucial educational function that is integral to academic achievement and overall student success. The objective of school counseling is to help students overcome barriers to learning (ASCA, 2012, p. x-xi).

According to ASCA (2012), the model requires school counselors to become leaders in their school and to “think in terms of new paradigms” (p. xi). Through collaboration with parents, teachers, administrators, students, and community resources, counselors are able to advocate for their students to help them to become successful. “Advocacy and other work of school counselors should lead to changes in the school culture to create the optimal environment for learning” (ASCA, 2012, p. xi). Through feedback and suggestions from school counselors and other professionals in the field, changes have been made to the original model, resulting in the third edition which was published in 2012 (ASCA, 2012).

ASCA National Model

In its most recent edition, the ASCA National Model (2012) outlines the components of a comprehensive school counseling program, which is data-driven, and based on standards in academic, career, and personal/social development, and promotes learning for all students. The four components include foundation, management, delivery, and accountability. In addition to

the four components, the model incorporates the four themes of leadership, advocacy, collaboration, and systemic change. Through leadership, advocacy, and collaboration, school counselors are able to ensure equity for all students, as well as promote student achievement and systemic change (ASCA, 2012).

Foundation

The foundation component establishes the focus of the program based on the academic, career, and personal/social needs of students. According to the ASCA National Model (2012), a comprehensive school counseling program has a clear focus and is guided by student and professional competencies. The program focus includes the school counselor's beliefs, as well as the vision and mission statements for the school counseling program. The school counseling vision and mission statements provide direction for the program and are aligned with the vision and mission statements of the school and district. Program goals are developed to "define how the vision and mission will be accomplished" (ASCA, 2012, p. 25). Goals, typically developed at the beginning of the school year, are established using the school's data to focus on student achievement, opportunity, or closing attainment gaps.

Additional aspects of the foundation component include student and counselor competencies. The student competencies are based on the ASCA Student Standards, as well as other standards, which identify the knowledge, skills, and attitudes that students should demonstrate as a result of the school counseling program. The professional competencies, on the other hand, include the ASCA School Counselor Competencies and the ASCA Ethical Standards for School Counselors (2010). The knowledge, attitudes, and skills that professional school counselors should possess are outlined in the ASCA School Counselor Competencies, whereas the ASCA Ethical Standards for School Counselors (2010) "specify the principles of ethical

behavior necessary to maintain the highest standard of integrity, leadership, and professionalism” (ASCA, 2012, p. 30).

Management

According to the ASCA National Model (2012), in order to deliver the school counseling curriculum effectively and meet the developmental needs of students, the school counseling program must be properly managed. The program is managed through the use of various tools, including assessments. The school counselor competencies assessment helps school counselors self-assess their knowledge, attitudes, and skills to perform responsibilities in the four components of a comprehensive school counseling program. In contrast, the school counseling program assessment is designed to evaluate the school counseling program itself in order to identify the strengths and weaknesses of the program. The use-of-time assessment is designed to help counselors determine how much time is being spent in each component of the model. Appropriate and inappropriate school counselor activities are outlined, which can be useful when explaining school counseling activities to stakeholders (ASCA, 2012).

Additional tools for managing comprehensive school counseling programs include an annual agreement, an advisory council, and the use of data. The annual agreement, which involves a formal, written agreement between the administrator and school counselor, can help increase administrators’ understanding of a comprehensive school counseling program. An advisory council is comprised of a representative group of stakeholders who review program results, make recommendations, and advocate for the school counseling program. Data are used to identify areas of concern within a school, and also to show if the school counseling program has attained its goals. Program data should be shared with all stakeholders. According to the ASCA National Model (2012), “a comprehensive school counseling program requires school

counselors to be proficient in the collection, analysis and interpretation of student achievement, attendance and behavioral data” (p. 49). Finally, additional ways to manage a comprehensive school counseling program include creation of lesson plans, implementation of action plans, and utilization of yearly and monthly calendars (ASCA, 2012).

Delivery

As outlined in the model, school counselors provide direct and indirect services to students through the school counseling core curriculum, individual student planning, and responsive services. Additionally, these services are provided through consultation and collaboration with parents, teachers, administrators, and community organizations on behalf of the students. It is recommended by ASCA (2012) that school counselors spend approximately eighty percent of their time delivering direct and indirect student services. Direct student services include in-person interactions between the counselor and students, whereas indirect student services are services that are provided on behalf of students and may involve parents, teachers, administrators, or others in the school or community (ASCA, 2012).

According to ASCA (2012), direct student services are delivered in several ways. Through the school counseling core curriculum, direct instruction is provided to students in classrooms or other school facilities, as well as through small and large group activities. Counselors also provide direct services through individual student planning, which includes appraisal and advisement, whereby counselors assist students in developing immediate and long-term plans. Finally, direct services that meet students’ immediate needs and concerns are delivered through responsive services. These services include individual and small group counseling, as well as crisis response. School counselors provide counseling to students to help them overcome issues that may be impeding their success; however, “when students require

long-term counseling or therapy, school counselors make referrals to appropriate community resources” (ASCA, 2012, p. 86).

Indirect student services are services that are delivered on behalf of students as a means to support student achievement. Through referrals, consultation, and collaboration, school counselors gather or share information with parents, teachers, administrators, school staff, and others in the community to meet students’ needs and support their achievement. Furthermore, counselors advocate in and out of the school setting for equity and access for all students (ASCA, 2012).

Accountability

Through this component, program data are utilized to determine program effectiveness and to demonstrate how students are different as a result of the school counseling program. According to ASCA (2012), “now more than ever, school counselors are expected to demonstrate the effectiveness of their programs in measureable terms” (p. 99). Accountability involves school data profile analysis to inform and evaluate school counseling program goals, use-of-time assessment data to determine if time is being spent where it has been allocated, and analysis of program results data to evaluate effectiveness of the counseling program and in turn inform decisions. After data have been collected and analyzed, it is important to share the results with stakeholders, including administrators, faculty, and others in the school and community. Changes to the current program and plans for future programs are based on the results of data analysis (ASCA, 2012).

Support for the ASCA National Model

According to Martin and Carey (2014), “since its initial publication in 2003, *The ASCA National Model: A Framework for School Counseling Programs* has had a dramatic impact on

the practice of school counseling” (p. 455). In support of this statement, the authors cited studies that have been conducted to evaluate the relationship between implementation of the ASCA Model and student outcomes. Carey, Harrington, Martin and Hoffman (2012), suggested “that model implementation is associated with increased student engagement, fewer disciplinary problems, and higher student achievement” (p. 106). Results of an additional study in 2012 by Carey, Harrington, Martin, and Stevens, cited by Martin and Carey (2014), suggested “that model implementation is associated with both increased achievement and a broadening of student interest in college” (p. 456). Furthermore, Martin and Carey (2014) pointed out that according to the ASCA Web, 400 schools from 33 states had achieved the Recognized ASCA Model Program (RAMP) award since 2003. Dahir et al. (2009) also cited numerous studies that “revealed that students who participate in comprehensive school counseling programs earn higher grades, are involved in fewer classroom disruptions, and show improved peer behavior” (p. 183).

In addition to the benefits for students, the implementation of the model has also been linked to job satisfaction for school counselors. According to ASCA, comprehensive school counseling programs for school counselors “define their responsibilities, reduce or eliminate non-school counseling activities, and provide them with direction, including integration into the school’s mission” (Pyne, 2011, p. 89). Pyne (2011) attempted to determine if a particular approach to school counseling might reduce or reverse negative aspects of the job. According to Pyne, previous studies showed high levels of stress and burnout due to role conflict and counselors being overworked, having too many jobs to perform, and carrying out non-school counseling duties. Pyne examined the level of implementation of comprehensive school counseling programs promoted by ASCA and the relationship to school counselor job

satisfaction. Results showed a moderate-to-strong relationship, providing additional support for the implementation of the ASCA National Model (Pyne, 2011).

The ASCA National Model, which is endorsed by the American School Counselor Association, is taught by counselor educators throughout the country and is supported and encouraged by state school counseling associations (Pyne, 2011). Numerous schools across the United States have implemented the ASCA National Model and many have earned the RAMP award since 2003 (Martin & Carey, 2014). Furthermore, results of research studies related to trends in the professional school counseling literature “provide evidence that the publication focus has moved steadily in the direction reflected in the ASCA National Model” (Zagelbaum, Kruczek, Alexander, & Crethar, 2014). According to Dahir et al. (2009), “the influence of the ASCA National Model on the school counseling profession has been unparalleled” (p. 183).

Supervision

According to Corey et al. (2010), supervision has long been an aspect of the helping professions; in recent years, however, it has become a distinct field with its own specific skillset. No longer is it simply an “activity;” instead, it has become an interdisciplinary field with its own standards of practice, code of ethics, credential, and professional publications (Aasheim, 2012). The changes in this specialty area have been vast in the past 20 years, and only recently has it “... become a focus in academic training, postgraduate training, and professional development workshops” (Corey et al., 2010, p. 4).

Mental health professionals agree that supervision involves a unique relationship between supervisor and supervisee. It is also agreed that it is a complex and essential task in the training of professionals new to the field. Less agreement exists, however, as to the definition of supervision, and a multitude of definitions have been presented in the literature

(Aasheim, 2012; Corey et al., 2010). Some authors have defined it broadly, whereas others have done so more narrowly, and the definitions differ according to the author's discipline and focus of training (Bernard & Goodyear, 2004). The numerous multifaceted definitions speak to the complex nature of the task, which involves various processes, roles, and responsibilities (Aasheim, 2012). Specific to mental health supervision, two basic types or categories are identified in the literature: administrative and clinical (Remley & Herlihy, 2016).

Various authors have made distinctions between administrative and clinical supervision, as the two are sometimes confused. According to Corey et al. (2010), administrative supervision focuses on roles and responsibilities of an employee, such as "personnel matters, timekeeping, documentation, and so forth" (p. 3). Remley and Herlihy (2016) stated that the purpose of administrative supervision is to ensure that counselors are performing their job responsibilities appropriately, and occurs when direction or supervision is given by administrators to counselors as employees. Similarly, Aasheim (2012) distinguished among administrative tasks, managerial tasks, and clinical tasks, pointing out that administrative tasks are "...supplemental to direct service provision..." and include such items as treatment plans and progress notes (p. 5). Clinical tasks specifically focus on the counselor and client, and include case conceptualization and treatment planning (Aasheim, 2012).

In contrast, clinical supervision focuses on the direct, clinical services that are delivered to a client, as well as the clinical skills of the counselor delivering the services (Aasheim, 2012). Similarly defined by Corey et al. (2010), clinical supervision involves observation and evaluation of the counseling process consistently provided by an experienced and trained professional who is competent "... in the unique body of knowledge and skill

required for professional development” (p. 3). The most commonly cited definition of clinical supervision was provided by Bernard and Goodyear (2014):

Supervision is an intervention provided by a more senior member of a profession to a more junior colleague or colleagues who typically (but not always) are members of the same profession. This relationship: is evaluative and hierarchical; extends over time; and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to the clients that she, he or they see, and serving as a gatekeeper for the particular profession the supervisee seeks to enter (p. 9).

Ultimately, clinical supervision has two main purposes. One purpose is providing a supportive environment to increase counselors’ effectiveness and skills. A second purpose is ensuring that supervisees’ clients are being served appropriately while protecting their welfare (Aasheim, 2012; Bernard & Goodyear, 2014; Corey et al., 2010; Remley & Herlihy, 2016).

Clinical Supervision Models

Just as various definitions of clinical supervision exist, numerous models or theories of clinical supervision are available. Selection of a model is necessary for effective supervision (Aasheim, 2012). According to Corey et al., (2010), supervision models provide a conceptual and theoretical framework, or “roadmap for developing supervision techniques” (p. 75), and help the supervisor to understand the tasks and roles of supervision.

Bernard and Goodyear (2014), as well as Aasheim (2012) and Corey et al. (2010), present three categories of clinical supervision models: models grounded in psychotherapy theory, developmental models, and social role models. Psychotherapy-based models include

psychodynamic supervision, person-centered supervision, cognitive-behavioral supervision, systemic supervision, and the constructivist approaches of narrative supervision and solution-focused supervision. According to Aasheim (2012), “these models of supervision are typically developed from the core principles and practices inherent to the specific model they align with” (p. 47). The tasks from the therapy model are adjusted for the purpose of supervision, while core beliefs and techniques of the therapy model remain constant (Aasheim, 2012).

The developmental models presented in Bernard and Goodyear (2014) include: the Integrated Developmental Model, the Ronnestad and Skovholt Model, and the Loganbill, Hardy, and Delworth Model. Unlike the psychotherapy-based supervision models, the primary focus of developmental models of supervision “...is on how supervisees change as they gain training and supervision experience” (p. 85) and they are not dependent on a particular model of psychotherapy. According to Aasheim, “the developmental models of supervision are the most widely accepted and embraced supervision models” (2012, p. 39).

In contrast to the psychotherapy-based and developmental models of supervision, social role models of supervision, such as the Discrimination Model and the Holloway Systems Model presented in Bernard and Goodyear (2014), focus primarily on the role of the supervisor during the process of supervision. The role is determined within the context of supervision and is based on the actions and needs of the supervisee. According to these models of supervision, supervisees experience a sense of security and predictability because the supervisor exhibits predictable patterns of behavior (Aasheim, 2012).

According to Miller and Dollarhide (2006), “traditional models of clinical supervision, which focus on therapeutic supervision only, do not provide the holistic supervision strategies that will facilitate professional identity development for school counseling professionals” (p.

297). Since the development of the ASCA National Model (2003), the roles and tasks of school counselors have grown to include more than just individual and small group counseling. In addition to providing counseling, school counselors are serving in leadership roles and engaging in activities involving advocacy, collaboration, and systemic change. Counseling, teaching, planning, consulting, and referring are occurring in offices, classrooms, and in the community (Miller & Dollarhide, 2006). Therefore, a supervision model is necessary that takes into account the specialized roles and tasks of school counseling and meets the unique needs of SCITs (Wood & Rayle, 2006).

School Counselor-Specific Supervision Models

With the Transforming School Counseling Initiative and movement toward implementation of the ASCA National Model came the recognition that “current clinical supervision models lack the school counseling-specific supervision and training elements that SCITs need” (Wood & Rayle, 2006, p. 254). Clinically focused supervision models do not take into account all the components of a comprehensive school counseling program, the diverse roles and responsibilities of the school counselor, or the multiple systems in which they operate (Wood & Rayle, 2006). According to Nelson and Johnson (1999), “... because the functions and duties of school counselors are numerous and varied, they need a supervision model that is clear, concise, practical, and provides concrete direction regarding their roles and the supervision process” (p. 91).

To meet the unique needs of school counselors, the Goals, Functions, Roles, and Systems Model (GFRS) for supervising SCITs was created. The GFRS draws on several clinical models of supervision, including the Working Alliance Model of Supervision (Bodin, 1983), The Discrimination Model (Bernard, 1979), and the SAS Model (Holloway, 1995) and “...provides

some attention and direction to the neglected area of specialized school counseling supervision” (Wood & Rayle, 2006, p. 265). The GFRS Model was designed to take into account the needs of SCITs and to prepare them for their future roles as school counselors. The diverse tasks of school counselors in the context of a comprehensive school counseling program are considered, including guidance delivery through classroom lessons, academic planning, implementation and evaluation of a comprehensive program, advocacy activities, and conferences with parents, teachers, and others. (Wood & Rayle, 2006).

According to Wood and Rayle (2006), the GRFS Model comprises four elements, which include goals, functions, roles, and systems. The functions support the goals, which are co-constructed by the supervisor and supervisee, and the goals require the supervisor to take on a specific role. All of these processes are influenced by the various systems involved in the supervision of SCITs. According to Miller and Dollarhide (2006), “the use of this model for supervision can sensitize both practitioners and supervisors to systemic issues, thereby enhancing the potential for leadership, advocacy, collaboration, and systemic change, the four themes of the ASCA National Model (ASCA, 2003)” (p. 296).

The proposed goals for supervision, which are drawn from the ASCA National Model (2003), “... integrate some of the unique learning experiences required for the training and development of successful school counselors” (Wood & Rayle, 2006, p. 258). The five functions of supervision to assist SCITs with the accomplishment of goals include: a) monitoring/evaluating, b) instructing and advising, c) modeling, d) consulting, and e) supporting and sharing. The supervisor intentionally chooses various supervisor roles of evaluator, adviser, coordinator, teacher, and mentor based functions and systems involved. Finally, the multiple systems in the school setting which can have an impact on supervision are considered. These

systems may include school counselor, school, administration, teachers, students, university/counselor education program, community, and SCITs (Wood & Rayle, 2006).

Another school counselor-specific supervision model, the School Counseling Supervision Model (SCSM), developed by Luke and Bernard (2006), combines Bernard's Discrimination Model (1979, 1997) with the Delivery System component of the ASCA National Model (ASCA, 2003). As the SCSM incorporates the four primary domains of functioning and related tasks within the delivery system of a comprehensive school counseling program (CSCP), it "...validates and authenticates the importance of all aspects of school counseling, not just responsive services" (p. 293).

The SCSM is an extension of Bernard's Discrimination Model (1979, 1997) which is illustrated in a 3 (focus of supervision) x 3 (supervisor role) x 4 (CSCP domain) matrix. The three identified areas of focus of supervision are intervention skills, conceptualization skills, and personalization skills. Intervention skills are the counselor behaviors which are observable and "... distinguish counseling as an intentional interpersonal activity" (Luke & Bernard, 2006, p. 284). Conceptualization skills are more subtle and involve the counselor's ability to choose appropriate interventions, organize what the client is presenting into themes, and to establish goals. Personalization skills can be described as the counselor's ability to use oneself appropriately in counseling (Luke & Bernard, 2006).

According to the SCSM, supervisor roles include teacher, counselor, and consultant and are chosen by the supervisor to encourage the professional development of the supervisee. In the role of teacher, the supervisor models, instructs, provides feedback, and evaluates. Supervisor as counselor involves assisting the supervisee in reflecting on thoughts and feelings or on an

activity. In the consultant role, the supervisor shares the responsibility of learning with the supervisee and acts as a resource (Luke & Bernard, 2006).

The final part of the SCSM matrix involves four domains of CSCPs and provides “points of entry” in supervision, encompassing all of the functions of a school counselor outside of individual and group counseling. The four domains include large group interventions; counseling and consulting; individual and group advisement; and planning, coordination, and evaluation. According to Luke and Bernard (2006), “the SCSM is an attempt to address the concern (e.g., Remley & Herlihy, 2001) that clinical supervision of school counselors has not been modified to accommodate the growth of CSCPs” (p.286).

Peterson and Deuschle (2006) proposed a model that takes into account the unique challenges faced by those who enter the school counseling profession without teaching experience. Many states no longer require teaching experience for school counselor licensure, or certification; thus more individuals are entering the profession without prior school experience or knowledge of the school culture. Peterson, Goodman, Keller, and McCauley (2004) noted that the challenges are different for interns without teaching experience than for those with teaching experience.

The Peterson-Deuschle Model for Preparing Non-teachers, which emphasizes experiential learning for interns, has five components. The five components of the model related to the supervision of non-teachers are: information, immersion, observation, structure, and awareness. The model encourages opportunities for non-teachers to be immersed in school contexts and promotes observation of school culture, thereby affording those without teaching experience the potential to enter the field as competent professionals (Peterson & Deuschle, 2006). “The Peterson-Deuschle Model for Preparing Non-teachers addresses the areas in which

counseling students without teaching experience appear to feel some inadequacy during their field experiences, according to the Peterson et al. (2004) study and ... provides guidance for filling important gaps related to trainees' knowledge and skills" (p. 280).

An additional model, proposed by Lambie and Sias (2009), is the Integrative Psychological Developmental Model of Supervision (IPDSM) for Professional School Counselors-in-Training. This model does not incorporate the ASCA National Model or the unique roles and functions of school counselors. Instead, the model focuses on levels of development of the supervisee. According to Lambie and Sias (2009), "the goal of IPDSM is to ensure that the supervision environment first matches and then challenges students' existing cognitive schema, promoting disequilibrium, fostering an accommodative response, and leading to psychological growth" (p. 351). IPDSM offers a practical, flexible approach to supervision based on the unique and ever-changing needs of supervisees (Lambie & Sias, 2009).

The aforementioned models have in common the acknowledgement of the unique roles, responsibilities, and settings of school counselors, as opposed to a focus on clinical skills as with other clinical models of supervision. Supervision models that are sensitive to the work realities of school counseling can enhance supervision for professional school counselors and SCITs (Miller & Dollarhide, 2006).

Historical Perspective of School Counselor Supervision

Although clinical supervision is recognized as a vital and important component of the counseling profession, school counselors historically have lacked clinical supervision (Borders & Usher, 1992; Dollarhide & Miller, 2006; Herlihy et al., 2002; Luke & Bernard, 2006; Luke et al., 2011; Page et al., 2001; Somody et al., 2008). As early as 1975, Boyd and Walter (as cited in Dollarhide & Miller, 2006) "expressed concern that school counselors operate in a deprived

environment in which they receive little or no supervision” (p. 244). Sutton and Page (1994) noted that “Aubrey (1978) wrote: ‘Not only is supervision of practicing school counselors unrecorded, it is essentially devoid of research and any empirically derived knowledge’”(p. 43). In 1989, the AACD (now the American Counseling Association) School Counseling Task Force, stated that “proper supervision of school counselors is lacking at best, non-existent at its worst (p. 20)” (Borders & Usher, 1992, p. 597).

