

**School Counselor Site Supervisors' Perceptions of
Preparedness and Training Needs**

Grace W. Wambu
New Jersey City University

Charles E. Myers
Eastern Kentucky University

Abstract

The importance of school counselor site supervisor training has gained considerable attention in the past couple of years; however, despite these efforts, little progress seems to have been made. This study explores school counselor site supervisors' perceptions of preparedness, training needs, and preferred methods of future training. Results of the study revealed that most participants did not receive supervision training during their graduate program preparation. Implications for training site supervisors and future research are discussed.

Keywords: school counselors, site supervisors, training, training models, perceptions

School Counselor Site Supervisors' Perceptions of Preparedness and Training Needs

Quality supervision of school counseling practicum and internship students is critical to meet the challenges of the 21st-century students (Dekruyf & Pehrsson, 2011; Murphy & Kaffenberger, 2007; Uellendahl & Tenenbaum, 2015). Practicum and internship experiences are crucial to prepare students for the actual work in the field (Akos & Scarborough, 2004), as well augment their professional identity (Akos & Scarborough, 2004; DeKruyf, Auger, & Trice-Black, 2013; Dollarhide & Miller, 2006). Furthermore, school counselors perform a myriad of roles, including but not limited to crisis intervention; grief and loss counseling; and social, emotional, academic, and career planning. Unfortunately, several studies have shown that many school counselors continue to work without any clinical supervision that would enhance their effective delivery of such diverse services (Dekruyf & Pehrsson, 2011; Magnuson, Black, & Norem, 2004; Page, Pietrzak, & Sutton, 2001; Uellendahl & Tenenbaum, 2015). School counselors sometimes receive on-site supervision from supervisors who are not school counselors, such as principals and other clinical mental health professions or supervisors who do not have relevant school counseling experience (Page et al., 2001). The focus of such supervision is administrative rather than clinical (Remley & Herlihy, 2010).

While clinical supervision is well supported within the mental health settings, a review of the literature indicated a disparity of clinical supervision in the school setting. Prior to licensure, most credentialing state boards require that clinical mental health professionals complete numerous clinical hours (ranging between 2,000-4,500) that

must be supervised (Magnuson et al., 2004). For example, the New Jersey State Board of Marriage and Family Therapy Examiners require masters' level students seeking to become licensed professional counselors (LPC) to accrue 4,500 supervised hours (New Jersey Division of Consumer Affairs [NJDCA], 2016). In contrast, school counselors are not required to accrue supervision hours post-graduation, yet there is an expectation that they should provide supervision to incoming interns two years after graduation, even without the support of a clinical supervisor (Dollarhide & Miller, 2006; Murphy & Kaffenberger, 2007; Magnuson et al., 2004; Page et. al., 2001). Such a disparity suggests that school counselors require less sophisticated skills than their counterparts in community settings (Magnuson et al., 2004). School counselor responsibilities are rather broad, including but not limited to responding to crisis, designing guidance curricula, facilitating career development of students, advocating for students, and designing, implementing and evaluating comprehensive school counseling programs (Ockerman, Mason, & Chen-Hayes, 2013). Such a wide scope of tasks calls for supervision by a more experienced professional if the novice school counselor is to be effective (Bernard & Goodyear, 2014; Magnuson et al., 2004).

Furthermore, New Jersey requires licensed professional counselor supervisors to be either approved clinical supervisors, requiring 45 clock hours of supervision, or have completed three graduate credits in clinical supervision (NJDCA, 2016, 34.13:35-13.1.a.1). In contrast, school counselors are required only to complete 600 hours of supervised practicum/internship while in their master's program under a certified school counselor serving as a *cooperating teacher* and no requirements for supervision once hired as a school counselor. The New Jersey Department of Education (2014) defined

cooperating teachers as “a certified, experienced, practicing teacher [school counselor] who is assigned responsibility for assessing, supporting, and developing a candidate’s knowledge, skills, and/or professional dispositions during clinical experiences and/or clinical practice” (N.J.A.C. 6A:9-2.1).

According to Bernard and Goodyear (2014), many mental health professionals find themselves thrust into a supervisory role, regardless of training, including school counselors. Accreditation standards for school counseling programs (e.g., Council for Accreditation of Counseling and Related Educational Programs [CACREP], 2009, 2016) seldom include supervision training for school counselors. This absence in supervision training often places school counselors in awkward situations when asked to supervise counselor interns placed in their schools (Magnuson et al., 2004).

