

AN ANALYSIS OF THE IMPACT OF THE ONSITE SUPERVISION
RELATIONSHIP ON THE BEHAVIORS OF SCHOOL COUNSELING
INTERNS IN OHIO

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This dissertation entitled

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RELATIONSHIP ON THE BEHAVIORS OF SCHOOL COUNSELING
INTERNS IN OHIO

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The purpose of this study was to investigate the impact of the onsite supervision relationship on the behaviors of school counseling interns in Ohio. The perceptions of school counseling interns were examined to determine the relationship between role ambiguity and rapport in the supervision relationship and school counseling related behaviors.

A sample of 97 school counseling interns were surveyed on rapport (Efstation, Patton, & Kardash, 1990), role ambiguity (Olk & Friedlander, 1992), optimism (Scheier, Carver, & Bridges, 1994), and school counseling behaviors. A demographics questionnaire gathered data on school counseling interns and internship sites. Data was analyzed using a hierarchical regression analysis. After the effects of optimism were held constant, the analysis indicated that approximately 12% of the variance of the school counseling related behaviors could be accounted by the linear combination of onsite supervision relationship factors. This analysis revealed a significant relationship between the level of rapport and role ambiguity in the onsite supervision relationship and school counseling intern behaviors while controlling for optimism. Results indicated that school counseling interns who have decreased rapport and role ambiguity in the onsite supervision relationship report an increased frequency of engagement of school counseling related behaviors.

Supplemental analyses of the variables revealed: (a) statistically significant correlation between teaching experience and amount of supervision, role ambiguity and rapport, role ambiguity and behaviors (b) statistically significant difference in the amount of role ambiguity depending upon the internship population, (c) no significant differences on relationship or behavioral variables between school counseling interns grouped by CACREP accreditation or previous teaching experience, and (d) statistically significant differences in the frequencies and types of behaviors engaged in by school counseling interns.

This research supports the view that the onsite supervision relationship impacts the behaviors of school counseling interns. Findings support the importance of counselor educators, school counseling interns and onsite school counseling supervisors attending to the supervision relationship. The research provides descriptive data regarding school counseling interns and internship sites in Ohio. A discussion of the initial pilot study, survey instruments, supplemental analyses, implications, and directions for future research are presented.

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CHAPTER I

INTRODUCTION

The following introduction presents a rationale for the research, the statement of the problem, research hypothesis, significance, and limitations and delimitations, and a definition of terms in the study.

The purpose of the present study was to determine if the quality of the onsite supervision relationship affects the behaviors of school counseling interns. Does the level of rapport and ambiguity in the onsite supervision relationship impact the relative frequency a school counseling intern engages in school counseling-related behaviors while controlling for the dispositional optimism? While there has been an increasing body of knowledge about supervision, research related to the impact of supervision on the behaviors of school counseling supervisees was not abundant (Reichelt & Skjerve, 2002). It was important to study this topic for several reasons. School counselors and counselor educators have advocated for increased quality and quantity of supervision for school counselors (Perusse, Goodnough, & Noel, 2001), while school administrators are looking for ways to cut costs within the school budget (Ohio Educational Association, 2004). If school administrators decide to invest money in providing time or training for school counseling supervision, research is needed to connect the supervision relationship to the quality of school counselor behaviors within the school. School administrators may be more likely to provide support if they understand the value of the supervision relationship. Studying this topic can inform stakeholders about the benefits of school counselors providing or obtaining supervision.

This study also provides descriptive research on both the behavior and setting of school counseling interns in Ohio. The setting of school counseling internships investigated included a description of the student-to-counselor ratio, hours of supervision per week, and characteristics of the supervisor. Current research provided suggestions on the appropriate behaviors of school counseling interns (American School Counselor Association, 2003), however there was a lack of research on which of those appropriate behaviors were completed by school counseling interns. This study provides valuable information for counselor educators to determine the environment in which school counseling interns worked and the types of behaviors that school counseling interns engaged in. This descriptive information may benefit counselor educators to better address behaviors that school counseling interns report are infrequent or believe are not applicable to their school counseling internship. This study adds to school counseling supervision research by examining the impact of the supervision relationship, the behaviors of school counseling interns, and the role of optimism as a moderator. In addition, it provides descriptive research on school counseling interns' experience.

Reichelt and Skjerve (2002) found that one of the most promising research lines in supervision was the investigation of the supervisee-supervisor interaction components, specifically the relationship factors. Counselor educators and school counselors have recognized the importance of providing quality onsite supervision during a school counselors' internship (Portman, 2002). Furthermore, supervision has been found to be an effective tool increasing quality client care (Lambert & Ogles, 1997) and contributing to the development of general skills in school counselors (Agnew, Vaught, Getz, & Fortune, 2000; Benshoff & Paisley 1996; Crutchfield & Borders, 1997; Henderson & Lamp,

1992). In the literature counselor educators and practicing school counselors have increased their advocacy for school counselor supervision (Christman-Dunn, 1998). While the literature to date asserts the benefit of supervision in the general skill development of school counselors (Bauman, Siegel, Falco, Szymanski, Davis, & Seabolt, 2003), there was a lack of research on the specific behavioral outcomes gained from school counseling interns who receive supervision (Ronnestad & Skovholt, 1993).

According to the Council on Accreditation of Counseling and Related Educational Programs (CACREP; 2002), a school counseling program must clearly define and measure the outcomes expected of school counseling interns using appropriate professional resources that address school counseling standards. There has been a lack of descriptive research that demonstrated the level of school counselor compliance with the CACREP standards. The Ohio School Counselor Association, the Ohio Association for Counselor Education and Supervision, and the Ohio Counseling Association have created a tool to measure the minimum standard of behavior of school counselors (Sears, 2003). CACREP and the American School Counselor Association standards have outlined the expected behaviors of school counseling interns. Although these associations have communicated their views of appropriate behaviors of school counseling interns, it appeared to be beneficial to conduct a study that sought to determine the behaviors currently practiced by school counseling interns.

Ladany (2004) reported that further research in counseling should examine how the supervisory relationship influences supervision outcome, specifically skill development. Similarly, Holloway and Neufeldt (1995) stated that it is not only important to study the process and factors involved in supervision, but also how the counselor's

performance is related to supervision factors. The current study addressed this line of research by specifically examining the behaviors of school counseling interns and the connection to the onsite supervision relationship.

There has been an increase in research advocating for the accountability of school counselors in the past several years (Jackson, Snows, Boes, Phillips, Stanard, Painter, & Wulff, 2002). In order to remain relevant, Myrick (2003) found that school counselors need to be responsible for their behaviors by being accountable for their use of time and resources. The movement towards accountability has influenced the school counseling profession as demonstrated by the promotion of the ASCA National Model, government mandates for accountability to receive funding through “No Child Left Behind”, and accountability measures at the local level through individual school improvement goals (Issacs, 2003). Hughes and James (2001) found that school counselors who did not demonstrate accountability risked termination or reassignment of their duties. This implies that school counselors should be aware of the behaviors they are choosing or not choosing to engage in during their internship. This study provided a measure of accountability by providing descriptive research regarding the types and frequency of behaviors that school counseling interns in Ohio exhibit.

Finally, Ladany and Friedlander (1995) suggested that future research should investigate the effect of the supervision relationship variables, namely role ambiguity and rapport, on the behaviors of supervisees. The internship period for school counselors was one that marked with increased anxiety (Skovholt & Ronnestad, 1983). School counseling interns are confronted with a number of tasks that they have never encountered or performed (Portman, 2002). The non-traditional school counselor track in

Ohio allows students from non-teaching backgrounds to become school counseling interns similar to the majority of states. In the past, school counseling interns in Ohio were required to have the same professional training and background as teachers. The American School Counselor Association (ASCA; 2003) has advocated for school counselors to take a new role in developing an identity as professionals who move away from administrative tasks and move towards tasks that provide direct service to students. Interns with both teaching and non-teaching backgrounds must adjust and adopt the new role of school counseling interns (Peterson, Goodman, Keller, & McCauley, 2004). This role shift may cause challenges for school counseling interns from both teaching and non-teaching backgrounds. Furthermore, this dynamic may create role and relationship difficulties within the supervision relationship due to differing opinions with regards to the appropriate role of a school counselor. Relationship factors, such as rapport and role ambiguity, are likely to be present in any relationship. This study examined the impact of the school counseling supervision relationship factors on the behaviors demonstrated by school counseling interns.

Research Question

This study addressed the following research question: To what extent does the onsite supervision relationship predict the behaviors of school counseling interns while controlling for optimism? The study investigated the predictive relationship between the onsite supervision relationship and the self-reported school counseling-related behaviors reported by school counseling interns while partialling out the effects of the optimism of the intern. Other descriptive variables such as the amount of supervision received, teaching or non-teaching background of the intern, current work setting, counselor-to-

student ratio, and previous counseling experience were examined in relation to the onsite supervision relationship. In addition, ad hoc analyses were run based upon the survey instruments. Supplemental analyses examined supervision, behavior, and demographic variables.

Research Hypothesis

This study addressed the following hypothesis: school counseling interns will engage in an increased number of school counseling appropriate behaviors as the level of rapport increases and the level of role ambiguity decreases in their relationship with their onsite supervisor while holding optimism constant. The research hypothesis was based upon the theories of working alliance, role ambiguity, dispositional optimism, and school counseling supervision theory. The null hypothesis for the study states that, while controlling for optimism, there will be no relationship between the level of rapport and role ambiguity in the supervision relationship and school counseling intern behaviors. This was represented by the equation $H_0: R^2 = \emptyset$.

The hypothesis was supported by research that demonstrated that school counselors desire to receive supervision in order to receive relationship support and improve their skills (Agnew, Vaught, Getz, & Fortune, 2000; Benshoff & Paisley, 1996; Crutchfield & Borders, 1997; Portman, 2002; VanZandt & Perry, 1992). In several qualitative studies, school counselors appeared to connect the supervision relationship with support and skill development.

Supervisory working alliance theory demonstrates that when supervisees perceive a high level of working alliance, as measured by rapport in the current

study, their relationship with the onsite supervisor increases. Consequently, supervisees with a strong relationship had (a) increased ability to master skills (Bordin, 1983), (b) increased disclosure to supervisors regarding client issues, (c) increased satisfaction with supervision (Ladany, Hill, Corbett, & Nutt, 1996), (d) increased client perception of working alliance (Dunkle & Friedlander, 1996), (e) increased adherence to appropriate treatment behaviors (Patton & Kivlinghan, 1997), and (f) increased ability to learn new skills (Enyedy, Arcinue, Puri, Carter, Goodyear, & Getzelman, 2003). All of these studies suggest that the rapport in the supervision relationship may impact the specific behaviors of school counselors.

Conversely, role ambiguity theory states that when supervisees perceive a high level of role ambiguity in the supervision relationship, they may have (a) decreased self-confidence (Kahn, Wolf, Quinn, Snoek, & Rosenthal, 1964), (b) difficulties working with other school personnel (Bacharach, Bamberger, & Mitchell, 1990), (c) increased anxiety, decreased job satisfaction (Olk & Friedlander, 1992), (d) uncertainty about the type and frequency of behaviors in which to engage (Bernard & Goodyear, 1998), (e) restricted supervisee development (Ladany, Lehrman-Waterman, Molinaro, & Wolgast, 1999), and (f) increased confusion regarding appropriate behaviors (Reichelt & Skjerve, 2002). Consistent with rapport in the working alliance, these studies suggest that the level of role ambiguity may impact the specific behaviors of school counselors. Although the majority of the research on rapport and role ambiguity has been conducted with community counseling or psychology supervisees, the findings provide a reasonable base on which to build a research hypothesis appropriate for

investigating the supervision relationship and behaviors of school counseling interns.

Significance

This research problem is significant to counselor educators, school counselors, and school administrators because of the theoretical and practical implications.

Theoretical implications of the research include gaining a further understanding how supervision relationship variables impact the behaviors of school counseling interns. Furthermore, this study fills a gap in the school counseling research, and adds to the research base by examining the onsite supervision relationship variables and specific counseling behavior skills that are related to the supervision relationship.

There are practical implications from this study. The findings provide support for counselor education's position regarding the importance of training school counselors in supervision practices (Agnew, Vaught, Getz, & Fortune, 2000). Likewise, counselor educators and supervisors can communicate the importance of school counseling supervision to stakeholders, such as school administrators. This research supports the view that school counseling interns who have quality supervision will be more productive in the school system. Also, this study informs the current supervision practice of school counseling supervisors regarding the impact of rapport and role ambiguity on the behavior of the school counseling interns.

Finally, this study provides descriptive data from a statewide sample of school counseling interns. The state of Ohio has recently been involved in developing and refining standards for school counselors and school counselor supervision (Ohio Administrative Code, 2003). Descriptive information gathered on topics such as

counselor-to-student ratio, teachers versus non-teacher track interns, amount of time spent in supervision, and prior experience as a counselor provides information to be used in future research discussions. Several supplemental analyses were conducted. One supplemental analysis in particular examined how the school counseling intern behaviors are related to their grade level setting (e.g., elementary, middle, or high school). This data provides implications for future research investigating whether school counseling behaviors significantly differ by settings, or whether school counselors should be evaluated on the same behavioral standard.

Limitations and Delimitations of the Study

The delimitations for this study included the boundaries of studying school counseling interns in Ohio, rather than sampling school counseling interns across the country. The study was also delimited by examining two independent variables, one moderator variable, and one dependent variable.

The limitations in this study included sampling and methodology. The population of interest was school counseling interns in Ohio. The ability to generate a random sample of current school counseling interns in Ohio was limited by a lack of an accessible population list. Therefore, the researcher sampled the school counseling interns from the individual school counseling programs located throughout the state. Although this method was adequate for the current study, true random sampling of participants is ideal. This sampling technique will restrict the generalizability of the data.

This study intended to examine the effects of a variable, supervision relationship, after it had occurred and relate it to a dependent measure, school counseling behaviors. While the ex post facto design of the study was the appropriate research design, it

restricts the interpretation of the results from implying causation. Finally, the study was based on the school counseling interns' perceptions regarding the supervision relationship and the school counseling behaviors. Onsite school counselor supervisors, as well as independent third party observers, may have a different view of the supervisory relationship and school counseling intern behaviors.

Operational Definition of the Variables

The operational definitions of variables in this study were defined as follows:

1. Onsite Supervisor – a person who has at least a master's degree, state department of education appropriate credential, a minimum of two years of professional experience in a school setting, knowledge of the program expectations for evaluation of the school counseling intern, and who conducted an average of one hour of supervision per week (CACREP, 2001)
2. School Counseling Intern – a student who was accruing hours towards completing a 600 hour school counseling internship, receiving supervision from the onsite supervisor, and engaging in a variety of counseling behaviors that a professional school counselor is expected to perform in a school (CACREP, 2001).
3. Onsite Supervision Relationship – the interpersonal process between the school counseling intern and the onsite supervisor (Muse-Burke, Ladany, & Deck, 2001). For purposes of this study, the variables of rapport and role ambiguity in the supervision relationship were examined.

4. Rapport – the level of support and encouragement in the supervision relationship a school counseling intern receives from an onsite supervisor (Efstation, Patton, & Kardash, 1990).

5. Role Ambiguity – the level of uncertainty about expectation of behavior or regarding evaluation of performance in the supervision relationship that a school counseling intern experiences in his or her supervision relationship (Olk & Friedlander, 1992).

6. Dispositional Optimism – a tendency for a school counseling intern to expect positive rather than negative outcomes in the supervision relationship and to employ appropriate problem-focused or emotion-focused coping strategies to reach his or her internship goal (Scheier, Carver, & Bridges, 1994).

7. School Counseling Intern Behaviors – the minimum standard of performance defined by the state of Ohio and CACREP. Minimum standards of behavior are defined in the areas of program development, implementation, and evaluation; counseling and guidance; coordination and utilization of community resources; consultation and collaboration; and professional behavior. An example of an appropriate behavior would be conducting individual counseling, while an example of inappropriate behavior would be scheduling students for classes (ASCA, 2003).

Summary

This chapter provided an introduction to the topic being investigated. The research question and null hypothesis were presented. The significance of pursuing the research study was addressed. The limitations and delimitations of the study were

outlined. Finally, the variables were operationally defined. The literature review in chapter 2 will highlight the need for continued exploration of the relationship between school counseling intern behaviors and the onsite supervision relationship in order to provide a unique contribution to the field of school counseling.

CHAPTER II

LITERATURE REVIEW

The literature review presents an introduction and critical review of the relevant literature. This chapter is divided into four sections. First, general and school counseling supervision outcome research are discussed. Second, the principles of the supervision relationship are discussed, focusing specifically on rapport and role ambiguity. The literature review emphasizes research that demonstrates the impact of rapport and ambiguity in the supervision relationship. Third, the moderator variable of optimism is discussed. Finally, this chapter concludes with an examination of the behavior standard of school counselors in Ohio.

Critical Review of the Relevant Literature

Supervision can be defined as an intense interpersonal relationship in which one individual is responsible for facilitating the development of another individual (Loganbill, Hardy, & Delworth, 1982). There are several factors that affect the interpersonal supervision relationship between the onsite supervisor and the school counseling intern. These factors can include the variance found within the supervisor or supervisee, as well as the two part relationship system found between the supervisor and supervisee (Bernard & Goodyear, 1998). The supervisor and supervisee relationship system contains several factors including: the working alliance, role conflict, power, and trust between the individuals (Bernard & Goodyear).

The literature in this review is presented in a topical and historical manner. The major strength of the research was the breadth available on the topics of supervision outcomes, working alliance, role ambiguity, and behaviors of school counselors. The

shortcomings of the research included limited research on the working alliance and role ambiguity involved in the practicing school counselors' or school counseling interns' supervision relationship. In addition, the current research lacked a strong connection between the supervision relationship variables and the behavior of school counseling interns. Although the majority of the studies reviewed demonstrated the importance of the working alliance and role ambiguity on the performance of supervisees, the counter perspectives of several studies are discussed.

There was a large amount of research available regarding what experts and associations believe school counseling interns should be doing, but a paucity of descriptive research regarding the actual reported behaviors of school counseling interns. This study provides additional descriptive research regarding the self reported behaviors of school counseling interns. Finally, this study addresses the impact of working alliance and role ambiguity on both school counselors and their behaviors.

Outcome Research on Supervision

There are several outcome studies of supervision that demonstrate the efficacy of supervision to both the client and supervisee. Freitas (2002) conducted a meta analysis of supervision outcome research from 1981 to 2001, and found that supervision provided several benefits to client and supervisee outcomes.

Freitas identified nine studies he found to be the most methodologically sound. The first study reviewed was conducted by Dodenhoff in 1981. Dodenhoff found that supervisors whose supervisees were attracted to them rated the client outcomes of those supervisees higher. Dodenhoff demonstrated that supervisors may inflate their ratings of supervisees on the basis of how much they like them. Dodenhoff's research provided

insights regarding the power of the supervision relationship and how that power can impact the supervisor's perception of the supervisee's clients. Next, Couchon and Bernard (1984) examined supervisor timing of interventions. A study was conducted that involved supervisees receiving supervision at either four hours prior to the next client session, one day prior to the next client session, or two days prior to the next client session. Couchon and Bernard did not find evidence that the timing of supervision had an effect on either client satisfaction or supervisee satisfaction with the supervisory experience. Freitas reported that a review of Couchon and Bernard's study suggested that the quality of the supervision, rather than the timing, is likely to be more important in determining client or supervisee satisfaction.

Steinhebler, Patterson, Cliffe, and Legoullon (1984) examined the relationship between the amount of supervision, supervisor-supervisee congruence, and client improvement. Steinhebler et al. were unable to find a significant overall relationship between the variables. However, a relationship was found between low amount of supervision and positive client improvement. The findings seem to contradict the efficacy of supervision. One explanation for the results may be that clients who were easier to treat were discussed less in supervision. These clients may have improved more quickly. Conversely, a supervisee may spend many hours in supervision discussing clients who may be particularly difficult to treat and therefore not likely to improve as quickly as those who are not discussed as much in supervision. In keeping with the results of the previous study that disputed the benefit of supervision, Sandell (1985) also found that supervision had a negative effect on client outcome.

Kivlighan, Angelone, and Swafford (1991) compared the effect of live supervision versus videotaped supervision on the client-counselor working alliance. Kivlighan et al. found that clients whose counselors had live supervision reported a stronger relationship with their counselor. A moderating variable to this study may have been the clients perceiving their session more positively because of supervisor interruption. This may have caused clients to develop more empathy for their counselor who was being interrupted and supervised in the presence of the client.

Harkness (1995) found a significant correlation between the positive client outcomes and the supervisory working alliance. Specifically, Harkness found a significant correlation between trainees' rating of the supervisory working alliance and client goal attainment and client generalized contentment. A follow-up study by Harkness (1997) found that the supervisory focus had a positive effect on the client-counselor relationship and client goal attainment. In general, Harkness found that supervisees who are pleased with their relationship with their supervisor will have clients who are pleased with their relationship with them.

Although these studies present a positive view of the impact of supervision on the clients of the supervisees, many of the studies suffered from methodological errors.

Freitas (2002) identified four major problems with supervision outcome research: the inability to control for type I or type II error, variance in the professional identity of both supervisors and clinicians, and an inability to construct a no supervision control group.

Outcome Research on Supervision in School Counseling

The previous studies suggested the general benefits of supervision on the client and supervisee outcomes. Several studies have examined the impact of school counseling

supervision on the supervisee. Agnew, Vaught, Getz, and Fortune (2000) reported an evaluation of a six-year peer clinical supervision project, which involved school counselors receiving two hours of supervision every other month. The monthly supervision consisted of primarily case conferences. A qualitative study of 32 school counselors and principals within the school system found that all school counselors reported that the supervision experience provided them with increased counseling and consultation skills, as well as peer support. Eighty-seven percent of the principals in the study stated that they identified improvement in the school counselors over the course of the study. However, the principals did not directly relate school counselor improvement to supervision. Criticisms of the supervision experience suggested that school counselors did not feel adequately challenged to improve their skills due to a lack of adequate supervision time, nor did it reinforce counseling techniques.

Benshoff and Paisley (1996) conducted nine 90-minute structured supervision groups every other week for 20 school counselor supervisees. Benshoff and Paisley found a significant improvement in the supervisees as measured by the Assessment of Peer Consultation Instrument (Benshoff, 1994). This instrument measured support and skills through 16 Likert items. In addition, the participants reported benefits of supervision including increased counseling skills, support, and a sense of professionalism (Benshoff & Paisley). The small sample size may prevent the generalizability of the findings. However, Benshoff and Paisley utilized a standard model of supervision, which included a mixture of both oral discussion and tape review factors, increasing the validity of their study.