Unfortunately, it appears that little has changed in the area of clinical supervision for school counselors. Studies in the early 1990s conducted by Borders and Usher (1992), Sutton and Page (1994), and Roberts and Borders (1994) all provided “empirical support for the belief that counselors, particularly school counselors, receive little supervision after graduating from their counseling programs” (Borders & Usher, 1992, p. 597). Page et al. (2001) supporting the findings of the previous studies, found similar or lower rates of clinical supervision by school counselors. Most recently, Perera-Diltz and Mason (2012) reported that “engagement in clinical supervision at varying schedules is slightly above in our sample than that reported by Sutton and Page (1994) and slightly below that reported by Roberts and Borders (1992)” (p. 16). Additionally, most of these researchers concluded that school counselors were more likely to receive administrative supervision than clinical supervision (Borders & Usher, 1992; Roberts & Borders, 1994; Page, et. al., 2001; Perera-Diltz & Mason, 2012). Administrative supervision is typically provided by an administrator or principal who “may not clearly understand the role and functions of the school counselor or the ethical standards that school counselors are committed to honoring” (Herlihy et al., 2002, p.57).

The lack of clinical supervision for school counselors poses several problems. Not only does it result in a lack of trained supervisors for SCITs (Dollarhide & Miller, 2006; Herlihy et

al., 2002), but it may also cause feelings of incompetence to supervise (Swank & Tyson, 2012). Furthermore, according to Magnuson, Black, and Norem (2004), school counselors who provide supervision to SCITs and lack supervision education and training may be practicing outside of their area of competence. This may, in turn, be violating the ethical codes of ASCA and ACA (Magnuson et al., 2004).

In addition to the aforementioned problems, a lack of supervisory support can increase stress and negative feelings due to large caseloads, resulting in school counselors becoming less effective. This can lead to burnout and role dissatisfaction for school counselors (Somody et al. 2008). The existence of role dissatisfaction is supported by a 2005 study by Culbreth, Scarborough, Banks-Johnson, and Solomon. The researchers found that the characteristics which contribute to role stress of school counselors include the match between initial perceptions of the job and actual practice experiences, the presence of peer consultation and supervision, and feeling that their training programs had prepared them for their positions as counselors. Similarly, Dollarhide and Miller (2006) noted that professional identity problems and performance issues have been linked to a lack of clinical supervision. According to the authors, “school counseling has struggled with the development of a recognized, consistent professional identity, which correlates with problematic professional induction and, in the long term, with problematic service delivery” (p. 243).

Lastly, according to Herlihy et al. (2002), a lack of clinical supervision for school counselors can increase the potential for legal and ethical issues. Because so few school counselors have formal supervision training, supervision may be provided by administrators or other professionals who may not have expertise in counseling children or a good understanding of the school counselor’s roles and functions. In addition, those providing supervision may be

unaware of the ethical standards for school counselors (Herlihy et al., 2002). Other potential issues that may arise as a result of being supervised by administrators or other professionals include breaches in confidentiality, boundary violations, vicarious liability, and unfair evaluations (Herlihy et al., 2002). “Having well-trained school counseling supervisors is crucial in order to address the need for clinical supervision” (Swank & Tyson, 2012, p. 41).

Despite the many potential problems surrounding a lack of clinical supervision for school counselors, as well as the empirical evidence showing the benefits and positive outcomes (Somody, et. al., 2008), there remains a lack of support at the national level by ASCA for any changes to the current system (Magnuson et al., 2004; Swank & Tyson, 2012). According to Sutton and Page (1994), action is needed by professional leadership organizations such as ASCA, however, the most powerful force for addressing the issue of clinical supervision is school counselors themselves. Uellendahl and Tenenbaum (2015) suggested that to move the initiative forward, counselor educators, state credentialing programs, professional organizations, and practicing school counselors must work collaboratively.

Supervision of School Counselors-in-Training

Internship Requirements and Supervision Guidelines

Educators, practitioners, and researchers in the field of school counseling recognize the importance and significance of the internship experience for counselors-in-training as they begin to put into practice what they have learned (Akos & Scarborough, 2004; Nelson & Johnson, 1999; Woodside, Ziegler, & Paulus, 2009). According to Nelson and Johnson (1999), “a supervised school counseling internship is one of the most important and rewarding components of graduate student’s preparation” (p.89). CACREP has established the requirements of internship for counselors-in-training, including a required number of direct

and indirect hours, the amount of time and type of supervision which a student should receive, and the necessary qualifications of the supervisors (CACREP, 2016).

According to the CACREP Standards (2016), after successfully completing the requirements of practicum, "...students complete 600 clock hours of supervised counseling internship in the roles and settings with clients relevant to their specialty area" (p. 14). The required amount of supervision is one hour per week of individual and/or triadic supervision provided by a site supervisor, counselor education faculty member, or student supervisor under the supervision of a counselor education faculty member, as well as 1 ½ hours of group supervision "...on a regular schedule throughout the internship..." provided by a counselor education faculty member or student supervisor under the supervision of a counselor education faculty member (CACREP, 2016). Additional guidelines include "...program appropriate audio/video recordings and/or live supervision of students' interactions with clients" (CACREP, 2016, p.13).

Along with CACREP's requirements, other professional organizations provide ethical guidelines and standards for supervision during practicum and internship. The *ACA Code of Ethics* (2014) outlines the ethical guidelines specific to supervision, and includes sections related to counselor supervision competence and responsibilities of counselor educators. In regard to supervisor preparation, the *ACA Code of Ethics* (2014) states that "prior to offering supervision services, counselors are trained in supervision methods and techniques" and supervisors should "regularly pursue continuing education activities" (F.2.a.). Field placement is also addressed under responsibilities of counselor educators. According to the *ACA Code of Ethics* (2014), counselor educators are responsible for clearly communicating the roles and responsibilities for the supervisee, the site supervisor, and the program supervisor. This

section of the code states that counselor educators “confirm that site supervisors are qualified to provide supervision in the formats in which services are provided and inform site supervisors of their professional and ethical responsibilities” (ACA, 2014, F.7.i.).

In addition to providing a code of ethics, ACA provides *Standards for Counseling Supervisors* (1990), which includes a description of eleven core areas of personal traits, knowledge and competencies that are characteristic of effective supervisors. According to the *ACA Standards for Counseling Supervisors* (1990), these core areas “...have been consistently identified in supervision research and, in addition, have been judged to have face validity...” (ACA, 1990, p. 30). The standards also recognize that supervision in the counseling profession is a distinct field of preparation and practice, requiring certain knowledge and competencies for effective supervision (ACA, 1990). Additional direction for student counselor supervision and specific requirements for clinical supervision are provided by the Association for Counselor Education and Supervision (ACES), a division of ACA (Murphy & Kaffenberger, 2007).

Unlike ACA’s ethical guidelines which are relevant to all counselors, ASCA’s *Ethical Standards for School Counselors* (2010) provide ethical guidelines specific to school counselors. In regard to school counselor candidates pursuing practicum and internship experiences, direction is provided for professional school counselors who provide supervision. According to the ethical standards, professional school counselors provide support to school counseling interns for appropriate experiences in academic, career, college access, and personal/social counseling (ASCA, 2010, F.3.a.). In addition, professional school counselors ensure that interns have experience in developing and implementing comprehensive school counseling programs, such as the ASCA National Model (ASCA, 2010, F.3.b). The standards

also state that professional school counselors “ensure a site visit is completed by a school counselor education faculty member for each practicum and internship student, preferably when both the school counselor trainee and site supervisor are present” (ACA, 2010, F.3.e.).

The standards address guidelines for the supervision of interns; however, they do not address receiving clinical supervision of one’s own work, or requirements or guidelines for supervision training (Miller & Dollarhide, 2006). Furthermore, according to Murphy and Kaffenberger (2007), although the ASCA National Model outlines the specific components and framework for a comprehensive school counseling program, it does not include supervision within the structure.

Multiple Systems and Supervisors

According to Wood and Rayle (2006), school counseling supervision involves multiple and specialized systems; this makes supervision of school counselors unique in comparison to other forms of counseling supervision. Schools have been described as “supra” or “mega” systems that are made up of smaller subsystems and include parents, teachers, and administrators. Awareness and consideration of the various specialized systems in school counseling settings can influence the goals of supervision and interactions of supervisee and supervisor. University and site supervisors should continually be aware of the influence of the various systems on the process of supervision (Wood & Rayle, 2006).

In addition to functioning within the specialized systems of a school setting, school counseling interns are receiving supervision from multiple supervisors. The CACREP Standards (2016) specify that students completing practicum and internship receive individual and/or triadic supervision, as well as group supervision by a site supervisor, counselor education faculty member, or student supervisor under the supervision of a counselor

education faculty member. According to Wood and Rayle (2006), “the university (counselor education program), the school counselor (site supervisor), and the multiple school systems all have an influence on SCITs’ supervision” (p. 256).

University

According to Woodside et al. (2009), “counselor education focuses on helping trainees gain the identified knowledge, skills, and values necessary to become professionals” (p. 20). Once the necessary knowledge and skills are gained through course work, the internship is a critical and rewarding experience when trainees are able to put into practice what they have learned (Akos & Scarborough, 2004; Nelson & Johnson, 1999; Woodside et al., 2009). During the practicum and internship process, students work under the supervision of an on-site mentor, as well as a college supervisor (Lazovsky & Shimoni, 2007). Master’s students enrolled in counselor education programs that offer doctoral degrees often receive supervision from doctoral students (Fernando, 2013). According Fernando (2013), supervisees being supervised by doctoral students report higher satisfaction with supervision and self-efficacy, even though faculty members have more experience and knowledge in teaching and supervision.

University faculty providing supervision have the training and knowledge related to clinical supervision, but they may be supervising based on a clinical mental health model of supervision rather than a school counselor-specific model (Miller & Dollarhide, 2006). Clinically focused supervision models do not take into account the components of a comprehensive school counseling program, the diverse roles and responsibilities of school counselors, or the multiple systems in which school counselors operate (Wood & Rayle, 2006). Luke et al. (2011) found a potential need for the specialized training of school

counselor supervisors due to the unique setting, content, and tasks of school counselor supervision. According to Nelson and Johnson (1999), “it is incumbent on university faculty to understand the professional needs of school counselor supervisors and provide effective training to meet those needs” (p. 99). When practitioners have been trained in supervision by counselor educators, the chances of more congruent supervision strategies being utilized are increased, by both site supervisors and faculty supervisors (Miller & Dollarhide, 2006).

Placement Site

According to Peterson and Deuschle (2006), a successful field experience depends greatly on the investment of the site supervisor in supervision, modeling, mentoring, and understanding of professional development. Furthermore, providing quality supervision to practicum and internship students is necessary for them to become successful as professional school counselors and to meet the challenges of the 21st century (Murphy & Kaffenberger, 2007). In order for supervision to be successful, supervisors need to be properly trained and prepared to supervise (Herlihy et al., 2002).

Although providing clinical supervision to interns is a regular activity and expected duty for school counselors, many receive little, if any, formal supervision training prior to assuming the role of supervisor (Bernard & Goodyear, 2009; Murphy & Kaffenberger, 2007; Nelson & Johnson, 1999; Swank & Tyson, 2012). Therefore, site supervisors may be unaware of standards and requirements of supervision due to a lack of preparation and training (Peterson & Deuschle, 2006). Whereas the university supervisor is typically a faculty member who has professional and academic experience, many school-based supervisors have not received proper training for their role (Lazovsky & Shimoni, 2007). Knowledge and a clear understanding of supervision would help school counselors receive the most from their own

supervision experiences and provide quality supervision to school counseling students (Dollarhide & Miller, 2006). Although the need for increased supervision training has been acknowledged in the school counseling literature for over two decades, it is unclear if this call has informed counselor education and current practices (Uellendahl & Tenenbaum, 2015).

According to Tyson and Swank (2007), in addition to lacking supervision training, site supervisors may not be implementing a comprehensive, developmental school counseling program. CACREP Standards (2016) state that “students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs” (p. 31). School counseling students are learning about the themes of leadership, collaboration, advocacy, and systemic change, as well as the components of a comprehensive school counseling program during their training program. However, they may be receiving supervision from a site supervisor who does not facilitate the skills learned in the counselor education program (Swank & Tyson, 2007). According to Studer and Oberman (2006), “school counselor trainees express frustration when they learn about the benefits of the ASCA framework but receive supervision in a school counseling setting that is not yet fully transformed into a developmental model” (p. 82).

Incongruences between University and Placement Site

For school counseling interns, the internship forms a bridge between the school setting and the university (Woodside et al., 2009). However, according to Murphy and Kaffenberger (2007), the two environments may have differing expectations in regard to goals, outcomes, and time demands on trainees. Additionally, Luke and Bernard (2006) pointed to the disconnection between the counselor preparation program and student’s field experiences

when supervision focuses exclusively on counseling. Important aspects of training specific to school counseling, such as components of comprehensive school counseling programs, may go unsupervised (Luke & Bernard, 2006).

Akos and Scarborough (2004) found that wide variation exists among counselor education programs regarding expectations and on-site requirements during internship. In addition, the authors found that very few syllabi mentioned comprehensive counseling programs or the ASCA National Model (2003), and while "... these items are considered current national guidelines, it seems that clinical training reflects little of these trends in internship curriculum" (Akos & Scarborough, 2004, p. 104). Training in school counseling seems disconnected from current practice reforms and an expanded or reconstructed view of clinical training for school counselors may be required (Akos & Scarborough, 2004).

Further evidence of a disconnection between training and practice was indicated by Brott and Myers (1999) who suggested that a gap exists between training and practice. Additionally, the authors suggest that a conflict exists between the preparation of school counselors and the realities of work environments (Brott & Myers, 1999). Slaten and Baskin (2014) asserted "... that school counselors have been neglected in training in comparison with other counseling/psychological disciplines..." (p. 99). Therefore, considerable efforts should be taken by counselor educators to adequately prepare future school counselors for the true nature of their role within the school setting (Culbreth et al., 2005).

Counselor educators and practicing school counselors charged with preparing the next generation of school counselors have a responsibility to examine and embrace the trends in school counseling in order to continue the direction and momentum of the profession (Dahir &

Stone, 2006). The relevance of the ASCA National Model in relation to the training and supervision of SCITs is supported by Murphy and Kaffenberger (2007):

Quality supervision of school counseling practicum and internship students is critical if they are to be prepared to meet the challenges of the 21st century. Incorporating supervision into the ASCA National Model for School Counseling Programs provides a seamless structure that enhances the supervision process and strengthens the quality of school counseling programs (p. 289).

Chapter Summary

In conclusion, this chapter has presented the literature related to the concepts and factors which may influence the supervision experiences of SCITs including: an overview and history of school counseling; the ASCA National Model (2012); an overview of supervision, including definitions of supervision, types of clinical supervision models, and school counselor-specific supervision models; a historical perspective of school counselor supervision; the organizations providing supervision requirements and guidelines; the multiple systems in which SCITs operate; the different supervisors providing supervision to SCITs during practicum and internship; and the incongruences between the university and placement site.

A review of the literature indicates that few studies have been conducted that consider the perspective of SCITs regarding their experiences related to supervision. In particular, absent from the literature is any discussion of the impact on the supervision experience when university faculty and doctoral student supervisors lack school counseling experience and knowledge of the ASCA National Model. Also missing from the literature is the influence of the multiple systems and supervisors on SCIT's supervision experiences. This

phenomenological study, with the purpose of understanding the supervision experiences of SCITs enrolled in CACREP-accredited counselor education programs in Southern Louisiana, addressed some of the existing gaps in the literature.

CHAPTER 3

METHODOLOGY

Multiple factors influence supervision for SCITs during field experiences and the supervision they receive may not meet their specific needs or adequately prepare them for the realities of their work environment. The purpose of this phenomenological study was to understand the supervision experiences of SCITs with regard to: a) university supervision, both individual and group, b) site supervision, and c) what influence, if any, the ASCA National Model had on their supervision experiences. The qualitative approach of interpretive phenomenology was best suited for this study because the shared lived experience of SCITs with the phenomenon of supervision was explored. The result of the study is a detailed description of the meaning of the experience for the participants (McCaslin & Scott, 2003).

In this chapter, the research questions are listed, followed by a description of the research methodology, including the rationale for a qualitative design and the chosen approach of phenomenology. In addition, the research methods for the study are detailed which include: sampling procedures; data collection methods; methods of data analysis; and measures for ensuring trustworthiness.

Research Questions

Central Question:

What are the supervision experiences of SCITs enrolled at CACREP-accredited counselor education programs in Southern Louisiana universities who have recently completed internship?

Sub-questions:

1. What are the experiences of SCITs with university group and individual supervision?

2. What are the experiences of SCITs with site supervision?
3. What influence, if any, does the ASCA National Model have on supervision experiences?

Research Design

Rationale for Qualitative Design

Near the end of the twentieth century, qualitative research emerged as a methodology distinctly different from quantitative research. Whereas quantitative research is conducted to determine a cause and effect relationship, qualitative research is utilized when an issue or problem needs to be explored and a detailed understanding of the issue is desired (Merriam, 2009). It is also conducted because researchers want to empower people by allowing them to tell their stories and want to understand the problem or issue in its natural setting or context. Additionally, qualitative research may be conducted as a follow-up to quantitative research when an explanation or link to a model or theory is needed, or when quantitative measures do not fit the issue or problem being explored (Creswell, 2013).

According to Merriam (2009), qualitative research has several distinguishing characteristics which include: the focus of the research is on process, understanding, and meaning; the primary instrument of data collection and analysis is the researcher; the process is inductive; and the product of the research is richly descriptive. Some additional characteristics that distinguish qualitative from quantitative research include that data collection may involve multiple methods, such as interviews and observations; the process of research is emergent; the reflexivity or position of the researcher is identified; and a holistic and complex picture of the research problem is developed (Creswell, 2013).

A qualitative research design was most appropriate for this study because my intention was to explore the concept of supervision as it occurred in the natural setting of the participants.

The concept of supervision was explored to gain a better understanding of the factors influencing supervision experiences. The exploration occurred through in-depth interviews, with the researcher as the primary instrument for data collection and data analysis. The final result of the study is a detailed description of the participants' experiences with supervision (Creswell, 2013; Merriam, 2009).

Rationale for Phenomenological Approach

Within the field of qualitative research, different authors have presented a diverse and "... baffling number of choices of approaches" (Creswell, 2013, p. 7). Certain approaches have remained consistent over the years, and some have become more popular than others within particular disciplines or fields. Merriam (2009) and Creswell (2013) presented the more common types or approaches in social and health science literature; these include narrative, grounded theory, ethnography, case study, and phenomenology. Each approach has particular characteristics and features that differentiate it from the others, including the focus of the study, the type of problem best suited for the approach, and data collection and analysis methods (Creswell, 2013; Merriam, 2009).

According to Leedy and Ormand (2013), "A phenomenological study is a study that attempts to understand people's perceptions, perspectives, and understandings of a particular situation" (p. 145). Features that are typical in phenomenological studies include: the study of lived experiences; the experiences being conscious experiences; and the development of a description of the essence of the experiences, not an analysis or explanation of the experience (Creswell, 2013). Another common defining feature of this qualitative approach includes an emphasis on the phenomenon, or "an object of human experience" being experienced by a group of individuals, also referred to as "lived experiences" (Van Manen, 1990). Similarly defined by

Creswell (2013), “a phenomenological study describes the common meaning for several individuals of their lived experiences of a concept or phenomenon” (p. 76).

Phenomenology, in addition to being a qualitative research approach, is also a school of philosophy. “From the philosophy of phenomenology comes a focus on the experience itself and how experiencing something is transformed into consciousness” (Merriam, 2009, p. 24). In order to understand phenomenology as a research approach, it is important to recognize the philosophical underpinnings of phenomenology.

Stewart and Mickunas (1990) emphasized four basic themes of phenomenological philosophy: “a return to the traditional tasks of philosophy, the search for a philosophy without presuppositions, the intentionality of consciousness, and the refusal of the subject-object dichotomy” (p. 5). According to Creswell (2013), differing opinions exist among writers regarding the philosophical assumptions; however, there is commonality regarding the features that are typical in phenomenological studies. Ultimately, phenomenology is different from almost every other science “... in that it attempts to gain insightful descriptions of the way we experience the world pre-reflexively, without taxonomizing, classifying, or abstracting it” (Van Manen, 1990, p.9).

Two main phenomenological approaches evident in the social and health science literature are descriptive or transcendental phenomenology and interpretive or hermeneutic phenomenology (Lopez & Willis, 2004). Husserl is credited with the descriptive tradition, whereas Heidegger is associated with the interpretive tradition. The two approaches differ in their philosophical ideas about how research should be conducted, including epistemological and ontological assumptions (Koch, 1995). According to Lopez and Willis (2004), the primary differences in the two approaches are how findings are generated and how the findings will be

used to enhance professional knowledge. In addition, Dowling and Cooney (2012) point out the concept of bracketing as a major difference between the two approaches.

Essential to Husserlian phenomenology is the belief that the researcher must shed all prior personal knowledge about the experience or phenomenon being studied. The goal is to achieve transcendental subjectivity so the researcher's biases do not influence the study (Lopez & Willis, 2004). The process of bracketing, also referred to as "epoche" by Moustakas (1994), requires discounting what is already known about the phenomenon. According to Merriam (2009), "prior beliefs about a phenomenon of interest are temporarily put aside, or bracketed, so as not to interfere with seeing or intuiting the elements or structure of the phenomenon" (p. 25).

Although bracketing is considered to be a distinguishing feature of Husserlian phenomenology (Dowling & Cooney, 2012), controversy and incongruity exist among writers regarding the use of bracketing in phenomenological approaches. Those with an existential perspective believe that it is impossible to bracket because humans are always engaged in interpreting their experiences (LeVasseur, 2003). In Heideggerian phenomenology, the researcher's expert knowledge is considered to be valuable in guiding and making meaning of the inquiry. According to Lopez and Willis (2004), Heidegger believed that it is impossible for the researcher to rid the mind of the knowledge that led him or her to considering the topic of being worthy of research to begin with. Personal knowledge of the phenomenon is not only useful, but is necessary to phenomenological research. Therefore, bracketing is inconsistent within the hermeneutic or interpretive approach (Lopez & Willis, 2004).

A final distinct difference between the two approaches is the focus of the study. Husserl believed the focus of the study should be on the experience itself and should result in a description of the experience (Dowling & Cooney, 2012). Heidegger, on the other hand,

contended that the researcher should move beyond the description to interpretation, and should uncover the hidden meaning of the experience (Dowling & Cooney, 2012). Furthermore, Heidegger believed in the concept of co-constitutionality; the meanings arrived at by the researcher are a blend of the participants' and the researcher's meanings regarding the topic of the study (Lopez & Willis, 2004).

Interpretive Phenomenological Analysis

Interpretive Phenomenological Analysis (IPA) is a relatively new approach to qualitative research with theoretical underpinnings in phenomenology, hermeneutics, and idiography (Smith, 2011). According to Smith (2004), IPA is phenomenological in nature because it is concerned with examining a lived experience and how participants make sense of the experience. In addition, IPA recognizes the role of the researcher in interpreting and making sense of the experience, thus making IPA hermeneutic in nature. It has been described as a double hermeneutic process because "the participant is trying to make sense of their personal and social world; the researcher is trying to make sense of the participant trying to make sense of their personal and social world" (Smith, 2004, p. 40). Finally, IPA is highly idiographic because it is concerned with the particular, in the sense of detail and depth of analysis, as well as in understanding how a particular phenomenon has been understood by particular people in a particular context (Smith, Flowers, & Larkin, 2009).

According to Smith et al. (2009), IPA is characterized by a set of common processes and principles that are applied flexibly. The IPA analytic process moves from the descriptive to the interpretive, with a commitment to understanding the participants' point of view. IPA is a dynamic process that involves an active role on the part of the researcher (Smith, 2011) and is iterative and inductive (Smith et al., 2009). IPA always involves interpretation and

acknowledges the influence of the researcher's own preconceptions (Smith, 2011). The end result in IPA is an account of how the researcher thinks the participant is thinking (Smith et al., 2009).

Because I was interested in understanding the meaning of SCITs' lived experiences with the phenomenon of supervision, my study is phenomenological in nature, following the work of Heidegger or interpretive phenomenology. Specifically, an IPA approach to data collection and analysis informed my research design. The focus of my study was on the meaning of my participants' experiences, rather than on a description of their experiences. Furthermore, my prior experiences with supervision as a supervisee and supervisor were factored into the analysis and interpretation of the data, rather than being bracketed.

Role of the Researcher

Underlying my methodological approach is my epistemological perspective. I consider myself to be an interpretive constructivist because I believe that truth is subjective, that we interpret and construct meaning and understanding through our experiences, and that multiple versions of the same event can be true at the same time (Merriam, 2009; Rubin & Rubin, 2012). This belief is supported by the fact that many individuals can be participants in the same event, yet assign completely different meanings and values to the event due to prior experiences, cultural factors, and personal beliefs. These truths cannot not be validated as correct or proven incorrect; they can simply be acknowledged as a person's lived experience. Given this, I believe it is important to clearly identify and support my beliefs and perspectives in order to frame and ground my study (McCaslin & Scott, 2003).

“Just as the artist is the primary instrument in painting, the researcher is the primary instrument in qualitative investigation” (McCaslin & Scott, 2003, p. 453).

The researcher is the primary instrument of data collection and analysis (Merriam, 2009), with data being acquired through a human instrument rather than an inventory or questionnaire (McCaslin & Scott, 2003). Because the human instrument has biases that may impact the study, it is important to identify and monitor how these biases may be affecting the collection and interpretation of data (Merriam, 2009). According to existential thought and the interpretive phenomenological perspective, a researcher can never truly separate his or her own experiences and knowledge from the research (Dowling & Cooney, 2012; Lopez & Willis, 2004) because humans are always engaged in interpreting their experiences (LeVasseur, 2003). Preconceptions should be made explicit, along with an explanation of how they will be utilized in the inquiry (Lopez & Willis, 2004).

First and foremost, my desire to study the topic of supervision comes from my experience as a professional school counselor. Through the course of my career, I have become an advocate for the profession. I believe that school counselors fill a unique and vitally important role in the school setting by meeting the emotional as well as academic needs of students. In addition, I have become a proponent of the ASCA National Model because I believe it provides a unified approach to school counseling and helps to reduce role confusion in the profession. Implementation of the model allows school counselors to serve in leadership roles and affect systemic change, and ensures that all students have access to the services we provide. Few other professionals in the school setting are in such a unique position.

In addition to my experiences and beliefs surrounding the school counseling profession, my perceptions about supervision are relevant. These perceptions have been shaped by my own supervision experiences throughout my training and career. As a SCIT, I received very little supervision during my field experiences and, therefore, had a limited understanding of

supervision. As a professional school counselor, I have provided supervision to SCITs without ever having received adequate supervision training. Additionally, as a professional school counselor, I did not receive any clinical supervision until I entered the doctoral program. Having now received my own clinical supervision, as well as having provided supervision at the university level to counselors-in-training, my perspective on the subject has shifted.

An additional factor that influenced my desire to study the topic was hearing the stories of supervisees and the frustration they felt while being supervised. Although the stories were being shared anecdotally, I became aware of issues to which I had previously not given much thought. Furthermore, through interactions with fellow doctoral students and faculty, I learned that few of them had school counseling experience or backgrounds and they had limited knowledge of the ASCA National Model. My passion for the profession, combined with my new knowledge and experiences with supervision, have led to my desire to know more about the supervision experiences of SCITs.

A peer reviewer was utilized throughout the research process to prevent my biases from influencing the results of the study. During peer debriefings, the peer reviewer reviewed my reflexive journal, asked provocative questions, and challenged my thought processes to ensure that my biases and emotions did not interfere with data analysis or the findings.

Participants

Participants were selected for the study based on their experience with supervision, the phenomenon being studied. Purposeful sampling was utilized for this qualitative study because “researchers talk to those who have knowledge of or experience with the problem of interest” (Rubin & Rubin, 2012, p. 3). According to Merriam (2009), purposeful sampling is based on the

supposition that the researcher wants to “discover, understand, and gain insight” (p. 77) from those participants from whom the most can be learned.

Specifically, criterion sampling was utilized because participants must meet one or more predetermined criteria (Bloomberg & Volpe, 2012, p. 248). This sampling method involves determining which criteria are important to the study and selecting participants based on those criteria. The selected criteria directly reflect the purpose of the study and lead to the identification of cases that will provide rich information (Merriam, 2009). Additionally, a snowball sampling strategy was utilized, whereby participants referred other individuals whom had recently completed internship. Participants were selected from universities only in Southern Louisiana, and not from other regions in Louisiana or from other states.

Sampling Criteria and Procedures

Because I wanted to understand the supervision experiences of SCITs, participants need to meet certain criteria. First, participants must have been master’s level students enrolled in a CACREP-accredited counselor education program in a Southern Louisiana university. In addition, participants must have completed their practicum and have completed their first or second internship in the semester prior to the study. The practicum and internship field placement sites were at an elementary, middle, and/or high school. Participants must have received supervision by a site supervisor, individual university supervisor, and/or group university supervisor(s). Site supervisors were school counselors or other school-based mental health professionals. Individual university supervisors and group university supervisors were counselor education faculty or doctoral students under the supervision of counselor education faculty.

An additional criterion for selection was counselor education program type to account for the various types of university supervisors participants had during field experiences. Some participants were selected from the two universities in Louisiana with CACREP-accredited counselor education doctoral programs. Selection based on this criterion will ensure that at least some of the participants received university supervision from a doctoral student. The remaining participants were selected from universities that do not have doctoral programs; these participants received university supervision from a faculty member. Potential participants who did not meet all of the criteria were not selected for the study.

After the IRB application was accepted for approval (see Appendix A), participants were invited to participate in the study via an email invitation (see Appendix B). The email invitation was sent to all master's-level counselor education students enrolled in internship at CACREP-accredited universities in Southern Louisiana. Eight universities were selected based on information received from the CACREP website regarding accreditation status and their location in Southern Louisiana.

Sample Size

Equally important to the sampling strategy and criteria is the sample size for the study (Creswell, 2013). According to Miles et al. (2014), unlike quantitative research which requires large samples, qualitative research involves small samples of people. For phenomenological studies, the recommended sample size is three to 10, with extensive detail being gained from each participant (Creswell, 2013).

Interpretive Phenomenological Analysis (IPA), in particular, is conducted with relatively small sample sizes. Smith, Flowers, and Larkin (2009) suggested that a sample size between three and six should provide enough data to develop meaningful themes of similarities and

differences between participants. Smith et al. (2009) suggested that a sample size that is too large could be more problematic in meeting the commitments of IPA than one that is too small. Because IPA is concerned with detailed accounts of individual experience, a concentrated focus on a small number of cases is recommended (Smith et al., 2009). Based on the literature related to phenomenology in general and IPA in particular, the sample for this study included eight participants.

Description of Participants

The following section introduces each of the eight participants and describes their progression in their counselor education program. In addition, details of their university supervisors and site supervisors, as well as their practicum and internship placement sites are included. Participants were assigned pseudonyms and their university affiliations were omitted to ensure confidentiality. All eight participants were master's-level school counseling students from CACREP-accredited universities in Southern Louisiana who recently had completed an internship in school counseling. Four participants responded to the email solicitation and four additional participants were gained through snowball sampling. To avoid overrepresentation of one particular university, an additional participant who volunteered for the study was excluded.

Five different universities are represented by the eight participants: Mandy and Ilene are from the same university; Adrienne and Renee are from the same university; Hanna and Dawn are from the same university; Nicole is the one participant from her university; and Claire is the one participant from her university. All universities are located in Southern Louisiana and two of the universities have doctoral programs in counselor education. All participants are female, as no males responded to the email solicitation. Seven participants are White and one is Black. Six of the eight participants are traditional-aged students and two are older than the

representative age of master’s- level students. Saturation was reached with eight participants, so no additional attempt was made to recruit participants. Demographic information for all participants is displayed in Table 1.

Table 1 Participant Demographic Information

Participant Demographic Information

Participant Code	Race	Gender	Age	Type of University Supervision	Practicum and Internship Placement Level	Supervised by a School Counselor at Site
Mandy	White	Female	44	Individual Group	Elementary High	Yes
Adrienne	White	Female	24	Group Triadic	Elementary	Yes
Hanna	White	Female	27	Individual Group	Elementary Middle High	Yes
Nicole	White	Female	41	Individual Group	Middle High	Yes
Dawn	White	Female	27	Individual Group	Middle	Yes
Ilene	Black	Female	29	Group	Elementary High	Yes
Renee	White	Female	26	Individual Group	Elementary High	Yes
Claire	White	Female	26	Individual Group	Elementary Middle	Yes

Mandy

Mandy is a 44-year-old, White female who has completed both internships. She has graduated and is currently a substitute school counselor. She has prior experience in the school setting as a teacher. She chose to complete her internship over the course of two semesters, although her counselor education program did not require that internship be spread over two semesters. Her practicum was completed at a high school and both internships were completed at the same elementary school. She was supervised by school counselors during practicum and

both internships. Her university supervisors were faculty members. Her supervision group was comprised of four school counseling students who were all in internship. Individual university supervision was provided by faculty as needed by appointment. Both faculty supervisors had school counseling backgrounds and previous experience teaching in a school setting.

Adrienne

Adrienne is 24-year-old, White female who completed both of her internships over the course of two semesters. Completing internship over two semesters was not a requirement of her university. Her practicum was at one elementary school and both internships were at a different elementary school from her practicum site. Her site supervisors for practicum and both internship were school counselors. Her university supervision for all three experiences was with the same faculty supervisor who did not have a background in school counseling. Supervision was in a group format and was typically solely school counseling students who were completing practicum or internship. The exception was one semester when one student from the mental health track was included due to scheduling conflicts. Adrienne participated in triadic supervision on one occasion. In addition to internships in school counseling, she also completed an internship in clinical mental health prior to transferring to the school counseling track.

Hanna

Hanna is a 27-year-old, White female who completed her both internships over the course of two semesters, which was a requirement of her university. Her practicum was at a combined elementary and middle school campus and both internships were at a high school. Site supervisors at both sites were school counselors. Her university has a doctoral program; she was supervised individually by the same doctoral student supervisor for all three experiences. The supervisor did not have a background in school counseling. Hanna had different university

group supervisors each semester, and only one supervisor had limited experience as a school counselor; the other group supervisors had no school counseling experience. The group was comprised of solely school counseling students.

Nicole

Nicole is a 41-year-old, White female who had just begun her second internship at the time she was interviewed. She had completed her practicum in the clinic at her university, and her first internship had been split between a middle school and a high school. The site supervisors at the middle school and high school were both school counselors. Her university supervisors for practicum and first internship were doctoral students. One had school counseling experience and the other did not. University supervision was provided in a group format, with individual supervision being provided by appointment if necessary. Although Nicole was just beginning her second internship, she knew that her supervisor would be a faculty member. The faculty member has a background in school counseling. Due to an odd number of students enrolled in internship during that particular semester, all of the other students were to receive triadic supervision and she would receive individual supervision. She stated that this was because she was the only school counseling intern. Nicole has previous experience in the school setting as a para-educator.

Dawn

Dawn is a 27-year-old, White female who completed her practicum and both internships at the same middle school site, where she was supervised by a school counselor. She received individual university supervision from one doctoral student for her practicum and a different doctoral student for both internships. Neither of her doctoral student supervisors had school

counseling experience. She had different doctoral students for university group supervision for all three experiences and none had backgrounds in school counseling.

Ilene

Ilene is a 29-year-old, Black female. She had completed her final internship in the previous semester and graduated, and was a substitute counselor at the time of the interview. Her practicum was in a high school with a school counselor as her supervisor. She had the option to complete internship in one or two semesters, and she chose to complete it in one semester. Her internship was at an elementary school where she had two site supervisors. Both were school counselors. Her university supervision was in a small group format comprised solely of school counseling students completing internship. Individual supervision was by appointment as needed and was provided by the same faculty member who provided group supervision. Both faculty supervisors for practicum and internship had backgrounds in school counseling and previous experience teaching in the school setting.

Renee

Renee is a 26-year-old, White female who completed both internships over the course of two semesters, although her university does not require that internship be spread over two semesters. Her practicum and both internships were at the same high school with a school counselor as her site supervisor. For a short time, she had an overlapping internship experience at an elementary site that did not have a school counselor. A faculty member from her university was serving as the site supervisor; however, he was rarely present at the site. She received university supervision solely in a group format and had the same faculty supervisor for all three experiences. All supervision groups were comprised exclusively of school counseling students. The faculty supervisor did not have school counseling experience.

Claire

Claire is a 26-year-old, White female who completed her internship over the course of two semesters, as required of her university. Her practicum was at a kindergarten through eighth grade school with a school counselor as her site supervisor. Both internships were at the same elementary school with the same school counselor as her site supervisor. University supervision, both in individual and group formats, was provided by one faculty member for practicum and a different faculty member for both internships. Her practicum group was a combination of marriage and family counseling students and school counseling students. Her internship group was comprised exclusively of school counseling students. Both faculty supervisors had school counseling experience.

Data Collection Methods

Data are collected by qualitative researchers themselves through various means, including observations, documents, and audiovisual materials. However, the primary means of data collection in qualitative research is through interviewing participants (Creswell, 2013). The most common type of interview is a person-to-person interview (Merriam, 2009). According to Merriam (2009), "Interviewing is necessary when we cannot observe behavior, feelings, or how people interpret the world around them" (p. 88).

A common feature of phenomenological research is the method of data collection, which typically involves multiple, in-depth interviews with individuals who have experienced the phenomenon (Creswell, 2013). Because IPA requires rich data, a data collection method which elicits detailed, first-person accounts of experiences with the phenomenon is necessary. In-depth, one-to-one interviews allow participants the opportunity to tell their stories and express their concerns at length (Smith et al., 2009).

After gaining permission from the participants (see Appendix C), data were collected through individual, semi-structured interviews with each of the participants. The one-to-one interview allowed for rapport to be developed with participants and gave them "... the space to think, speak and be heard" (Smith et al., 2009, p. 57). The audio-recorded individual interviews were conducted in private study rooms at a local public library or university library, with the exception of one that was conducted at a coffee house at the participant's request. All interviews ranged in length from 50 minutes to one hour and ten minutes in length. Interviews followed a semi-structured format, utilizing open-ended questions that allowed for flexibility during the interviewing process (Merriam, 2009). This format permitted the researcher and participants to engage in dialogue, with initial questions being modified based on the responses of participants (Smith et al., 2009).

An interview protocol or schedule served as a "loose agenda" for the interviews and included the relevant topics to be discussed (see Appendix D). Examples of questions or prompts are: describe experiences with university and site supervision, tell about supervisors, and recount what was most or least beneficial about supervision. Flexibility was allowed for the participant to lead the interview in unexpected directions, as long as the matters were relevant to the research question. This permitted valuable, unexpected aspects to emerge that were of particular importance to the participant (Smith et al., 2009).

Methods of Data Analysis

According to Merriam (2009), data analysis in qualitative research "... is the process of making sense of the data" (p. 175) by consolidating, reducing, and interpreting what people have said. It is a complex inductive and deductive process whereby the researcher moves back and forth between pieces of data and abstract concepts. Data analysis answers the research questions

and begins when data collection starts and continues throughout the research process (Merriam, 2009). According to Creswell (2013), data analysis in phenomenological studies typically follows systematic procedures: identifying phrases or statements that pertain to the participants' experience; formulating meanings; and clustering the meanings into themes. It involves moving from narrow units of analysis to broader meaning units. The result is an in-depth, detailed description of what the participants have experienced (Creswell, 2013).

IPA Data Analysis

IPA requires intensive analysis of detailed personal accounts of participants gained through in-depth, semi-structured interviews to learn how they are making sense of their experiences (Smith, 2011). After a detailed examination of each case, the researcher moves to examining the similarities and differences across cases, producing patterns of meaning for participants (Smith et al., 2009). Although there is no right or wrong "recipe" for conducting this type of analysis, Smith et al. (2009) presented steps as a guide for conducting IPA analysis.

Data analysis was initiated during data collection as I heard firsthand accounts of the supervision experiences of participants. More formal data analysis began during the transcription process while I transcribed each of the eight individual interviews. Notes were kept in my researcher's journal during data collection and data analysis. Methodological and reflexive notes included field notes taken during interviews, a timeline of the research process, methodological decisions, my thoughts and feelings throughout the process, and themes that began emerging from the data.

Once all data were collected through individual, semi-structured interviews and all transcriptions were complete, each case was analyzed individually. The analysis procedures for each individual case followed an IPA cyclical approach:

1. I read through the transcript and underlined important words, phrases, and concepts. I began making initial notes in the right hand margin.
2. While reading through the transcript a second time, I began forming emergent themes and writing conceptual comments in the left hand margin. I added to the notes in the right hand margin as necessary.
3. I read through the transcript a third time and pulled out salient themes and ideas from notes in each margin.
4. I organized the themes by category and typed them into a participant summary. Descriptive words and short, key phrases from participants were used to support the themes.

The process was repeated with each case. Before beginning each new case, I attempted to bracket what was learned from each previous case to allow for new themes to emerge.

After all cases were analyzed individually, the cross-case analysis began. Each typed participant summary was utilized to begin organizing and labeling the existing themes. Large sheets of chart paper and different colored markers were used to structure and organize the process. I continually reviewed the participant summaries to ensure that all data were being considered. Additionally, I returned to the methodological and reflexive journal to guarantee that all thoughts and ideas that emerged throughout the process were included. Sub-themes were organized by theme, and themes were organized by super-ordinate themes. Super-ordinate themes and themes were continuously relabeled and restructured on additional pieces of chart paper until the final super-ordinate themes were formed. Figure 2 illustrates how the super-ordinate themes, themes, and subthemes were organized and ultimately formed. Figure 3 represents the final product of the data analysis process.

Figure 2. Data analysis process of organizing and labeling sub-themes, themes, and super-ordinate themes.