Crutchfield and Borders (1997) conducted a study that examined the benefits of supervision compared to a no-supervision condition. Twenty-nine individuals participated in the study. Ten each were assigned to structured peer supervision based upon Benshoff and Paisley's (1996) model and systematic peer supervision based upon Border's (1991) model; the remaining nine school counselors were assigned to a no-supervision group. Crutchfield and Borders examined the outcomes using a number of scales including job satisfaction, counselor self-estimate of performance, and counselor behavior analysis. The analysis of covariance was not found to be significant. This suggested that neither the supervision model nor the no-supervision condition was significantly effective. Interviews with the school counseling supervisees indicated that they received personal benefits of supervision, such as increased support and improved counseling skills. There were several methodological errors with this study, namely a small number of participants in each group, potential validity problems with the instruments used, and problems with the sample. Crutchfield and Borders utilized a convenience sample, which consisted of groups composed from different regions, including some school counselors who had already participated in a supervision training module. These factors may have confounded the results and suggest that the results should be interpreted with caution.

There have been several qualitative and quantitative studies that examined behavioral outcomes as a result of supervision of school counselors. Although supervision of school counselors has been advocated for several years, it has been in the last decade only that studies were conducted. Benshoff and Paisley (1996) reported the results of a quantitative study of the Structured Peer Consultation Model for school

counselors. They found that involvement in the program provided benefits including development of consultation and counseling skills, and support. A number of participants in the program expressed a desire for increased critique and challenge of their skills, while others disagreed on the benefits of a structured environment. Due to the small sample size and lack of statistical significance, the results of this study cannot be generalized.

Another quantitative study was conducted by Crutchfield and Borders (1997) on peer group supervision. In this study, school counselors identified feedback from peers regarding general skills and techniques to be the most beneficial result of participating in the supervision group. Crutchfield and Borders found that peer supervision produced an environment where supervisees experienced increased job satisfaction, counseling effectiveness, and self-confidence. Although the results showed possible positive benefits of supervision, the findings were not statistically significant. Small sample size, withdrawal of participants, and unequal group size may have contributed to the analysis of covariance test result being not significant. In addition, the independent variable, peer supervision, may not have fit the true definition of supervision and may not have provided the necessary interventions that would have significantly improved the development of school counselors.

Two qualitative studies investigated the benefits of supervision on school counselors. A long-term clinical supervision program was used during a three year period of supervision of school counselors in the Virginia School System (Agnew, Vaught, Getz, & Fortune, 2000). The sample size and thematic analysis of results provided strong support for the findings. Ninety-seven percent of the interviewees identified the impact of

supervision under the themes of increased professionalism, skill growth, and peer support. In line with these findings, another qualitative study found similar benefits for school counselor supervisees. Henderson and Lamp (1992) investigated the use of the Northside Independent School District (NISD) supervision model with school counselors. This model provided school counselors with five sessions of supervision. Although the methodology of the study was unclear, the feedback shared by the participants may be valuable. The school counselor supervisees identified benefits of the experience as receiving valuable feedback regarding counseling skills, learning new techniques, and receiving support from other professionals.

One study was found that examined the effect of supervision during a school counselor's induction year. VanZandt and Perry (1992) conducted a quantitative study matching first year school counselors with trained school counselor mentors. The first year school counselors were encouraged to call the mentors and ask them questions. VanZandt's and Perry's model provided school counselors with a large amount of freedom to work independently and only consult as necessary. First year school counselors identified the opportunity to exchange information with someone as very beneficial to their development. Consistent with previous quantitative studies of school counselor supervision, this study had a small sample size and the results were not statistically significant.

Finally, Portman (2002) conducted a qualitative study of seven early entrant school counselors in the practicum and internship stages of instruction. The early entrant school counselors were hired due to school district needs for a school counselor. Portman found the early entrant school counselors to be highly anxious and to have doubts about

whether they had the necessary knowledge and skills to function as school counselors.

The benefits of practicum and internship experience included providing school counselors with individual onsite supervision to reduce the anxiety experienced.

Much of the research on school counselor supervision studies lacked methodological rigor. School counselors identified the outcomes of supervision related to increasing counseling skills, improving professionalism, and providing relationship support.

Supervisory Relationship

Holloway (1997) found that the relationship between the supervisee and supervisor is the primary pathway by which supervision goals are achieved. Reichelt and Skjerve (2002) found that one of the most promising research lines in supervision is the investigation of the supervisee-supervisor interaction components, specifically the relationship factors. There are several supervisor-supervisee relationship components, including: the phases of the relationship from beginning to termination; factors that support the formation of a strong relationship, such as respect and concreteness; extraneous factors that influence the relationship, such as supervisee/supervisor anxiety and transference; cultural issues; disclosure; and sexual issues (Muse-Burke, Ladany, & Deck, 2001).

Muse-Burke et al. (2001) found the definition of the supervision relationship provided by Bordin (1983) to be useful. Bordin distilled the concept of both the client-counselor working alliance and the general social support in supervision to one of a supervisory working alliance. Bordin defined the three parts of the supervisory working alliance as an agreement on the goals of supervision, an agreement on the tasks of both

the supervisor and supervisee, and an emotional bond between the supervisor and supervisee.

Rønnestad and Skovholt (1993) found the developmental level of the supervisee determined whether supervision was perceived as beneficial by the supervisee. Therefore, supervision issues such as quality of the relationship may be more relevant to the school counseling intern than to a more experienced school counselor. Students at a beginning stage of development, such as school counseling interns, desire structure, direction, support, and encouragement. These students may experience greater levels of anxiety and need for security and support than more advanced students (Rønnestad & Skovholt).

Holloway and Neufeldt (1995) conducted a review of supervision effectiveness. They found that supervision promoted the supervisees' acquisition of skills, performance in the role of a counselor, and adoption of the supervisors' view of appropriate behaviors. Therefore, effective supervision increases the likelihood that school counselors will acquire skills and engage in school counseling behaviors deemed appropriate by their supervisors. Ladany, Ellis, and Friedlander (1999) found that the supervision relationship tends to develop by the fifth supervision session.

Gray, Ladany, Walker, and Ancis (2001) conducted a qualitative study of 13 supervisees that identified having at least one counterproductive experience in supervision. A counterproductive event was defined as an experience that supervisees viewed as harmful to their development. Gray et al. utilized a consensual qualitative approach to code the interview transcripts into topic areas. The findings provided 14 topic areas based upon the common themes and patterns of the responses. The results of the study demonstrated that the counterproductive event weakened the supervisory

relationship, decreased supervisee self-efficacy, limited the ability to learn from supervision, and lessened the ability of the supervisee to attend to the needs of the clients. Several participants identified themselves as having an increased sense of autonomy while losing confidence in their ability to provide counseling services. In addition, the participants viewed the counterproductive supervision experience as affecting their work with clients in a negative manner. Limitations of this study include the use of small sample size and qualitative methodology which prevents generalization. Also, self-selection of the participants, as well as self-report of the incident by the participants may contribute to a bias to express grievance towards a former supervisor, thereby confounding the results.

Gray et al. found that the counterproductive events which were related to the supervision relationship negatively affected the counselor's work behaviors with clients. Specifically, Gray et al. reported that a school counselor who has a harmful supervision experience may become more autonomous from supervision. He or she may experience a decreased confidence or efficacy to initiate appropriate behaviors, and a decreased ability to serve the needs of his or her students. In general, supervisees generally reported good supervision as an experience in which they received support and acceptance from their supervisor; bad supervision consisted of the opposite.

Gray's findings contrasted with Fisher's (1989) findings that new supervisees desired a supervision relationship that was more authoritarian. Fisher reported that supervisees desired supervisors that engaged in domineering behavior in the supervision relationship. One explanation for this inconsistency is that a new supervisee may wish to

avoid role ambiguity in the relationship. An authoritarian relationship may be viewed as providing structure to the supervisee.

Finally, Ladany (2004) reported guidelines on supervisory behaviors that affect the working alliance. Ladany found that creating a strong supervisory working alliance between the supervisor and supervisee was one of the most important factors for good supervision. Conversely, supervisors who ignore the supervision relationship may restrict the development of the supervisee. Ladany reported that a strong supervision relationship contributes to increased multicultural competencies, self-disclosure, supervisee satisfaction, role certainty, and productive events in supervision. Supervisors who provide factors related to rapport, such as clarification and empathy, increased the supervisory alliance. Finally, poor working alliance can contribute to nondisclosure between supervisor and supervisee. The most infrequently discussed issues in supervision involve a supervisee's negative reactions to his or her supervisor, clinical mistakes, evaluation concerns, negative reactions to clients, countertransference, and attraction issues. Ladany reported that supervisors must attend to the supervision relationship in order to facilitate supervisees' development.

Role ambiguity in the supervision relationship.

Ambiguity in the supervision relationship can arise when supervisees question the expectations for their behaviors with their clients and with their supervisor. Kahn, Wolf, Quinn, Snoek, and Rosenthal (1964) defined role ambiguity as a situation in which an individual lacks the knowledge to engage in behaviors necessary to adequately do a job. Kahn et al. found that increased role ambiguity can lead to decreased self-confidence.

Bacharach, Bamberger, and Mitchell (1990) investigated the relationship between the level of role ambiguity and role conflict experienced by individuals in a school system and factors such as the nature of supervision, job structuring, promotion process, and classroom environment. Bacharach et al. used the Rizzo, House, and Lirtzman (1970) scale to measure role conflict and ambiguity as related to dimensions of work such as structuring of the job, promotion process, and classroom environment. Bacharach et al. conducted a survey of 83 school districts in New York, obtaining 2,247 usable responses. A multiple regression analysis found a significant predictive relationship between role conflict and role ambiguity, and the predictor variables of bureaucratic job structuring, number of students per classroom, and the supervision relationship. Therefore, poor quality supervision, less bureaucratic job structuring, and large class sizes predicted higher levels of role conflict and ambiguity. Bacharach et al. found that the role difficulties were likely to affect student achievement, organizational cohesiveness, and innovation. This study demonstrates that the supervision relationship is one of several factors that may influence the level of role ambiguity by a supervisee. A limitation of the study is that the independent variables (e.g., supervision and bureaucratic job restructuring) appear to have both limited reliability and limited construct validity.

Role ambiguity can be defined as a supervisee's uncertainty about the role expectation by an onsite supervisor (Bernard & Goodyear, 1992). The level of role ambiguity may affect the type and frequency of behaviors engaged in by a school counseling intern. An example could be a school counseling intern being required to engage in interventions with students that may be appropriate from a teacher role, such as

discipline, but may be viewed as inappropriate from the therapeutic role of a school counselor (American School Counseling Association, 2003).

Olk and Friedlander (1992) found that supervisees may function in different roles. These can include the role of a student, school counselor, colleague, or teacher. Olk and Friedlander conducted a multivariate analysis and found that when role ambiguity exists in the supervisory relationship, the relationship may be affected negatively. Role ambiguity was found to have a significant negative relationship with the Job Descriptive Index (Smith, Kendall, & Hulin, 1969), the Trainee Personal Reaction Scale-Revised (Holloway & Wampold, 1984), months of experience, and a significant positive relationship with the State Trait Anxiety Inventory (Spielberger, Gorsuch, Lushene, Vagg, & Jacobs, 1983). Finally, Olk and Friedlander reported that role ambiguity was more prevalent for new supervisees and may diminish for supervisees as they gain more experience.

In addition to the importance of support in the relationship, Skovholt and Ronnestad (1993) reported that beginning supervisees desired supervision that provides a sense of certainty in the expected role behaviors. Skovholt and Ronnestad stated that the supervisee desires to “be told what to do, is shown what to do, tries out what to do, and receives immediate feedback on the performance” (p. 398). Beginning supervisees have a high need for concrete feedback. Therefore, a high level of ambiguity may frustrate the supervisee. Skovholt and Ronnestad suggested the use of a supervisory contract to decrease the ambiguity in the relationship and increase the supervisees understanding of the behaviors to be performed.

Erera and Lazar (1994) conducted a study to investigate whether supervisors who perform both administrative and educational duties experience more role ambiguity and role conflict than supervisors who perform only educational duties. Erera and Lazar defined administrative duties as coordination, organizing, discipline, accountability, and planning behaviors, while educational duties involved the traditional communication of knowledge and skills to supervisees. Erera and Lazar gathered a sample of supervisors working in mental health agencies in Israel, and a sample of the supervisors working in government social welfare agencies for a total of 233 participants. The participants were then categorized according to the type of duties involved in their position to determine whether their duties were primarily educational, or also involved administrative functions. The participants completed the Rizzo, House, and Lirtzman (1970) scale to measure role conflict and ambiguity. A one-way analysis of variance was conducted to determine the relationship between administrative and educational supervision duties and level of role conflict and role ambiguity. The independent variable included three levels: team leaders, service-oriented supervisors, and treatment-oriented supervisors. The dependent variable was the score on the role conflict/ambiguity inventory. The ANOVA was found to be significant at $p < .05$. The results of this study suggest that supervisors who perform both administrative and educational duties experienced greater role conflict and ambiguity than individuals who only performed educational duties. Erera and Lazar implied that administrative and educational supervision duties are incompatible and need to be separated.

Ladany, Lehrman-Waterman, Molinaro, and Wolgast (1999) investigated the impact of ethical violations on the supervisory working alliance and supervisory

satisfaction. Ladany et al. surveyed 151 supervisees using the Supervisor Ethics Questionnaire (Ladany et al.), Supervisor Ethical Behavior Scale (Ladany et al.), Working Alliance Inventory-Trainee Version (Bahrnick, 1990), Supervisee Satisfaction Questionnaire (Ladany, Hill, Corbett, & Nutt, 1996), categories of ethical violations, and demographic information. While many of the previous studies sampled clinical and counseling psychology students, in Ladany's sample 9% were school counselor supervisees. Ladany et al. found that 51% of the sample reported that their supervisors had engaged in ethical violations. The most frequent complaint reported by 33% of the supervisees was related to role ambiguity in the supervisory relationship. Participants who reported ethical complaints regarding their supervisor frequently reported problems with professional role boundaries. Specifically, supervisees stated that they did not feel valued or respected by their supervisor and did not understand the roles and responsibilities that they were expected to complete. Ladany et al. found a significant relationship between supervisory ethical practices and the supervisory working alliance. They concluded that poor supervision relationships can hinder client care, restrict supervisee growth, and lead supervisees to work on non-counseling-related behaviors.

Itzhaky (2001) found that supervisees who had onsite or external supervisors did not significantly differ on role ambiguity and conflict. Both groups were given the Rizzo, House, and Lirtzman (1970) scale to measure role conflict and ambiguity. A MANOVA procedure found no significant differences in role ambiguity or role conflict between the supervisees receiving onsite and external supervision. Itzhaky's study of 209 clinical social worker supervisees who were supervised by onsite supervisors did not experience significantly more role ambiguity and conflict than supervisees who were supervised by

external supervisors. Descriptive data demonstrated that onsite supervisors provided less constructive feedback and confrontation than external supervisors.

Nelson and Friedlander (2001) conducted a qualitative study of negative supervision of 13 master's and doctoral students and identified problems that contributed to the relationship being described as conflictual. Trainees reported a lack of empathy and support from the supervisor and decreased self-confidence in their professional behaviors. These themes were highlighted by the trainees' high scores on the role conflict and role ambiguity inventory. Nelson's and Friedlander's study highlighted Muse-Burke's, Ladany's, and Deck's (2001) finding that role difficulties can contribute to the outcome of supervision.

Reichelt and Skjerve (2002) conducted a qualitative study with 16 dyads to investigate how supervisors and supervisees perceive supervisory events. Reichelt and Skjerve evaluated the dyads on their perceptions of the supervisory intentions (e.g., trainee, teaching, or case-centered), supervisory style characteristics (e.g., supportive, critical, etc.), and the trainees evaluation of the supervisor (7-point Likert scale). The evaluators listened to a minimum of two supervision sessions with both the supervisor and supervisee to determine their degree of similarity (e.g., low or high correspondence) in the evaluation of what was taking place in the supervision session. A bimodal distribution of the correspondence data demonstrated that two groups of dyads equally agreed upon events that were taking place in supervision. A closer examination of the data indicated the supervisees who had a trainee-centered supervision tended to have similar perceptions of the events in supervision. Trainee-centered supervision was defined as more supportive, encouraging, and less ambiguous than a teaching or case-

centered supervision. In general, low perception of supervision events was characteristic of supervision relationships that have a low rapport and high ambiguity. Reichelt and Skjerve found that when the correspondence between supervisor and supervisee is low, the supervisee tends to rate the degree of satisfaction lower. They suggested that role ambiguity can increase the difficulty for supervisees and supervisors to agree upon the goals of supervision and increase the confusion on the part of the supervisee regarding the expected behaviors or tasks in the school system. A few limitations in the study included the use of qualitative methodology that restricts generalizability.

Korinek and Kimball (2003) reviewed literature regarding factors that produce role difficulties in supervision. The most common factors that produced conflict included the need to be perceived as competent by the supervisor or supervisee, incompatible goals between supervisor-supervisee, differences in learning styles of the supervisee, therapeutic orientation of the supervisor-supervisee, personality of the supervisor-supervisee, role ambiguity and role conflict within the supervision relationship, and transference issues. Conflict typically arose over the following issues: case conceptualization, therapeutic intervention, case management, and format for supervision.

Nilsson and Anderson (2004) conducted a quantitative study with 299 supervisees to investigate the supervision needs of international students. Nilsson and Anderson utilized the Counseling Self-Estimate Inventory (Larson, Suzuki, Gillespie, Potenza, Bechtel, & Toulouse, 1992), Role Conflict and Role Ambiguity Inventory (Olk & Friedlander, 1992), American International Relations Scale (Sodowsky & Plake, 1991), Supervisory Working Alliance Inventory-Trainee Form (Efstation, Patton, & Kardash,

1990), and the International Student Supervision Scale (Nilsson & Dodds, 2004). Nilsson and Anderson found that international student supervisees experienced greater role difficulties, less self-efficacy, and weaker supervisory working alliance than non-international supervisees. One major limitation of this study included Nilsson and Anderson utilizing several instruments that were not developed for international students. In addition, lack of random sampling and an ex post facto design restricted the generalizability of the data. However, the study was able to highlight the potential supervision relationship difficulties international school counseling interns may experience in the relationship with their onsite supervisor.

Although much of the research suggested that role difficulties experienced by the supervisees affected their performance, Friedlander, Keller, Peca-Baker, and Olk (1986) found that role difficulties in supervision did not have a significant effect on the supervisee's performance in counseling. Friedlander et al. investigated how role conflict affects trainees' self-statements, anxiety level, and performance. The study consisted of 52 graduate student counselors responding to a counseling dilemma and then responding to one of four experimental manipulations: conflict, no conflict, neutral, or control. Measures included the State-Trait Anxiety Inventory (Spielberger, Gorsuch, Lushene, Vagg, & Jacobs, 1983), a self-efficacy inventory, and a thought-listing procedure. In this study, the results suggested that the role conflict condition did not produce adverse effects on supervisees' self-evaluations, affect, or behavior. However, the supervisees' performance was inversely related to anxiety level, and anxiety was inversely related to the strength of supervisees' self-efficacy expectations.

Supervisory working alliance.

Several researchers have identified the supervisory working alliance as a factor that facilitates the development of supervisees (Bordin, 1983; Efstation, Patton, & Kardash, 1990; Muse-Burke, Ladany, & Deck, 2001). Bordin (1983) developed the construct of the working alliance from the therapeutic working alliance and defined the three parts of the supervisory working alliance as agreement on the goals of supervision, agreement on the tasks of both the supervisor and supervisee, and an emotional bond between the supervisor and supervisee. Bordin's concept of the bond between the supervisor and supervisee is defined as a feeling of liking, caring, and trusting in the relationship. This concept relates closely to the working alliance concept of rapport defined by Efstation, Patton, and Kardash (1990) as the level of support and encouragement in the relationship. Bordin reported that the purpose of the supervisory alliance was to overcome and master specific behavioral skills. Therefore, the strength of the bond or rapport within the supervision relationship was likely to affect the behaviors engaged in by the school counseling intern. Finally, Bordin stated the importance of determining how the working alliance has impacted the behaviors of the supervisees.

Efstation, Patton, and Kardash (1990) investigated the relationship in counselor supervision. Efstation et al. created the Supervisory Working Alliance inventory (SWAI) based upon the ideas of Robinson (1950), Greenson (1967), Bordin (1983), Patton (1984), and Gelso and Carter (1985). Both a supervisor and supervisee instrument was created to measure their respective perceptions of counseling supervision. The supervisory working alliance can be defined as a group of behaviors used by the supervisors to facilitate the development of the supervisee (Efstation, Patton, & Kardas,

1990). Efstation, Patton, and Kardash (1990) found that the existence of rapport in the supervision relationship may be more important to new supervisees, rather than more advanced counselors.

Ladany and Friedlander (1995) investigated the relationship between the supervisory working alliance and role ambiguity. Ladany and Friedlander conducted a quantitative study of 123 counselor trainees by administering the Working Alliance Inventory-Trainee Version (WAI-T; Bahrnick, 1990) and the Role Conflict and Role Ambiguity Inventory (RCRAI; Olk & Friedlander, 1992). A multiple regression analysis was conducted to evaluate how well the working alliance predicted role ambiguity and role conflict. The linear combination of goals, tasks, and bonds were significantly related to predicting the role ambiguity and role conflict, $F(6, 238) = 17.59, p < .0001$. A follow-up analysis was conducted and found that the working alliance predicted supervisees' rating of role ambiguity, $F(3, 119) = 39.73, p < .0001$. The results suggest that the higher the working alliance, the lower the role ambiguity experienced by the supervisee. Limitations of the study include an ex post facto design, which reduces generalizability. Ladany's and Friedlander's findings suggest that school counselors who have a strong rapport with their onsite supervisor may have decreased role ambiguity.

Ladany, Hill, Corbett, and Nutt (1996) reported that supervisees with a weak working alliance were likely to not disclose material to supervisors. Ladany et al. conducted a quantitative study with 108 clinical and counseling psychology interns and practicum supervisees. The study used the Supervisory Styles Inventory (Friedlander &

Ward, 1984), Supervisee Nondisclosure Survey (Ladany et al.), and a Supervisory Satisfaction Questionnaire (Ladany et al.). These measures gathered information on the types of nondisclosure, supervision style, and supervisee satisfaction. Ladany et al. found a significant relationship between nondisclosure and the perception of supervisory style and supervisee satisfaction with the relationship. A supervisee's mistake in a counseling session with a client was the most infrequent issue discussed with the supervisor.

Dunkle and Friedlander (1996) conducted a study with 73 clinicians to determine the clinician factors that may contribute to clients' perception of the working alliance with the clinician. The clinicians were assessed on the Social Support Provisions Scale (SPS; Cutrona & Russell, 1987) to measure the quality of the social support network, the Adult Attachment Scale (AAS; Collins & Read, 1990) to determine the extent to which a person relies on others in a time of need, and the INTREX (Benjamin, 1982) to determine a persons' independence versus interdependence. The clients were assessed on the Working Alliance Inventory (WAI; Tracey & Kokotovic, 1989) to measure the client's perception of the strength of the working alliance. A multiple regression analysis was conducted to evaluate how well the clinician relationship factors predicted the client's perceived level of working alliance with the counselor. The linear combination of the predictors was significantly related to the clients' working alliance measure, $F(6, 66) = 5.17, p < .0002$. Approximately 32 % of the variance of the working alliance measure can be accounted for by the linear combination of the clinician relationship factors. In general, these results suggest that the perceived social support of a counselor, such as relationship with supervision, predicted the counselor's working alliance with his or her clients. There are several limitations of the Dunkle and Friedlander study including an ex

post facto design, the use of self-report, and only using a sample of clinicians restricted to the university setting.