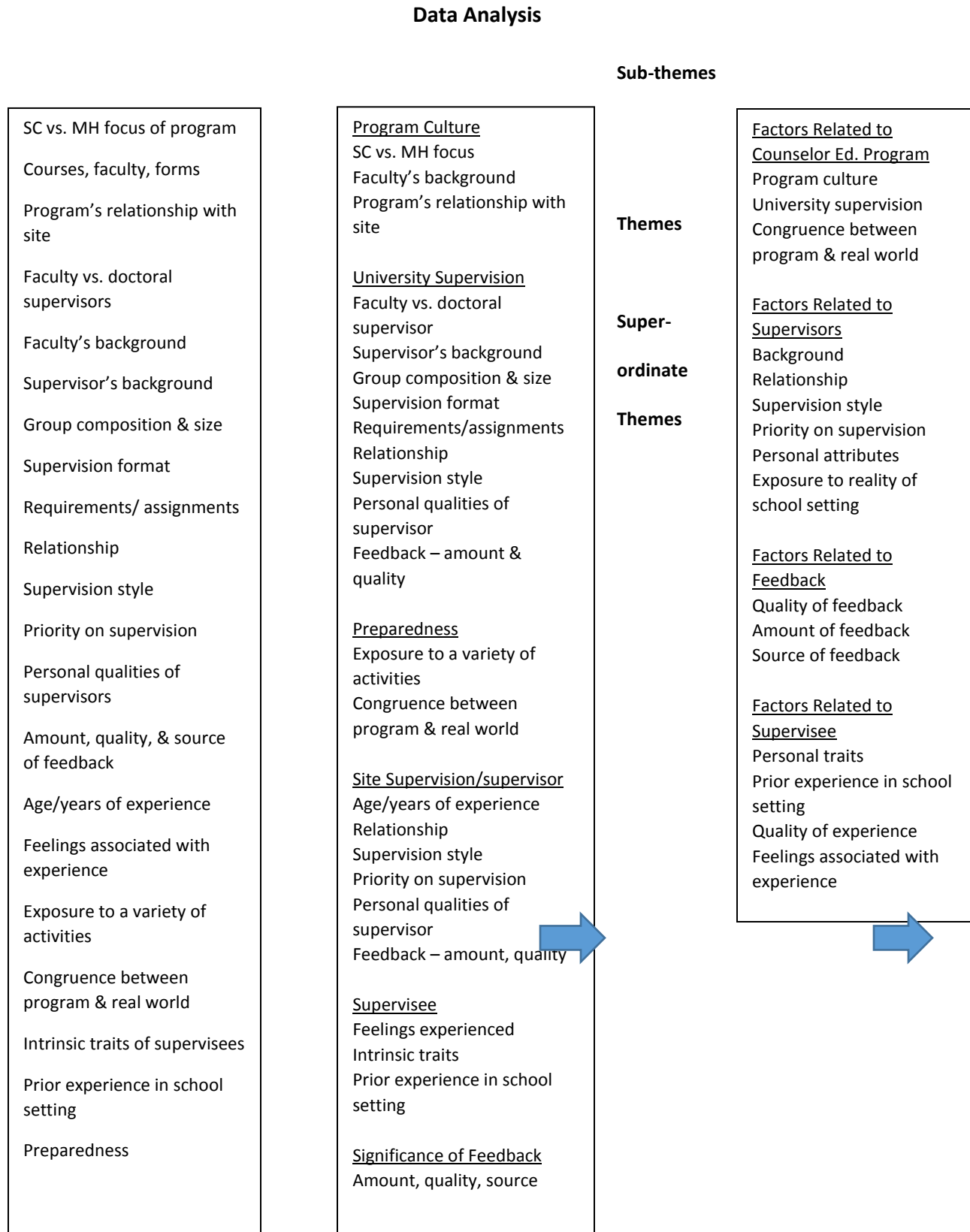
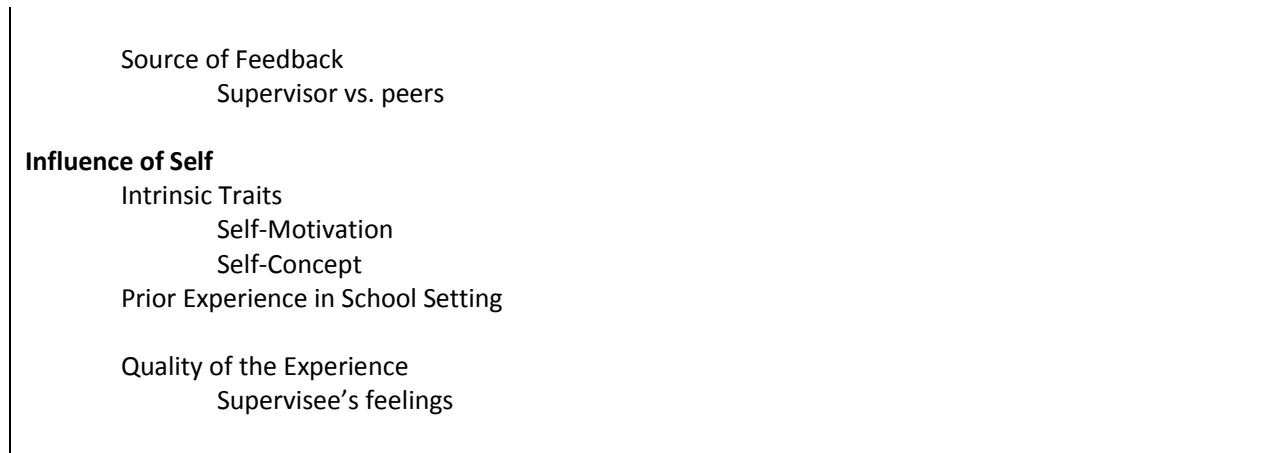


Figure 3. Renaming of super-ordinate themes and final data analysis product.

Final Data Analysis Product	
Impact of Counselor Education Program	
Program Culture	Program's focus on school counseling – courses, evaluations, faculty Program's support to students Program's relationship with placement sites – communication, training, site visits
Dynamics of University Supervision	Format of supervision – group, triadic, individual Size and composition of group Requirements and assignments – videos, portfolio, capstone project
Preparedness for World of Work	Congruence between program and “real world” – ASCA Model
Aspects Related to Supervisors	
Significance of Supervisor's Background	MH vs. SC; Prior teaching experience Doctoral student vs. faculty member Age and years of experience
Supervisor's Style of Supervision	Nurturing autonomy Scaffolding learning Encouragement to engage in diverse experiences
Supervisor's Commitment to Supervision	Accessibility Preparedness for supervisee
The Supervisor	Personal attributes Outlook on the profession Supervisory relationship
Significance of Feedback	
Importance of the Quality of Feedback	Clinically focused, helpful, and personal
Amount and Frequency of Feedback	



Finally, a chart was created with the resulting super-ordinate themes and themes; the chart was utilized to determine if each theme was salient (Table 2). Using guidelines recommended by Smith (2011), a theme was determined to be salient if it was present for at least half of the participants. Each theme is evidenced in the findings by extracts and quotes from participants. The final super-ordinate themes, with resulting themes and subthemes, are presented in the findings in chapter four.

Table 2. Chart used to determine salient themes.

Chart of Salient Themes

	P1	P2	P3	P4	P5	P6	P7	P8
Impact of Counselor Education Program								
Program Culture <ul style="list-style-type: none"> Program’s focus on school counseling – MH vs. SC – courses, evals., faculty – SC background, invested in program Program’s support to students – site placement, etc. Program’s relationship with placement sites – communication, training, site visits 	X	X	X	X	X	X	X	X
Dynamics associated with university supervision <ul style="list-style-type: none"> Format of supervision – group, triadic, individual Group size and composition Requirements/assignments – videos, portfolios, capstone project 	X	X	X	X	X	X	X	X
Feelings of preparedness <ul style="list-style-type: none"> Congruence between program and real world, ASCA Model, etc. 	X	X	X	X	X	X	X	X
Factors Related to Supervisors								
Significance of supervisor’s background <ul style="list-style-type: none"> MH vs. SC, prior teaching experience Doctoral student vs. faculty member Age/years of experience 	X	X	X	X	X	X	X	X
Supervisor’s style of supervision <ul style="list-style-type: none"> Encouraged autonomy Scaffolded learning Exposure to diverse experiences 	X	X	X	X	X	X	X	X
Supervisor’s commitment to supervision <ul style="list-style-type: none"> Dedicated time/hour to supervision Prepared for supervisee/had a plan Quality of supervision/internship experience 	X	X	X	X	X	X	X	X
The supervisor <ul style="list-style-type: none"> Personal attributes Outlook on the profession Supervisory Relationship 	X	X	X	X	X	X	X	X
Significance of Feedback								

Importance of the quality of feedback • Clinically focused, helpful, and personal		X	X	X	X		X	X
Amount/frequency of feedback		X	X	X			X	X
Source of feedback • Supervisor vs. peers	X	X		X	X		X	X
Influence of Self								
Personal/intrinsic traits • Self-motivation • Self-concept	X				X	X	X	X
Prior knowledge of school setting	X					X		X
Quality of the experience • Supervisee's feelings	X	X	X	X	X	X	X	X

Measures for Ensuring Trustworthiness

According to Lincoln and Guba (1985), trustworthiness in naturalistic inquiry or qualitative research is basically an issue of the findings of a study being "... worth paying attention to, worth taking account of" (p. 290). Lincoln and Guba (1985) have identified four criteria for trustworthiness; credibility, transferability, dependability, and confirmability.

Credibility, or "confidence in the 'truth' of the findings" (Lincoln & Guba, 1985, p. 218), was ensured through member checking, whereby data were tested with members from whom the data were originally collected. This involved providing initial analysis to the participants to learn whether they recognized their experience in my interpretations (Merriam, 2009). This also gave participants the opportunity to confirm my initial findings. Each participant received her own participant summary via email and was asked to review the initial analysis to determine if anything was misinterpreted or omitted. See Appendix E for a sample of the email and Appendix F for a sample of one initial analysis participant summary.

All participants responded to the email message and changes were made based on participants' clarifications. Specifically, Mandy clarified, "The part about rigid and overbearing was either related to my practicum experience or my classmates' experiences. Maybe you could take that out." Hanna noted, "My individual supervisor and supervision were helpful clinically

speaking, but knowledge, experience, and resources in school counseling were lacking.” She also clarified that one group supervisor had limited school counseling experience. Additionally, two participants wanted to ensure that their identities would be disguised. Confirmation was sent to both participants reassuring them that pseudonyms were being used.

Additionally, a peer reviewer was utilized who met with me periodically throughout the research process. The peer reviewer was a professional peer who was selected based on her experience with qualitative research and knowledge of the research topic. During peer debriefings, the peer reviewer asked provocative questions, challenged my thoughts, reviewed my researcher journal, and compared the analysis of one case. Notes of peer debriefings were kept in the methodological journal for purposes of the audit trail. The peer debriefer also served as a listener for the purpose of catharsis. The purpose was to prevent my biases and emotions from interfering with the research process (Lincoln & Guba, 1985).

Transferability, or the degree to which the findings may be applicable in another context, was safeguarded through the use of thick descriptions of experiences. According to Lincoln and Guba (1985):

... the naturalist cannot specify the external validity of an inquiry; he or she can provide only the thick description necessary to enable someone interested in making a transfer to reach a conclusion about whether a transfer can be contemplated as a possibility (p. 316).

According to Guba and Lincoln (1985), dependability involves determining if the findings of a study would be consistently repeated with the same or similar participants, whereas confirmability is the degree to which the findings are due to the characteristics of the participants and context, and not from the perspectives or biases of the researcher. Ensuring dependability and confirmability was accomplished by using audit trails of both the process and product of the

study, and include the raw data, data analysis products, and the researcher's methodological and reflexive journal (Lincoln & Guba, 1985).

A methodological and reflexive journal was maintained for the duration of the study. It included my thoughts, feelings, and notes on the research process, as well as a timeline for the study. The journal served as "... a kind of diary in which the investigator on a daily basis, or as needed, records a variety of information about *self*' (Lincoln & Guba, 1985, p. 327). Furthermore, the journal was maintained to record notes and provide justification for methodological decisions made throughout the study (Lincoln & Guba, 1985). My researcher's journal is included in the audit trail, along with the raw data and data analysis products, and was utilized to establish credibility, transferability, dependability, and confirmability, thus ensuring trustworthiness for the entire study (Lincoln & Guba, 1985).

Chapter Summary

In conclusion, in this chapter began the primary research question and sub-research questions were reiterated. A description of the research methodology was then provided, including the rationale for a qualitative design and the chosen approach of interpretive phenomenology. Additionally, the role of the researcher was made explicit. Next, the participant sampling criteria and procedures were outlined, and the rationale for the selected sample size was presented. A description of each participant was provided and included a chart of participant demographics. A further explanation of research methods included the data collections methods, as well as IPA methods of data analysis. The chapter concluded by detailing the measures used for ensuring trustworthiness.

The next chapter presents the findings of the study and is organized by super-ordinate themes. Themes and sub-themes are further developed within each super-ordinate theme and are illustrated by participants' quotes.

CHAPTER 4

RESULTS

For school counseling students to be prepared for the challenges of the 21st century, quality supervision during practicum and internship is critical (Murphy & Kaffenberger, 2007). Yet, the supervision SCITs receive may not meet their specific needs (Wood & Rayle, 2006) or properly prepare them for the realities of their work environment (Brott & Myers, 1999). In addition, SCITs may experience frustration and confusion due to a multitude of factors influencing supervision.

The purpose of this interpretive phenomenological study was to understand the supervision experiences of SCITs enrolled in CACREP-accredited counselor education programs who had recently completed an internship in school counseling. Specifically, I sought to understand their experiences with regard to university individual and group supervision, site supervision, and what influence, if any, the ASCA National Model had on their supervision experiences. Whereas ample literature addresses supervision from the perspective of the supervisor, few researchers have considered supervision from the perspective of the SCIT. Having the viewpoint of SCITs can provide a better understanding of their experiences.

The intent of this study was to describe the meaning of the lived experience of supervision for the participants. Included in this chapter is a brief review data analysis procedures and the findings of the study. The findings are organized into four major super-ordinate themes: impact of counselor education program, aspects related to supervisors, significance of feedback, and influence of self. Themes and subthemes are further developed within each major category.

Data Analysis Procedures

Informal data analysis began with data collection during interviews. Analysis was formally conducted after all interviews were transcribed, and followed an IPA data analysis cyclical approach. The approach involved the reading and re-reading of transcripts, note taking, and the development of emerging themes. Themes were then typed into participant summaries. After each of the individual cases was analyzed, cross-case analysis began, which involved reorganizing and relabeling existing themes and subthemes. Data analysis findings across cases and within cases are reported according to super-ordinate themes. To obtain the four super-ordinate themes, sub-themes that were related were organized according to themes, and related themes were organized into super-ordinate themes.

Super-Ordinate Themes

Whether the participants were recounting positive or negative supervision experiences, their experiences could be attributed to: impact of counselor education program, aspects related to supervisors, significance of feedback, and influence of self. Themes and sub-themes are

further developed within each super-ordinate theme and are supported by extracts and quotes from participants.

Impact of Counselor Education Program

All eight participants spoke about the impact of their counselor education program on their supervision experiences. The three main themes that emerged were: the culture of the counselor education program, the dynamics associated with university supervision, and feelings of preparedness for their future work as school counselors.

Program Culture

The culture of the counselor education program had a pronounced influence on participants' supervision experiences. Program culture was recognized in the qualities of: a clear focus on school counseling or primarily a clinical mental health focus, the program's support or lack of support provided to students, and the quality of the program's relationship with placement sites.

Program's Focus on School Counseling

Counseling Courses

Whether participants perceived their counselor education program to have a distinct focus on school counseling was dependent upon several factors, including more than one school counseling-specific course being offered and content in other courses having application in the school setting. Renee stated that her program was "clinically based" and referred to the school counseling students as the "step children of the program" due to the emphasis placed on mental health counseling. Adrienne also reported that her program was very "clinically focused," and

“even the books didn’t touch too much on school counseling.” In regard to course content, she added, “I think they teach from what they know, so they’re more biased because they are clinical mental health so they teach from that perspective.” Dawn remarked on course content when addressing what she believed she was missing from a certain course’s content in regard to counseling a person with a particular type of disorder. She stated:

... What do you do with her? And what do you do with her in a school setting? I don’t feel confident. I am going to have to go read so much and look up so much... there are areas that are missed in our training, that are incomplete.

Dawn also believed the one school counseling class offered in her program should be two separate classes due to the amount of content specific to the school setting. Renee echoed the sentiment regarding course offerings, stating:

The only courses we have specific to school counseling are intro to school counseling and advanced school counseling. And the professors will admit that candidly, we don’t know what this looks like in a school setting. I’ve only ever worked in private practice.

Correspondingly, Claire stated that her program had two specific school counseling courses and that the content in other courses “was clinically focused... all focused in a clinical setting.” She did point out that “overflow” and “overlap” exist in the content because it can be applied in both mental health and school settings.

Hanna, concerning her program having a mental health focus, stated:

A lot of things should be adjusted for school counseling but they are more focused at the university on clinical mental health ... I mean, we only have one school counseling class and everything else is really heavily focused on clinical mental

health... I took the one school counseling course... that was the only opportunity I had to learn everything about school counseling unless I learned it on my own.

Evaluations

In addition to course offerings and course content, evaluations specific to the needs of school counseling students were also a factor related to participants' perceptions of their program's focus. According to Mandy, the evaluation her program uses for students was based on the ASCA Model and "was very realistic to what your evaluations look like when you are in an actual school counseling position." Likewise, Claire reported that her program utilizes evaluations that are specific to school counseling, clarifying that her program evaluations are for "individual, group, and guidance lessons... and then an overall evaluation for how we were from the beginning to the end." By contrast, Dawn believed the forms in her program did not meet school counseling students' needs and should be changed. She stated:

...you have to have different ones for school counseling than clinical. That's absolutely necessary. What kind of person made that form up? Because you're not covering all the school bases, you're not. It's made for clinical. You can't get the feedback on some areas if they are not addressed, right?

School Counseling Experience of Faculty

It was especially important to Mandy, Adrienne, Nicole, Dawn, Renee, and Claire for faculty to have had previous school counseling experience. Hanna stated, "If they had a little more classes that were geared toward school counseling or professors that had school counseling background, then that would be helpful." When asked if a faculty member's background made a difference, Mandy, whose faculty had school counseling backgrounds, reported:

Oh, absolutely! I don't think they would have understood the value of putting us in the classroom that first day. That's a big deal to know, this is what you're getting into. I don't know if I would have gotten the same hands-on experience. I think it would have made a big difference.

In much the same way, Adrienne stated:

I think school counseling experience is important because if they took all the classes but they never experienced what it was like to be a school counselor, I don't think they would be able to relate as much to what we are going through, practicum and internship students, because they never went through it themselves. I just believe that you get a lot more knowledge from experience than books, so I think it would be helpful to teach people how to be a school counselor from people who actually know how to be one.

The importance of faculty members having school counseling experience was echoed by Renee and Dawn. When asked about the importance of having a school counseling background, Renee stated:

It is *so* essential! It is *so* essential, because I really appreciate [my professor] taking the leadership and being up-to-date with all of that stuff because without him, I don't think we would have a school counseling track, but at the end of the day, he hasn't been in a school.

In a similar vein, Dawn stated, "He does his best to teach the course but he is not a school counselor." She added, "I feel like there isn't strength of school counseling experience in our program."

Level of Investment of Faculty

In addition to the significance of faculty having a background in school counseling, knowing that faculty were invested in the counselor education program was important to participants. Mandy, who spoke very highly of one faculty member, stated that “She pretty much developed the program from the ground up... and so she’s very invested in it. I mean a lot of her time and her blood, sweat, and tears went into it.” She added, “... she really beefed up the program... and it’s truly hers, and she can say it’s truly hers because she did all of the groundwork for it.” Renee stated that after a presentation at a professional conference, her professor recognized a need for students to have more knowledge about supervision because he envisions the students becoming supervisors. Therefore, he began teaching supervision content in his advanced school counseling course, which she considered an indication of his commitment to the program.

Program’s Support to Students

It was important to participants that counselor education programs provide support to students when choosing a practicum or internship site. According to Hanna, it would be helpful for counselor education programs to “put a little more work into finding supervisors that would be good for school counselors.” She added, “... even if they put *any* help into helping you, you know, pick supervisors that will be a good fit.” Similarly, Nicole stated:

They had some ideas about where you could go but I mean, they didn’t really have anything set up... they should probably have a list of people that they maybe connect with and those people can always be prepared for interns... because it is hard to find a place.

By contrast, Renee felt supported by her program in choosing her site placement. She reported that one particular faculty member did a “really good job of recommending a person” and then

sent the student out to see if the student and supervisor “connect and are a good fit.” She added that he was “very, very particular” and “wants to make sure they are doing the model, that they are doing what a school counselor should be doing” when he recommends a site supervisor.

Another area of support that was mentioned by a participant was matching university supervisors with supervisees from the same specialty area or track. Dawn believed it would be helpful for supervision groups to be inclusive of “... any supervisors with as much skill related experience and all school counseling students... I think that’s something they have control over so it wouldn’t be that hard to do.”

Dawn mentioned another significant area of support. She believed her program should allow internship experiences at multiple sites. She believed this opportunity to diversify her experience would have been beneficial. She reported having only one site for all of her practicum and internship experiences because “our program discourages you from doing different schools, even multiple sites.” She went on to say that: “... the program needs to encourage us to get as much experience and knowledge as we can while we are in it.”

Participants indicated that clearer communication from the program was part of feeling supported. Specifically, clear communication regarding school counseling-specific information was needed. Dawn discussed the need for clarification concerning students taking the school counseling Praxis. An additional example she gave was the requirement of 700 hours in a school setting during field experiences to be certified as a school counselor in public schools in Louisiana. When discussing how she learned the information, she stated, “... one of my peers told me it existed, no professor ever told us about it.”

Ilene indicated that the small size of her program contributed to her feeling supported. According to her, “... if I emailed someone, they emailed me back. If I called someone, they

called me back. If I needed something, they would get right back.” She added, “I would recommend my program. I love it!”

Program’s Relationship with Placement Sites

For many of the participants, a good relationship between the university and placement sites was important. Ilene indicated that her university program communicated with her site supervisors, although she was unsure what they discussed. She would have preferred for her program to know her site supervisors “on a more personal level.” However, she acknowledged that the geographical distance between her site and program was a barrier. She stated that her faculty university supervisor and site supervisor met in person for the first time at the end of the semester and she would have preferred that it had happened at the beginning of the semester. Similarly, Claire stated, “It would have been nice if my university supervisors did some visits at the school, that would be kind of cool.”

An additional indication of the program’s relationship with the site was the counselor education program’s willingness to provide supervision training. According to Mandy, supervision training was provided to site supervisors by her university, at which time the supervisor’s roles and responsibilities were made clear. As a “safeguard,” after the training, the supervisor was required to pass a test with a score of at least 70%. She believed that her program was accommodating to the site supervisors by offering training via Power Point, as there was distance between the university and the placement site. She indicated that as additional support to sites, communication was encouraged via face-to-face or Skype video conference, or via email or phone.