In line with those findings, Patton and Kivlinghan (1997) investigated the relationship between the supervisory working alliance and the counseling working alliance and the supervisees' adherence to a treatment model. The sample included 75 supervisees who completed the Supervisory Working Alliance Inventory (SWAI; Efstation, Patton, & Kardash, 1990) and 75 clients who completed the Working Alliance Inventory (WAI; Horvath & Greenberg, 1989) at the end of four consecutive sessions. The sessions were videotaped to judge the supervisees' adherence to the treatment model. Supervisees' adherence to appropriate counseling behaviors was determined by a score on the Vanderbilt Therapeutic Strategies Scale (Butler, Henry, & Strupp, 1992). Patton and Kivlinghan found a significant relationship with the supervisory working alliance predicting both the counseling working alliance and treatment adherence. Specifically, the results suggested that SWAI accounted for 27% of the variance in the supervisees' adherence to treatment behaviors. Finally, a correlation of $.66, p < .01$ was found between the supervisory working alliance and the counseling working alliance. In general, the results suggested that supervisees who perceived a strong relationship with their supervisor had clients who perceived a strong relationship with them, as well as others who perceived that they were engaging in appropriate counseling-related behaviors. Several limitations of the study include the use of self-report and non-random selection which effects the generalizability and the interpretability of the direction of the relationships (Patton & Kivlinghan).

Webb and Wheeler (1998) conducted a study of the supervisory working alliance with 96 counselors. The study investigated the likelihood of supervisees disclosing problems they are having with their clients or their supervisor. Respondents completed the Supervisory Working Alliance Inventory (SWAI; Efstation, Patton, Kardash, 1990) and a self-disclosure scale created by Webb and Wheeler. The results of the correlational analyses showed that all four of the correlations were statistically significant at $p < .005$. In addition, all correlations were greater than or equal to .37. Webb and Wheeler chose not to run correlations between the entire SWAI and the disclosure scale, but rather used the rapport subscale of the SWAI. In general, the results suggested that if the supervisee perceived high rapport in the supervision relationship, then the supervisee was more likely to disclose sensitive issues relating to clients and supervision. In addition, if the supervisee perceived low rapport in the supervision relationship, then the supervisee was likely to disclose less and experience greater anxiety in the supervision relationship. There are several limitations in this study including a lack of purposeful random sampling, and questionable validity and reliability regarding the self disclosure instrument that was created by Webb and Wheeler. As well, there was no explanation for why the client focus subscale of the SWAI was not reported in the results section. One explanation for this may be that the client focus subscale of the SWAI was not found to correlate with the disclosure measure. However, Webb and Wheeler do not provide information to support or refute this idea. Webb and Wheeler conducted several post hoc tests. One correlation analysis found that supervisees were significantly less likely to disclose to an onsite supervisor than a supervisor who works off site.

Ellis (2001) reported that a poor relationship between the supervisor and supervisee can be represented on a continuum from bad to harmful supervision. Harmful supervision can result from a supervisor acting with malice in regard to interpersonal violations, such as a situation where the supervisor used power in the relationship at the supervisees' expense. Ellis stated that harmful supervision can result in a loss of self-confidence and impairment in the supervisees' professional behaviors.

Enyedy, Arcinue, Puri, Carter, Goodyear, and Getzelman (2003) identified several issues that hindered supervisee learning in group supervision. Enyedy et al. conducted a study with 49 participants and used a cluster analysis to create common categories that represented supervisees' issues. The most frequent issues supervisees identified as hindering their supervision experience included problems between supervisees, problems between supervisee and supervisor, supervisee anxiety, logistical constraints, and poor group time management. Although all of these factors were identified by supervisees as contributing to poor supervision, the relationship between the supervisor and supervisee was the largest factor identified that hindered supervisees' supervision. This factor consisted of three subfactors which included negative supervisor behaviors, supervisors' lack of experience or focus, and problems with co-supervisors. In general, Enyedy et al. suggested that school counseling interns who identified problems between supervisee and supervisor may view their supervision as hindering their learning of professional behaviors.

Dispositional Optimism

Dispositional optimism refers to the expectancies that good things, rather than bad things will happen. The concept was derived from the theory that goal-directed behavior

was guided by a feedback system that assists individuals maintaining focus and effort towards a specific goal (Taylor, 2004). Recently there has been extensive research into the association between optimism and the physical outcomes in various patient groups dealing with cardiac surgery (Shepperd, Maroto, & Pbert, 1996), career concerns (Creed, Patton, & Bartrum, 2002), chronic illness (Dubey & Agarwal, 2004; Fournier, de Ridder, & Bensing, 2002), fibromyalgia (Affleck, Tennen, Zautra, Urrows, Abeles, & Karoly, 2001), gambling addiction (Gibson & Sanbonmatsu, 2004), general psychopathology (Hatchett & Park, 2004), HIV disease progression (Milam, Richardson, Marks, Kemper, & McCutchan, 2004), liver transplant candidates (Stilley, Miller, Manzetti, Marino, & Keenan, 1999), multiple sclerosis (Fournier, de Ridder, & Bensing, 1999; Gold-Spink, Sher, & Theodos, 2000), neck and head cancer patients (Allison, Guichard, & Gilain, 2000), ovarian cancer (Androykowski, Boerner, Salsman, & Pavlik, 2004), physical functioning in elderly (Brenes, Rapp, Rejeski, & Miller, 2002), posttraumatic stress (Durakovic-Belko, Kulenovic, & Dapic, 2003), and surgery recovery (Chamberlain, Petrie, & Azariah, 1992). There was a lack of research that investigated the impact of optimism in the supervision relationship or with school counseling interns.

Young, Grusky, Sullivan, Webster, and Podus (1998) conducted a study to investigate the relationship of optimism and the performance of clinical case managers. Young et al. utilized a previously developed optimism scale (Grusky, Tierney, & Spanish, 1989) to measure optimism and a behavioral questionnaire to measure how often the case manager performed certain activities. The study was a cross-sectional design and consisted of 86 case managers in California. A multiple regression analysis did not find optimism as a significant predictor of case manager behaviors. The amount

of years of experience, gender, professional training, and number of clients were significant predictors. Young's findings suggested that optimism was not a significant predictor of the behavior of practitioners. Limitations of this study included having a small sample size, utilizing a non-experimental design, and non-random sampling which prevented generalizing.

Braswell and Cobia (2003) investigated the effect of optimism on the changes of career self-efficacy. Braswell and Cobia utilized the Life Orientation Test-Revised (LOT-R; Scheier, Carver, & Bridges, 1994) to measure optimism, and adapted a self-efficacy scale (Betz & Hackett; Brooks, Greenfield, & Joseph, 1995) to measure career self-efficacy. Braswell and Cobia conducted an AB research design with 66 pre-service teaching interns at a large southern university. The participants were measured prior to beginning their internship and then three-months into their internship. A paired-samples *t* test found a significant increase in career self-efficacy during the internship ($p < .01$). However, there was not a significant relationship between optimism and changes in career self-efficacy. Therefore, initial levels of self-efficacy rather than the personal trait of optimism predicted self-efficacy during an internship. This research suggests that optimism may not be a significant variable in the development of an intern. Limitations of this study include limited generalizability due to sampling students from only one university in the south and questionable validity by using a modified self-efficacy inventory with only four questions.

Chang (1998) examined the impact of optimism as a predictor and moderator of perceived stress and psychological well-being. Chang utilized the Life Orientation Test-Revised (LOT-R; Scheier, Carver, & Bridges, 1994) to measure optimism, the Perceived

Stress Scale (PSS; Cohen, Kamarck, & Mermelstein, 1983) to measure self-appraised life stress, the Beck Depression Inventory (BDI; Beck, Ward, Mendelson, Mock, & Erbaugh, 1961) and the Satisfaction with Life Scale (SWLS; Diener, Emmons, Larsen, & Griffin, 1985) to measure psychological well-being. Three hundred and eighty-eight undergraduate college students from a Midwestern university participated in the study. All participants completed the questionnaire as a take home assignment. Chang found optimism to be significantly related to depression, $-.52$ ($p < .001$); stress, $-.54$ ($p < .001$); and life satisfaction, $.53$ ($p < .001$). A hierarchical regression analysis was conducted to examine the moderating effects between optimism and the other variables. The regression model accounted for 51% of the variance in depressive symptoms and 38% of the variance in life satisfaction. This study suggested that optimism had both a direct and moderating influence on the well-being and stress of participants.

Behavior Standards of School Counselors

Several studies examined the developmental changes of counselors in supervision, while few focused on the behaviors of counselors (Ronnestad & Skovholt, 1993). Reichelt and Skjerve (2002) found that much of the supervision research focused on conceptual issues. Reichelt and Skjerve reported that beneficial supervision research would use descriptive research procedures to investigate the conduct of individuals in supervision.

School counselors' appropriate role behaviors have changed over the past several decades from focusing on guiding students to careers in math and science in the 1960s to addressing personal and social problems in the 21st century (Schmidt, 2003). School counselor responsibilities have increased in the past several years to include mental

health counseling, guidance counseling, curriculum development, and administrative duties (ASCA, 2003). In addition, school counselors have routinely faced issues of violence, teen pregnancy, suicide, death, poverty, homelessness, substance abuse, and domestic violence (Borders, 1991; Carone Hall, & Grubb, 1998; Christman-Dunn & Rochelle, 1998). Crutchfield, Price, McGarity, Pennington, Richardson, and Tsolis (1997) reported that many of the skills needed to handle problems faced by school counselors may not have been taught during their graduate training. This dynamic creates a need for school counselors to maximize their time to meet the needs of a growing number of students, while providing increasing amounts of clinical services. School counselors reported a desire to receive more counseling supervision (Page, Pietzrak & Sutton, 2001). This combination of increased behavioral responsibilities without appropriate supervision has produced negative results including increased stress (Crutchfield & Borders, 1997), increased ethical violations, decreased clinical skills (Crutchfield et al., 1997), and relinquished professional responsibilities (Magnuson, Normen, & Bradley, 2001). Although school counselors may find themselves engaging in a variety of behaviors, the current accepted behavior standards for school counseling interns in Ohio are anchored in the Council for the Accreditation of Counseling and Related Educational Programs (CACREP; 2001) and the American School Counselor Association (ASCA; 2003) standards.

In selecting school counseling behavior standards, the researcher reviewed the school counseling section of the CACREP 2001 Standards. The standards provide the competencies in which school counseling interns should be evaluated. CACREP school counseling standards outline competencies in foundations, contextual dimensions, and

knowledge and skill requirements. Competencies in knowledge and skill requirements can include: program development, implementation, and evaluation; counseling and guidance; and consultation and collaboration. According to CACREP, school counseling interns must be evaluated on the knowledge and skill standards.

In addition, the behavioral standards were determined by examining other instruments that reflect a measure of school counseling intern behavior. These include the Ohio Performance Standards and Appraisal Inventory (OPSAI; Sears, 2003), American School Counselor Association (ASCA) National Model, Missouri School Counselor Evaluation System, Connecticut Best-practices School Counselor Evaluation System, and the Omaha Public School System Evaluation (OPSSE).

The OPSAI was based upon the CACREP (2001) school counselor knowledge and skill behavioral standards. The behavior standards in this study most closely resemble those found in the CACREP standards. The ASCA national model evaluated school counselors' behaviors in relation to the four components: foundation, delivery, management system, and accountability (2003). The ASCA standards addressed the importance of school counselors engaging in behaviors that contribute to the academic, career, and personal development of students. In addition, the ASCA model does not contain items that evaluate school counseling interns on behaviors deemed inappropriate by the ASCA model, such as scheduling duties, coordinating tests, discipline, clerical duties, or coverage of detention, classrooms, or the lunch room.

The Missouri School Counselor Evaluation system was designed by school counselors, administrative personnel, counselor educators, and representatives from the Missouri School Counselor Association (Bunch, 2002). Similar to the OPSAI, the tool

evaluated school counselors on the CACREP knowledge and skill behavioral standards. In addition, the evaluation system was linked to the Missouri comprehensive guidance program model, individual professional development, and student successes. The tool was created due to a lack of an available school counselor evaluation measures. A follow-up was conducted with school counselors to determine the use of the evaluation tool. Bunch found that few school counselors were using the tool.

The Connecticut School Counselors Association, Connecticut Association for Counselor Education and Supervision, and the Connecticut Department of Education (CSCA, CACES, & CDE; 2002) created a best practice model for evaluating school counselors. The CSCA tool was based upon school counselor competencies in counseling, consulting, coordination, curriculum management, individual planning, managing, and professionalism. This model contained a job description outlined by the competencies used to evaluate school counselors. In addition, the model supported both the CACREP standards and the ASCA standards of school counselors engaging in behaviors that support the academic, career, and personal development of students.

Maliszewski and Luther (2000) reported on an evaluation system created by the Omaha Public School System. Consistent with previous tools, this system evaluated school counselors based upon the CACREP (2001) standards and ASCA (2003) delivery system standards, guidance curriculum, individual student planning, responsive services, and system support. The Omaha Public School System model also evaluated school counselors on professional and personal qualities.

Tucker, Stronge, and Beers (1998) proposed an evaluation model for school counselors. The model outlined duties for school counselors that include administrative,

assessment, direct services, collaboration, and professional and personal development. This model addressed the importance of school counselors engaging in direct services with students, such as guidance curriculum, individual student planning, and responsive services. However, the emphasis of this model appeared to promote a strong administrative role for the school counselor, which did not appear to be consistent with ASCA or CACREP. Tucker's model of school counselor behavior appeared to have the sharpest contrast with the other models. One explanation for this inconsistency is that Tucker's instrument was created by administrators who believed school counselors should take a more administrative role in their duties. However, this view is not supported by the school counseling profession (ASCA, 2003).

Conclusions

The major strength in the literature is the breadth of research on the topic of working alliance, role ambiguity, dispositional optimism, and general supervision outcomes. The shortcomings of the literature include limited research on rapport and role ambiguity for school counselors or school counseling interns. In addition, current research lacks a strong connection between the supervision relationship variables and the behavior of school counseling interns. The majority of the studies reviewed demonstrated the importance of the supervision relationship on the performance of supervisees. There were models available regarding what experts recommend school counseling interns should be doing, but a paucity of descriptive research about behaviors engaged in by school counselors. Much of the school counseling outcome research lacks methodological rigor, has problems with instrumentation validity/reliability, and type I errors, and utilizes convenience sampling. Counselor educators could produce needed

quantitative studies to provide generalizable information regarding the specific benefits of supervision of not only the supervisee, but also the client. School counselors wanted to receive supervision to improve counseling skills, consultation skills, and support. This literature review also revealed the need for counselor educators to develop and use appropriate instruments to measure the outcomes of supervision. These studies provide valuable qualitative information to counselor educators regarding the benefit of supervision for school counselors and the need for continued research on the specific outcomes as a result of supervision.

Summary

The previous literature reflected both the clinical and supervisee benefits of supervision. School counselors identified the outcome of supervision related to increasing counseling and consultation skills, improved professionalism, and providing support. The research consistently found that school counselors want increased challenge from supervisors to enhance their school counseling behaviors. The literature supported the case for the benefit of supervision on school counseling behaviors. It was limited in the specific supervision factors, such as role ambiguity or rapport that impact the behavior of school counselors. Future research that demonstrates the efficacy of supervision of school counselors, not only on variables such as satisfaction or perceived support, but also related to behaviors, may provide evidence to counselor education and school administration about the benefits of investment and support for school counselor supervision.

Chapter 3 will discuss the methodology used to investigate the impact of the supervision relationship on the behaviors of Ohio school counseling interns. A

discussion of the pilot study and the current study will include the research question/hypothesis, sample selection, instrumentation, reliability/validity analysis, descriptive statistics, hierarchical regression analysis, as well as supplemental analyses. Results of this study will provide both descriptive data and analytical data regarding school counseling interns in Ohio.

CHAPTER III

METHODOLOGY

This chapter describes the process for conducting the research study. A discussion of the research design, population, sampling plan, instrumentation, and data collection and analysis procedures are included in this chapter.

Research Design

The purpose of this study was to investigate the impact of the onsite supervision relationship on the behaviors of school counseling interns while controlling for optimism. The researcher conducted a purposeful sample to gather participants from both urban and rural settings, as well as students from programs accredited by the Council on the Accreditation of Counseling and Related Educational Programs (CACREP) and non-CACREP accredited programs. The researcher used Dillman's Total Design Method to prepare and deliver the survey (Salant & Dillman, 1994). Since a comprehensive assessable population list was not available, the researcher proceeded with Salant's and Dillman's recommendation and administered the instrument in a face-to-face environment. The researcher visited a sample of the school counseling internship programs and administered the instrument to school counseling interns in that environment. The instrument consisted of independent variables to measure the level of rapport and ambiguity in the supervision relationship, a dependent variable to measure the behaviors of school counseling interns, a moderator variable to measure optimism of school counseling interns, and questions regarding the school counseling internship. The statistical methods used in this research included descriptive

statistics, multiple regression analysis, as well as supplemental analyses. Before beginning the study, the researcher conducted a brief pilot study of school counseling interns and practicum students in Ohio to determine any revisions that might be needed on the test instrument.

The purpose of this research was to evaluate the impact of the supervision relationship on the behaviors of Ohio school counseling interns. The hierarchical regression research question investigated how accurately school counseling intern behaviors can be predicted from the level of rapport and ambiguity in the onsite supervision relationship while holding constant the personal trait of optimism. The regression equation for this study was $R^2 = \emptyset$.

The null hypothesis for this study stated that there was no relationship between the level of rapport and ambiguity in the supervision relationship and school counseling intern behaviors while controlling for optimism. The directional research hypothesis was: If school counseling interns have the same general level of optimism, increased rapport and decreased ambiguity in the onsite supervision relationship results in greater frequency and greater variety of school counseling behaviors demonstrated by school counseling interns.

Identification of Population

The population of interest was school counseling interns in the state of Ohio. The accessible population was school counseling interns who were enrolled in internship courses in 13 school counselor training programs across the state. The interns were sampled at the mid-point of their internship, and had accrued a similar number of internship hours at their schools. The sample was selected because it provided the ability

to gain information on both the onsite relationship and the behaviors of school counseling interns in Ohio. Six of the 13 programs were purposefully selected to include CACREP and non-CACREP accredited programs and rural and non-rural program participants in this study.

Sampling Plan

The available institutions in Ohio included Bowling Green State University, Cleveland State University, Kent State University, Malone College, Ohio University, The Ohio State University, Xavier University, University of Akron, University of Cincinnati, University of Dayton, University of Toledo, Wright State University, and Youngstown State University. Since an accessible population list was not available, the researcher contacted the instructor of the school counseling internship class to request permission to administer the survey in a face-to-face manner. Two of the 13 school counseling internship instructors requested the surveys to be sent to them for distribution to their students. The researcher collected survey data from 13 individual internship classes from Kent State University, Ohio University, Xavier University, University of Cincinnati, University of Dayton, and University of Toledo.

In order to have appropriate power and effect size, 100 individuals were sampled. The power for the multiple regression analysis was set at 80 %. This study used a medium effect size ($R^2 = .13$) and a minimum sample size of 74 individuals for inferential statistical analysis was needed (Cohen, 1988). Sampling 26 individuals over the required sample size provided additional cases to account for missing or incomplete data responses.

Instrumentation

There were four instruments in the study: (a) the Rapport Scale from the Supervisory Working Alliance Inventory (SWAI; Efstation, Patton, & Kardash, 1990), (b) the Role Ambiguity Scale from the Role Conflict and Role Ambiguity Inventory (RCRAI; Olk & Friedlander, 1992), (c) the Life Orientation Test – Revised (Scheier, Carver, & Bridges, 1994), and (d) the Ohio Performance Standards and Appraisal Inventory (Sears, 2003).

Selection and Development of Instruments

The Supervisory Working Alliance Inventory (SWAI) was created by Efstation, Patton, and Kardash (1990) to measure the supervisory working alliance. The SWAI consists of both a supervisor and supervisee self-report form. The supervisor form contains the three factors of rapport, client focus, and identification. The supervisee form contains two factors: rapport and client focus. The SWAI supervisor form has 23 questions, while the supervisee form has 19 questions. Respondents reply to the questions using a 7-point Likert scale that ranges from (1) almost never, to (7) almost always. An example of a question from this scale includes, “I feel comfortable working with my supervisor.” A higher response to the question indicates that the supervisee views a stronger working alliance between him/herself and his/her supervisor. Efstation et al. based the instrument upon the supervisory working alliance theory by Bordin (1983). Based upon the results from the pilot study, this research study utilized the 12 rapport subscale questions from the supervisee form. The subscale was used as originally developed by Efstation et al., with the exception that the word “client”

was changed to “student” to more accurately reflect the terminology used by school counseling interns.

The Role Conflict and Role Ambiguity Inventory (RCRAI) was created by Olk and Friedlander (1992) to measure the role conflict and role ambiguity experienced by the supervisee in the supervisory relationship. The RCRAI consists of 29 questions that are answered by supervisee self-report. The form consists of two factors: role ambiguity and role conflict. All respondents reply to the questions using a 5-point Likert scale that ranges from (1) not at all, to (5) very much so. An example of a question from this scale is, “My supervisor’s criteria for evaluating my work were not specific.” A higher response to the question indicates that the supervisee viewed a greater level of role ambiguity in the supervisory relationship. Olk and Friedlander based the instrument on the theory that conflict and ambiguity exist to some degree in supervisory relationships. Based upon the results of the pilot, this study utilized the 16 role ambiguity questions. The subscale was used as originally developed by Olk and Friedlander with the exception of changing the word “client” to “student” and changing the word “therapist” to “school counselor” to more accurately reflect the terminology used by school counseling interns.

The Life Orientation Test-Revised (LOT-R) was created by Scheier, Carver, and Bridges (1994) to measure the dispositional optimism. The LOT-R consists of a 10 question self-report form. All respondents reply to the questions using a 5-point Likert scale that ranges from (0) strongly disagree, to (4) strongly agree. An example of a question from this scale is, “In uncertain times, I usually

expect the best.” A higher response to the question indicates that the respondent has more optimism than a lower response. Scheier et al. based the revised instrument upon the Life Orientation Test (LOT) created by Scheier and Carver in 1985. The LOT was based upon the theory of behavioral self-regulation that purports behavior is directed by closed-loop negative feedback systems (Scheier & Carver, 1985).

The Ohio Performance Standards and Appraisal Inventory (OPSAI) was created by the Ohio School Counseling Association, Ohio Association for Counselor Education and Supervision, and the Ohio Counseling Association (Sears, 2003) to measure the performance of non-traditional track school counselors during their induction year. The inventory contains ten open-ended questions that reflect the five general categories derived from the school counseling section of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2001 Standards. The standards provide the competencies in which school counseling interns should be evaluated. CACREP school counseling standards can be arranged into five categories. The categories include: (a) program development, implementation, and evaluation; (b) counseling and guidance; (c) coordination and utilization of community resources; (d) consultation and collaboration; and (e) professional behavior. Although the Ohio Performance Standards and Appraisal Inventory (OPSAI) was initially created to measure the performance of induction year school counselors, it is based directly on the CACREP standards which are used to evaluate school counseling interns. According to CACREP, school counseling interns must be evaluated on the knowledge and skill standards. Therefore, adapting the inventory to be used with school counseling interns appears

appropriate. For the purpose of this study, the OPSAI was modified from an open-ended questionnaire to a Likert scale. In addition, the questions were expanded from ten general questions to 26 specific behavioral questions for the pilot survey and 32 questions for the dissertation research, reworded from third-person to first-person tense, and changed from present to past tense. The content of the questions was kept the same to reflect the inventory and the CACREP knowledge and skill standards.

Due to significant revision of the OPSAI, it may be appropriate to use a different name and it will be referred to as the Performance Standards and Appraisal Self Report Scale (PSASRS). The PSASRS is a criterion-referenced instrument used to compare school counseling interns' behaviors to a predetermined performance standard. Criterion-referenced instruments are common in educational systems and can be used to evaluate how well a set of standards are being taught (Gregory, 2004). The content of the instrument was selected based upon its relevance to the expected standards of behavior of school counseling interns as identified and outlined by CACREP. The PSASRS consists of a 32-question supervisee self-report form. Benshoff and Thomas (1992) reported that self-report scales are desirable, not only for the data they provide to the supervisor, but for the experience they provide the supervisee in assessing their own skills and behaviors. In addition, Benshoff and Thomas recommend the use of descriptive items in a self-rating scale. The PSASRS contained items phrased in a descriptive manner. All respondents replied to the questions using a 5-point Likert scale that ranges from (1) never to (5) always. For each question, participants had the opportunity to select whether they believe that the behavior described did not apply to them as interns by selecting "NA – Not Applicable." If the participants believe the behavior applies to them, but they chose not to

engage in the behavior, they selected “NO – Chose Not.” An example of a question from this scale includes, “I provided individual counseling to students to address academic development.” A supervisee who provides a higher response to the question indicates that behavior as more frequently characteristic of his or her work at the school.

General information about the participants and characteristics about their internship setting was collected. Descriptive information was gathered regarding their internship experience including grade level of students served, number of students at the internship site, number of full time equivalent (FTE) school counselors, hours worked per week at the internship, hours accrued toward internship, number of minutes of supervision with onsite supervisor per week, credentials of onsite supervisor, and the physical gender of onsite supervisor. Finally, the researcher gathered data regarding the CACREP accreditation status of each institution where the data was collected. A demographic questionnaire consisted of questions regarding age, gender, race, and experience as a teacher or in a human services field. The descriptive information gathered will provide data on school counseling interns in Ohio and information for post hoc tests.

Pilot Study Results

A pilot study was conducted to test the items and survey format, and gather preliminary data. A convenience sample of 30 school counseling students from three universities, Kent State University, Ohio University, and University of Dayton were used in the pilot study. Participants who were enrolled in or most recently completed a school practicum or internship were included. The researcher received 27 usable surveys returned for analysis. The average age of the participants was 27, with a range from 22 to 53. The majority of participants

identified themselves as Caucasian females. One participant identified herself as African-American, one as Hispanic/Latino, and three participants were male. The pilot survey respondents reported that 59% had previous teaching experience, while 41 % were non-traditional school counseling-track students with no previous teaching experience.

The pilot study participants averaged 369 hours accrued towards the 600 hour school counseling internship completion requirement. The student population that were primarily served by the 27 participants consisted of 46% who worked in elementary schools, 30% who worked in middle school, and 23% who worked in high schools. The average counselor-to-student ratio for the pilot study participants was 1:450. The participants reported they worked an average of 25 hours a week at their school, with a range of 10 to 40 hours per week. Finally, the participants reported a mean of 1 hour and 15 minutes of supervision per week, ranging from an average of 1/2 hour to 5 hours of supervision per week.

The instrument utilized in the pilot study consisted of three scales: (a) a Supervisor Working Alliance Inventory (Efstation, Patton, & Kardash, 1990), (b) a Role Conflict and Role Ambiguity Inventory (Olk & Friedlander, 1992), and (c) the Performance Standards and Appraisal Self Report Scale. Results from the Supervisory Working Alliance Inventory (SWAI) trainee scale measured the rapport and client focus identified by the supervisee. The trainee measure consisted of two subscales: Rapport and Client Focus. The scores ranged from (1) almost never to (7) almost always, with higher scores indicating a stronger working alliance with the supervisor. The average score of the rapport scale was

6.1 ($SD = .59$), while the average score on the client focus was 5.6 ($SD = .96$).

Consistent with previous research, the pilot study scores correspond closely to the scores of 5.9 ($SD = .83$) for rapport and 5.4 ($SD = .84$) for client focus found during the construction of the instrument (Efstation et al.). The results of the pilot study show scores that are slightly higher than the scores Efstation et al. found in their norm group. The scores on the SWAI suggest that the majority of the school counseling interns in the pilot survey experienced a high level of working alliance with their onsite supervisors.

Results from the Role Conflict and Role Ambiguity Inventory (Olk & Friedlander, 1992) indicated the degree of role conflict and role ambiguity experienced by the supervisee. The measure consisted of two subscales: role conflict and role ambiguity. The scores ranged from (1) not at all to (5) very much so, with higher scores indicating a greater amount of role conflict and role ambiguity with the supervisor. The average score of the role conflict scale was 1.35 ($SD = .43$), while the average score on the role ambiguity scale was 1.96 ($SD = .77$). Consistent with previous research, the pilot study scores correspond closely to the score of 1.59 ($SD = .62$) for role conflict and 2.06 ($SD = .75$) for role ambiguity found during the construction of the instrument (Olk & Friedlander, 1992). The results of the pilot study show scores that are slightly lower than the scores of Olk's and Friedlander's norm group. The results suggest that the majority of the school counseling interns in the pilot survey experienced low levels of role conflict and ambiguity with their onsite supervisor.

Results from the Performance Standards and Appraisal Self Report Scale measured how often school counseling interns engaged in school counseling skill behaviors. The scores ranged from (1) never to (5) always, with higher scores indicating a greater frequency participants engaged in the 27 identified school counseling-related behaviors. The average score on the scale was 3.4 ($SD = .75$) with participants' average scores ranging from 1.9 to 4.7. The three behaviors participants identified most frequently characteristic of their work included the following: working with others in the building to promote a positive learning environment, referring family to specific service outside the school, and advocating to remove barriers to student learning. Conversely, the two behaviors school counseling interns identified as most infrequent of their behavior were: conducting parent workshops, and engaging in individual and small group counseling. This suggested that although CACREP and the state of Ohio has required standards of behavior for school counseling interns, there are some behaviors that pilot study participants consistently reported performing infrequently. The results also suggest that school counseling interns may be engaged in more administrative duties and less counseling related behaviors.

The pilot study data were screened for outliers and missing data. Standardized scores were computed. Two cases had scores at or above + or – 3.00 standard deviations from the mean. In addition, two cases had a large number of items incomplete. Therefore, those four cases were excluded from the analysis. Kurtosis scores were reviewed. The working alliance rapport subscale was found to have a normal distribution. However, the working alliance client focus subscale

had a non-normal negatively skewed distribution. The kurtosis scores for the Role Conflict and Role Ambiguity subscales suggested non-normal positively skewed distributions. The Kolmogorov-Smirnov test was run to evaluate whether the data was significantly different from a normal distribution. According to the Kolmogorov-Smirnov, all tests were normally distributed, except the client focus subscale of the working alliance.

Correlation coefficients were computed for the variables. The results of the correlational analyses show that school counseling intern behaviors were positively correlated to months working as a counselor, .43 ($p < .05$); number of students at internship, .51 ($p < .05$); and hours accrued toward internship, .58 ($p < .01$). In general, the results suggested that school counselors completed more behaviors based upon the time at the internship, number of students at their internship, and possessing experience working as a counselor.

Other significant correlations were found: the number of months a school counselor worked as a teacher negatively correlated to amount of hours spent at internship per week, $-.52$ ($p < .01$); the number of students at internship correlated to the number of full time equivalent (FTE) school counselors, $.85$ ($p < .01$); and the hours a school counselor accrued for internship correlated to the number of hours worked per week, $.50$ ($p < .01$). Although these correlations were not part of the research hypothesis, they appear to support the validity of the data as they reflect the findings that would be assumed from the results.

Significant correlations were found between the SWAI and amount of hours accrued towards internship, $-.43$ ($p < .05$); and the SWAI and the amount of

hours of weekly supervision, $-.48$ ($p < .05$). This suggests that a supervisee who has a weak working alliance with his or her supervisor will spend less time at the internship site and in supervision. Other non-significant negative correlations were found between RCRAI and SWAI. This suggests an inverse relationship between working alliance and role conflict and role ambiguity.

Correlations were investigated between school counseling intern behaviors and the RCRAI. The role ambiguity subscale was found to have a negative correlation, $-.35$, however, role conflict was found to have a slightly positive relationship with school counseling behaviors. The datum suggest that the greater amount of ambiguity in the supervision relationship, the fewer behaviors were performed by a school counseling intern. Finally, correlations between the school counseling intern behaviors and the Supervision Working Alliance Inventory were investigated. The rapport subscale was found to have a negative correlation, $-.30$, while the client focus was found to have a weak negative correlation with supervisor behaviors, $-.16$. Although these were not significant, the data suggest a negative relationship between the supervisory relationship and the school counseling intern behaviors.

A multiple regression analysis was conducted to evaluate how well the onsite supervision relationship predicted school counseling intern behaviors. The linear combination of the four predictors of role conflict, role ambiguity, rapport, and client focus was not significant in predicting the school counseling intern behaviors, $F(4, 19) = 2.29, p = .097$. An exploratory multiple regression analysis was conducted with the two predictors that had the strongest correlation. The

predictors included the working alliance rapport subscale of the WAI and the role ambiguity subscale of the RCAI. The linear combination of the relationship variables was significantly related to the school counseling intern behaviors, $F(2, 21) = 3.82, p < .05$. The sample multiple correlation coefficient was .27, indicating that approximately 7% of the variance of the school counseling interns' behaviors in the sample can be accounted for by the linear combination of the relationship variables. These preliminary results suggested that school counseling interns who perceived a high rapport and low role ambiguity in the relationship with their supervisor are more likely to engage in school counseling-related behaviors. As a result of this preliminary analysis, it was determined that the rapport scale and role ambiguity scale should be the two predictors included in the regression analysis. Reducing the predictors in the full study from four to two produced a better prediction model and decreased the length of the survey.

Suggestions for Improvement Based Upon the Pilot Study

Several suggestions for improving the survey were provided by the participants in the pilot survey. Questions #1 through #19 of the pilot survey consisted of the Supervision Working Alliance Inventory. One participant was unable to answer question #7, which dealt with supervision time. The participant stated that a certain time for supervision was not arranged. This may have been due to the fluid nature of supervision in a school setting, rather than scheduling structured supervision sessions. Several participants did not answer questions #15 and #17 because they felt that the questions were confusing and not applicable. These questions addressed the client focus subscale in the supervision relationship

and were not included in the final version of the study. One individual had multiple supervisors and was unsure which supervisor to evaluate. In the instructions for the section, it may be beneficial to clearly state how to select which onsite supervisory relationship to evaluate. However, positive feedback reported by the participants stated that working alliance relationship questions were efficient and applicable.

The Role Conflict and Role Ambiguity Inventory questions were listed on the pilot survey from #20 through #47. Participants identified questions #25, #33, #35, #36, #38, and #41 as difficult to answer due to the wording or concept underlying the question. These questions are part of the role conflict subscale and were not included in the final survey. One participant suggested including a question that addressed the issue of being a teacher and then switching to the role of school counselor. This may have been an issue for several school counseling interns. However, almost half of the participants were non-traditional track school counseling interns who had not previously worked as teachers. Therefore, the addition of that type of question may not be applicable to interns who have not worked as teachers.

The Performance Standards and Appraisal Self Report Scale (PSASRS) questions were listed on the pilot survey from #48 through #74. There were several suggestions for question revisions. Question #49 was identified to be too long. Therefore, the researcher reworded the question. One participant found that using the word “regularly” in questions #59 and #62 to be confusing with the Likert scale. The modifier was deleted in the questions. Question number #60 and

#61 evoked several comments from participants regarding clarity of the question. Those two questions were reworded to appropriately communicate the construct. The researcher reworded the questions from present tense to past tense to more accurately communicate behaviors that had been completed by the school counseling interns. Finally, there were a few grammatical errors, such as a double word, that the researcher corrected for the study.

The final section of the pilot survey gathered general demographic information. Two suggestions were received regarding questions #75 and #76. The participants suggested clarifying the type of counseling experience and the assumption in question #76 that the participant worked as a teacher. These two questions were reworded for clarity.

The pilot study participants were asked open-ended questions regarding the ability of the survey to address the onsite supervision relationship and the behaviors of school counseling interns. The majority of the feedback was positive as most participants found the survey to be comprehensive, addressing many issues engaged in by a school counseling intern. However, a number of participants remarked that the survey was too long. This was corrected by focusing the survey more specifically on two supervisory relationship factors, rapport and role ambiguity.

In addition, the researcher found it would be beneficial to include a moderator variable to control for the optimistic perception of the school counseling interns regarding their relationship with their supervisor and their performance of school counseling related behaviors. Therefore, this study also

included the Life Orientation Test–Revised (Scheier, Carver, & Bridges, 1994) to control for the optimistic personality trait of the school counseling interns as they respond to questions regarding their relationship with their supervisor.

Reliability Issues

The Supervisory Working Alliance Inventory (Efstation, Patton, & Kardash, 1990) trainee scale demonstrated adequate reliability. Efstation et al. reported Cronbach's alpha coefficients to measure the internal consistency of the inventory. Alpha coefficients of .71 for client focus, .73 for rapport, and .77 for identification were found for the supervisor scale. Alpha coefficients for the supervisee scale were .77 for client focus and .90 for rapport. Correlations between the individual items and the scale were obtained. For the supervisor form, the correlations ranged from .29 to .54 for client focus, .29 to .56 for the rapport, and .38 to .57 for the identification scale. For the supervisee scale, the correlations ranged from .37 to .53 for the client focus and .44 to .77 for the rapport scale. The current study used the rapport scale from the SWAI supervisee form. The rapport scale demonstrated strong internal consistency and item-scale reliability.

The SWAI was normed on counseling and clinical psychology practicum and internship students across the United States. The students averaged 30 years of age. The gender breakdown of the participants included 59 % identified as females and 41 % identified as males. The sample worked in a variety of settings including university counseling centers, outpatient clinics, and hospitals. The sample identified their most frequent theoretical orientation as psychodynamic

and cognitive behavioral. Although this instrument was normed on counseling psychology students, the construct of a working alliance between supervisor and supervisee should apply consistently to school counseling students and their supervisors. In addition, results from the pilot study demonstrate similar means and standard deviations for school counseling interns and psychology interns. Cronbach's alpha coefficient was used to measure the internal consistency of the rapport scale in the pilot study. Alpha coefficient for the split half reliability was .75 ($p < .01$), which indicates an acceptable level of reliability for the instrument. The previous data, along with the pilot study data, suggest that the rapport scale provided reliable results for the current study.

The Role Conflict and Role Ambiguity Inventory (Olk & Friedlander, 1992) demonstrated adequate reliability. Olk and Friedlander reported Cronbach's alpha coefficients to measure the internal consistency of the inventory. Alpha coefficients of .89 were found for role conflict, while .91 was found for role ambiguity. Correlations between the individual items and the scale were obtained. The correlations ranged from .37 to .77 on the role conflict scale. For the role ambiguity scale, the correlations ranged from .50 to .72. The current study used the role ambiguity scale from the RCRAI. The role ambiguity scale demonstrated strong internal consistency and item-scale reliability.

The RCRAI was normed on counseling and clinical psychology practicum, internship, and postdoctoral students from randomly selected programs from across the United States. The students averaged 31 years of age. Similar to the SWAI, 59% of the participants identified themselves as female and 41% were

male. The sample worked in a variety of settings including hospitals, outpatient clinics, and university counseling centers. Although this instrument was designed to measure the role conflict and role ambiguity of counseling psychology students and was normed using that population, the construct of a conflict between supervisor and supervisee should apply to school counseling students and their supervisors. Additionally, results from the pilot study demonstrated similar means and standard deviations for school counseling and psychology interns. Cronbach's alpha coefficient was used to measure the internal consistency of the role ambiguity scale in the pilot study. Alpha coefficient for the split half reliability was .86 ($p < .01$), which indicates an acceptable level of reliability for the instrument. The previous data, along with the pilot study data, suggest that the role ambiguity scale provided reliable results for the current study.

The Life Orientation Test-Revised (LOT-R; Scheier, Carver, & Bridges, 1994) demonstrated adequate reliability. Scheier, Carver, and Bridges reported Cronbach's alpha coefficients to measure the internal consistency of the inventory. An alpha coefficient of .78 was found for the scale. Correlations between the individual items and the scale were obtained and ranged from .43 to .63. This suggested that the LOT-R contains acceptable levels of internal consistency. Test-retest correlations were conducted at 4, 12, 24, and 28 month intervals. The correlations were .68, .60, .56, and .79 suggesting that the LOT-R is stable over a time period. The LOT-R was normed on college students and patients awaiting surgery. Seventy percent of the participants identified

themselves as male and 30% identified themselves as female. The previous data suggested that the LOT-R provided reliable results for the current study.

The Performance Standards and Appraisal Self Report Scale demonstrated adequate reliability. Due to a lack of previous research on this scale, issues of reliability and validity were addressed for the Performance Standards and Appraisal Self Report Scale (PSASRS) from the pilot study. The PSASRS data was reviewed for positive or negative skew. The kurtosis scores were reviewed and found to be normal for the sample. In addition, there were no extreme values found on the PSASRS. Cronbach's alpha coefficient was used to measure the internal consistency of the inventory. Alpha coefficient for the scale was .91, which indicates an acceptable level of reliability for the instrument. Correlations between the individual items and the scale were obtained and were found to range from .42 to .83 for all items except for two items that were modified for the final version of the instrument. The pilot study data suggested that the PSASRS was a reliable measure for this study.

Validity Issues

The Supervisory Working Alliance Inventory (Efstation, Patton, & Kardash, 1990) trainee scale demonstrated adequate validity. Construct validity of the SWAI was demonstrated by Efstation et al. through the correlation between the Supervisory Styles Inventory and the Personal Reactions Scale. In addition, the supervisee version of the rapport and client focus scale of the SWAI was significantly correlated with Friedlander's and Snyder's (1983) Self Efficacy Inventory (SEI) at .22 and .15. Furthermore, Efstation et al. found a significant correlation between the supervisor and supervisee rapport scale (.23, $p < .01$). In

line with these findings, White and Queener (2003) found a stronger significant correlation between the supervisor and supervisee scale (.45, $p < .01$) with a sample of professional counseling students. These results suggest a relationship between how the supervisor and supervisee view the working alliance in the relationship.

Furthermore, Efstation et al. (1990) conducted a multiple regression analysis to determine whether the rapport and client focus supervisee scale was able to predict a score on the Self Efficacy Inventory (SEI). The combination of the variables were significantly related to the SEI, $F(4, 171) = 6.83, p < .001$. The sample multiple correlations coefficient was .37, indicating that approximately 14% of the variance of SEI could be accounted for by the combination of the relationship variables. Patton (1992) conducted a follow-up factor analysis of the SWAI and found the same three factors for the supervisor form and two factors for the supervisee. Finally, results of the pilot study demonstrated construct validity of the rapport scale of the SWAI by test homogeneity. Each item was correlated with the total score. The analysis found that all of the items showed a significant correlation with the total score ranging from .47 to .78 ($p < .05$). These results suggest that the rapport scale of the supervisee form has adequate construct validity.

The Role Conflict and Role Ambiguity Inventory (Olk & Friedlander, 1992) demonstrated adequate validity. This instrument was identified to be one of the most psychometrically adequate measures of supervision over the last twenty years (Ellis & Ladany, 1997). Construct validity of the RCRAI was demonstrated

by Oak and Friedlander through canonical analysis of the measure as a predictor of scores on Trainee Personal Reaction Scale-Revised (TPRS-R; Holloway & Wampold, 1984), Job Descriptive Index (JDI; Smith, Kendall, & Hulin, 1969), State-Trait Anxiety Inventory (STAI; Spielberger, Gorsuch, Lushene, Vagg, & Jacobs, 1983), and amount of counseling experience was significant $F(8, 432) = 20.39, p < .0001$. In addition, Olk and Friedlander tested role ambiguity, while holding role conflict constant and found it to be significantly related to TPRS-R, JDI, STAI, and previous counselor experience. The results suggest that interns who have more role ambiguity will have more work-related anxiety, dissatisfaction with internship, and dissatisfaction with supervision (Olk & Friedlander). Finally, results of the pilot study demonstrated construct validity of the role ambiguity scale of the RCRAI by test homogeneity. Each item was correlated with the total score, except for question #23 on the pilot study. Upon conducting the analysis, it was found that 14 of the 15 items showed a significant correlation ranging from .45 to .83 ($p < .05$) with the total score. These results suggested that the role ambiguity scale of the RCRAI had adequate construct validity to be used in the current study.

The Life Orientation Test-Revised (LOT-R; Scheier, Carver, & Bridges, 1994) demonstrated adequate validity. This instrument was one of the most extensively used measures of dispositional optimism. Construct validity of the LOT-R was demonstrated by Scheier et al. through an analysis as a significant predictor of scores on Guilford-Zimmerman Temperament Survey (GZTS; Guilford, Zimmerman, & Guildford, 1976), Self-Mastery Scale (SMS; Pearlin &

Schooler, 1978), Self-Esteem Scale (SES; Rosenberg, 1965), State-Trait Anxiety Inventory (STAI; Spielberger, Gorsuch, & Lushene, 1974), Beck Depression Inventory (BDI; Beck, Rial, & Rickels, 1974), Cohen-Hoberman Inventory of Physical Symptoms (CHIPS; Cohen & Hoberman, 1983), and COPE (Carver, Scheier, & Weintraub, 1989). The results suggested that individuals who have high optimism will have more active forms of coping, such as planning (.32, $p < .001$), social support (.25, $p < .001$), and acceptance (.19, $p < .001$), while lower optimism scores were correlated with mental disengagement (-.15, $p < .01$), and behavioral disengagement (-.42, $p < .001$). In addition, the correlation between the LOT-R and the original LOT was .90. This suggests that the two scales measure very similar characteristics. These results suggest that the LOT-R has adequate construct validity to be used in the current study.