Hanna wished that her program provided supervision training and stated, “... for onsite supervisors, they need to be trained, they need to have training... I’ve read about things where

they can do online training modules or something... It would help if [my university] had that!” Renee indicated that her program did not currently provide supervision training to site supervisors. It was recognized as a need by faculty, which began a discussion about “getting supervisors and supervisees together” for a supervision presentation to get “everybody on the same page.” Renee believed it would have been beneficial if that had taken place prior to her internship.

Dynamics Associated with University Supervision

For all the participants, the dynamics associated with university supervision had a significant influence on their supervision experiences. Although there were distinct differences in the way that university supervision was conducted across university settings, some common themes emerged for all participants. All participants received group supervision; however, not all received individual supervision and very few received triadic. Some participants expressed confusion regarding the terminology associated with the type of supervision they received. Several referred to their university supervision as their “practicum or internship class.” Regardless of the terminology used, the common themes that resulted were: the format of supervision; the size of the supervision group; the composition of the group; and assignments and requirements of supervision.

Format of Supervision

Most participants, when asked about their supervision experiences, referred to the format of their supervision. Mandy identified her supervision as occurring in a group format, and had “one-on-one” supervision “if needed, by appointment.” She specified that her faculty

supervisors “were very attentive to our needs. We had one hour with them per week but they were so accessible, so that stood out for me.” Adrienne also received university supervision in a group format; however, for the midterm and final video presentation, she was unsure of the format and stated, “I guess technically that would be considered individual or triadic.” According to Dawn, she received supervision “normally in a group format,” but specified that “... if we each had questions, each person would ask their questions. So in that sense it was individual, but there were always four people in the classroom.”

Nicole expressed confusion about the type of supervision she was receiving and stated that she was receiving all types of supervision. Throughout the interview she interchanged the terms “triadic” and “group.” She seemed to have a clearer understanding that individual meant “one-on-one;” however, she specified that she did not receive that type of supervision. She stated in a sarcastic tone, “We don’t really do, like, individual... he will separate us into groups because they save time that way at our school.” Then she contradicted herself and said, “... this semester I will have one-on-one because there’s three people, so he just decided since I’m school track, he put me by myself, so I’m going to meet with him by myself.” In regard to other formats of supervision, she stated, “Triadic, of course if when we do it in class with everyone there.”

On the other hand, Hanna had a very clear understanding of the type of supervision she received, which included university group supervision and university individual supervision. She indicated that she preferred individual supervision to group because she felt “guarded” and “scared” in a group setting. When asked if she felt the same with her individual supervisor, she stated:

I feel like one-on-one, you get to know the person and you become more comfortable with them so maybe at first with my individual I wasn't as open. Then we built a relationship and it was easier to trust that one person over everyone in the group and you can't control everything that goes on.

Dawn understood the types of supervision she was receiving; however, the format of supervision was not as much of an influence on her experience as were other dynamics involved with university supervision, such as the composition and size of the group.

According to Renee, her supervision was "a group supervision set-up" and she did not mention receiving any other type of supervision. Claire was very specific about the format of her supervision and the amount of time spent. She stated, "We met once a week for two hours and forty-five minutes... and we would talk about the things we were seeing at our site, so the things we were working on." In addition to meeting as a group, she also met with her supervisor individually when "... she would talk to us personally, you know, where were some of our weaknesses, what we needed to work on, our theory, where we needed to go, techniques, a lot of theory based stuff which we liked."

Size and Composition of the Group

Four of the participants referenced the size of the group as a factor in their university supervision experience. Mandy and Ilene mentioned the small size of their group, with Mandy specifying that their group supervision consisted of "four of us and one faculty member." By contrast, when Renee referred to the size of her supervision group, she stated, "...for my practicum, we had about 12 or 14 people which was really big for an internship class, so you got a lot of good feedback."

Far more participants were concerned with the impact that the composition of the group had on their experience than with the size of the group. Most participants were very forthcoming about effect of the group's composition on their supervision experience. Mandy and Ilene, who were at the same university and in the same supervision group, said that their group was comprised solely of school counseling students "that were at the same level in the program as us." Ilene went on to clarify what it meant to her to be in a homogeneous group:

I wouldn't have been able to focus on exactly what I was going to school for and what I needed to do. I feel like that time would have been split between mental health and school counseling. I would have liked to learn the other aspect of it, but I needed to focus on school counseling.

Hanna's group was also exclusively school counseling students; however, she knew of peers in her program who were in a mixed group. She stated, "... for them I feel bad... I wish they could have made our group a little bigger. Schools are very different, you know?"

Adrienne stated that her group was a mixture of practicum and internship students; however, all were school counseling students. She also discussed the advantages of a homogeneous group:

I liked it just being school counseling people because we knew what to expect from a school setting and we knew what recording a school video would look like... there is definitely a difference between mental health videos and school counseling... I think our clientele is a little different and the environment we are pulling them from is different, so they are in a different mindset and we are in a different mindset... it was helpful having people who were used to that and knew how it worked.

Hanna echoed the sentiment, stating "... all of my peers were in school counseling so that was helpful to have it focused on topics, issues that would be present in different school settings." She continued by saying that it was beneficial to hear what others were going through at different sites "because it's way different from school to school" and by having all school counseling students in a group, "... you can really focus on what your specialty area is."

Renee recognized the benefits of having a group solely of school counselors, which included being able to present guidance lessons and talk about leadership in the schools. She did admit, however, that she would like to have been in a mixed group. She stated, "I kind of wanted just to see different ways of going about things because at the end of the day, we are using the same techniques in different ways." Claire had experience with both homogeneous and mixed groups, and identified the benefits of being in a mixed group for practicum:

... it was great because we got to see how they worked with individuals for family issues and with children and all that, so I liked that part of it, the more clinical part we weren't getting because we got more of the school...

When Nicole referred to the composition of her group she focused on the differences in levels. She emphasized:

I don't think that's a good thing... I think they should keep first semester internship students in a group and separate them... because sometimes people feel a little inferior being in that group because they feel like oh my god, they know so much more than me.

Requirements and Assignments of Supervision

Seven of the eight participants discussed the influence of requirements and assignments on their supervision experience. All of the programs required participants to provide videoed or tape-recorded counseling sessions with students. Only two programs required other assignments;

one program required a portfolio and one required a capstone project each semester of internship. Participants commonly referenced the video requirement, which varied by amount among the counselor education programs. Whether mentioning the benefits of the requirement or the challenges associated with it, it was an issue that came up for most of them.

The video requirement and its impact on supervision experiences varied greatly by participant and program. Adrienne reported a total of ten videos or live supervision sessions required by her program, with three of the videos being shown during group supervision. She believed the least beneficial part of university supervision was the amount of videos required and would have preferred to show more during group supervision. Renee's sentiment about the video requirement was that it was "very intense" and "the planets had to align sometimes just to get a really good video." Specifically in reference to the logistical constraints, she said "It was just hard to get students one-on-one; either they weren't there or there wasn't space for us to videotape." She also addressed "taking her own liberties" with a particular student's consent to video, even though she felt pressure from her university supervisor to get a video consent signed for every child with whom she worked. She chose not to get the consent signed because she did not want to jeopardize being able to counsel him because his parents "were very private people and I wasn't going to do that to them."

Hanna expressed frustration due to the challenges faced in a school setting in reference to her program's weekly requirement of a videoed session. She referred to the weekly, hour-long requirement as "unrealistic" in the school setting. She stated, "... I think if maybe they adjusted that a little bit for school counseling, like it seems like it's more appropriate for clinical mental health..." Dawn, from the same university, referred to the "stress" it caused her and her site

supervisor “because there weren’t many student whose parents would agree to it, and so in effect, I was counseling students who did not need counseling.” She added:

... I guess there’s differences in the population you are counseling because our parents are like, ‘no, things are recorded, and lawyers, and we’re getting a divorce, and we can’t have that.’ And those were the kids that I needed to be counseling...

Also in reference to the taping requirement, she stated, “... there was this expectation that we would see students for longer, that we even had options to see students...”

Claire stated that one thing she really liked about university supervision was the video requirement and the feedback that she received from showing the videos. Her program required that she show one video of an individual counseling session, one of a group session, and one of a classroom lesson for each semester of supervision. She chose to do more, however, because she wanted more feedback. She stated that the videos were “so important” and felt they were the most beneficial part of supervision because they were “evidence based” and “most productive.”

On the other hand, she thought that the portfolio requirement, which contained all her individual sessions and everything used for group counseling and classroom lessons, was “not as effective” and “was a lot of paperwork.” She did admit, nonetheless, that the portfolio helped her secure a job. When asked what changes or improvements she would make to the supervision process, she said excitedly, “more videos... I would remove the portfolio and add more videos!” Likewise, Adrienne thought it would be helpful to have more videos required, and said, “I feel like if we are just going to do group supervision with him, it would be more helpful to have more than two videos to show throughout the semester instead of one.”

A completely different video requirement was reported by Nicole, who stated that videos were required only during practicum at the counseling center on campus. When asked if she

taped counseling sessions with students at her internship site, she replied, “No, not at the site because you would have to get permission from parents and everything else to record.”

Mandy and Ilene had to turn in only one video per semester, and had the choice of choosing an individual session, group session, or class lesson. The video requirement was not a major factor of influence for either participant; however, the capstone project, which was a requirement for practicum and internship, was a major factor. Mandy referred to the assignment as a “big, huge, huge project,” while speaking about the finished product with pride. She recognized that the project was “very reflective of what is expected to be kept in a regular school counseling program.” She compared it to the binders that her site supervisors maintained for their evaluations.

Ilene, on the other hand, did not seem to connect the project’s significance to preparing her for her job as a school counselor. Instead, she continuously referred to having to get her “project done.” It was evident that the project had influenced her supervision experience, as she referred to it numerous times throughout the interview. She admittedly had “a hard time with some of the parts” and reported having to re-do some things. One of the times she spoke about the project she said:

I had to do a whole capstone project where I had to get a needs assessment, I had to choose a class, I had to do four lessons, I had to do a pre-test and post-test. I was so nervous, lord have mercy.

Whether focusing on the video requirement or the capstone project, it was evident that the requirements and assignments affected participants’ supervision experiences.

Preparedness for the World of Work

A final area of impact of the counselor education program on participants' experiences was whether or not they felt properly prepared for the realities of the future jobs. Most participants had strong opinions regarding how they had been prepared by their programs.

Congruence between the Counselor Education Program and "Real World"

Mandy, who spoke very highly of her "structured" and "very organized" program, felt very well prepared by faculty and courses to become a school counselor. She did believe, however, that the text-books didn't necessarily prepare her. She stated, "...everything is so laid out in the text-books and it's like the perfect world in text-books... but a lot of times it's not reality." She reported that her program held her to "high standards" according to the ASCA National Model, and what she learned in her program and what she saw at her site "corresponded pretty well."

In much the same way, Adrienne learned about the ASCA Model and saw it implemented at her internship site, although she believed the model was not being implemented consistently across schools in the district. She said, "I like ASCA and I think it should be taken more seriously in schools." She was impressed with her internship site's implementation of the model and noted that the site was considering applying to become a Recognized ASCA Model Program (RAMP) school.

Ilene also felt prepared for the realities of what she will be doing but added, "... I know there is still so much to learn." In reference to the amount of time spent in the field, she added, "I don't feel that one semester... well, two semesters, will let me know everything I need to do in the future, but I feel like it's a good start." Both she and Mandy felt very strongly about the difference in the required amount of hours for practicum and internship. Both participants thought the CACREP requirement of 100 hours for practicum and the 600 hours for internship

was “lopsided” and made it “difficult to transition from one to the other.” Ilene felt that the 100 hour practicum did not allow her enough time to acquire the experience she desired. Mandy added, “... we are still responsible for the same thing, it’s just a shorter period of time, because we turned in the same amount of things.” Both would have preferred that practicum and internship hours had been more evenly distributed.

In regard to Renee’s feelings of preparedness for reality of her work, she stated, “I feel prepared in some aspects...” in reference to having learned about the ASCA Model. She believed, though, that there was incongruence between her university supervisor’s view of school counseling and the actual responsibilities of school counselors. She saw the model being implemented at her sites; however, she recognized that school counselors were often responsible for many tasks that do not fall within the ASCA Model’s framework. She acknowledged a negative attitude toward the ASCA Model of some school counselors when she remarked, “... but some of the counselors were just like, that ASCA stuff, that’s too new. Y’all do that, I’m old school. I don’t want to do that.”

Claire had a very similar experience to Renee’s. She also learned about the ASCA Model in her program where she had “... classes that specifically did the ASCA Model.” Additionally, she saw school counselors at her site who were attempting to implement the model but were overwhelmed by other responsibilities. Her university supervisor, who believed school counselors should be involved only in activities that fall within the ASCA Model framework, discouraged her involvement with other responsibilities. As she discussed her choice to be involved in other responsibilities, such as “necessary paperwork,” she laughed when she stated, “I wanted to be prepared for the future!” Claire also recognized the lack of support of the ASCA Model by administrators and the school district.

Hanna compared what she learned in her program and with what saw at her site, saying: ... it's very different than what we learned... they do a lot of stuff you're not supposed to do in school counseling, in the ASCA Model. They don't use the ASCA Model at all and they even laugh when you talk about it.

In regard to feeling prepared by her program, Dawn stated, "I sometimes do not feel that prepared... I feel like I don't really have a good grasp on what is out there..." One of the reasons she felt unprepared is due to a lack of diversified experiences. She believed that it would have been beneficial to have had opportunities at multiple sites rather than all of her experience at one site. She commented, "I feel like I haven't done that much counseling. I've done a ton of teaching." In reference to working with diverse populations, she added, "... do I feel prepared to like, go out to any of these places? Like, no, I don't even know what I am doing!"

Nicole mentioned learning about the ASCA Model in her program, although she did not see it implemented in schools. She stated, "... schools do not use that." She believed they should be forced to use it because she thought "they would see improvement in the schools." She did not specifically address feeling properly prepared by her program; however, she had very strong opinions about her placement sites and their influence on her preparedness.

Aspects Related to Supervisors

Significance of the Supervisor's Background

The background of the supervisor was a significant factor in influencing participants' experiences. Because all participants had school counselors as site supervisors, it was the university supervisor's background that was significant.

Mental Health versus School Counseling Background

All eight participants discussed the background of their university supervisor almost immediately. Whether or not the supervisor had a school counseling background greatly influenced their supervision experiences. The significance of background was applicable whether the supervisor was a faculty member or doctoral student. Those who had university supervisors with school counseling experience reported more positive supervision experiences, regardless of whether the supervisor was a faculty member or doctoral student.

Mandy and Ilene, who were both from the same counselor education program, had two faculty supervisors with school counseling backgrounds. When asked if school counseling experience made a difference, Mandy responded:

That makes a very big difference because you have to be in a school system to know how it operates. I am passionate about this! You have to be in a school system to know how it operates! I mean, it's easy to be on the outside looking in and thinking that you know what goes on, but not everyone has a critical issue. You know, not everybody is a case. Interestingly, both participants indicated that the two supervisors were also former elementary school teachers. They were the only two participants who referenced a teaching background and it seemed to impact their experiences. In particular, it made a difference with the capstone project. Apparently the participants thought that the guided, "step-by-step" approach taken for the project was indicative of a former elementary teaching background. Mandy stated, "It wasn't just like here, take it and go. There was like, this week you are going to do this and we will come back together and see if you have any questions."

Claire had a similar supervision experience insofar as she also had faculty supervisors with school counseling experience. She reported that one supervisor was "more clinical" than

the other, so the semester she spent with her was more focused on her clinical skills. In reference to the supervisor who was less clinical, she stated:

The suggestions and criticisms that I got from my university supervisor was not as clinical, I guess you could say, because the time allocated to a school setting is very different. So we always got the school aspect I guess...

Adrienne and Renee were from the same counselor education program and had one faculty university supervisor for all of their field experiences. The supervisor did not have school counseling experience, though he was considered the “school counseling person” among the faculty. Renee reported, “He’s the only person that does the school counseling portion of our program, so I had him for three semesters of supervision.” She was forthcoming about the disadvantages of having the same supervisor for three semesters, particularly one without a school counseling background.

On the subject she said:

... he didn’t connect and he has a mental health background and a private practice background and marriage and family and stuff and so he would want us to do things that were very clinical based that just wouldn’t happen in a school setting and it was hard for us... Having one supervisor the whole time was kind of unfortunate for me and I was upset about it because mental health have three different supervisors they can go to... I really wanted somebody different, just a different perspective on things.

Hanna and Dawn, whose counselor education program has a doctoral program, had doctoral supervisors for all of their experiences. On the subject of her individual university supervisor, Hanna stated:

... she was from a mental health background... and at first that was a hang-up for me... but as time went on I realized she's here to help me with my clinical skills so it wasn't like it was inappropriate, she was doing what's she needed to do. She was actually one of my most helpful supervisors...

Of all of Hanna's group university supervisors, only one had limited school counseling experience. Hanna believed that the lack of school counseling experience and knowledge of the ASCA model among supervisors in her program affected her experience. She stated:

Yes, so *that* was lacking. That would have been helpful if we had more of that. That would have to do with having more classes and training in it, and then having more people who were knowledgeable about it so you could talk about it in group and individual. I didn't have that experience at all so it was kind of like you are left to your own to figure it out or network with people that know, so I do feel like it was just up to you to figure it out or don't, but we're not going to talk about it. We are focusing on your clinical skills and not really school counseling.

Dawn had multiple individual and group university supervisors, and only one had experience as a school counselor and it was limited. When she discussed each of her university supervision experiences, the supervisor's background was a prominent part of her experience. It was somewhat helpful if the supervisor had at least worked with children as opposed to exclusively having experience working with adults. In reference to one of her individual university supervision experiences she said, "I mean it wasn't great, but he wasn't a bad supervisor." On the subject of her group university supervisors, she stated, "... neither one of them had school counseling experience... so it wasn't very helpful and a lot of us felt I guess

targeted and judged...” When asked if she thought having school counseling experience has an impact on supervision, she stated:

I think it makes a huge difference, especially when you have a dilemma that relates to the politics or organization within a school... They might try to have good advice but it would be better if they have been in a school setting... It makes a big difference there with problem solving.

For Nicole, the supervisor’s background had a significant impact on her experience. She reported that her first supervisor was not very helpful because he “... was not well rounded in school counseling so he really didn’t have that much feedback for me.” She conveyed a more positive experience with her second supervisor who had school counseling experience, and expressed, “She was very knowledgeable. I liked her a lot! Opposite of what he was!” She went on to say that “knowledge from a school counselor background” was the most beneficial part of supervision, and referenced not getting anything out of her first internship experience.

Doctoral Student versus Faculty Member

Only three participants had doctoral student supervisors. Two of the three participants had an opinion about having a doctoral student as opposed to a faculty member for a supervisor. Nicole felt very strongly that doctoral students should not be supervisors. She vehemently stated:

... I don’t really approve of the doctoral thing. I mean, I know they need to get some experience and stuff, but I don’t think it should be for students who are paying big money to be going to school to be getting that... Just because the knowledge coming from faculty members who have been in the business for many, many years is to me more valuable than someone who’s only been doing it for a year maybe... We had

one person who had been only in the business counseling in the real world for a year... they should have higher qualifications I think for that.

On the other hand, Dawn had a very different opinion of doctoral supervisors. She had all doctoral student supervisors and stated, "I don't think I would like having faculty." She went on to explain that it related to boundaries and roles:

... faculty are still faculty of the doctoral students and I think that works well because of the way you are being evaluated... I think it adds to the learning experience when you are working with a doctoral student because they are also a student and they are being evaluated in similar ways, which I guess takes some pressure off.

Age and Year of Experience

A supervisor's age and years of experience mattered for Adrienne, Hanna, Nicole, and Claire. Adrienne, who reported a very positive site supervision experience, indicated that her site supervisor had been a school counselor for 18 years. She spoke very highly of her supervisor and supervision experience. Hanna, on the other hand, discussed her negative supervision experience and the large number of administrative tasks in which she was engaged. She thought that the supervisor was "trying to help himself out" by having her do the tasks since he was "older." When she expressed that he had a negative attitude toward the profession and complained about his job, she attributed the negativity to the supervisor being "close to retirement age." Nicole had a negative site supervision experience as well and attributed it in part to her supervisor being "older" and "at the end of his career."

Claire had a negative supervision experience during practicum and a positive one during internship, which she attributed in part to the age and experience of the supervisor. She stated:

My practicum supervisor at that school was very young, she was a little bit older than me. And my supervisor at the middle school for my internship was a lot older and she's been in the field working as a school counselor for eight years... I feel like she had more guidance.

Seemingly, having supervisors who were too new to the field or who were near retirement negatively impacted supervision experiences.

Supervisor's Style of Supervision

For all eight participants, factors related to the supervisor's style of supervision were extremely impactful on their supervision experiences. Whether a supervisor encouraged autonomy, scaffolded the learning experience, and exposed the participants to diverse experiences were important aspects of the style of supervision. When all elements were present in a supervision experience, participants reported more positive experiences and felt better prepared for the realities of the school setting.

Nurturing Autonomy

Participants who had supervisors who encouraged autonomy enjoyed their internship experiences more than those who felt "held back." Those who had negative supervision experiences used terms such as "rigid," "overbearing," "micromanaging," "over-helpfulness," and "more intense" to describe their supervisor's style of supervision. When Adrienne discussed her negative site supervision experience, she admitted to feeling "bitter." She referred to her supervisor as treating her "as though she had never worked with a kid before," despite her prior mental health experience. She went on to say:

... it was kind of like a slap in the face because I did have a lot of skills and was confident in what I was doing but I wasn't able to show her or myself that I knew what I was doing.

To sum up how she felt, she used the following analogy:

... She was like the mama bird and I was like the baby bird and she kept telling me, 'No, you're not ready to fly yet! No, you're not ready to fly yet!' and I'm sitting here like, 'Let me try!' and she's like "No, go back in the nest!"

Dawn, who described a group supervision experience as "miserable," attributed the experience to the supervisor's style of supervision. When describing how the supervisor would "just sit on" the supervisees with issues, she said it made her feel "angry" and "just want to shut down." She reported that she and other group members felt "self-conscious and insecure" and had a "fear of being picked out." As a result, she did not get her needs met in supervision and "came out not liking group supervision." She reported, however, that the group became "very tight-knit" and "bonded because of the experience."

Those who reported more positive experiences described their supervisor's style as being more "flexible," "allowing free reign," "laid back," and a "laissez-faire" approach. They were allowed to participate in more activities, the supervisors communicated trust in their abilities, and the participants believed their needs were met in supervision. Mandy, who described her site supervisors as "excellent," reported that she was given "free-reign." She was included in all activities at the site and that she "worked as a team" with her site supervisor and the other counselor on campus. Consequently, she felt "like a third counselor" and not like an intern. She reported having "*a lot* of responsibility" and her own caseload, which made her feel as though

her supervisor trusted her and had faith in her abilities. She felt as though she “really lucked out” with her supervision experiences.

Adrienne contrasted her very “micromanaging” practicum supervisor with her internship supervisor who allowed her “full reign.” When describing her internship supervisor’s style, she stated:

She let me make my own mistakes and let me try things out on my own instead of saying, ‘This is what works best’ ... I appreciated her just trusting me enough to let me go and try my own thing rather than thinking I have no idea what I’m doing and telling me every little thing that I have to do or even not letting me do things.

Scaffolding Learning

An additional factor related to the supervisor’s style of supervision was scaffolding of the learning experience. Whether for assignments in university supervision or experiences at sites, it was helpful for participants when supervisor’s scaffolded the learning experience. When referring to her university supervision experience, Mandy described it as a “building process,” in which she was walked through “step, by step, by step.” In particular, she referred to the capstone project which “... was done in steps. Like today your needs assessment is due, now your research question and hypothesis is due, so we would do those in steps.” The project, which she described as “big, huge, huge project,” was made more manageable through scaffolding.

Hanna stated that she and her “awesome onsite supervisor” were “always together” in the beginning of her practicum. As time went on, she went from observing to actually doing the activities, such as classroom lessons, on her own. When describing the experience, she remarked:

... I think that at the practicum level that it was good that I was with her most of the time and I could talk to her about any of my cases and just ask her questions because she was just right there with me, I could observe her... that was perfect for a practicum site.

Claire, who also reported a positive supervision experience, referred to her site supervisor as “amazing” and said she “loved” her internships. She stated that she and her supervisor were always together in the beginning of her internship, and then her supervisor “kind of loosened the reins and she kind of backed off a little bit...I really liked that part.” She said that she was comfortable enough to do things on her own by the end of internship. Likewise, Adrienne stated, “I observed a little bit but it was pretty early on that I started doing the same things she was doing.” The participants who reported more positive experiences recognized the scaffolding of their experience.

Encouragement to Engage in Diverse Experiences

The importance of having the opportunity for “real world” experiences at their placement site was discussed by all participants except Ilene. Renee, who described having “free reign,” discussed the very diverse experiences she had at her practicum and internship site. She indicated that she was allowed to do individual counseling, group counseling, and class lessons. She stated, “If I had an idea and it was within the means, I could do it!” Because of the array of issues that she was exposed to at the site, including the death of three students and a pregnant freshman student going into labor, she joked, “I have seen the entire life spectrum at this school!”

Claire also discussed all of the things that she was allowed to do at her internship site and said, “... I am so grateful for everything she showed me because it’s everything that I am going to have to be doing at this school I just got a job at.” Mandy said that her site supervisor

included her in all activities and exposed to a “variety of experiences.” She stated, “There was never a point where she said, ‘You can’t be a part of this’ or ‘Do this while I do this’.”

Other participants did not believe they were exposed to diverse activities. Adrienne stated, “I felt like I was more of a mental health worker who was placed in a school rather than being a school counselor just because I didn’t get to experience doing classroom lessons and running groups and everything.” Nicole also had a negative supervision experience due the lack of exposure to school counseling activities. When asked about her site supervisor, she indicated that he did not allow her to do enough and she “only met with like, two people every week...” She discussed feeling disappointed in her supervision experience and she complained that “... he just didn’t show me the ropes like I wanted to learn... on what exactly he did for middle school counseling.” She laughed sarcastically when she stated, “I wasted *a lot* of time with him.” She consequently does not feel adequately prepared to be a school counselor. When asked if she believed that she got what she needed from the supervision experience, she exclaimed, “*NO! Not at all!*” She indicated that the limited experiences at her site also affected her university supervision because she was unable to bring school up issues in university supervision.

Supervisor’s Commitment to Supervision

Those participants who reported more positive supervision experiences perceived their supervisors as placing a priority on supervision. The participants believed that supervision was a priority for the supervisor if the required time was dedicated for supervision and if the supervisor was prepared for the supervisee and had a plan. Finally, the quality of the supervision that was provided was also an indication of the supervisor’s commitment to supervision.

Accessibility

Most participants described their site supervisors as being “very busy” and “having a lot on their plates.” Despite being very busy, some supervisors still managed to dedicate time to supervision, which was important to participants. Mandy reported that although the hour for supervision was not always scheduled, her site supervisor always made herself available to the supervisee and made time for supervision. Adrienne also indicated that there was not a designated hour for supervision at her site. Instead, she and her supervisor met for “30 minutes here, 15 minutes there, whenever we both had a free little piece of time... and get supervision in that way.”

Some participants believed supervision was not a priority for the supervisor. Dawn criticized one of her site supervisors because “... she constantly forgot that we were supposed to meet.” Claire referred to her practicum experience as “miserable” and felt as though her site supervisor was “not there for her.” She stated:

I struggled a lot in my practicum experience. I felt like I needed more supervision. I had a conversation with her towards the middle of my practicum saying I needed more. I need more guidance. I need more feedback.

She attributed her negative experience to her supervisor’s lack of priority on supervision, commenting, “... she was always busy and the only time I got supervision was 30 minutes before the end of every day... and she was eating while she gave me supervision.” She went on to say, “I just felt like, if you’re committed to taking on this responsibility, you need to be there 110%.”

Hanna complained that she did not work with her supervisor for most of her internship, instead rotating with different counselors at the school. She said that her supervisor “wasn’t very present” and did not get to see her “grow.” She added, “she was just kind of busy all the time

and didn't make being a supervisor a priority, or maybe she took on too much because she did have three at one time. At one time she had *three* interns!"

Preparedness for Supervisee

In addition to supervision being a priority, it was also important for the supervisor to be prepared. Nicole, who sounded bitter about her internship experience, complained that she was not allowed to do much at her internship site. She attributed her negative supervision experience, in part, to her site supervisor's lack of preparedness. She laughed sarcastically when she said, "... if you are going to be a supervisor for a student, you need to have a plan before they get there."

Dawn, on the other hand, said that her individual university supervisor and one group supervisor made an effort to learn about the school setting in an effort to better help her in supervision. In reference to her individual supervisor, she stated, "I will applaud him for his efforts. He definitely tried to look and find tools to use with my clients."

The Supervisor

The influence of the supervisor on the supervision experience was very pronounced. Every participant referenced supervisors' personal attributes, their outlook on the profession, or the quality of their supervisory relationship when speaking about their experiences.

Personal Attributes of the Supervisor

Regardless of whether traits were positive or negative, the personal qualities of the supervisor were brought up consistently by the participants. Some participants referred to their

supervisor as a “mentor” and “leader,” whereas others used expressions like “lazy” and “not a good role model” to describe their supervisors. Both helpful and undesirable supervision experiences could be attributed to the personal characteristics of the supervisor.

When recounting her “excellent” practicum experience, Mandy referred to her site supervisor as “... very knowledgeable, very quick... and very hands-on and involved with her students.” She attributed her great experience, in part, to the qualities of her supervisor. She considered herself fortunate because she also had an “excellent” internship experience and used words such as “helpful,” “open,” and “receptive” to describe her internship site supervisor. Dawn used similar terms when describing her site supervisor. In addition to the supervisor having “good communication,” she also said that she was “helpful” and “available.”

Ilene indicated that her site supervisors were encouraging and supportive. She stated that they worked with her to build her confidence level, which she self-identified as being “low.” When describing her difficulties during internship and feeling “stuck” in counseling sessions, she stated, “They were never like, ‘You’re not going to make it. They were like, ‘You have what it takes to be a great school counselor’.” She reported that with their support and encouragement “it got better as the semester went on, and unfortunately it wasn’t until the end of the semester that it got better, but it got better.”

Renee referred to her site supervisor as “a natural teacher.” When describing her supervisor, she stated,

... She’s just naturally calm and I get very animated when I’m stressed, like oh my god... and she would be like, ‘Well what do you think you should do?’ And I always had the answer, I just didn’t believe in myself enough to be okay with that. So we would works

things out and we would talk it out. She would always have confidence in my abilities even when I didn't.

Although Adrienne had a practicum experience that she described as “not that good,” she still learned something from the experience. She explained,

I mean I'm glad I had the experience because it showed me what kind of leader and mentor I look for and what is helpful for me in a leader and what's not helpful for me... so it helped me grow, just not in the way that normally a practicum helps you grow I guess.

She was grateful that she had a positive internship experience following her negative practicum experience.

Outlook on the Profession

Nicole, who had negative supervision experiences, referred to one of her site supervisors as a “very kind man” but “very lazy.” Because of his laziness and lack of preparedness, she believed she did not have a “well-rounded” experience with him. She stated that her other site supervisor “wasn't a good role model” because of time that she wasted “walking around doing things she shouldn't be doing.” She went on to add that her supervisor was not current with school counseling practices and she referred to that supervisor as “old school.”

The supervisor's outlook on the profession was also discussed by Hanna. She indicated that one of her site supervisors had a negative attitude toward the profession and stated, “... he would always be like, ‘Are you sure you want to get into this? Are you sure you want to be a school counselor?’ and he would complain about certain things about the job a lot...” She indicated that she did not allow his negative attitude to discourage her. By contrast, another one of Hanna's site supervisors “... was very passionate about being a school counselor, so that's

always helpful when you are working with someone like that.” She reported a more positive experience with this particular supervisor.

The Supervisory Relationship

Having a good relationship and a rapport with their supervisor was an important factor for Adrienne, Hanna, Dawn, and Claire. Adrienne, referring to the most beneficial part of her university supervision, indicated that having someone who was there to help her and give suggestions without judging her was important. She stated that because she had already taken classes with him, “... we already had that rapport and trust built so it was easy for me to go to him with questions...”

Hanna discussed building a relationship with her individual university supervisor over time and referred to her supervisor as “taking up the slack” when things were not going well with her site supervisor. She also indicated that her university supervisor was supportive by advocating for her and helping her advocate for herself. Conversely, she felt there was a “disconnect” in her group supervision.

Dawn also referred to her negative group supervision experience, stating the group supervisors “... did not build good rapport with the whole group, and certainly not with myself.” She added, “... I felt like they were not getting us right...and I felt totally misunderstood...” According to Dawn, a lack of rapport with the group supervisors led to a lack of trust, and ultimately a negative supervision experience. She did state that her site supervisor “... was very good with rapport...” and believed they had a “good relationship.” Due to the relationship, the supervisor created a “comfortable environment” for the supervisee.

Claire stated, when referring to her practicum experience and the relationship with her site supervisor,

Our relationship was, I guess, a little tough. I felt like her direction... well, not her direction but her supervision, was not what I needed. Most of the time she left me own my own, *a lot*, and as a new student, it's your first practicum experience and you're just trying to get your feet wet... When I started I felt like we had a good relationship and when it ended, there was no relationship.

Significance of Feedback

Most participants brought up feedback as a vital aspect of their supervision experiences. Whether referring to feedback that was specific to skills and techniques used during counseling sessions or general feedback on progress, the quality, frequency, and source were important aspects of the feedback.

Importance of the Quality of Feedback

Clinically-focused, Helpful, and Personal

Some of the quality markers included the focus of feedback on counseling skills, the helpfulness of feedback, and the personalization of feedback. Dawn, Ilene, Claire, Mandy, and Hanna indicated that they appreciated feedback that was specific to their counseling skills. Dawn said, "I like when supervisors give concrete feedback. Feedback for myself and then also concrete examples for how to approach a client." She went on to say that she liked when supervisors asked her "challenging questions," which was helpful when "working on theory." Ilene referred to the helpful feedback her site supervisor gave her and noted, "She said, 'You did this well, maybe you need to improve on this,' ... she kind of gave me pointers."

Claire stressed the importance of the feedback that she received on her clinical skills when showing tapes to her supervisor. She indicated that it was "helpful because it helped us identify what we were doing." Likewise, Mandy indicated that some of the specific feedback

she received during university supervision included the use of a “certain skill” or “certain approach.” Specifically, she stated:

... we would have to pick something and make sure we were doing it and they would look at our body language, the way we were interacting with them, just how we were speaking and how they responded to the techniques you were using... I would say, ‘I would like for you to look at this,’ and they would look at it and say ‘I think this and this,’ or ‘I like the way you did this,’ or ‘You may want to do this.’

Hanna also related the feedback that she received from her individual university supervisor specific to her clinical skills. She said her supervisor “would recognize positive things that I did that I didn’t even notice myself, so that was nice and she kind of did that a lot.” Her site supervision experience, however, was very different. In regard to the feedback she received at her site, Hanna stated:

... it just wasn’t really personal, it wasn’t me, it was generic responses of stuff that people might say about me if they didn’t know me. Like she said that one of your strengths is that you’re quiet, and I was like *okay*... How is that related to counseling? She didn’t really know my skills or anything.

Correspondingly, Nicole remarked on the quality of the feedback she received during university supervision:

What do you call that when you actually have someone that’s giving you knowledge and at the same time giving you positive feedback? He was more telling me what I was doing wrong all the time, never praising what I did right or good, so I didn’t like that much.

Nicole reported not having a good experience with that supervisor.

Amount and Frequency of Feedback

The amount and frequency of feedback was an issue for some participants. Adrienne and Claire preferred that more videos would have been required, which would have provided the opportunity to receive more feedback. Adrienne noted that providing more videos would offer “more chances to put ourselves out there and then get feedback from whatever video was shown.” Claire noted that the students in her supervision group turned in more than the minimum requirement of tapes. She remarked, “... when you are doing this for the first time, you always want feedback because you want to grow and be able to provide the best services that you can.” She went on to say that she felt like more videos and less paperwork should be required. She remarked that the feedback from videos is “what helps you grow, seeing you personally doing the act and seeing what you missed and what you didn’t catch and your peers catching things.”

Adrienne stressed the importance of amount of feedback for her practicum experience. She stated:

Internship was great, practicum was not because I feel like I didn’t really get the chance to do much *to* receive feedback since I didn’t do any lessons or groups. I saw a few individuals and when I was seeing them, she would often not be in the room or just be at her computer doing work and she wasn’t paying attention to the session so she couldn’t give me feedback from a live supervision.

Similarly, Claire, who said she was “miserable” during practicum, indicated that she did not receive enough feedback from her site supervisor. She reported having a very negative supervision experience which lacked feedback and guidance. She stated, “I’m all about feedback because I want to be able to grow as a counselor and do the things that I’m supposed to be doing, and learning the aspects of a school.” Nicole said that individual supervision, which she did not

receive, would have afforded her the opportunity to get more feedback because “you would have more time to work on those issues with your supervisor because if you have to split the time with someone else, you’re really not getting that much.”

Source of the Feedback

Supervisor versus Peers

Nicole, Renee, and Dawn indicated that it was beneficial to receive feedback from peers. Nicole noted that after showing “ten or fifteen minutes” of a video to her supervision group, the group would talk about the video. Then her peers gave “their input, like what you could do better, or what you did good.” Although she appreciated feedback from her peers, she said, “Sometimes I would get more feedback from the students than from the teacher on some of my cases and I would have rather it be the opposite.”

When Renee recalled the large number of people in her university supervision group, she said she got “a lot of good feedback.” She explained, “... my classmates would pick up on things that I hadn’t noticed in the video which helped me go back the next session and really be attentive to what I missed the first time around.” Additionally, she stated that group supervision was “cathartic because... we would have footage with these kids and we thought that we had bombed it or we hadn’t done anything good and they were able to point out things that we had...” Dawn, too, appreciated feedback from her peers. She stated, “It made me feel more confident to hear what my peers had to say, on both ends; the feedback on what you had grown in and what you could grow in.”

For Renee and Nicole, the background of the supervisor affected the feedback they received. Renee said that her university supervisor “would just point out what you did wrong.” She remarked, “I felt very defeated a lot. A lot of us walked away crying from supervision,

unfortunately.” She reiterated that he regularly “pointed out everything that we did wrong.” Renee attributed the negative feedback to lack of understanding due to the supervisor’s lack of school counseling experience. She stated, “... that was a big point of contention for a lot of us when we were getting that feedback... he didn’t connect.”

In the same way, Nicole believed that it was essential to receiving quality feedback for the supervisor to have a school counseling experience. She specified that “background knowledge” was important. In regard to a university supervisor who lacked school counseling experience, she stated, “... the first one, like I said, had no clue, so he had no information to give me feedback on. I know more than him, which was bad, you know?”

Influence of Self

In addition to the impact of the counselor education program, the factors related to supervisors, and the importance of feedback, the influence of the participant herself on supervision experiences was noteworthy. Specifically, the participants’ intrinsic traits, prior experience in a school setting, and the feelings associated with supervision contributed to their experiences.

Intrinsic Traits

Self-Motivation

Mandy, Dawn, and Renee indicated that their supervision experience was affected by their personal characteristics, such as a willingness to take initiative. Mandy indicated that she was self-motivated and took on extra responsibilities during her internship, which she described as “a huge learning experience for real life.” She believed that her site supervisor trusted her; therefore, she offered to take charge of a large college and career readiness project at her site. In

addition to her willingness to take initiative, she also described herself as being a “stickler” for things, especially when it came to documenting her direct and indirect hours.

Dawn specifically mentioned initiative when talking about her site supervisor’s response to her involvement at the site. She stated:

... if you wanted to be more involved in things, as the intern you had to take initiative. It was nice, because at the end she was like, ‘I feel like the students got to know you more than they have ever gotten to know an intern... because you put yourself out there the way other interns haven’t... they usually just stay in their room’... so that made me feel really good.

Renee discussed her efforts to get to know the staff and build relationships, which was beneficial and resulted in the teachers “referring a lot of students to me, so it was nice. I felt like I was helping them.”

Conversely, Nicole, who reported a negative supervision experience, did not appear to take initiative during internship. She complained about not being exposed to diverse experiences and not being allowed to do school counseling-related activities. When she discussed the experience, she stated:

I would come in and he would be on lunch duty so I would just sit in there and I would just read stuff that I had to read for school for counseling and I would just wait for him to come back in.

Self-Concept

The impact of intrinsic traits was very evident for one participant in particular. Ilene’s self-concept was a prominent theme throughout her interview. Whether talking about her counseling skills, completing her capstone project, or videoing students, her lack of self-

confidence was evident. She stated, “I didn’t have a high confidence level. It was kind of low.” When referring to shadowing her two site supervisors for the entire experience, she stated, “I was pretty much always with them... I was nervous because I’m just starting and I was shy. I’m still shy.” In regard to individual counseling, she remarked:

... when it was my turn to start I just froze. I got stuck. I know what to say, I know how to start conversations. But I just froze because I guess I knew she was supervising me. It made me nervous... I get nervous for everything because I’m a nervous person.

The impact of Ilene’s lack of self-confidence was evident in other areas as well. The capstone project, a requirement of her university, was brought up numerous times throughout the interview. One of the times she discussed completing the project, she said that she needed “specific directions,” and “step-by-step” instructions. She stated, “Don’t just tell me go and do this. I’m going to freak out because I want to make sure I’m doing it right and I want to know all the steps to do it right.” Additionally, as she was discussing the video requirement, she spoke at length of her uncertainty and self-doubt. The uncertainty began when she was selecting students to video and continued throughout the process. When a student behaved in a way that was unexpected and inappropriate during the video, she stated:

... I’m thinking to myself, this is all on video. What am I going to do? Like, am I going to have to re-record my video? I was stumped. I was so stumped... I was in a pickle because I didn’t know, can I submit this video, am I going to get a bad grade because the girl was cutting up and left?

It was evident that her lack of confidence affected her supervision experiences in multiple ways.

Prior Experience in a School Setting

Some participants discussed experience in a school setting and knowledge of school culture and lingo participants as issues that affected their experiences. Claire described how her lack of experience in a school setting, combined with her supervisor's lack of support, affected her during her practicum. She stated:

I've never worked in a school setting before, so just even learning the aspects of the school. Not even introducing me to the principal, not introducing me to the staff, not introducing me to parents and all that, and I had to figure out things like that. That's what made everything difficult... if I don't know the communication process, if I don't know the first steps to do things, and I'm asking you and you don't give me those answers... most of the time I had to go around her.

Renee, who lacked prior experience in a school, said that she really enjoyed being in a school for her practicum and internship. She admitted, however, that she became "scared" because "the dynamics in the school setting can be very stressful."

Ilene attributed some of her difficulty during her practicum and internship to her lack of experience in a school setting. In reference to the capstone project and the accompanying lesson plans, she noted:

It was kind of frustrating because I had to re-do my lesson plans so many times... it's my fault because I don't have teaching experience and I feel like if I had teaching experience, then I would have done better on that.

When asked if she believed it was beneficial for school counselors to have teaching experience, she stated:

I don't think that someone who doesn't have teaching experience can't do it, I just feel like things come a little bit more naturally if you do have teaching experience. Especially

with like, the lesson plan part of it, with the classroom management part of it, you know just not being shy or nervous to get in front of the class.