The Performance Standards and Appraisal Self Report Scale demonstrated adequate validity. Content validity is demonstrated by including items in the PSASRS that are representative of the behaviors a school counseling intern is expected to perform. The PSASRS was based primarily upon the Ohio Performance Standards and Appraisal Inventory (Sears, 2003) and the CACREP (2001) school counselor knowledge and skill behavioral standards. Therefore, questions on the PSASRS closely reflect items in the CACREP standards.

The PSASRS was consistent with previous instruments used to evaluate the behavior of school counselors. Bunch (2002) reported on a performance-based professional school counselor evaluation system used in Missouri. The evaluation system was designed by school counselors, administrative personnel, counselor educators and

representatives from the Missouri School Counselor Association. Similar to the PSASRS, the tool evaluated school counselors on the CACREP knowledge and skill behavioral standards. In addition, Bunch's instrument was linked to the Missouri comprehensive guidance program model, individual professional development, and student success. Bunch found that the tool was created due to the lack of an available school counselor evaluation measure.

The items on the PSASRS remain consistent with the direction of the ASCA national model by measuring school counseling interns on behaviors representative of the four components of foundation, delivery, management system, and accountability (2003). ASCA standards address the importance of school counselors engaging in behaviors that contribute to the academic, career, and personal development of students. As well, the PSASRS does not contain items that evaluate school counseling interns on behaviors deemed inappropriate by the ASCA model, such as scheduling duties, coordinating tests, discipline, clerical duties, or coverage of detention, classrooms, or the lunch room.

The Connecticut School Counselors Association, Connecticut Association for Counselor Education and Supervision, and the Connecticut Department of Education (CSCA, CACES, & CDE; 2002) created a best-practices model for evaluating school counselors. Consistent with the PSASRS, the CSCA et al. model was based upon school counselor competencies in counseling, consulting, coordination, curriculum management, individual planning, and professionalism. This model contained a job description outlined by the competencies used to evaluate school counselors. In addition, the model supports both the CACREP standards and the ASCA standards of school counselors engaging in behaviors that support the academic, career, and personal development of students.

Maliszewski and Luther (2000) reported on an evaluation system created by the Omaha Public School System. Consistent with previous tools, this system evaluated school counselors based upon the ASCA delivery system standards, guidance curriculum, individual student planning, responsive services, and system support. In addition, the system evaluated school counselors on professional and personal qualities.

Finally, Tucker, Stronge, and Beers (1998) proposed an evaluation model for school counselors. Tucker's model was created by administrators for administrators. It outlines duties for school counselors that include administrative, assessment, direct services, collaboration, and professional and personal development. This model addresses the importance of school counselors engaging in direct services with students, such as delivering the guidance curriculum, individual student planning, and responsive services. However, the emphasis of this model appears on the promotion of a strong administrative role for school counselors, which does not appear to be consistent with ASCA or CACREP. The items within the PSASRS differ from Tucker's model. The previous school counselor evaluation models provide a rationale for the content validity of the items included in the PSASRS.

Face validity of the PSASRS was demonstrated by pilot study participants' comments regarding the survey. Open-ended responses from the participants regarding the ability of the PSASRS to measure what it is claiming to measure included the remarks that the questions were "comprehensive," "addressed many issues a school counselor intern may face," "easy to read and complete," "seemed very thorough," "format, length, structure, and question content all well designed," and "very relevant." This suggests that the majority of the respondents found the survey to have face validity.

Each item was correlated with the total score. Upon conducting the analysis, it was found that 25 of 27 items showed a significant correlation ranging from .42 to .83 ($p < .01$) with the total score. Only questions #12 and #13, which address crisis intervention and group/individual counseling, did not significantly correlate. This demonstrated relatively positive test homogeneity. Construct validity of the PSASRS can be demonstrated by factor analysis. A principle component factor analysis was conducted on the PSASRS. The scree plot indicated that the PSASRS was not unidimensional; rather it contained several factors that related to the behavior of school counseling interns.

Theory-consistent differences are another way to demonstrate construct validity. It would be assumed that participants with a low number of accrued school counseling hours should score significantly lower on the instrument than individuals who have a greater number of hours accrued toward internship. The correlation between the number of internship hours completed and PSASRS score was significant, .59 ($p < .01$). Therefore, the greater number of internship hours accrued, the higher a school counseling intern scored on the PSASRS. This suggested that as the interns gain more experience, he or she engages in a greater number of school counseling-related behaviors. This would be consistent with what would be expected from a developmental perspective. These results suggest that the PSASRS is a measure with adequate validity to be used in the current study.

Procedures for Collecting Data

The procedures used to collect the data involved the researcher gaining approval from school counseling internship instructors to administer the survey during the school counselor internship class. The researcher provided verbal informed consent to the

participants to gain verbal permission to complete the survey (see Appendix D). The participants were invited to participate, but were not coerced. The researcher received a high response rate due to administering the survey in a face to face manner. The six programs that participated were Kent State University, Ohio University, University of Cincinnati, University of Dayton, University of Toledo and Xavier University as they represent a diverse group of school counseling interns from both rural and urban settings, as well as accredited and non-accredited programs. There were no direct follow-up plans for this study.

Data Analysis Procedures

The research design of this study was *ex post facto*, since the independent variable was measured, not manipulated. The research fit the design of a co-relational study as this study collected data from a sample of school counseling interns and attempted to find a relationship within that data (Tuckman, 1999).

To test the research questions, this study conducted a coefficient alpha for all scales; an analysis of the correlations among the items of the rapport scale, the role ambiguity scale, the optimism scale, the Ohio Performance and Appraisal Scale, and the descriptive data. A hierarchical regression analysis was conducted that included rapport and role ambiguity as predictors of school counseling intern behavior while controlling for optimism. Hierarchical regression analysis is appropriate for nonexperimental designs (Green & Salkind, 2003). Due to this design having two continuous independent variables, one continuous dependent variable, and one moderator variable, hierarchical regression analysis was an appropriate analysis to use (Green & Salkind). This study

contained an unordered set of predictors, meaning that there was no particular ordering of the two predictors (Green & Salkind).

The descriptive statistics examined in this study were frequency, mean, standard deviation, range, and z -scores. The data was screened for missing values. Since there was little missing data, Ipsative Mean Imputation (Schafer & Graham, 2002) was an appropriate method to replace any missing predictor or criterion values. Missing values on demographic items were not replaced. The data was screened for extreme values by examining standardized scores of the variables. In addition, the kurtosis and skewness of the data were reviewed. The data was tested for normality using the Kolmogorov-Smirnov test of normality, scatterplot of ZPRED and ZRESID to assess homoscedasticity and linearity. Four supplemental analyses were run to examine Pearson-Product correlations, t test, chi square, and an ANOVA.

Assumptions of each test and how to test for compliance

There are three assumptions underlying the significance test for the multiple correlation coefficient. The assumptions are that the variables are multivariately normally distributed in the population, represent a random sample from the population, and lack multicollinearity. The normality assumption was tested by kurtosis, Kolmogorov-Smirnov Test, histogram, and the normal Q-Q plot. The second assumption was that the cases represent a random sampling for the population and that the scores on variables are independent of other scores on the same variable. Due to the lack of a comprehensive population list preventing a true random sample of the population, the researcher conducted a representative sample of the population by purposefully selecting programs that represented a

varied range of students. Finally, multicollinearity was assessed by examining the correlations between the independent variables and the dependent variable and examining the tolerance scores.

Supplemental Analyses

Supplemental analyses were conducted. Supplemental correlational, *t* test, frequencies, chi square, and ANOVA analyses were conducted to explore the data further. A correlational analysis was conducted between the number of minutes of onsite supervision per week and school counseling behaviors. An independent-sample *t* test was carried out to evaluate the difference between school counseling interns on the independent and dependent measures based upon CACREP program accreditation and previous teaching experience. A chi square analysis was conducted to evaluate whether teaching experience affected whether a school counseling intern reported that a specific behavior did not apply to him or her. There are several assumptions for the supplementary analyses. The first assumption is that the variables are normally distributed to each level of the factor. This assumption can be tested by splitting the data and running a scatterplot and histogram of the z-score data, to assess linearity and normality. The second assumption is that the variance of the dependent variable is the same for all populations. This assumption can be tested by splitting the data and running descriptive statistics to analyze the variances for the three populations.

Levels of Significance, Power, and Effect Size

The level of significance used over all was an alpha level of .05. However, the Bonferroni approach was used to control for Type I error across the multiple

tests. The power for the multiple regression analysis was set at 80%. This study used a medium effect size ($R^2 = .13$). Therefore, a sample size of 74 individuals was needed (Cohen, 1988). For the supplemental analyses the level of significance for both the One-Way ANOVA and the Pearson-Product Moment Correlation was set at alpha .05. The power was set at 80%. The supplemental analyses used medium to large effect size ($r = .35$) for this statistic. Therefore, it was necessary to have a minimum of 27 individuals in each group (Cohen, 1988), resulting in a total number of 81 individuals needed. The sample size of 100 participants proved to be adequate to detect medium effect size across both the statistical hypothesis and post hoc tests in this study.

Summary

This chapter provided a discussion of the methodology used to investigate the impact of the supervision relationship on the behaviors of Ohio school counseling interns, and a discussion of the pilot study. The procedures for the current study were outlined and included a discussion of the research question/hypothesis, sample selection, instrumentation, reliability/validity analysis, descriptive statistics, hierarchical regression analysis, and supplemental analyses. The following chapter presents an analysis of the procedures including a description of the participants, description of the school counseling internship characteristics, reliability analyses, and descriptive data. The results of the null hypothesis test and supplemental analyses are presented.

CHAPTER IV

RESULTS

The purpose of this study was to investigate the relationship between the onsite supervisory relationship of school counseling interns and school counseling related behaviors. The study investigated the supervisees' perspectives to determine if there was a significant relationship between rapport and role ambiguity in the supervisory relationship and the performance of school counseling related behaviors.

This chapter presents an analysis of the procedures described in chapter 3. A description of the participants, description of the school counseling internship characteristics, reliability analyses, and descriptive data are presented. Inferential statistics were carried out to test the null hypothesis. Results of the null hypothesis test and supplemental analyses are presented.

The participants in this study were school counseling interns sampled at the approximate mid-point of their school counseling internship. Each participant completed a demographics questionnaire and four instruments: the Rapport Scale (Efstation, Patton, & Kardash, 1990), the Role Ambiguity Scale (Oak & Friedlander, 1992), the Life Orientation Test – Revised (Scheier, Carver, & Bridges, 1994), and the Performance Standards and Appraisal Self Report Scale (see Appendix E).

Description of Participants

A total of 100 school counseling interns in Ohio were sampled. The researcher collected data from 13 internship classes at six universities: Kent State University, Ohio University, University of Cincinnati, University of Dayton, University of Toledo, and Xavier University. Of the 100 participants, three were not included in the analyses due to

not completing the survey, not accruing any hours toward their school counseling internship, and stating an accrual of 1000 hours which was well over the 600 hour internship requirement. The statistical analyses were run with and without these three respondents and the results were found to be significant both ways. Therefore, the responses from a total of 97 participants were included for the statistical analyses in this research study.

The participants were sampled from both urban and rural, as well as CACREP and non-CACREP accredited programs. Of the respondents, 62 (63.9%) were from universities located in urban areas, while 35 (36.1%) were from universities located in rural areas. Fifty-two (53.6%) respondents were from CACREP accredited programs while 45 (46.4%) were from non-CACREP accredited programs. The demographic questionnaire consisted of questions regarding age, gender, race, and previous experience as a teacher. Information gathered from the demographic data is summarized in Table 1.

Demographic Characteristics

The age of the participants ranged from 23 years to 53 years of age, with the mean age being 31 years of age. Ninety-six participants responded to the question regarding gender. Of the respondents, 88 (90.7%) were female, and eight (8.2%) were male. One participant did not respond to the question. Ninety-six participants responded to the question regarding race. Of the respondents, 91 (93.8%) were white, four (4.1%) were black or African American, and one (1.0%) was a person of Hispanic origin. One participant did not respond to the question.

Table 1

Demographic Information of Participants

Variable	<i>N</i>	%	<i>M</i>	<i>SD</i>	Range
Gender	96	98.9 %	—	—	—
Female	88	90.7 %	—	—	—
Men	8	8.2 %	—	—	—
Age	93	95.8 %	31.44	8.25	23 – 53
Race	96	98.9 %	—	—	—
White	91	93.8 %	—	—	—
African American / Black	4	4.1 %	—	—	—
Hispanic / Latino	1	1.0 %	—	—	—
Asian	0	—	—	—	—
American Indian	0	—	—	—	—

Previous professional experience.

All 97 participants answered the question regarding previous teaching or human service experience. Of the respondents, 53 (54.6%) had previous teaching experience. The amount of teaching experience of participants ranged between 6 months and 27 years. The mean amount of previous teaching experience was approximately 6.58 years. Of the respondents, 48 (49.4%) had previous experience working in the human service

field (e.g., counseling, case management). The amount of human service experience of the participants ranged from 6 months to 30 years. The mean amount of previous human service field of experience was 5.49 years. Sixteen (16.5%) participants reported that they had both teaching and human service experience prior to beginning their school counseling internship. Finally, 14 (14.4%) participants reported that they had neither teaching nor human service experience prior to beginning their school counseling internship.

Description of School Counseling Internship

Descriptive information was gathered regarding the participants' internship experience including grade level of students served, number of students at their internship site, number of full time equivalent (FTE) school counselors, hours worked per week at internship, hours accrued toward internship, number of minutes of supervision with their onsite supervisor per week, credentials of their onsite supervisor, and physical gender of their onsite supervisor. Finally, the researcher gathered data regarding the CACREP accreditation status of each institution where the data was collected. Information regarding the characteristics of the sample was summarized in Table 2.

Table 2

Characteristics of Sample

Variable	<i>N</i>	%	<i>M</i>	<i>SD</i>	Range
Internship Grade Level	95	97.9 %	—	—	—
Elementary School	32	33.0 %	—	—	—
Middle School	34	35.1 %	—	—	—
High School	29	29.9 %	—	—	—
Accreditation of Program	97	100 %	—	—	—
CACREP	52	53.6 %	—	—	—
Non-CACREP	45	46.4 %	—	—	—
Previous Experience	97	100 %	—	—	—
Teaching	53	54.6 %	—	—	—
No Teaching	44	45.4 %	—	—	—

Grade Level of Students at Internship

Ninety-five participants responded to the question regarding the grade level of students they worked with most during their internship. Of the respondents, 34 (35.1%) worked with middle school students, 32 (33.0%) worked with elementary students, and 29 (29.9%) worked with high school students. Two participants did not respond to the question.

Number of Students at Internship Site

Ninety-six participants responded to the question regarding the approximate number of students at their internship site. The number of students at the internship site ranged between 30 and 2200. The mean number of students at the school counseling internship site was 759.

Number of FTE School Counselors at Internship Site

Ninety-six participants responded to the question regarding the number of full time equivalent (FTE) school counselors at their internship site. The number of FTE school counselors ranged from zero, indicating that a full time school counselor was not employed at their internship site, to eight FTE school counselors at an internship site. The mean number of FTE school counselors at the participant's school counseling internship sites was approximately two.

Ninety-one participants responded to both the question regarding number of students and number of FTE school counselors at their internship site. The researcher constructed a student-to-school counselor ratio for those responses. The mean student-to-school counselor ratio at the internship sites was 1 FTE school counselor to 445 students.

Amount of Hours Worked at Internship per Week

Ninety-five participants responded to the question regarding the amount of hours worked per week at the internship site. One response of 80 hours per week was excluded from this descriptive analysis due to being unrealistic and having an extreme value reflected by a z -score of 4.44. The remaining 94 cases were analyzed. The number of hours school counseling interns worked at the internship site ranged from three to 50

hours per week. The mean number of hours worked was 25 hours per week at the school counseling internship site.

Amount of Hours Accrued Towards Internship Completion

All ninety-seven participants responded to the question regarding the amount of hours accrued to date towards the 600 hour internship requirement. The number of internship hours school counseling interns accrued to date ranged from 35 and 650. The mean number of hours accrued to date was 336 hours.

Amount of Onsite Supervision per Week

All of the participants answered the question regarding the approximate number of minutes of onsite supervision per week. One response of 2400 minutes of supervision per week was excluded from this descriptive analysis due to being unrealistic and having an extreme value reflected by a z -score of 9.14. The remaining 96 cases were analyzed. The amount of time the participants met with their onsite supervisor ranged from one minute per week to 10 hours of supervision per week, with the mean amount of onsite supervision per week at 90 minutes.

Characteristics of the Onsite Supervisor

All of the participants answered the question regarding the additional credentials of their onsite supervisor. Of the respondents, 11 (11.3%) were licensed professional counselors. Several participants wrote on the survey that their supervisor was a licensed teacher. Since this was not a choice those responses were not analyzed. Ninety-five participants responded to the question regarding the gender of their onsite supervisor. Of the respondents, 76 (78.4%) were female and 19 (19.6%) were male. Two participants did not respond to the question.

Statistical Analyses to Test Null Hypothesis

Statistical analyses were conducted using the Statistical Package for Social Sciences (SPSS) for Windows, version 11.0. Descriptive statistics were computed to test for assumptions, hierarchical regression analysis, and supplemental analyses.

Assumption Testing for Multiple Regression Analysis

The assumptions underlying the significance test for the multiple correlation coefficient assumptions were multivariately normally distributed variables in the population, random sampling from the population, and lack multicollinearity (Green & Salkind, 2003). The normality assumption was tested by examining the kurtosis scores, Kolmogorov-Smirnov test, histograms, and the normal Q-Q plots. The second assumption, that the cases represent a random sampling for the population, was addressed by conducting a purposeful representative sample. Due to the lack of a comprehensive population list preventing a true random sample of the population, the researcher conducted a representative sample of the population by purposefully selecting programs that represent a varied range of students. Finally, lack of multicollinearity was assessed by examining the correlations between the independent variables and the dependent variable and examining the tolerance scores.

Analysis of the Descriptive Multiple Regression Data

Testing for normality was determined by examining the independent and dependent variable scores on kurtosis, Kolmogorov-Smirnov test, histogram, and the normal Q-Q plot. The kurtosis scores were reviewed and found that the Role Ambiguity Scale and Optimism Scale confidence intervals contained zero

suggesting that these variables were normally distributed. However, kurtosis scores for the Rapport Scale and the Performance Standards and Appraisal Self Report Scale suggested a non-normal distribution.

According to the Kolmogorov-Smirnov test of normality, the Performance Standards and Appraisal Self Report Scale did not violate the assumption for normality ($p = .181$). However, the Rapport Scale, Role Ambiguity Scale, and Optimism Scale were found to be significant ($p < .05$) suggesting a violation of normality.

According to the histogram and normal Q-Q plots (see Appendix F), scores on the Role Ambiguity Scale and Rapport Scale did not appear to be normally distributed. Three outliers on the Rapport Scale, represented by cases 9 ($z = -2.83$), 47 ($z = -2.98$), and 94 ($z = -3.72$) may have contributed to the non-normality of the data. According to the histogram, scores on the Performance Standards and Appraisal Self Report Scale, and the Optimism Scale appeared to be normal distributions.

The data were reviewed for positive or negative skew. According to the skewness scores, only the scores for the Performance Standards and Appraisal Self Report Scale were skewed. Two outliers on the scale, represented by cases 95 ($z = 3.67$) and 61 ($z = -2.98$) may have contributed to the skewness of the data. The analyses were run with and without these cases and the hierarchical regression analysis was found to be significant both ways. Therefore, the cases were not excluded from the multiple regression analysis. The descriptive analysis demonstrated a potential for non-normality of the scores. These results are

satisfactory because multiple regression tests are robust to violations of several assumptions (Osborne & Waters, 2002), specifically non-normality (Yu, n.d.).

Multicollinearity was determined by examining the correlations between the independent variables and the dependent variable and by examining the tolerance scores. The following correlations were found between the Performance Standards and Appraisal Self Report Scale and the Optimism Scale ($r = .079$), Role Ambiguity Scale ($r = -.307$), and the Rapport Scale ($r = .062$). The correlation between the Role Ambiguity Scale and the Rapport Scale was ($r = -.615$). These correlations are not above $r = .7$, and, therefore, do not suggest a violation of the multicollinearity assumption (Pallant, 2001). Collinearity diagnostics calculated the tolerance scores of the Optimism Scale (.976), Role Ambiguity Scale (.608), and the Rapport Scale (.620). These values were not near zero and did not appear to violate the assumption of multicollinearity.

Hierarchical Regression Analysis

A hierarchical regression analysis was conducted to evaluate how well supervision relationship factors of rapport and role ambiguity predicted school counseling behaviors while holding optimism constant. The linear combination of supervision relationship factors was significantly related to school counseling behaviors (see Table 3). The ANOVA table indicated that the model as a whole was significant, $F(3, 93) = 4.26, p < .01$. After the effects of optimism of the participants were held constant, the multiple correlation coefficient for the sample was .35, indicating that approximately 12% of the variance of the Performance Standards and Appraisal Self Report Scale in the sample can be accounted for by the linear combination of onsite supervision relationship

factors. Examining the normal P-P plot of regression standardized residuals and the scatterplot of ZPRED and ZRESID illustrated the prediction model (see Appendix G).

The bivariate correlations between the ambiguity and the school counseling behavior scale was negative as expected ($r = -.31, p < .01$). This indicated that as role ambiguity increases school counseling behaviors decrease. However, the bivariate correlation between rapport and school counseling behavior scale was relatively-non directional and not statistically significant ($r = .06$). This indicated that there was not a statistically significant correlation between rapport and school counseling behaviors. The standard beta coefficients for role ambiguity ($-.43, p < .001$) and for rapport ($-.20, p = .10$) indicated that role ambiguity makes a stronger and significant contribution to the prediction model. The regression coefficients indicate that as both role ambiguity and rapport decrease school counseling intern behaviors increase.

Table 3

Results of a Hierarchical Regression Analysis With Predictors of School Counseling Behavior

Set and Variables	R^2	ΔR^2	F (for ΔR^2)	β^a	t
Step 1 (Moderator Variable)					
Optimism	.01	.01	.60	.079	.44
Step 2					
Role Ambiguity	.12	.12	6.10*	-.428	.01
Rapport				-.203	.10

^a Standardized beta weights for the individual predictors

Testing of the Null Hypothesis

In order to answer the research question: to what extent does the onsite supervision relationship predict the behaviors of school counseling interns while controlling for optimism?" the following null hypothesis was tested: there is no relationship between the level of rapport and role ambiguity in the onsite supervision relationship and school counseling intern behaviors." The findings from the hierarchical regression analysis indicated rejection of the null hypothesis. The results indicated that there was a significant relationship between the level of rapport and role ambiguity in the onsite supervision relationship and school counseling intern behaviors while controlling for optimism. The results from the hierarchical regression analysis support a directional hypothesis that school counseling interns, while holding optimism constant, who have decreased rapport and decreased ambiguity in the onsite supervision relationship report greater frequency of school counseling behaviors.