Dawn, who also lacked experience in a school, referred to some of the challenges she faced, such as not knowing the right person to ask for help and how to approach teachers. She specifically referenced talking to parents and stated, "... a lot of us are nervous about talking to parents... you don't have hardly any training for school counseling with how to talk to or work with parents." Adrienne said that she was "kind of learning how a school runs" during her practicum due to her lack of experience in a school setting.

Unlike the other participants, Mandy did have prior experience as a teacher. She recognized that some things might have been more difficult for her peers who lacked teaching experience. She specifically referred to "the lingo of school," "the acronyms," "knowing how a school in general runs." She indicated whereas she was "comfortable" in a school, those who did not have teaching experience were presented with a "difficult challenge." She pointed out:

I know people who don't have teaching experience or don't have experience in the school system and they have a lot of challenges trying to bridge that gap from a Child and Families Study degree to a master's in School Counseling.

Mandy was grateful for her prior experience as a teacher and recognized the benefits during practicum and internship.

Quality of the Supervision Experience

Hanna, in addition to feeling like her supervisor didn't make the time for supervision a priority, believed the quality of her supervision was lacking. She referred to the quality of her site supervision as "not good." She went on to say, "She would just talk about random cases, maybe not even my cases, just random things about school counseling... telling me stories about

things in the past.” Likewise, Nicole complained about the quality of her supervision, stating that “... it was a lot more small talk.” She felt that she was “having to pull out of him all the time instead of him taking control.” She went on to say, “... if you would have walked in and seen what we were doing half the time, you would have been like, you are wasting your time here.”

Dawn had a similar experience with one supervisor. She remarked, “I felt like we never got anything accomplished... it’s like you left one meeting needing another meeting.” She described the supervisor as being “all over the place” and having a “disorganized approach.”

Adrienne spoke highly of her site supervisor and the quality of her experience. She stated:

I could pretty much ask her anything whenever I needed to and she was there to help me plan things for group. If I felt like I was stuck, she was always there to help me, and she could pull a book off her bookshelf that she knew was good for that type of group or that type of individual. So I guess she was a really good resource!

Likewise, Claire had a great experience with her second site supervisor and indicated that the supervisor was well prepared for her. Claire stated:

She sat down with me and went over, even from the start of school, went over everything. This is where your office will be. This is how you will be able to get in touch with parents. This is how you will be able to get your students. This is how I want you to take notes. Like those things like that.

Supervisees’ Feelings

Supervisors had a profound impact on participants, and the accompanying feelings affected how they viewed their supervision experiences. Some who had positive experiences

discussed feeling “like a third counselor” and “part of a team.” Others, who had more negative experiences, referenced feeling “guarded” and “not welcome.”

Adrienne, who had a “great” internship experience, discussed the influence of her site supervisor and stated, “She treated me like a colleague, I guess is what I appreciated about her, more so than a supervisee.” Dawn also reported feeling “comfortable,” “confident,” and “knew how to run the show” because of her site supervisor. Ultimately, she felt like she was truly helping at the site because she was able to do things that her supervisor did not have time to do.

Mandy had “two excellent site supervisors” and reported having “excellent experiences.” In reference to her internship site, she stated that it was “always inclusion and involvement” with the two counselors at the site. She went on to say, “... we all kind of worked together and I felt like a third counselor there almost, because I didn’t feel like an intern.”

Renee also had a “wonderful” experience at her site, and felt welcomed and valued by the five school counselors. Furthermore, she felt “supported,” and “trusted” by teachers and administrators. She said teachers were “excited” about the class lessons she conducted, and after they were done, “teachers would complain, ‘Why are you not coming into class anymore?’ kind of thing.” She attributed her experience to her site supervisor and the positive culture the supervisor created in the school.

Claire felt completely different than Renee felt at her practicum site. In reference to her “miserable” practicum experience, she said, “I felt like I was not included. I felt like an outsider and shunned for being there and it was very awkward. I did not like it all.” She contrasted her practicum to her internship when she stated:

I didn’t feel welcome by the teachers. I didn’t feel welcome by the principal. I didn’t feel like I was a part of their team or I wasn’t there to learn... I felt like at my internship,

the teachers were there, they wanted me to work with their students, and they wanted me in their classrooms. It wasn't like at the other one where like, 'No you gotta go, come back later.'

Hanna reported having a negative experience with group supervision, which she referred to as "intense." She used terms like "guarded" and "scared" to describe how she felt during group supervision. She indicated a "disconnect" between the group supervisors and group members, and said the supervisors were "strict about things and things would blow up." Similarly, Dawn referred to her group supervision experience as "miserable" and said she "felt totally misunderstood" and "angry." In reference to the experience, she stated, "It was not an enjoyable experience. I never want to draw attention to myself in group again."

Likewise, Nicole said more than once that she was "disappointed" with her supervision experiences. She was not satisfied with either of her site supervisors, although she did say she learned a little more from the second site supervisor. In addition, she did not believe that her needs were met in university supervision. Consequently, she does not feel adequately prepared to be a school counselor.

Chapter Summary

This chapter began with a brief introduction and the purpose of the study was reiterated. Next, a brief summary of the data analysis procedures was provided. Finally, data analysis findings across and within cases were reported according to four super-ordinate themes: impact of counselor education program, aspects related to supervisors, significance of feedback, and influence of self. Themes and sub-themes were advanced within each super-ordinate theme and were supported by extracts and quotes from participant interviews.

The final chapter discusses the findings of the study related to current literature and the implications of the study. In addition, the limitations of the study are discussed and recommendations for future research are made.

CHAPTER 5

DISCUSSION

This chapter includes a restatement of the purpose of the study and a summary of the research methods. The research findings are related to current literature and implications are provided for counselor educators and school counselors serving as site supervisors. Suggestions are made for future research and the limitations of the study are examined. The chapter concludes with my personal reflections.

Purpose

The purpose of this study was to understand the supervision experiences of SCITs. The study focused on master's students enrolled in CACREP-accredited counselor education programs in Southern Louisiana universities who recently had completed internship. The primary research question was: What are the supervision experiences of SCITs who have completed internship at CACREP-accredited counselor education program in Southern Louisiana

universities? Additional research questions focused on their experiences with university group and individual supervision, site supervision, and the potential influence of the ASCA National Model on supervision experiences.

Summary of Methods

An interpretive phenomenological approach was chosen for the study because I was interested in understanding the meaning of SCITs' lived experiences with the phenomenon of supervision. Participants were recruited through a solicitation email sent to nine CACREP-accredited counselor education programs in Southern Louisiana. A semi-structured, face-to-face interview was conducted with each of the eight participants who were selected. Data analysis was conducted following Smith et al.'s (2009) recommended Interpretive Phenomenological Analysis procedures. The findings were presented as four super-ordinate themes, which include related themes and sub-themes.

Discussion of Results

The findings of this study are the result of the analysis of participants' accounts of supervision experiences during practicum and internship. SCITs' supervision experiences, regardless of being reported as positive or negative, could be attributed to factors related to four super-ordinate themes: the impact of the counselor education program, aspects related to supervisors, the significance of feedback, and the influence of self.

Impact of Counselor Education Program

Woodside et al. (2009) and Akos and Scarborough (2007) have recognized the importance of the role of counselor education in the training and preparation of school counselors. It is through the training and coursework in counselor education programs that students gain the knowledge and skills necessary to become professional counselors (Woodside

et al., 2009). Culbreth et al. (2005) indicated that counselor educators should make “significant efforts” to prepare future school counselors for the “true nature of the role within the school” (p. 67). The findings of this study support the importance of counselor education programs in the training and supervision of SCITs. Specifically, the results indicate that the culture of the counselor education program, the dynamics related to university supervision, and the participants’ perceived degree of preparedness for the world of work affect supervision experiences.

According to the results of this study, supervision experiences are impacted by the culture of the counselor education program. Elements of culture described by participants were the program’s focus on clinical mental health counseling or school counseling, the program’s support to students, and the program’s relationship with placement sites. Participants believed their program had a school counseling focus when: the program offered multiple school counseling courses, course content in other courses was specific to the school counseling setting, school counselor-specific evaluations were utilized, and faculty members had school counseling backgrounds. Participants from programs with a school counseling focus reported more positive university supervision experiences than those from programs with a clinical mental health focus. A disconnection between the preparation of school counselors and the realities of their work environment has been described in the literature (Akos & Scarborough, 2004; Brott & Myers, 1999). The findings of this study suggest that this disconnection between preparation and practice may be explained, at least in part, by a lack of program focus on school counseling.

Other important factors related to program culture were the support provided to students, particularly when choosing an internship placement site, and the program’s relationship with the placement site. A good relationship with placement sites was evidenced through

communication, site visits, and supervision training provided to site supervisors. According to Uellendahl and Tenenbaum (2015), the need for increased supervision training has been acknowledged in the school counseling literature for over two decades; however, it is unclear if this call has informed counselor education and current practices. Only one of the five counselor education programs represented in this study provided supervision training to site supervisors, suggesting that counselor education practices may not have changed. Furthermore, results of this study suggest that a good relationship with placement sites, which would include providing supervision training to site supervisors, could result in improved supervision experiences.

In addition to program culture, the dynamics associated with university supervision influenced supervision experiences. CACREP Standards (2016) require that students receive one hour per week of individual and/or triadic supervision provided by a site supervisor, counselor education faculty member, or student supervisor under the supervision of a counselor education faculty member, and 1½ hours of group supervision during practicum and internship. Findings of this study indicate that the size and composition of the group, and the requirements and assignments involved with university supervision affected participants' experiences.

More specifically, the findings of this study suggest that homogeneous groups of school counseling students may better meet supervisees' needs than mixed groups comprised of mental health and school counseling students. Participants reported more positive supervision experiences and individual needs being met when they were in supervision groups comprised solely of school counseling students. Although CACREP standards specify the type and amount of time spent in supervision, the standards do not stipulate the composition of the group for supervision.

Additional CACREP (2016) guidelines include "... program appropriate audio/video recordings and/or live supervision of students' interactions with clients" (p. 13). Akos and Scarborough (2004) suggested that wide diversity exists among counselor education programs regarding expectations during internship, including the CACREP audiotaping/videotaping requirement. Findings in this study confirmed the existence of diversity among program expectations; the five counselor education program represented in the study had varying audiotaping/videotaping requirements. In programs that did not have a school counseling focus, a distinction was not made between the videotaping/audiotaping requirements for school counseling students and requirements for clinical mental health counseling students. Those participants reported more difficulty fulfilling the taping requirement and suggested that this requirement should be changed so it is "more realistic" for the school setting.

According to Brott and Myers (1999), "a major theme that is repeated throughout the literature related to the professionalization of school counseling relates to this dissonance or conflict between school counselor preparation and the realities of the work environment" (p. 339). Akos and Scarborough (2004) found that few counselor education program syllabi mentioned comprehensive school counseling programs or the ASCA National Model (2003) and that national trends were not reflected in syllabi or curriculum. Swank and Tyson (2007) asserted that SCITs may learn about comprehensive school counseling programs in their counselor education coursework but receive supervision from a site supervisor who is not implementing such a program. According to the findings of this study, some participants believed they were ill-prepared for the realities of their future jobs due to an incongruence between the counselor education program and the "real world." For participants in this study,

differences between training and practice did exist. The findings suggest that the differences can cause frustration and result in SCITs feeling inadequately prepared for the world of work.

Aspects Related to Supervisors

Magnuson et al. (2004) suggested that “supervisors are potentially the most critical element of optimal internship experiences...” (p. 5). Results of this study support the substantial influence of supervisors on internship experiences. Specifically, in this study the supervisor’s background, style of supervision, commitment to supervision, and personal and professional qualities impacted supervision experiences.

All eight participants discussed the significance of their supervisor’s background. Participants who had supervisors with school counseling experience reported more positive supervision experiences, regardless of whether the supervisor was a doctoral student or faculty member. Participants thought supervisors who lacked school counseling experience did not connect with them and lacked understanding, which in turn affected feedback and overall supervision experiences. This finding supports Slaten and Baskin’s (2014) assertion that “school counseling students would benefit from being supervised by individuals with school or youth experience” (p. 114).

According to Swank and Tyson (2012), site supervisors are essential in assisting school counseling students to connect what they have learned in their counselor education programs to the actual practice of school counseling. In this study, the supervisor’s style of supervision was an important factor in helping students to practice professional skills they learned in their program and connect them to the real world. Supervisors who nurtured autonomy and scaffolded learning experiences provided more positive supervision experiences than those who did not nurture autonomy or scaffold learning. It was helpful for participants to shadow supervisors and

receive more support early in their experience, and then have the “reins loosened.” Furthermore, it was essential to be provided with opportunities to practice the skills they learned and feel a sense of independence, as opposed to feeling “held back” by the supervisor. These findings suggest that it is important for site supervisors to encourage autonomy and scaffold learning experiences.

Magnuson et al. (2004) recognized the diverse responsibilities of school counselors, including consulting, advocating, developing curriculum, responding to crises, and managing multiple roles. The opportunity to engage in a wide variety of activities and responsibilities reflective of a comprehensive school counseling program, as outlined by the ASCA National Model (2012), was important to participants. Those who were exposed to diverse and numerous “real world” activities and experiences reported feeling better prepared by the end of their internship. In addition, they reported more positive and enjoyable supervision experiences. These findings suggest that exposure to diverse experiences and activities, such as those outlined in the ASCA model, is associated with satisfaction with supervision.

According to Shultz (2007), despite the challenges associated with supervision, it is necessary for school counselors to be willing to serve as site supervisors and engage in the process of supervision for SCITs. Furthermore, according to Schluz (2007), a successful internship experience is “dependent on the training and preparation of the site supervisor” (p. 45). In this study, a supervisor’s availability and preparedness for the supervisee had an effect on supervision experiences. Participants who believed supervision was a priority for their supervisor reported more positive supervision experiences. The supervisor was perceived as placing a priority on supervision if the required amount of time was dedicated for supervision and the supervisor was prepared for the supervisee.

Lazovsky and Shimoni (2007) asserted that because school counselors are typically not trained for their role as mentor, the role is based primarily on personal traits and professional experience. Results of this study indicate the importance of supervisors' personal and professional attributes, as well as their outlook on the profession. Supervisors who were seen as leaders, mentors, and "natural teachers" provided more beneficial supervision to participants. In addition, their enthusiasm for the profession contributed to the experience. According to participants, supervisors who were "passionate about the profession" provided more positive supervision experiences. Based on these findings, it is helpful for supervisors to be perceived as a leader and mentor and to be passionate about the profession.

Finally, the findings of this study support Shultz's (2007) assertion that the supervisory relationship is one of the most important components of SCIT preparation. According to participants, it was important to have a good relationship and rapport with their supervisor. The results of this study suggest that a good supervisory relationship leads to greater trust, and ultimately, to a more positive supervision experience.

Significance of Feedback

According to Bernard and Goodyear (2009), continued growth and development is promoted when opportunities for feedback and reflection are provided during supervision. The results of this study support the importance of feedback to supervision experiences. Furthermore, the results suggest that particular features of feedback make it more meaningful for SCITs. Participants appreciated feedback that was positive in nature because it helped them identify things they were doing correctly. Feedback that was theory-specific and focused on a particular counseling skill or approach was also helpful to participants. Participants also stated that receiving an adequate amount of feedback was essential and they valued increased

opportunities to receive feedback. Finally, the source of feedback was a factor. Feedback from peers was valued, as was feedback from a supervisor with “background knowledge” of school counseling.

An abundance of literature exists related to the supervision of school counselors and SCITs. In particular, extensive literature has been published specific to the lack of clinical supervision and supervision training that school counselors as site supervisors receive (Bernard & Goodyear, 2009; Murphy & Kaffenberger, 2007; Nelson & Johnson, 1999, Swank & Tyson, 2012). Numerous authors have offered suggestions for supervision that meets the unique needs of SCITs, including school counseling-specific supervision models (Lambie & Sais, 2009; Luke & Bernard, 2006; Peterson & Deuschle, 2006; Wood & Rayle, 2006). Missing from the literature, however, is the importance of feedback that meets the specific needs of SCITs. Although feedback is considered to be a central activity of supervision, Shulz (2007) suggested that little consideration has been given regarding its value and use in supervision.

Influence of Self

A considerable body of literature has been produced on the topic of school counselor-specific supervision. Some authors have focused on school counselor-specific supervision models (Lambie & Sias, 2009; Luke & Bernard, 2006; Miller & Dollarhide, 2006; Peterson & Deuschle, 2006; Wood & Rayle, 2006). Other writers have concentrated on the lack of clinical supervision for school counselors that has resulted in a lack of trained site supervisors, among other professional issues (Borders & Usher, 1992; Dollarhide & Miller, 2006; Herlihy et al., 2002; Luke & Bernard, 2006; Luke et al., 2011; Page et al., 2001; Somody et al., 2008; Sutton & Page, 1994). Akos and Scarborough (2004), focused on the preparation and clinical training of school counselors-in-training. Despite the breadth of research addressing school-counselor

specific supervision, few studies are from the perspective of SCITs. The result is an absence of literature addressing the influence of the supervisee on his or her supervision experience. This study addresses a gap in the literature by considering the perspective of SCITs and provides insight regarding the influence of the supervisee on his or her supervision experience.

According to the results of this study, supervisees themselves had an influence on supervision experiences. Specifically, intrinsic traits, prior experience in a school setting, and the feelings resulting from the quality of the experience influenced supervision experiences, both positively and negatively. Participants who were self-motivated and chose to take initiative during internship reported increased involvement at their sites and more positive supervision experiences. A lack of initiative and self-confidence, however, resulted in a negative supervision experience for another participant.

In addition to intrinsic traits, participants reported that prior experience in a school setting affected supervision experiences. Those who previously had worked in a school reported fewer challenges and felt more comfortable with “school lingo” and the “dynamics in the school setting” than those without prior school experience. The results of this study lend support to Peterson et al.’s (2004) findings that counseling students without teaching experience or prior experience in a school setting felt some inadequacy during internship.

According to the results of this study, the quality of the supervision experience and the feelings experienced by participants were important aspects of supervision experiences. Participants who described feeling “included,” “like a third counselor,” and “part of a team” reported “excellent” and “great” supervision experiences. Findings suggest that the feelings experienced by supervisees and the quality of their supervision experiences may be inextricably linked.

Implications and Recommendations

Counselor Educators

The results of this study could help inform the design of counselor education programs to more adequately prepare SCITs for school counseling as it is today. Counselor education programs cannot be designed as one-size-fits-all if SCITs are to be properly trained and prepared for the reality of 21st century school counseling. A counselor education program focused primarily on mental health is not sufficiently broad to prepare students to work in a school setting. For programs to meet the unique needs of school counselors, the setting, systems, mandates, roles, and responsibilities unique to the school setting must be taken into account. School counseling is not simply mental health counseling in a school setting. School counseling is mental health counseling plus advocating, consulting, collaborating, planning, and teaching to meet the academic, career, personal, and social needs of students.

Recommendations for counselor education programs that would help create a culture that values school counseling, based on the findings, include:

- hire faculty with school counseling experience when possible;
- offer more than one school counseling course to ensure that all school counseling specific content can be adequately covered;
- relate content in other courses to the school setting;
- design requirements, such as taping requirements and other assignments, that are realistic and take into account the factors that are unique to the school setting;
- create supervision forms and evaluations that are specific for school counseling and meet SCITs' needs;

- provide supervision appropriate for SCITs by grouping SCITs together for group supervision, matching supervisors and supervisees according to background when possible, and attending to all aspects of the school counselor's role rather than focusing narrowly on clinical skills;
- provide training on the ASCA Model and school counseling practices to doctoral student supervisors who have mental health backgrounds;
- remain knowledgeable and up-to-date on current school counseling trends and practices, including the ASCA National Model and accountability in education;
- build relationships and work collaboratively with school districts and placement sites;
- provide support to students when choosing placement sites; and
- provide supervision training to site supervisors which includes a clearly articulated supervision agreement that defines the roles and responsibilities of all parties involved.

SCITs will be better prepared for the realities of their work environments if the courses and supervision in counselor education programs are specific to and consistent with what is occurring in the school setting.

School Counselors as Site Supervisors

The results of this study could help to improve site supervision practices. Site supervision is as important as the education and university supervision SCITs receive. School counselors who choose to serve as site supervisors need to take their role seriously. Site supervisors must be willing to put in the extra time and effort that it takes for a SCIT to have a positive supervision experience and feel adequately prepared to enter the workforce as a school counselor.

Recommendations for school counselors serving as site supervisors are:

- learn the developmental stages of supervisees and the expected behaviors at each developmental stage;
- adopt a theoretical model of supervision, such as the School Counseling Supervision Model, to guide supervision;
- understand different styles of supervision and the importance of encouraging autonomy and scaffolding learning;
- realize the importance of the supervisory relationship and serve as a role model to the supervisee;
- recognize the importance of feedback that is consistent, specific, personal, and addresses all areas of the school counselor's role;
- provide exposure to diverse experiences and school counseling responsibilities, such as those outlined in a comprehensive school counseling program according to the ASCA National Model;
- help the intern feel welcome and included at the school by introducing him or her to administration, faculty, staff, students, and parents;
- orient the intern to the culture of the school by providing necessary school information, such as a school map, faculty list, student rosters, schedules, and other school-specific information;
- be prepared for the intern and have a plan;
- provide the intern with his or her own caseload, grade level, or responsibilities;
- provide the intern with his or her own office space when possible;
- ensure that the counselor education program expectations are clearly understood and adhered to; and

- make supervision a priority by designating sufficient time for the supervisee.

The profession needs school counselors serving as site supervisors who understand the importance of practicum and internship experiences. Investment in the supervision produces results that are more far-reaching than the supervisee and the semester of the experience; supervisees are the future of school counseling.