Reliability Analyses on Research Instruments

Rapport Scale

The Rapport Scale (Efstation, Patton, Kardash, 1990) demonstrated adequate reliability. The average score on the Rapport Scale was 5.91, ($SD = 1.12$). Cronbach's alpha coefficient was used to measure the internal consistency of the rapport scale in the study. Alpha coefficient was $\alpha = .95$, which indicated a high level of reliability for the instrument. The reliability coefficient was almost identical to $\alpha = .90$ reported by Efstation et al. In addition, each individual item was correlated with the total score. It was found that all of the items showed a significant correlation ranging from $\alpha = .62$ to $\alpha = .92$ ($p < .01$) with the total

score. These results, along with the previous results from the pilot study, suggest that the rapport scale provided reliable results for the current study.

Role Ambiguity Scale

The Role Ambiguity Scale (Olk & Friedlander, 1992) demonstrated adequate reliability. Cronbach's alpha coefficient was used to measure the internal consistency of the role ambiguity scale in the pilot study. Alpha coefficient was $\alpha = .95$, which indicated a high level of reliability for the instrument. The reliability coefficient was higher than $\alpha = .91$ reported by Oak and Friedlander. In addition, each individual item was correlated with the total score. It was found that all of the items showed a significant correlation ranging from $\alpha = .51$ to $\alpha = .83$, ($p < .01$) with the total score. These results, along with the previous results from the pilot study, suggest that the role ambiguity scale provided reliable results for the current study.

Performance Standards and Appraisal Self Report Scale

The Performance Standards and Appraisal Self Report Scale used to measure school counselor behaviors demonstrated adequate reliability. Cronbach's alpha coefficient was used to measure the internal consistency of the inventory. The alpha coefficient for the scale was $\alpha = .86$, which indicated an acceptable level of reliability for the instrument. The reliability coefficient was close to $\alpha = .91$ ($p < .01$) which was found in the pilot study. Correlations between the individual items and the scale were obtained and were found to range from $\alpha = .35$ to $\alpha = .66$ ($p < .01$) for 29 of the 31 items. The two items not correlated to the scale addressed school counseling interns' behavior concerning

ethics and conducting parent workshops. This result was not surprising as the question regarding ethical behavior consistently received the highest response and the question regarding conducting parent workshops was scored consistently low by the majority of the participants. This suggests that, independent of the behavior score of the PSASRS, the majority of the participants identified themselves as practicing ethical behaviors and not conducting parent workshops.

Life Orientation Test – Revised

The Life Orientation Test-Revised (LOT-R; Scheier, Carver, & Bridges, 1994) demonstrated adequate reliability. The alpha coefficient for the scale was $\alpha = .80$, which indicated an acceptable level of reliability for the instrument. The reliability coefficient was close to the $\alpha = .78$ reported by Scheier et al. Correlations between the individual items and the scale were obtained and were found to range from $\alpha = .59$ to $\alpha = .81$ ($p < .01$). These results along with the previous results from the pilot study suggest that the role ambiguity scale provided reliable results for the current study.

Ad Hoc Analysis

The survey utilized in the study consisted of four instruments: Rapport Scale (Efstation, Patton, & Kardash, 1990), Role Ambiguity Scale (Olk & Friedlander, 1992), Life Orientation Test – Revised (Scheier, Carver, & Bridges, 1994), and the Performance Standards and Appraisal Self Report Scale. Means, standard deviations, and range for the predictor and criterion variables are summarized in Table 4.

Table 4

Means, Standard Deviations, and Range for Survey Instrument

Scale	<i>N</i>	%	<i>M</i>	<i>SD</i>	Range
Rapport Scale	97	100 %	5.91	1.12	1.75 – 7.00
Role Ambiguity Scale	97	100 %	2.10	.85	1.00 – 3.94
Life Orientation Test - R	97	100 %	17.58	3.42	10 - 24
Performance Standards and Appraisal Self Report Scale	97	100 %	3.53	.40	2.88 – 5.00

Responses on the Rapport Scale items ranged from (1) almost never to (7) almost always, with higher scores indicating a stronger rapport with their onsite supervisor. The scores on the Rapport Scale ($M = 5.91$, $SD = 1.12$) corresponded closely to the scores ($M = 6.1$, $SD = .59$) found during the pilot study. Efstation et al. reported the average score of the norm group rapport scale was 5.9, ($SD = .83$). The survey results were consistent with both the pilot study and previous research. The scores on the Rapport Scale suggest that the majority of the school counseling interns in the pilot survey experience an average level of rapport with their onsite supervisors as compared to the norm group.

Results from the Role Ambiguity Scale (Olk & Friedlander, 1992) indicated the role ambiguity experienced by the school counseling interns. The responses to the individual items ranged from (1) not at all to (5) very much so, with higher scores indicating a greater amount of role ambiguity with the onsite

supervisor. The scores on the Role Ambiguity Scale ($M = 2.10$, $SD = .86$) corresponded closely to the scores ($M = 1.96$, $SD = .77$) found during the pilot study. Oak and Friedlander reported the average score of the norm group on the rapport scale was 2.06, ($SD = .75$). The survey results were consistent with both the pilot study and previous research. The results suggested that the majority of the school counseling interns in the study experienced an average level of role ambiguity with their onsite supervisor as compared to the norm group.

Results from the Life Orientation Test - Revised measured the level of dispositional optimism of the school counseling interns. The responses to individual items on the scale ranged from (1) never to (5) always, with higher scores indicating a greater amount of optimism. The scores on the Role Ambiguity Scale were ($M = 17.58$, $SD = 3.42$). These results were higher than Scheier, Carver, and Bridges (1994) reported for the average score of the norm group of college students 14.33, ($SD = 4.28$), or the norm group of cardiac bypass patients 15.16 ($SD = 4.05$). A single-sample t test was conducted to determine if there was a significant difference between the data from this dissertation and the norm groups. The t test was found to be significant, $t(96) = 9.34$, $p < .001$ compared to the college student group and significant, $t(96) = 6.95$, $p < .001$ compared to the cardiac bypass patient group. The results suggest that the school counseling interns in this study were significantly more optimistic than the norm groups reported by Scheier et al.

Results from the Performance Standards and Appraisal Self Report Scale measured how often school counseling interns engaged in school counseling

related behaviors. The responses to individual items ranged from (1) never to (5) always, with higher scores indicating a greater frequency in which participants engaged in 32 identified school counseling-related behaviors. The average score on the scale was 3.5 ($SD = .4$) with participants' scores ranging from 2.9 to 5.0. The results corresponded closely to the average score from the pilot study of 3.4 ($SD = .75$) with participants' average scores ranging from 1.9 to 4.7. The three behaviors participants identified most frequently as characteristic of their work included practicing ethical and legal behavior ($M = 4.77$, $SD = .51$), working cooperatively with others ($M = 4.49$, $SD = .65$), and providing individual counseling for personal/social development ($M = 4.40$, $SD = .66$). Conversely, the three behaviors school counseling interns identified as most infrequent of their behavior included presenting school counseling related development programs to teachers ($M = 2.78$, $SD = .96$), conducting parent workshops ($M = 2.79$, $SD = .86$), and presenting school based data to teachers to improve student learning ($M = 2.89$, $SD = .91$).

A scope of school counseling behavior scale was constructed based upon the number of items a school counseling intern identified as not applicable. The scope score reflects a ratio of the number of behaviors the school counseling intern viewed as applicable to not applicable. The average score on the Scope scale was .92 ($SD = .12$) with scores ranging from .55 to 1.0. The range of scores indicated that at least one school counseling intern viewed almost half of the behaviors (55 %) listed as not applicable, while at least one intern viewed all of the behaviors (100 %) as applicable to their school counseling internship. The

scores reflect that on average school counseling interns found 92% of the behaviors applicable to their school counseling internship.

Supplemental Analyses

Supplemental correlations, *t* tests, frequencies, and ANOVA analyses were conducted to explore the data further. The Bonferroni approach was used to control for Type I errors when conducting multiple statistical tests. Over 70 supplemental analyses were conducted, therefore a stringent critical value of $p < .001$ was considered for statistical significance to reduce the probability of Type I errors. No statistical analyses were significant at the increased stringent critical value; therefore the analyses found at $p < .05$ will be discussed.

Correlations were conducted between the independent and dependent variables. The correlation was statistically significant ($r = -.62, p < .01$) between role ambiguity and rapport indicating that as role ambiguity increases, rapport decreases. The correlation between role ambiguity and school counseling behaviors was also statistically significant ($r = -.31, p < .01$). As role ambiguity increases, the frequency an intern engages in school counseling related behaviors decreases.

A correlation was conducted between the number of minutes of onsite supervision per week and school counseling behaviors (see Appendix I). The data was split between individuals with and without teaching experience. The correlation was statistically significant ($r = .30, p = .05$) for individuals without teaching experience, while the correlation was small and non-significant for individuals with teaching experience. In general, the results suggest that as non-teaching background school counseling interns participate in onsite supervision their school counseling related behaviors increase. A

second correlational analysis (see Appendix I) was conducted between the number of minutes of onsite supervision per week and the number of months of experience as a teacher. The correlation was negative and statistically significant ($r = -.29, p = .04$). The results suggest that as the amount of previous teaching experience increases, the amount of time in supervision per week tends to decrease for school counseling interns.

An independent-sample t test was conducted to evaluate the difference between school counseling interns on the independent and dependent measures based upon CACREP program accreditation. The t tests were unable to find any significant difference between the school counseling interns on rapport, role ambiguity, school counseling behaviors, or optimism based upon program accreditation. Although not a statistically significant difference, the scores (see Appendix J) reflected that school counseling interns at CACREP accredited institutions performed a greater scope of school counseling behaviors, had a greater working alliance with their supervisor, had lower role ambiguity in the supervision relationship, and were more optimistic. The lack of statistical significance on measures between CACREP and non-CACREP accredited programs regarding issues of school counseling behavior and the supervision relationship may suggest that the school counselor training programs in Ohio are more similar than different.

An independent-sample t test was conducted to evaluate the difference between school counseling interns on the independent and dependent measures based upon previous teaching experience. The t tests were unable to find a significant difference between the school counseling interns on level of rapport, role ambiguity, school counseling behaviors, or optimism based upon previous teaching experience. Although

not a statistically significant difference, the scores (see Appendix J) reflected that school counseling interns with previous teaching experience had a greater rapport with their supervisor, had lower role ambiguity in the supervision relationship, and were more optimistic. However, school counseling interns without previous teaching experience reported performing a greater scope of school counseling related behaviors. The lack of significance on measures between teaching and non-teaching experience on issues of school counseling behavior and the supervision relationship may reflect that the school counseling interns with and without teaching experience are more similar than different.

An independent-sample *t* test was conducted to evaluate the difference between school counseling interns on the independent and dependent measures based upon the gender of their supervisor. The *t* tests were unable to find a significant difference between the school counseling interns on level of rapport, role ambiguity, school counseling behaviors, optimism or other variables based upon the gender of their supervisor.

Although not a statistically significant difference, there was one interesting difference between the minutes per week of onsite supervision. The data reflected that school counseling interns who had male supervisors spent an average of 83 minutes a week in supervision, while school counselors who had female supervisors spent an average of 99 minutes a week in onsite supervision.

Frequencies were calculated to determine the specific behaviors that school counseling interns identified as “not applicable” (see Appendix H). The five most frequently reported behaviors as “not applicable” were: planning a comprehensive school counseling program (34%), presenting development programs for teachers (19%), advocating removing barriers to student learning (17%), conducting parent workshops

(17%), and presenting school-based data to teachers to improve student learning (17%).

The four behaviors unanimously reported by school counseling interns as “applicable” were: providing individual counseling for personal/social development (100%), providing individual counseling for academic development (100%), working cooperatively with others in the building (100%), and practicing ethical and legal behavior based upon American School Counselor Association standards (100%).

To further explore differences in behaviors based upon teaching experience, the Performance Standards and Appraisal Self Report Scale was split between school counseling interns with and without teaching experience. The data were analyzed to determine if there were certain behaviors that one group found significantly not applicable. A chi square analysis was conducted to evaluate whether teaching experience was related to a school counseling intern’s opinion regarding the applicability of specific behaviors. The variables were the school counseling behavior questions and the response to each question of “applicable” or “not applicable.” School counseling interns were found to have a statistically significant difference on two questions. Question #40, “I presented school counseling-related staff development programs to teachers,” was found to be significantly related to teaching experience, Pearson $\chi^2 (2, N = 97) = 6.60, p = .04$, Cramér’s $V = .26$. The study found 15 (28%) school counseling interns with teaching experience who believed conducting staff development programs to teachers did not apply, while only four (9%) of school counseling interns without teaching experience believed presenting programs to teachers did not apply. In addition, question #41, “I conduct parent workshops,” was found to be significantly related to previous teaching experience, Pearson $\chi^2 (2, N = 97) = 9.30, p = .01$, Cramér’s $V = .31$. The study found 14

(26%) participants with teaching experience believed conducting parent workshops did not apply, while only two (5%) of those without teaching experience stated that conducting parent workshops did not apply. In general, results suggest that school counseling interns who have teaching experience tend to view presenting workshops to teachers and parents as not applicable to their internship as a school counselor, while school counseling interns without teaching experience view this behavior as an applicable part of a school counseling internship.

Finally, a one-way ANOVA was conducted to evaluate the relationship between the grade level of students served and the amount of role ambiguity in the supervision relationship (see Appendix J). The independent variable had three levels: elementary school, middle school, and high school, based upon the grade level with which the school counseling interns spend the majority of their time. The dependent variable was their score on the Role Ambiguity Scale. The ANOVA was significant, $F(2, 92) = 2.92, p = .02$. The strength of relationship between the grade level and the amount of role ambiguity, assessed by η^2 , was small, with the grade level with whom school counseling interns work accounting for 8% of the change in the role ambiguity score. Because the overall F test was significant, follow-up tests were conducted to evaluate pairwise differences among the means. The test of homogeneity of variance was nonsignificant, $p = .16$. The Tukey HSD post hoc test was used to analyze the results. There was a statistically significant difference in the means between the school counseling interns who work with high school students and those who work with middle school students, but no statistically significant difference between the other groups. The school counseling

interns who worked with high school students showed greater role ambiguity than school counseling interns who work with middle school students.

Summary

This chapter described the results for the study. The results of the study indicate rejection of the null hypothesis and acceptance the hypothesis that there is a significant relationship between the onsite supervision relationship and the school counseling intern behaviors while holding optimism constant. In addition, several supplemental analyses were conducted that reveal the relationships between the variables including previous teaching experience, internship site, amount of supervision, and role ambiguity. The following chapter provides a discussion about the sample, null hypothesis, supplemental analyses, limitations, and directions for future research.

CHAPTER V

DISCUSSION

The purpose of this study was to investigate the relationship between school counseling intern behaviors and the onsite supervision relationship while controlling for optimism. In this chapter, a discussion of the sample is presented. The results of the null hypothesis and the supplemental analyses are discussed and implications are presented. Finally, limitations of the study and directions for future research are discussed.

Sample Characteristics

The sample characteristics including response rate, gender, race, and hours accrued towards counseling internship will be discussed. The response rate for the participants in this study from the six purposefully sampled universities in Ohio was high. During the course of data collection, this researcher did not encounter any school counseling interns who declined to participate in the study. A high response rate may be due to administering the survey face to face during school counseling internship classes. The high response rate may reflect that school counseling interns were willing to participate in the research regardless of their individual demographic characteristics.

This study included 90.7% female and 8.2% male school counseling interns. There were a small number of male school counseling interns in the study. This did not appear to be a result of nonparticipation, as it appeared that all male school counselors in the sample chose to participate in the study. According to the State of Ohio staff profile data for 1997-1998, 37% of the school counselors

in Ohio were males. A national study of NBCC certified school counselors by found only 18.9% of their sample were male (Foster, Young & Hermann, 2005). In the current study, the school counseling interns in the study reported that 20% their onsite supervisors were male. These previous results suggested that obtaining a sample with a majority of Ohio school counseling female interns was appropriate.

Among the participants, 93.8% were Caucasian, 4.1% were African American, and 1.0% was a person of Hispanic origin. Similar results were found for the State of Ohio staff profile data for 1997-1998: 92.6% of the education staff were Caucasian, 6.7% were African American, and 0.4% were Hispanic. The current sample of school counseling interns appears to be similar to the population of counselors and education personnel in Ohio.

Finally, the participants reported accruing an average of 336 internship hours towards the 600 hour school counseling internship requirement. The average amount of hours accrued by the interns was expected due to intentionally sampling school counseling interns during the approximate mid-point of their school counseling internship. Although the researcher intentionally sampled the participants at the perceived mid-point of the school counseling internship, the internship hours accrued ranged from 35 hours to 650 hours. Upon examining the data further to determine the wide range of hours accrued, the participants reported a low average of three hours per week at their internship site to a high average of 26 hours per week at their school counseling internship site. The characteristic of low amount of hours accrued towards their internship combined

with low number of hours worked per week presents a picture of some school counseling interns who may be working full time in another position and obtaining only a few hours of internship each week.

Discussion of the Null Hypothesis

The hierarchical regression analysis rejected the null hypothesis that there was no relationship between the level of rapport and role ambiguity in the onsite supervision relationship and school counseling intern behaviors. The results indicate that there was a significant relationship between the level of rapport and role ambiguity in the onsite supervision relationship and school counseling intern behaviors while controlling for optimism. Optimism alone explained less than 1% of the variance. Previous research studies suggested a significant relationship between that optimism and improvement in individuals with physical problems. There was a lack of research examining the impact of optimism on school counselors or behaviors. Only one study examined optimism on the behaviors of case managers (Young et al., 1998). The finding of the current study supported the position found by Young et al. (1998), that the level of optimism was not related to behaviors. The level of school counselors' optimism was not found to be significantly related to other variables. Furthermore, the inclusion of optimism as a moderator in the current study did not appear to impact the predictive power of the variables.

The predictors of rapport and role ambiguity while controlling for optimism explained approximately 12% of the variance in school counseling behavior scale. Role ambiguity in the onsite supervision relationship was a

stronger contributor to the prediction model than rapport. These results confirmed the hypothesis that school counseling interns will engage in an increased number of school counseling appropriate behaviors as the level of rapport increases and the level of role ambiguity decreases in their relationship with their onsite supervisor while optimism is held constant. These findings highlight the importance of intentionality by onsite supervisors in developing a supervision relationship in which the supervisee experiences high rapport and low role ambiguity.

Discussion of the Supplemental Analysis

The supplemental analyses produced several interesting results regarding variables that could provide direction for future studies research in the area of school counseling and supervision. A supplemental correlational analysis found that the more time school counseling interns without teaching experience participated in onsite supervision per week was significantly ($r = .30, p = .05$) related to increased engagement in school counseling related behaviors. This benefit of supervision did not hold true for school counseling interns with teaching experience. Therefore, school counseling interns without a teaching background seemed to benefit more from supervision.

A second correlational analysis found that the amount of teaching experience school counseling interns have was significantly ($r = -.29, p = .04$) related to less time in supervision per week. School counseling interns with teaching experience reported spending approximately 85 minutes per week with their onsite supervisor, while non-teaching interns reported an average of 105

minutes of onsite supervision per week. As the amount of teaching experience increased, the amount of time spent with their onsite supervisor decreased. A significant negative relationship was found between months of teaching experience and minutes of supervision per week. Both teaching and non-teaching school counseling interns have difficulty adjusting to their new role and could benefit from time spent with their onsite supervisor (Peterson, Goodman, Keller, & McCauley, 2004).

Supplemental *t* test analyses were unable to find significant differences between the school counseling interns on level of rapport, role ambiguity, school counseling behaviors, or optimism based upon program accreditation or previous teaching experience (see Appendix J). The lack of significance on the measures between CACREP and non-CACREP accredited programs was not surprising. All school counseling interns in Ohio must meet CACREP standards of training regardless of program accreditation. If this study were connected in another state without those rules, one would expect to see differences between school counseling interns training in CACREP and non-CACREP accredited programs.

The lack of differences between school counseling interns with and without experience may reflect that the school counseling interns are more similar than different. Previous teaching experience has been discussed between professionals who argue that school counseling interns from one group or the other are more competent to be school counselors. This debate was recently reflected in a law change in Ohio in 2003 that allowed individuals from non-teaching background to become school counselors (Ohio Administrative Code, 2003). Both of the non-significant correlations along with the

statistically significant findings from this study suggest that variance in behaviors of school counseling interns are related to their supervision experience rather than the accreditation of the counseling program or previous experience working as a teacher.

Supplemental frequencies calculated for the specific behavioral questions found that school counseling interns did not believe planning a comprehensive school counseling program, presenting development programs for teachers, conducting parent workshops, advocating removing barriers to student learning, and presenting school-based data to teachers to improve student learning to be applicable behaviors to their school counseling internship (see Appendix H). The opinion of school counseling interns that these behaviors do not apply to them during their school counseling internship may be due to developmental stage of the school counselor (Portman, 2002). School counseling interns may be hesitant to assert themselves as experts to parents, teachers, and administrators.

The supplemental frequencies calculated for specific behaviors found that 100% of the school counseling interns sampled believed that providing individual counseling for personal/social/academic development, working cooperatively with others in the building, and practicing ethical and legal behavior based upon American School Counselor Association (ASCA) standards were applicable behaviors to their school counseling internship. The result of interns unanimously agreeing that these behaviors were applicable to school counseling interns provided confirmation that the school counseling interns in this study understood their role to engage in counseling, collaboration, and ethical behavior in the school system above other school counseling behaviors. These findings support the direction of the ASCA National Model that school

counselors are to work as counselors providing direct service to students rather than providing primarily administrative support (ASCA, 2003).

A supplemental chi square analysis was conducted to examine the difference of opinions regarding applicability of school counseling related behaviors. The chi square analysis found that school counseling interns who had teaching experience believed presenting workshops to teachers and parents was not applicable to their internship significantly more than school counseling interns without teaching experience. This was shown by only 5% of school counseling interns without teaching experience holding the opinion that conducting parent workshops as “not applicable” compared to 26% of interns with teaching experience. In addition, 9% of those without teaching experience believed that presenting programs to teachers was “not applicable” compared to 28% with teaching experience. In general, the results suggested that school counseling interns with teaching experience felt that conducting workshops for parents and teachers did not apply to them. These findings appear in line with Peterson, Goodman, Keller, and McCauley (2004) who found that school counseling interns with teaching experience had challenges adjusting to their new relationship with administrators, teachers, and parents. School counseling interns may be hesitant to put themselves in a new position of leadership among teachers, administrators, and parents. Furthermore, school counselors who have teaching experience may attempt to distance themselves from their old role as a teacher and assert their new role as an individuals whose primary concern is to counselor students.

Finally, a one-way ANOVA analysis found a statistically significant difference in the level of role ambiguity experienced among school counseling interns based upon the

grade level of students they serve. Post hoc analysis found significantly greater role ambiguity among school counseling interns who work with high school students than school counseling interns who work with middle school students (see Appendix J). In general, the results suggested that the school counseling interns who worked with high school students experienced greater uncertainty about expectations and feedback regarding their behavior. These findings are consistent with previous research that found higher levels of role ambiguity among school personnel at the high school level than at the elementary school level (Bacharach, Bamberger, & Mitchell, 1990). School counseling interns at the high school level may have difficulty defining their role as a school counselor. The role of the high school counselors has changed from primarily focusing on academics and careers to one that encompasses counseling students on personal/social issues (Schmidt, 2003). A school counseling intern may experience ambiguity based upon differing opinions of the role of high school counselors between counselor education programs and their onsite supervisor.

Implications of Findings

The results of the study have several implications for school counseling interns, school counseling onsite supervisors, and counselor education. The study validates the position that supervision positively impacts the behaviors of school counselors. This position was put forth by quantitative and qualitative studies that pronounced the benefits of supervision as increasing behavioral skills of school counselors (Agnew, Vaught, Getz, & Fortune, 2000; Benshoff & Paisley 1996; Crutchfield & Borders, 1997; Henderson & Lamp, 1992). While the literature to date asserts the benefit of supervision in the general skill development of school counselors (Bauman, Siegel, Falco, Szymanski, Davis, &

Seabolt, 2003), there was a lack of research concerning the onsite supervision relationship and the school counseling behaviors in relation to school counseling interns who receive supervision (Ronnestad & Skovholt, 1993). Implications of the results for school counseling interns include gaining an understanding of the benefit of engaging in an onsite supervision relationship characterized by appropriate level of rapport and low role ambiguity. Both school counseling interns and onsite supervisors should recognize the importance of supervision and understand how to structure it, as opposed to undervaluing or neglecting supervision. School counselors should attend to the problems with the onsite supervision relationship. This could include learning appropriate ways to resolve issues of rapport or role ambiguity with the onsite supervisor or discussing difficulties with the onsite supervision during internship class at the university.

Additionally, school counseling supervisors should attend to problems within the onsite supervision relationship. Due to the power differential between supervisee and supervisor (Bernard & Goodyear, 1998), the onsite supervisor may be in a better position to resolve difficulties in the relationship. It may also be beneficial for the onsite supervisor to discuss difficulties in the supervision relationship in confidence with other school counselors or with the university school counseling program coordinator.

Counselor education programs should provide training for school counseling interns prior to the internship regarding the onsite supervision relationship. A course on supervision could be offered or a discussion on supervision could be incorporated into a didactic lecture during a school counseling class. Counselor education program could provide supervision training

for onsite school counseling supervisors. This training could be provided as a free workshop for all new school counseling supervisors at the end of the summer or beginning of the school year.

The onsite school counseling supervisor can engage in several behaviors to improve the rapport including: (a) encouraging the supervisee to discuss difficulties with students or teachers, (b) making an effort to understand the supervisees perspective, (c) using tactful communication when evaluating performance, and (d) encouraging the supervisee to discuss any problems within the supervision relationship (Efstation, Patton, & Kardash, 1990). The onsite supervisor can also reduce role ambiguity in the supervision relationship by (a) communicating to the supervisee the structure of supervision, (b) providing feedback on the performance of school counseling behaviors, (c) explaining the criteria for how he or she will be evaluated, and (d) providing specific examples of how to perform school counseling related behaviors (Olk & Friedlander, 1992).

The supplemental analyses have several implications for school counseling interns, school counseling onsite supervisors, and counselor education. Onsite school counseling supervisors should be aware of the teaching or non-teaching background of the intern that they are supervising. This may impact the behaviors school counseling interns choose to engage in, as well as the behaviors they believe do not apply to them during their internship. Counselor educators can communicate the importance of engaging in all school counseling related behaviors through didactic lecture or open discussion before the school counseling students begin their internship. In addition, counselor education

programs can provide training for school counseling interns to increase his or her competence in certain behaviors, such as providing parent workshops or working with school administrators.

A supplemental analysis found that school counseling interns who work with high school students experience significantly greater role ambiguity. High school counseling interns should discuss with his or her onsite supervisor their expectations for the intern's role. This could include a discussion of the percent of time spent in counseling versus administrative work. High school counseling onsite supervisors should be aware of and address the role ambiguity and associated responsibilities experienced by school counseling interns depending upon the grade level they serve. Onsite supervisors can clearly communicate the duties and evaluation process to the school counseling intern. Counselor education faculty can communicate to school counseling interns how the environment might place pressure to change the role of a school counselor. Counselor educators can provide clear guidelines for students who work in a high school.

It was apparent that counselor educators have recognized the importance of providing supervision (Jackson et al., 2002; VanZandt & Perry, 1992). It may be beneficial for clear expectations for onsite supervision to be communicated to the onsite school counseling supervisor. Communicating to onsite supervisors the expectation that school counseling interns receive supervision without providing them with the tools to accomplish the activity may produce supervision that could be unproductive for the school counseling intern. Counselor education programs

have the ability and resources to offer periodic training to onsite school counseling supervisors on a variety of topics including the onsite supervision relationship. When preparing a didactic lecture, counselor educators should be mindful of the professional background of the interns and the impact their personal belief may hold on the types of behaviors they will produce.

The lack of a statistically significance found between teaching and non-teaching background interns has several implications for school counselors, onsite supervisors, and counselor education. Non-teaching backgrounds should be confident in their ability to work as a school counselor. Five states, Connecticut, Delaware, Indiana, Ohio, and Wisconsin, still require school counselors without previous teaching experience to complete a one-year post-graduate work under supervision (Lum, 2003). This increased supervision of non-teaching background school counselors may be beneficial.

This study found that school counseling interns with teaching experience spent significantly less time in supervision than interns without teaching experience. School counseling interns with teaching experience should be cautious about being overly confident in his or her ability as a school counselor and not neglect time in supervision. Onsite supervisors should encourage school counseling interns with teaching backgrounds to participate in supervision, rather than holding the belief that since the intern had worked in a school they may not benefit from supervision.

Counselor educators should communicate the importance of supervision to all school counseling interns. In addition, counselor educators may want to

consider the supervision requirements for school counseling interns in Ohio. School counselors without a teaching background spent more time in onsite supervision as interns and then participated in an induction year. On the other hand, school counseling interns with teaching experience spend less time in supervision during their internship and are not required to complete a supervised induction year. It may be beneficial for counselor educators to evaluate the impact of the greater amount of supervision time experienced by school counselors without a teaching background and the decreased amount of supervision experience by school counselors with a teaching background.

Limitations of the Study

The implications and conclusions of this study were restricted by the inherent limitations. Generalizability was the most significant limitation of this study. Generalizability of the results are limited by sampling school counseling interns from a single state in the midwest and using non-random sampling, which prevents the ability to generalize the results to other populations. In addition, the design of the study was ex post facto correlational which prevents attributing causation to the variables. Finally, the study was based on the perceptions of the school counseling interns and the perceptions of their school counseling behaviors. It is possible that the onsite school counselor supervisors or independent third party observers may have a different view of the supervisory relationship and school counseling intern behaviors.

Directions for Future Research

The current study focused on the onsite supervision relationship and school counseling intern behaviors. It may be beneficial to widen the scope of

future studies based upon both the null hypothesis and the supplemental analysis. Broadening the study could be accomplished by obtaining the perspectives of the onsite supervisors regarding their relationship with the intern, as well as the interns' school counseling-related behaviors. Future studies could be broadened to include school counseling interns from across the country rather than in one mid-western state. Ideally, this would be accomplished through a random sampling.

There are several directions for future research based upon the significant findings of the research. Future studies could broaden the research by incorporating other supervision relationship variables beyond rapport and role ambiguity in the supervision relationship. These supervision relationship variables could include supervisee anxiety, sexual attraction, cultural transference, or power in the supervision relationship (Bernard & Goodyear, 1998). Researchers could also examine how specific types of behaviors are impacted by the onsite supervision relationship, such as the behaviors frequently reported "not applicable" by the school counseling interns. Future research based upon the findings of the supplemental analysis could qualitatively examine the school counseling behavioral implications of interns with teaching experience who spend significantly less amount of time with their onsite supervisor than interns who have not worked in a school setting.

The supplemental analysis found significant differences on specific behavioral items between teachers and non-teachers. A qualitative analysis could be conducted to investigate the differences in perceptions of the professional role between school counseling interns with and without teaching experience. Finally,

researchers could further investigate the supervision relationship and its relation to the gender of the supervisor and the variable of role ambiguity. A qualitative analysis could be conducted to examine the significant amount of role ambiguity experience by school counseling interns who work in a high school environment, as opposed to school counseling interns who work with elementary or middle school students.

Conclusion

This study explored the relationship between school counseling-related behaviors and the onsite supervision relationship. The findings of this study provided additional literature to support the perspective that the onsite supervision relationship was related to the behaviors of school counseling interns. This study provided an opportunity to examine secondary variables related to school counseling behaviors and the supervision relationship such as previous teaching experience and accreditation of the school counseling program. The findings demonstrated a statistically significant relationship between the supervision relationship variables of rapport and role ambiguity and school counseling related behaviors. Significant findings were discovered among role ambiguity, grade level, applicability of specific school counseling behaviors, teaching experience, and amount of time in supervision. These findings contribute to the literature supporting the impact of supervision on school counseling interns.

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APPENDIX A

Correspondence from the Institutional Review Board



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A determination has been made that the following research study is exempt from IRB review because it involves:

Category 2 - research involving the use of educational tests, survey procedures, interview procedures or observation of public behavior

Project Title: An Analysis of the Impact of the Onsite Supervision Relationship on the Behavior of School Counselor Interns in Ohio

Project Director: Jake J. Protivnak

Department: Counseling and Higher Education

Advisor: Thomas Davis

Rebecca Cale

Rebecca Cale, Associate Director, Research Compliance
Institutional Review Board

11/30/04

Date

The approval remains in effect provided the study is conducted exactly as described in your application for review. Any additions or modifications to the project must be approved by the IRB (as an amendment) prior to implementation.


APPENDIX B

Permission to Use Instruments

Permission to use Supervisory Working Alliance Inventory
(Efstation, Patton, & Kardash, 1990).

Yahoo! Mail - jprotivnak@yahoo.com

Page 1 of 1

From: PattonMJ@aol.com  View Contact Details
Date: Fri, 4 Mar 2005 10:30:15 EST
Subject: Re: Requesting Permission to Use - Supervisory Working Alliance Inventory
To: jprotivnak@yahoo.com

Dear Mr. Protivnak,

Thank you for your thorough reply to my questions about your intended use of the SWAI. Based on your answers to my questions, you have my permission to use the SWAI as part of your dissertation research. Good luck.

Sincerely,

Mike Patton

Michael J. Patton, Ph.D.
Professor Emeritus
Department of Educational & Counseling Psychology
University of Missouri-Columbia

Home Address:
4743 S. Holladay Wood Lane
Salt Lake City, UT 84117


Phone: 801-281-2450
FAX: 801-281-2451

Role Conflict and Role Ambiguity Inventory

(Olk & Friedlander, 1992)

Yahoo! Mail - jprotivnak@yahoo.com

Page 1 of 1

From: "Myrna Friedlander" <MFriedlander@uamail.albany.edu>  Add to Address Book
To: "Jake Protivnak" <jprotivnak@yahoo.com>
Subject: RE: Looking for e-mail for Dr. Olk
Date: Mon, 19 Jul 2004 17:19:09 -0400


Her e-mail is coacholk@aol.com. I can give you permission, as well.
 Good
 luck with your project. mlf

Ohio Performance Standards and Appraisal Inventory

(Sears, 2003)

Yahoo! Mail - jprotivnak@yahoo.com

Page 1 of 1

Date: Wed, 27 Oct 2004 08:41:34 -0400
To: "Jake Protivnak" <jprotivnak@yahoo.com>
From: "Susan Sears" <sears.1@osu.edu>  View Contact Details
Subject: Re: School Counseling Behavior Instrument for Dissertation

Jake,

It would be absolutely fine for you to use it. I would want you to credit me by indicating you revised an instrument that I developed.

Susan

Life Orientation Test – Revised
(Scheier, Carver, & Bridges, 1994)

Yahoo! Mail - jprotivnak@yahoo.com

Page 1 of 2

Date: Mon, 28 Feb 2005 08:58:09 -0500
From: "genevieve placone" <gingerp@andrew.cmu.edu>  Add to Address Book
To: jprotivnak@yahoo.com
Subject: Permission to Use LOT-R

Dear Mr. Protivnak,
 Below is the research permission letter and a copy of the LOT-R scale.
 Should you require further information, please contact me.
 Sincerely,

Ginger Placone
 Admin. Assistant to Michael F. Scheier, Head
 Department of Psychology
 346 Baker Hall
 Carnegie Mellon University
 Pittsburgh, PA 15213
 Ph: 412-268-3151
 Fx: 412-268-3464
 Research Assistant, Pittsburgh Mind-Body Center
 Ph: 412-268-4238
 Fx: 412-268-7810

Carnegie Mellon University Department of Psychology
 Carnegie Mellon University
 Pittsburgh, Pennsylvania 15213-3890
 Phone: (412) 268-3791
 FAX: (412) 268-7810
 Internet: scheier@cmu.edu

February 28, 2005

Mr. Jake Protivnak
 Doctoral Student
 Ohio University
 email: jprotivnak@yahoo.com

Dear Mr. Protivnak,

My permission to use the Life Orientation Test--Revised (LOT-R) for research purposes is hereby granted. You should also know that the copyright for the revised scale is officially held by the American Psychological Association, which publishes the Journal of Personality and Social Psychology, the journal in which the revised scale originally appeared. You might want to obtain permission from the publisher as well.

If you publish any research using the revised scale, I'd eventually like to receive a copy of the published work for my files. Thanks in advance

for
 this courtesy.

Good luck with your project.

Sincerely,

Michael F. Scheier, Ph.D.
 Professor & Head, Department of Psychology

APPENDIX C

Letter of Introduction to Survey

January 1, 2005

Dear School Counseling Intern,

My name is Jake Protivnak. I am a doctoral student at Ohio University. I am working with Dr. Tom Davis to secure a better understanding of the supervision relationship and school counseling.

The survey will take only 15 to 20 minutes to complete. Your participation in this study is entirely voluntary. You may decline participation by simply not filling out this survey, and you may discontinue your participation at any time. Data from completed surveys will be given anonymous ID. All data will be analyzed using group statistics and no demographic information will be used to reveal the identity of any participants.

If you have any questions about this research project, please feel free to contact Jake Protivnak at 740-654-7343. Assistance in this project is greatly appreciated. Thank you for your time and your willingness to consider taking the survey.

Sincerely,

Jake Protivnak, M.Ed., LPC, NCC
Ohio University Doctoral Student

APPENDIX D

Verbal Informed Consent

IRB Form pg. 10

Even if waiver of written informed consent is granted, you will likely be required to obtain verbal permission that reflects the elements of informed consent (if appropriate). Please specify below information to be read/given to participants.

"My name is Jake Protivnak. I am a doctoral student at Ohio University. I am working with Dr. Tom Davis to promote a better understanding of the relationship between supervision and the internship behaviors of school counselors. Ohio school counseling interns are the focus of my research. I am asking you for your help and participation in my research. The survey will take approximately 15 minutes to complete. Your participation in this study is entirely voluntary, however you must be 18 years of age or older to participate. You may decline participation by simply not taking a survey, and you may discontinue your participation at anytime. Completion and return of the survey implies consent to use data for research purposes. Data from completed surveys will be given an anonymous ID. All data will be analyzed using group statistics and no demographic information will be used to reveal the identity of any participants. Thank you for your time and willingness to consider taking this survey."

APPENDIX E
Survey Instrument

For Items 1-12, please indicate the frequency with which the behaviors described in each of the following items seem characteristic of your work with your onsite supervisor at your school. If you have more than one onsite supervisor, please answer the questions regarding the one supervisor who you work most closely with.

Circle the number corresponding to the appropriate point on the seven-point scale ranging from (1) – Almost Never to (7) Almost Always:

1. I feel comfortable working with my supervisor.	1 Almost Never	2	3	4	5	6	7 Almost Always
2. My supervisor welcomes my explanations about the student's behavior.	1 Almost Never	2	3	4	5	6	7 Almost Always
3. My supervisor makes the effort to understand me.	1 Almost Never	2	3	4	5	6	7 Almost Always
4. My supervisor encourages me to talk about my work with clients in ways that are comfortable for me.	1 Almost Never	2	3	4	5	6	7 Almost Always
5. My supervisor is tactful when commenting about my performance.	1 Almost Never	2	3	4	5	6	7 Almost Always
6. My supervisor encourages me to formulate my own interventions with the student.	1 Almost Never	2	3	4	5	6	7 Almost Always
7. My supervisor helps me talk freely in our sessions.	1 Almost Never	2	3	4	5	6	7 Almost Always
8. My supervisor stays in tune with me during supervision.	1 Almost Never	2	3	4	5	6	7 Almost Always
9. I understand student behavior and treatment techniques similar to the way my supervisor does.	1 Almost Never	2	3	4	5	6	7 Almost Always
10. I feel free to mention to my supervisor any troublesome feelings I might have about him/her.	1 Almost Never	2	3	4	5	6	7 Almost Always
11. My supervisor treats me like a colleague in our supervisory sessions.	1 Almost Never	2	3	4	5	6	7 Almost Always
12. In supervision, I am more curious than anxious when discussing my difficulties with students.	1 Almost Never	2	3	4	5	6	7 Almost Always

Items 13-28, describe some problems that you may experience during the course of supervision with your onsite supervisor. Please read each statement and then rate the extent to which you have experienced difficulty in your onsite supervision during your school counseling internship.

Circle the number corresponding to the appropriate point on the five-point scale ranging from (1) – Not at All to (5) Very Much So:

- | | | | | | |
|--|--------------------|---|---|---|----------------------|
| 13. I was uncertain about what material to present to my supervisor. | 1
Not
At All | 2 | 3 | 4 | 5
Very
Much So |
| 14. I wasn't sure how best to use supervision as I became more experienced, although I was aware that I was undecided about whether to confront him/her. | 1
Not
At All | 2 | 3 | 4 | 5
Very
Much So |
| 15. My supervisor expected me to come prepared for supervision, but I had no idea what or how to prepare. | 1
Not
At All | 2 | 3 | 4 | 5
Very
Much So |
| 16. I wasn't sure how autonomous I should be in my work with students. | 1
Not
At All | 2 | 3 | 4 | 5
Very
Much So |
| 17. My supervisor's criteria for evaluating my work were not specific. | 1
Not
At All | 2 | 3 | 4 | 5
Very
Much So |
| 18. I was not sure that I had done what the supervisor expected me to do in a session with a student. | 1
Not
At All | 2 | 3 | 4 | 5
Very
Much So |
| 19. The criteria for evaluating my performance in supervision were not clear. | 1
Not
At All | 2 | 3 | 4 | 5
Very
Much So |
| 20. The feedback I got from my supervisor did not help me to know what was expected of me in my day to day work with students. | 1
Not
At All | 2 | 3 | 4 | 5
Very
Much So |
| 21. Everything was new and I wasn't sure what would be expected of me. | 1
Not
At All | 2 | 3 | 4 | 5
Very
Much So |
| 22. I was not sure if I should discuss my professional weaknesses in supervision because I was not sure how I would be evaluated. | 1
Not
At All | 2 | 3 | 4 | 5
Very
Much So |
| 23. My supervisor gave me no feedback and I felt lost. | 1
Not
At All | 2 | 3 | 4 | 5
Very
Much So |
| 24. My supervisor told me what to do with a student, but didn't give me very specific ideas about how to do it. | 1
Not
At All | 2 | 3 | 4 | 5
Very
Much So |

- | | | | | | |
|--|--------------------|---|---|---|----------------------|
| 25. There were no clear guidelines for my behavior in supervision. | 1
Not
At All | 2 | 3 | 4 | 5
Very
Much So |
| 26. The supervisor gave no constructive or negative feedback and as a result, I did not know how to address my weaknesses. | 1
Not
At All | 2 | 3 | 4 | 5
Very
Much So |
| 27. I didn't know how I was doing as a school counselor, as a result I didn't know how my supervisor would evaluate me. | 1
Not
At All | 2 | 3 | 4 | 5
Very
Much So |
| 28. I was unsure of what to expect from my supervisor. | 1
Not
At All | 2 | 3 | 4 | 5
Very
Much So |

For Items 29-60, please indicate the frequency with which the behaviors described in each of the following items seem characteristic of your work as a school counselor intern. Answer regarding the frequency of behaviors you have already engaged in during your internship.

Circle the number corresponding to the appropriate point on the five-point scale ranging from (1) – Never, (2) – Rarely, (3) – Sometimes, (4) Often, (5) Always.

If you believe the behavior described does not apply to you as a school counseling intern, select (NA) – Not Applicable OR if the behavior applies to you, but you chose not to do the behavior, select (NO) – Chose Not.