Limitations

One limitation of the study is the potential bias of participants. Some participants may have chosen to participate based on particularly positive or negative supervision experiences. An additional limitation of the study is the small sample size and concentrated area of the state from which participants were chosen. Extending the sample to participants from a wider geographical area may have resulted in more minority participants and male participants, potentially representing more diverse supervision experiences. Furthermore, only two counselor education programs in the state have doctoral programs, thereby limiting the number of participants being supervised by doctoral students. A larger geographical area encompassing more doctoral programs could have resulted in more participants being supervised by doctoral students. Due to the limited number of participants being supervised by doctoral students, it is unclear from this study if factors related to doctoral student supervisors may have influenced supervision experiences. A larger representation of participants being supervised by doctoral student supervisors may produce differing results.

Recommendations for Future Research

The results of this study, though potentially important to the field of school counseling, were derived from a small sample in a concentrated area of one state. Future research might examine a larger number of participants from across the United States. Expanding the study

would allow for wider representation of counselor education programs. Furthermore, a larger sample and geographic area could potentially result in more participants supervised by doctoral students, more minority and male participants, and more diverse supervision experiences.

Future researchers could examine the preparedness of new school counselors. Some of the participants in this study believed they were well-prepared for their future work as school counselors. School counselors who are new to the field could, after having been in the field for a year or two, could provide a unique perspective on how well they actually were prepared by their counselor education programs and supervision experiences.

A final recommendation for future researchers is to consider the supervision experiences of supervisees from non-CACREP-accredited programs. This study included only CACREP-accredited programs and, therefore, did not account for other types of counselor education programs. Participants from non-CACREP-accredited programs may have differing supervision experiences due to factors related to program requirements different from CACREP requirements.

Personal Reflections

Undertaking this research has been a challenging, yet rewarding process. I appreciate each of my participants for contributing to my research by taking time to share their supervision experiences with me, and ultimately with others. Some of what I suspected prior to beginning this process, either from my own experience or what I heard anecdotally from SCITs, was confirmed in the findings of my study. What surprised me the most was the extent to which the supervisor impacted supervision experiences, particularly the influence of the supervisor's style of supervision. I have gained valuable knowledge from my participants and from this process that will help to shape me as a school counselor, supervisor, and future counselor educator.

I realized through the course of this research project exactly how passionate I am about school counselor preparation and supervision. My participants seemed to be equally passionate. I also learned that some of our professional issues are long-standing, such as the lack of school counselor supervision, problems with professional identity, and role confusion. It is apparent that little has changed in the field, despite findings from research that support change and the call for action from leaders in our profession.

I remain hopeful that my results, along with the findings of other research, will help to steer school counselor training and supervision in a direction that meets the unique needs of SCITs. If counselor education programs and school counselors as site supervisors work together, SCITs can be properly trained for the realities of their work environment. I believe that consistent training and supervision can lead to unity in our profession, and ultimately a stronger professional identity. Additionally, I believe supervision is worth the investment for our profession's future!

REFERENCES

- Aasheim, L. (2012). *Practical clinical supervision for counselors: An experiential guide*. New York, NY: Springer.
- Akos, P., & Scarborough, J. L. (2004). An examination of the clinical preparation of school counselors. *Counselor Education & Supervision, 44*, 96-107.
- American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author.
- American Counseling Association (1990). Standards for counseling supervision. *Journal of Counseling & Development, 69*, 30-32.
- American School Counselor Association. (1997). *The national standards for school counseling programs*. Alexandria, VA: Author.
- American School Counselor Association (2003). *The ASCA national model: A framework for school counseling programs*. Alexandria, VA: Author.
- American School Counselor Association (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.
- American School Counselor Association. (2010). *ASCA's ethical standards for school counselors*. Alexandria, VA: Author.
- American School Counselor Association (2012). *The ASCA national model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.
- Bernard, J. M. (1979). Supervisor training: A discrimination model. *Counselor Education and Supervision, 19*, 60-68.
- Bernard, J. M., & Goodyear, R. K. (2004). *Fundamentals of clinical supervision* (3rd

- ed.). Upper Saddle River, NJ: Pearson.
- Bernard, J. M., & Goodyear, R. K. (2009). *Fundamentals of clinical supervision* (4th ed.). Upper Saddle River, NJ: Pearson.
- Bernard, J. M., & Goodyear, R. K. (2014). *Fundamentals of clinical supervision* (5th ed.). Upper Saddle River, NJ: Pearson.
- Bloomberg, L. D., & Volpe, M. (2012). *Completing your qualitative dissertation: A road map from beginning to end*. Thousand Oaks, CA: Sage.
- Bodin, E. S. (1983). A working alliance based model of supervision. *The Counseling Psychologist, 11*, 35-42.
- Borders, L. D., & Usher, C. H. (1992). Post-degree supervision: Existing and preferred practice. *Journal of Counseling & Development, 70*, 594-599.
- Brott, P. E., & Myers, J. E. (1999). Development of professional school counselor identity. *Professional School Counseling, 2*(5), 339-348.
- Carey, J., Harrington, K., Martin, I., & Hoffman, D. (2012). A statewide evaluation of the outcomes of the implementation of ASCA National Model school counseling programs in rural and suburban Nebraska high schools. *Professional School Counseling, 16*(2), 100-107.
- Corey, G., Haynes, R., Moulton, P., & Muratori, M. (2010). *Clinical supervision in the helping professions* (2nd ed.). Alexandria, VA: American Counseling Association.
- Council for Accreditation of Counseling and Related Programs (2016). *2016 CACREP Standards*. Retrieved from: <http://www.cacrep.org/wp-content/uploads/2012/10/2016-CACREP-Standards.pdf>.
- Culbreth, J. R., Scarborough, J. L., Banks-Johnson, A., & Solomon, S. (2005). Role stress among practicing school counselors. *Counselor Education & Supervision, 5*, 58-71.
- Creswell, J. W. (2013). *Qualitative Inquiry & Research Design*. Thousand Oaks, CA: Sage.
- Dahir, C. A., Burnham, J. J., & Stone, C. (2009). Listen to the voices: School counselors and comprehensive school counseling programs. *Professional School Counseling, 12*(3), 182-192.
- Dahir, C. A., & Stone, C. B. (2006). Preparing the next generation: Implementing new paradigms for school counseling preservice and practice. *VISTAS 2006*. Retrieved from <http://www.counseling.org/knowledge-center/vistas>.
- Dollarhide, C. T., & Miller, G. M. (2006). Supervision for preparation and practice of school counselors: Pathways to excellence. *Counselor Education & Supervision, 45*(4), 242-252.
- Dowling, M., & Cooney, A. (2012). Research approaches related to phenomenology: Negotiating a complex landscape. *Nurse Researcher, 20*(2), 21-27.
- Education Trust. (1997). *Working definition of school counseling*. Washington, DC: Author.
- Fernando, D. M. (2013). Supervision by doctoral students: A study of supervisee satisfaction and self-efficacy, and comparison with faculty supervision outcomes. *The Clinical Supervisor, 32*, 1-14.
- Gysbers, N. C., & Henderson, P. (2001). Comprehensive guidance and counseling programs: A rich history and bright future. *Professional School Counseling, 4*,

- 246-256.
- Herlihy, B., Gray, N., & McCollum, V. (2002). Legal and ethical issues in school counseling supervision. *Professional School Counseling, 6*(1), 55-60.
- Holloway, E. L. (1995). *Clinical supervision: A systems approach*. Thousand Oaks, CA: Sage.
- Koch, T. (1995). Interpretive approaches in nursing research: The influence of Husserl and Heidegger. *Journal of Advanced Nursing, 21*, 827-836.
- Lambie, G. W., & Sias, S. M. (2009). An integrative psychological developmental model of supervision for professional school counselors-in-training. *Journal of Counseling & Development, 87*, 349-356.
- Lazovsky, R., & Shimoni, A. (2007). The on-site mentor of counseling interns: Perceptions of ideal role and actual role performance. *Journal of Counseling & Development, 85*, 303-316.
- Leedy, P. D., & Ormand, J. E. (2013). *Practical Research: Planning and Design* (10th ed.). Upper Saddle River, NJ: Pearson.
- LeVasseur, J. J. (2003). The problem with bracketing in phenomenology. *Qualitative Health Research, 13*(3), 408-420. doi: 10.1177/1049732302250337
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage.
- Lopez, K. A., & Willis, D. G. (2004). Descriptive versus interpretive phenomenology: Their contributions to nursing knowledge. *Qualitative Health Research, 14*(5), 726-735.
- Luke, M., & Bernard, J. M. (2006). The school counseling supervision model: An extension of the Discrimination Model. *Counselor Education & Supervision, 45*(2), 282-295.
- Luke, M., Ellis, M. V., & Bernard, J. M. (2011). School counselor supervisors' perceptions of the discrimination model of supervision. *Counselor Education & Supervision, 50*(5), 328-343.
- Magnuson, S., Black, L. L., & Norem, K. (2004). Supervising school counselors and interns: Resources for site supervisors. *Journal of Professional Counseling Practice, Theory, & Research, 32*(2), 4-15.
- Martin, I., & Carey, J. (2014). Development of a logic model to guide evaluations of the ASCA National Model for school counseling programs. *The Professional Counselor, 4*(5), 455-466.
- McCaslin, M. L., & Scott, K. W. (2003). The five-question method for framing a qualitative research study. *The Qualitative Report, 8*(3), 447-461.
- Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Implementation*. San Francisco, CA: Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, CA: Sage.
- Miller, G. M., & Dollarhide, C. T. (2006). Supervision in schools: Building pathways to excellence. *Counselor Education & Supervision, 45*(2), 296-303.
- Moustakas, C. (1994). *Phenomenological Research Methods*. Thousand Oaks, CA: Sage.
- Murphy, S., & Kaffenberger, C. (2007). ASCA National Model: The foundation for supervision of practicum and internship students. *Professional School Counseling, 10*(3), 289-296.

- Nelson, M. D., & Johnson, P. (1999). School counselors as supervisors: An integrated approach for supervising school counseling interns. *Counselor Education & Supervision, 39*, 89-100.
- Page, B. J., Pietrzak, D. R., & Sutton, J. M., Jr. (2001). National survey of school counselor supervision. *Counselor Education & Supervision, 41*(2), 142-150. doi:10.1002/j.1556-6978.2001.tb01278.x
- Perera-Diltz, D., M., & Mason, K. L. (2012). A national survey of school counselor supervision practices: Administrative, clinical, peer, and technology mediated supervision. *Journal of School Counseling, 10*(4). Retrieved from: <http://www.jsc.montana.edu/articles/v10n4.pdf>
- Peterson, J. S., & Deuschle, C. (2006). A model for supervising school counselor students without teaching experience. *Counselor Education & Supervision, 45*, 267-281.
- Peterson, J. S., Goodman, R., Keller, T., & McCauley, A. (2004). Teachers and non-teachers as school counselors: Reflections on the internship experience. *Professional School Counseling, 7*, 246-255.
- Pyne, J. R. (2011). Comprehensive school counseling programs, job satisfaction, and the ASCA National Model. *Professional School Counseling, 15*(2), 88-97.
- Remely, T., & Herlihy, B. (2016). Ethical, legal, and professional issues in counseling (5th ed.). Upper Saddle River, NJ: Perrson.
- Roberts, E. B., & Borders, L. D. (1994). Supervision of school counselors: Administrative, program, and counseling. *The School Counselor, (3)*, 149-157.
- Rubin, G. J., & Rubin, I. S. (2012). *Qualitative Interviewing: The Art of Hearing Data (3rd ed)*. Thousand Oaks, CA: Sage.
- Schulz, L. L. (2007). Site supervision of professional school counselors-in-training: A practitioner's conceptualization. *Georgia School Counselors Association Journal, 14*, 39-48.
- Slaten, C. D., & Baskin, T. W. (2014). Contextual school counseling: A framework for training with implications for curriculum, supervision, practice, and future research. *The Counseling Psychologist, 42*(1), 97-123.
- Smith, J. A. (2004). Reflecting on the development of interpretive phenomenological analysis and its contribution to qualitative research in psychology. *Qualitative Research in Psychology, 1*, 39-54.
- Smith, J. A. (2011). Evaluating the contribution of interpretive phenomenological analysis. *Health Psychology Review, 5*(1), 9-27.
- Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretive Phenomenological Analysis: Theory, Method and Research*. Thousand Oaks, CA: Sage.
- Somody, C., Henderson, P., Cook, K., & Zambrano, E. (2008). A working system of school counselor supervision. *Professional School Counseling, 12*(1), 22-33.
- Stewart, D., & Mickunas, A. (1990). *Exploring phenomenology: A guide to the field and its literature (2nd ed.)*. Athens: Ohio University Press.
- Studer, J. R., & Oberman, A. (2006). The use of the ASCA National Model in Supervision. *Professional School Counseling, 10*(1), 82-87.
- Sutton, J. M., & Page, B. J. (1994). Post-degree clinical supervision of school counselors. *School Counselor, 42*(1), 32-39.
- Swank, J. M., & Tyson, L. (2012). School counseling site supervisor training: A web-

- based approach. *Professional School Counseling*, 16(1), 40-47.
- Uellendahl, G. E., & Tenenbaum, M. N. (2015). Supervision training, practices, and interests in California site supervisors. *Counselor Education & Supervision*, 54(4), 274-287.
- U.S. Department of Education. (1994). *Goals 2000: The Educate American Act*. Washington, DC: Author.
- Van Manen, M. (1990). *Researching Lived Experiences*. Albany, N.Y.: State University of New York.
- Wood, C., & Rayle, A. D. (2006). A model of school counseling supervision: The goals, functions, roles, and systems model. *Counselor Education & Supervision*, 45, 253-266. doi:10.1002/j.1556-6978.2003.tb00002.x
- Woodside, M., Ziegler, M., & Paulus, T. M. (2009). Understanding school counseling internships from a communities of practice framework. *Counselor Education & Supervision*, 49, 20-38.
- Zagelbaum, A., Kruczek, T., Alexander, C., & Crethar, H. (2014). Where are we now? An updated review of the school counseling literature for trends and themes. *Journal of School Counseling*, 12(4).

Appendix A

IRB Approval Letter

University Committee for the Protection of Human Subjects in Research University of New Orleans

Campus Correspondence

Principal Investigator: Matthew L. Lyons & Barbara J. Herlihy

Co-Investigator: Anita Pool

Date: May 3, 2016

Protocol Title: Supervision Experiences of School Counselors-In-Training: An Interpretive Phenomenological Study

IRB#: 01May16

The IRB has deemed that the research and procedures described in this protocol application are exempt from federal regulations under 45 CFR 46.101 category 2, due to the fact that any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Exempt protocols do not have an expiration date; however, if there are any changes made to this protocol that may cause it to be no longer exempt from CFR 46, the IRB requires another standard application from the investigator(s) which should provide the same information that is in this application with changes that may have changed the exempt status.

If an adverse, unforeseen event occurs (e.g., physical, social, or emotional harm), you are required to inform the IRB as soon as possible after the event.

Best wishes on your project.

Sincerely,



Robert D. Laird, Ph.D., Chair
UNO Committee for the Protection of Human Subjects in Research

Appendix B

Email Invitation for Participation in Study

Dear School Counseling Student,

I am a doctoral candidate in the Counselor Education and Supervision program at the University of New Orleans. I am conducting a qualitative study under the direction of Dr. Matthew Lyons and Dr. Barbara Herlihy to learn about the supervision experiences of school counselors-in-training. The study will involve an audio-recorded individual interview which will require approximately one hour of your time. If you choose to participate, your identity will be protected. The results of the study will be used for my dissertation and may be used for conference presentations and publication. As a result of the findings, supervisors will have a better understanding of the supervision experiences of school counselors-in-training, which could lead to improvements or changes in the supervision process.

If you are currently completing or have recently completed an internship in school counseling and would like to share your supervision experiences, please send me an email at ampool@uno.edu to confirm your participation. Please include your name and contact information, as well as your availability for the individual interview during the months of May or June. The interview will be conducted at time and location which is convenient for you.

As a thank you for participating in my study, you will receive a \$25 Visa gift card.

Thank you in advance for your willingness to participate in my study!

Anita Pool, M.Ed., NCC, NCSC

Professional School Counselor
Doctoral Candidate in Counselor Education and Supervision
University of New Orleans

Appendix C
Letter of Consent



Date: _____

Dear: _____,

I am a doctoral candidate under the direction Dr. Matthew Lyons and Dr. Barbara Herlihy in the Department of Educational Leadership, Counseling and Foundations at the University of New Orleans. I am conducting a qualitative research study to understand the supervision experiences of school counselors-in-training.

I am requesting your participation, which will involve an audio-recorded individual interview which will last approximately one hour. Your participation in this study is voluntary and there are no foreseeable risks for participating. If you choose not to participate or to withdraw from the study at any time, there will be no penalty. The results of the study will be used for my dissertation and may be published and used for conference presentations, however, your name will not be used.

Although there may be no direct benefit to you, the possible benefit of your participation is a better understanding of supervision experiences from the perspective of school counselors-in-training, which could possibly lead to changes or improvements to the supervision process.

Appendix D
Interview Protocol

1. Demographic information:
 - Age, race, gender
 - University affiliation and program make-up (doctoral program or non-doctoral program)
 - Field placement site (elementary, middle, or high school)
2. Describe your experience with individual university supervision.
 - Tell me about your individual university supervisor (faculty member, doctoral student, mental health counselor, school counselor, other?)
 - What is most beneficial or helpful with regard to your individual university supervision?

- What is least beneficial or helpful with regard to your individual university supervision?
3. Describe your experience with group university supervision.
- Tell me about your group university supervisor (faculty member, doctoral student, mental health counselor, school counselor, other?).
 - What is most beneficial or helpful with regard to your group university supervision?
 - What is least beneficial or helpful with regard to your group university supervision?
 - What is the composition of the group for your group supervision (all school, all mental health, mixed)?
4. Describe your experience with site supervision.
- Tell me about your site supervisor (mental health counselor, school counselor, social worker, other?)
 - What types of activities is your site supervisor engaged in on a daily basis? Do you feel that those activities are representative of school counseling?
 - Do your site supervisor's daily activities affect or interfere with your supervision? If so, in what way?
 - To your knowledge, does your site supervisor receive her own clinical supervision?
5. What are the similarities and differences, if any, in the expectations of your site and the expectations of the university?

6. If given the opportunity, what changes or improvements would you make to the supervision process? What would ideal supervision be like?
7. What impact, if any, does experience in the school setting and/or knowledge of the ASCA National Model have on the supervision experience?
8. Is there anything else that you would like to add regarding your experience with university supervision or site supervision?

Appendix E

Sample Email

Hi "Hanna",

Attached is my initial analysis of your interview. Please read over it and let me know if I captured the factors that were important to your supervision experience. If I have misinterpreted something or left anything out, please feel free to let me know.

I also need your address so I can mail you your Visa gift card for participating!

Thank you again for your help with my dissertation! I hope all is well with you!

Anita Pool, M.Ed., NCC, NCSC
Doctoral Candidate
Counselor Education and Supervision
University of New Orleans
337-278-4921

Appendix F

Sample Initial Analysis Participant Summary

“Hanna” Analysis

Culture of Counselor Education Program

- Heavy MH focus - only one SC course; only one SC faculty; supervision focused on clinical skills; same taping requirement for MH and SC; same evaluations for MH and school
- Felt unprepared – didn’t learn enough about school setting from one course; left on own to learn ASCA Model; incongruence between what was learned in program and what was experienced at sites
- Program not accommodating or helpful – need more effort in selecting sites and placement/matching site supervisors with students
- Need supervision training for site supervisors

Supervisors

Individual University Supervisor/Supervision

- Background – MH – substance abuse; doctoral student

- Consistency from having same one for three semesters – supervisor could see her growth
- Relationship – trust; supportive; advocated for her; met her needs
- Style – laid back

Group University Supervisors/Supervision

- Different supervisors each semester; doctoral students
- Group format was challenging, too many factors – more comfortable with individual
- Background – one SC (?), all others MH
- Composition of group – all SC; focused on SC topics and issues; good to hear about others experiences at different schools and levels
- Personalities/Style of supervision – laid back; more intense; “strict”, “things would blow up”; disconnect with supervisees – lack of empathy and understanding of where they were developmentally; management of group – allowing some to monopolize; interest in meeting individual needs
- How supervisees felt – fearful because of what happened to other students; guarded; scared

Site Supervisors/Supervision

- Supervision style – flexible; gave space; took time for supervisee; took initiative scaffolding; gave options; variety of activities consistent with ASCA Model (practicum); unavailable; didn’t work with supervisee, other counselors worked with her; tasks that were not what school counselors should be doing (internship)
- Personal attributes – positive; upbeat; passionate about school counseling; supportive (practicum); not organized; not present; negative about school counseling and ASCA Model; discouraging (internship)
- Priority placed on supervision – did not get required hour; focus not specific to her cases; needs not met; didn’t seem interested (internship)
- Importance of feedback – regular; personal (practicum); not regular; not personal (internship)
- Relationship – felt comfortable (practicum); didn’t know her or her skills (internship)
- Age of supervisor – young/new to profession (practicum); near retirement age (internship)

VITA

The author was born in Jackson, MS and has lived most of her life in South Louisiana. She received her bachelor's degree in Psychology from Middle Tennessee State University in 1990 and her master's degree in Education in Guidance and Counseling from University of Louisiana at Lafayette in 2002. She has worked in Lafayette Parish as a Professional School Counselor for over 12 years and was named Lafayette Parish Elementary Counselor of the Year two consecutive years. Previously, she worked as an elementary teacher and served in several capacities for Volunteers of America. As member of numerous professional organization, she has presented locally, nationally, and internationally at professional conferences on topics related to counseling. She currently lives with her husband and children in Lafayette, LA, where she has lived for over 25 years.