- | | | | | | | | |
|--|------------|-------------|----------------|------------|-------------|-------------------------|--------------------|
| 29. I accurately communicated school district policies. | 1
Never | 2
Rarely | 3
Sometimes | 4
Often | 5
Always | NA
Not
Applicable | NO
Chose
Not |
| 30. I identified specific ways the school hindered student development (e.g. academic, career, or personal/social). | 1
Never | 2
Rarely | 3
Sometimes | 4
Often | 5
Always | NA
Not
Applicable | NO
Chose
Not |
| 31. I identified specific ways the school enhanced student development (e.g. academic, career, or personal/social). | 1
Never | 2
Rarely | 3
Sometimes | 4
Often | 5
Always | NA
Not
Applicable | NO
Chose
Not |
| 32. I collected data from school- based information (e.g., standardized testing, student grades, enrollment, attendance, survey, needs assessments). | 1
Never | 2
Rarely | 3
Sometimes | 4
Often | 5
Always | NA
Not
Applicable | NO
Chose
Not |
| 33. I presented data from school-based information to teachers or administrators to improve student learning and decision-making. | 1
Never | 2
Rarely | 3
Sometimes | 4
Often | 5
Always | NA
Not
Applicable | NO
Chose
Not |

34. Although conflict with administrators or teachers may arise, I advocated removing barriers to students learning.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
35. I was involved in the planning and development of a comprehensive school counseling program into the total school curriculum.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
36. I provided guidance activities to assist students in maximizing their development.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
37. I addressed cultural issues in guidance lessons.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
38. Although time consuming, I consulted with teachers to assist them in devising ways to help students acquire study skills.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
39. Although time consuming, I consulted with parents to assist them in devising ways to help students acquire personal/social skills.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
40. I presented school counseling-related staff development programs to teachers.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
41. I conducted parent workshops.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
42. I provided individual counseling to students to assist them with personal/social development.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
43. I engaged in individual counseling with students to promote career development.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
44. I provided individual counseling to students to address academic development.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
45. I provided small-group counseling to students.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
46. I engaged in crisis intervention strategies.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
47. I counseled at risk student on issues regarding alcohol and substance use.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not

48. I conducted classroom guidance sessions focusing on career needs of students.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
49. I engaged in classroom guidance to facilitate students' acquisition of study skills.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
50. I conducted classroom guidance sessions focusing on personal/social needs of students.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
51. I conducted an evaluation of the guidance sessions.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
52. I worked with teachers to improve the school climate.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
53. I coordinated community resources to facilitate successful development of students.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
54. I referred parents to specific community resources outside the school.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
55. I conducted interventions to promote cooperation between community, family, and school systems.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
56. I provided interventions targeted at points of educational transition for students (e.g. middle school to high school).	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
57. Although personalities and opinions may differ, I have worked cooperatively with others in the school.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
58. I accurately communicated state and national laws relevant to school counseling.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
59. Although many issues arise during the day, I practiced ethical and legal behavior based upon ASCA standards.	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not
60. I participated in a professional school counseling association (e.g. ASCA/OSCA).	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	NA Not Applicable	NO Chose Not

Items 61-70, indicate your extent of agreement with each of the items. Circle the number corresponding to the appropriate point on the five-point scale ranging from (0) – Strongly Disagree, (1) – Disagree, (2) – Neutral, (3) Agree, (4) Strongly Agree:

61. In uncertain times, I usually expect the best.	0 Strongly Disagree	1 Disagree	2 Neutral	3 Agree	4 Strongly Agree
62. It's easy for me to relax.	0 Strongly Disagree	1 Disagree	2 Neutral	3 Agree	4 Strongly Agree
63. If something can go wrong for me, it will.	0 Strongly Disagree	1 Disagree	2 Neutral	3 Agree	4 Strongly Agree
64. I'm always optimistic about my future .	0 Strongly Disagree	1 Disagree	2 Neutral	3 Agree	4 Strongly Agree
65. I enjoy my friends a lot.	0 Strongly Disagree	1 Disagree	2 Neutral	3 Agree	4 Strongly Agree
66. It's important for me to keep busy.	0 Strongly Disagree	1 Disagree	2 Neutral	3 Agree	4 Strongly Agree
67. I hardly ever expect things to go my way.	0 Strongly Disagree	1 Disagree	2 Neutral	3 Agree	4 Strongly Agree
68. I don't get upset too easily.	0 Strongly Disagree	1 Disagree	2 Neutral	3 Agree	4 Strongly Agree
69. I rarely count on good things happening to me.	0 Strongly Disagree	1 Disagree	2 Neutral	3 Agree	4 Strongly Agree
70. Overall, I expect more good things to happen to me than bad.	0 Strongly Disagree	1 Disagree	2 Neutral	3 Agree	4 Strongly Agree

For the following items, please answer in a manner that best describes you or your school where you are doing your internship.

71. Previous to your beginning your school counselor internship/practicum, what is the approximate amount of experience you had working in the human services field? (e.g. case management, counseling, etc.) _____ years & _____ months.
72. Previous to beginning your internship/practicum, what is the approximate amount of experience you had worked as a teacher? _____ years & _____ months.
73. Although you may work with students from different grades, what is the one grade level you spend most of your time with during your internship?

Elementary Middle School High School

74. **What is the approximate number of students at the school building where you are doing your internship?** _____ students
75. **What is the approximate number of full time school counselors at the school where you are doing your internship?** _____ school counselor(s)
76. **How many hours do you typically work at your school counseling internship per week?** _____ hours per week
77. **Approximately how many hours have you accrued to this date towards the 600 hour internship requirement?** _____ hours
78. **What is the number of minutes you typically meet with your onsite supervisor per week (60 minutes = 1 hour)?** _____ minutes
79. **In addition to holding a license/certificate as a school counselor, does your onsite supervisor hold any other license?**
- a. No additional license.
 - b. Licensed Professional Counselor
 - c. Other: _____
80. **What is the physical gender of your onsite supervisor?**
- a. Female
 - b. Male
81. **What is your physical gender?**
- a. Female
 - b. Male
82. **What is your age?** _____
83. **What is your race?**
- a. American Indian and Alaska Native person
 - b. Asian person
 - c. Black or African American person
 - d. Persons of Hispanic/Latino origin
 - e. White person not Hispanic/Latino Origin
 - f. Other: _____

Thank you for completing this survey.

APPENDIX F

Histogram and Q-Q Plot Normality Distributions of Predictors and Criterion

FIGURE 1

Histogram for Items on the Rapport Scale

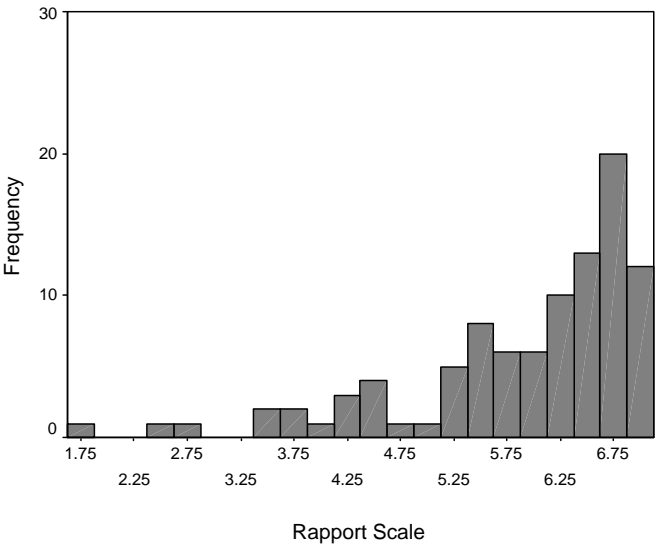


FIGURE 2

Normal Q-Q Plot for Items on the Rapport Scale

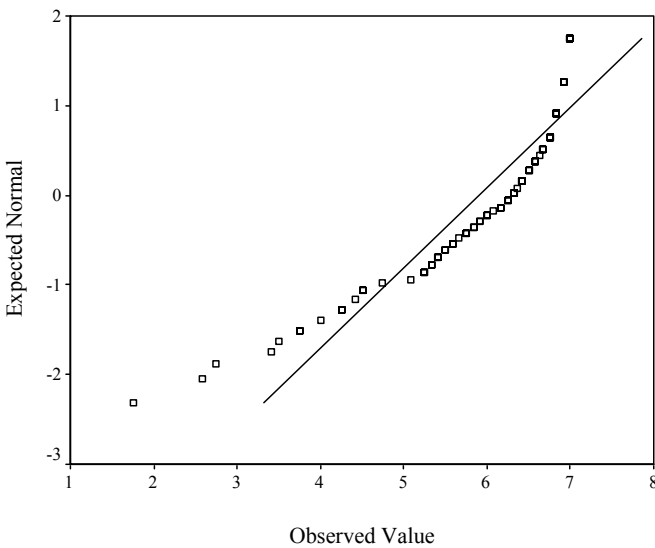


FIGURE 3

Histogram for Items on the Role Ambiguity Scale

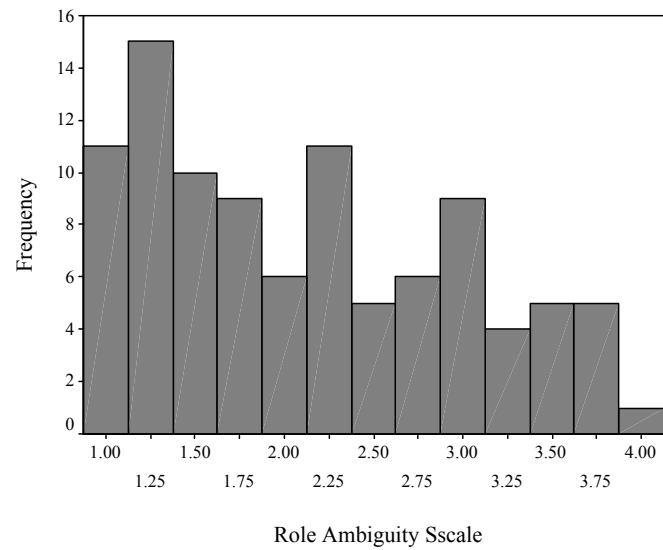


FIGURE 4

Normal Q-Q Plot for Items on the Role Ambiguity Scale

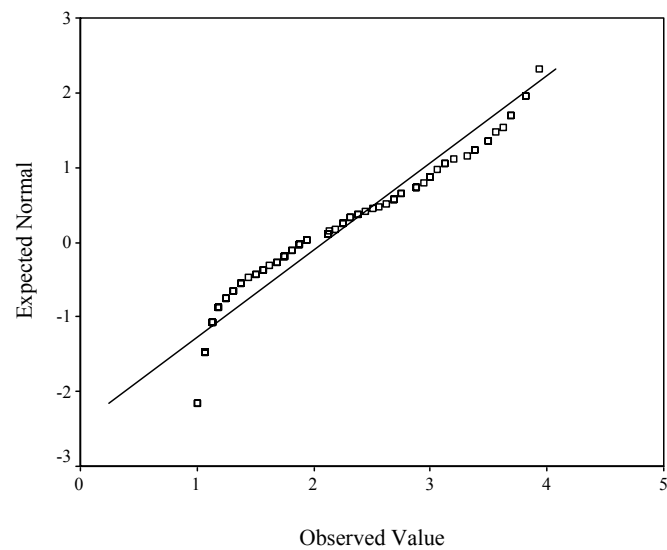


FIGURE 5

Histogram for Items on the Performance Standards and Appraisal Self Report Scale

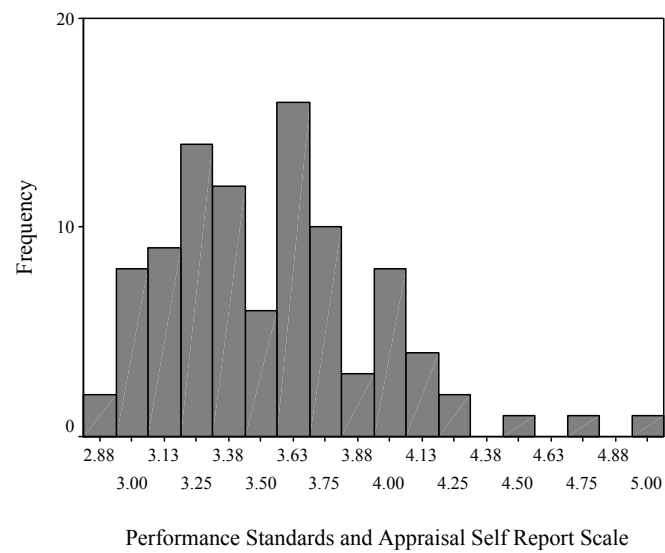


FIGURE 6

Normal Q-Q Plot for Items on the Performance Standards and Appraisal Self Report Scale

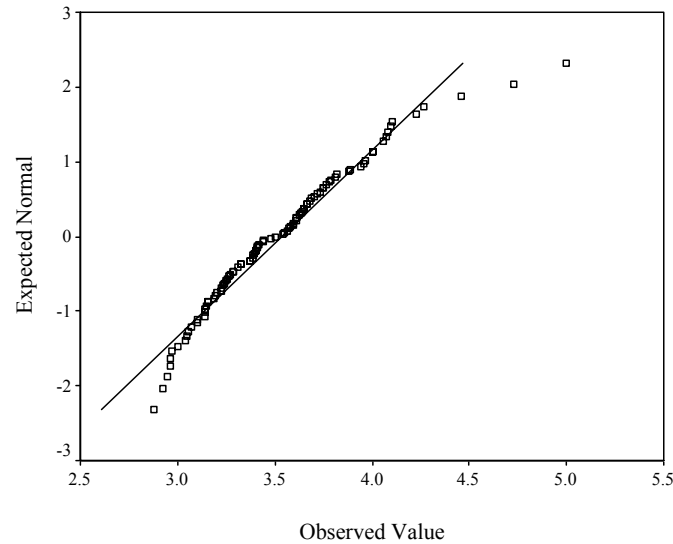


FIGURE 7

Histogram for Items on the Life Orientation Test - Revised

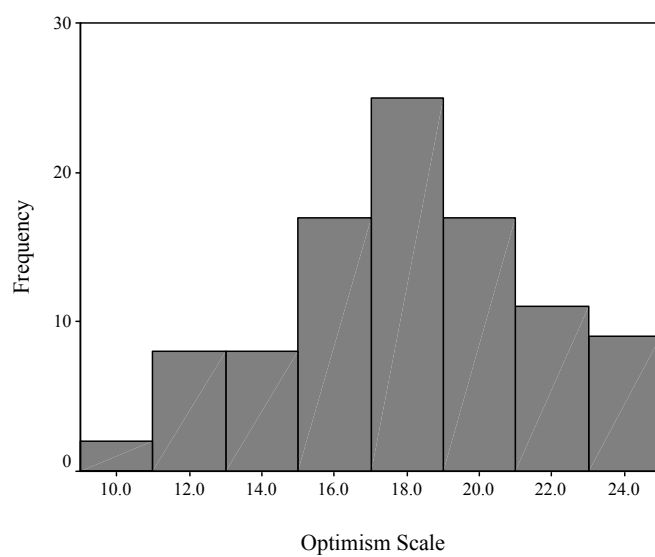
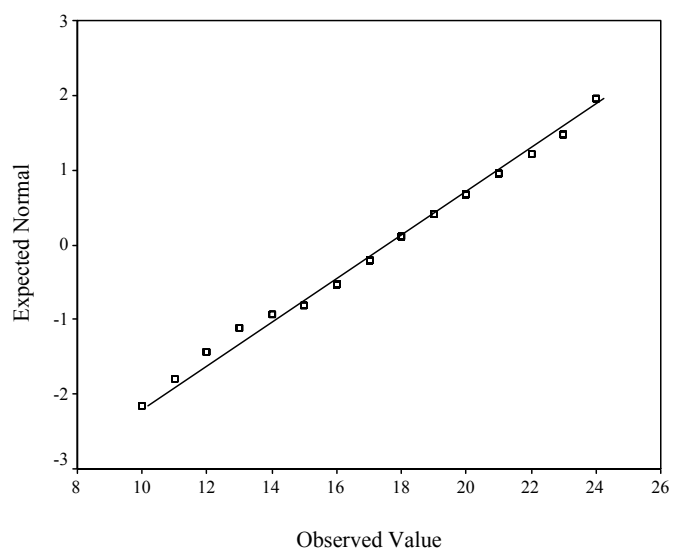


FIGURE 8

Normal Q-Q Plot for Items on the Life Orientation Test - Revised



APPENDIX G

Normal P-P and Scatter Plot of Hierarchical Regression Analysis

FIGURE 9

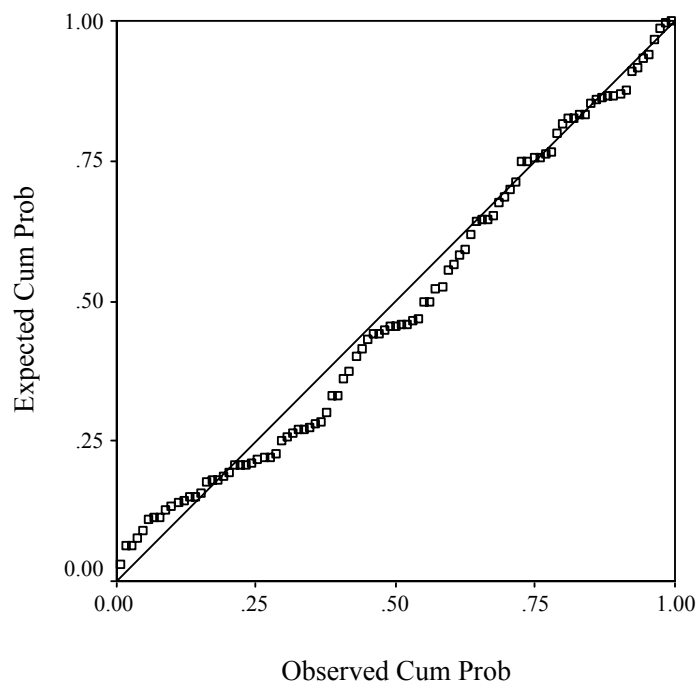
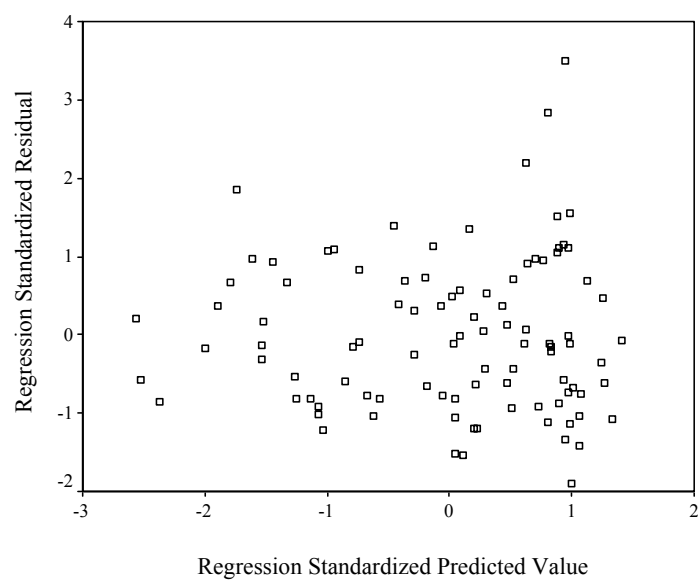
Normal P-P Plot of Regression Standardized Residuals

FIGURE 10

Scatterplot of ZPRED and ZRESID

APPENDIX H

Item Data for Performance Standards and Appraisal Self Report Scale

TABLE 5

Mean Scores and Frequencies for “Not Applicable Items” on the Performance

Standards and Appraisal Self Report Scale(PSASRS)

PSASRS Item	<i>M</i>	% NA
1. Communicate school district policies	3.74	10.3 %
2. Identified ways school hindered development	3.08	8.2 %
3. Identified ways school enhanced development	3.52	1.0 %
4. Collected data from school-based information	3.63	7.2%
5. Presented school-based information data to teachers	2.89	16.5 %
6. Advocated for removing barriers to student learning	3.53	16.5 %
7. Planned a comprehensive guidance program	3.07	34.0 %
8. Provided guidance activities	3.91	2.1 %
9. Addressed cultural issues in guidance lessons	3.35	9.3 %
10. Consulted with teachers regarding students study skills	3.30	2.1 %
11. Consulted with parents regarding students social skills	3.13	3.1 %
12. Presented school counseling related programs to teachers	2.78	19.6 %
13. Conducted parent workshops	2.79	16.5 %
14. Provided individual counseling for personal/social development	4.41	0 %
15. Provided individual counseling for career development	3.71	4.1 %
16. Provided individual counseling for academic development	4.21	0%
17. Provided small group counseling	4.01	1.0 %
18. Engaged in crisis intervention	3.22	4.1 %

19. Counseled at-risk students on alcohol and drugs	3.10	9.3 %
20. Conducted classroom guidance on career issues	3.35	8.2 %
21. Conducted classroom guidance on study skills	3.29	2.1 %
22. Conducted classroom guidance on personal/social skills	3.54	4.1 %
23. Evaluated the impact of guidance lessons	3.01	7.2 %
24. Worked with teachers to improve school climate	3.21	3.1 %
25. Coordinated community resources for student development	2.93	8.2 %
26. Referred parents to community resources	2.91	8.2 %
27. Improved the cooperation between families and school	3.05	14.4 %
28. Provided interventions at transition points (middle to high school)	3.20	10.3 %
29. Worked cooperatively with others in the building	4.49	0 %
30. Communicated state and national laws relevant to school counseling	3.49	3.1 %
31. Practiced ethical and legal behavior based upon ASCA	4.77	0 %
32. Participated in school counseling professional associations	4.23	3.1 %

Note: Mean Score = The average score for participants on each question on the Performance Standards and Self Report Scale (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always); % NA = Percent of respondents that stated the item was not an applicable behavior during their school counseling internship.

APPENDIX I
Supplemental Correlations

TABLE 6

Correlations Among the Predictors and Criterion Variables

Variables	1	2	3	4
1. Rapport	—			
2. Role Ambiguity	-.62*	—		
3. Optimism	.05	-.15	—	
4. School Counseling Behaviors	.06	-.31*	.08	—

Note: Rapport = Rapport Scale; Role Ambiguity = Role Ambiguity Scale; Optimism = Life Orientation Test – Revised; School Counseling Behaviors = Performance Standards and Appraisal Self Report Scale.

* $p < .01$

TABLE 7

Correlations between School Counseling Internship Variables and School Counseling Behaviors: Split by Teaching and No Teaching Experience

Variables	1	2	3	4
1. School Counseling Behaviors				
Teaching Experience	—			
No Teaching Experience	—			
2. Amount of Supervision				
Teaching Experience	.08	—		
No Teaching Experience	.30*	—		
3. Student to School Counselor Ratio				
Teaching Experience	.35*	-.02	—	
No Teaching Experience	.05	-.00	—	
4. Previous Experience				
Only Teaching Experience	.02	-.29*	-.17	—
Only Non Teaching Experience	-.13	-.07	.12	—

Note: School Counseling Behaviors = PSASRS; Amount of Supervision = Amount of minutes the intern meets with the onsite supervisor per week; Student to School Counselor Ratio: The number of students at the internship site to the number of FTE school counselors; Previous Experience: Includes individual who have experience only in the teaching field or in the human service field. * $p < .01$

APPENDIX J

Tables for Supplemental t test and One-Way ANOVA Analysis

TABLE 8

Means and Standard Deviations of Two Groups for t test: Teaching Experience and No Teaching Experience

	Teaching Experience			No Teaching Experience		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Rapport Scale	53	5.95	1.03	44	5.84	1.22
Role Ambiguity Scale	53	2.03	.83	44	2.17	.90
Life Orientation Test - R	53	17.74	3.21	44	17.39	3.70
Performance Standards and Appraisal Self Report Scale	53	3.55	.42	44	3.51	.38

TABLE 9

Means and Standard Deviations of Two Groups for t test: CACREP Accredited

Programs and Non CACREP Accredited Programs

	CACREP Programs			Non CACREP Programs		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Rapport Scale	52	5.99	1.09	45	5.81	1.15
Role Ambiguity Scale	52	2.09	.81	45	2.10	.92
Life Orientation Test - R	52	18.12	3.50	45	16.96	3.27
Performance Standards and Appraisal Self Report Scale	52	3.51	.37	45	3.56	.44

TABLE 10

One-Way ANOVA: Grade Level of Students Served by School Counseling Intern and Role Ambiguity

Source of Variance		Sum of	df	Mean	<i>F</i>	<i>p</i>	η^2
		Squares		Square			
Grade Level Served	Between Groups	5.39	2	2.70	3.99	.02	.08
	Within Groups	62.11	92	.68			
	Total	67.50	94				

TABLE 11

Means and Standard Deviations in One Way-ANOVA between Role Ambiguity and Grade Level Served

Grade Level	<i>N</i>	<i>M</i>	<i>SD</i>
Elementary Students	32	2.11	.90
Middle School Students	34	1.81	.69
High School Students	29	2.40	.88