Lack of support for clinical supervision for school counselors is evident among the professional bodies such as the American School Counselor Association (ASCA) and credentialing bodies such as CACREP. For example, ASCA does not explicitly address supervision in the four components of the ASCA (2012b) National Model framework (Murphy & Kaffenberger, 2007). Furthermore, ASCA does not include the role of a supervisor in their professional school counselor role statement (ASCA, n.d.). Expectantly, little emphasis has been placed on the training of school counselors as supervisors. However, the *ASCA School Counselor Competencies* (ASCA, 2019) recognizes the need for the role of supervision and requires school counselors to “Supervise school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards & Competencies” (ASCA, 2019, B-SS 6d, p. 5). Additional support for the role of supervision in school counseling is found in ASCA’s

ethical standards (ASCA, 2016), which clearly stipulates that the field/intern site supervisors “have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills” (Standard D.b). While these documents support the need for school counselor supervision, they fall short of identifying the modalities of how such training should be acquired.

Although CACREP (2009, 2016) standards for school counselor training do not require competency in supervision; however, standards do state that site supervisors are required to have relevant training in supervision (Sect. III C.4 & Section III, Standard P. v). Furthermore, the Association for Counselor Education and Supervision (2011) provides guidelines to be followed during supervision but fails to provide a model for supervision training (Murphy & Kaffenberger, 2007). Uellendahl and Tenenbaum (2015) stated that professional organizations have yet to create standards to guide the training of school counselor site supervisors. The role of a school counselor in providing supervision and developing future school counselors has been largely ignored (Dollarhide & Miller, 2006). The scarcity of supervision training in school counselors’ training is alarming, particularly the paucity of clinical supervision.

School Counselor Supervision Training

Supervision is a critical element in the development of clinical skills for school counseling practicum and internship students (Bernard & Goodyear, 2014; Magnuson et al., 2004; Swank & Tyson, 2012). For supervision to be successful, supervisors must be trained and prepared to supervise (Herlihy, Gray, & McCollum, 2002). One erroneous assumption that has pervaded the field of school counseling is that one can become a

supervisor without prior preparation specific to supervision. Moreover, the assumption is that being an effective therapist is sufficient to be a good supervisor (Bernard & Goodyear, 2014). According to Carroll (2014), many supervisors are inadequately prepared to be supervisors, having inherited the mantle of supervision without any formal training.

Research has suggested that practicing school counselors feel unprepared for clinical supervision due to lack of supervision training. Uellendahl and Tenenbaum (2015) found in their survey of 220 California school counselors that 41% of respondents ($n = 181$) to the question on how well they felt their counselor education program prepared them to be site supervisors reported that they felt *not at all prepared*, 30% reported they were *somewhat prepared*, 18% were prepared to a *moderate extent*, and only 8% felt prepared to a *great extent*. Similarly, in a survey of 147 Pacific Northwest school counselors by Dekruyf and Pehrsson (2011), 48% of respondents reported receiving no training in supervision. In a yet another study, 60% of Southern school counselor respondents reported receiving no supervision training (Studer & Oberman, 2006). These findings are no surprise given that most school counseling supervisors are master-level practitioners and training in supervision historically occurs at the doctoral level (Page et al., 2001; Dollarhide & Miller, 2006). Dye and Borders (as cited by Herlihy et al., 2002) stated,

The cycle of inadequate clinical supervision in school counseling can be perpetuated when universities place interns in schools and these interns receive their on-site supervision from school counselors who had little or no formal education in supervision. These students are unlikely to receive the guidance that they need to maximize their performance and strengthen their professional

development. Eventually, these inadequately supervised students become the school counseling supervisors. (p. 57)

Since most school counselor site supervisors have had no training in supervision, they are consequently practicing outside the range of their professional competence, perpetuating the cycle of inadequate supervision (Herlihy et al., 2002). Training is needed to increase the availability of quality supervision for school counselors and to improve the efficacy of supervision (CACREP, 2016; Miller & Dollarhide, 2006).

Supervision models specific to the training of the school counselors have been proposed (e.g., Luke & Bernard, 2006; Merlin & Brendel, 2017; Murphy & Kaffenberger, 2007; Wood & Rayle, 2006). For example, Murphy and Kaffenberger proposed a supervision format specifically developed within the framework of the ASCA (2012b) National Model. Although supervision models exist, school counseling continues to face challenges in terms of supervision and professional identity development (Miller & Dollarhide, 2006). Furthermore, a system of implementation is needed to train present and future school counseling supervisors on these models and their application. Studies have shown that training school counseling site supervisors increases their competence and self-efficacy (Brown, Olivárez, & DeKrfy, 2017; Bjornestad, Johnson, Hittner, & Paulson, 2014; Neyland, 2015).

The importance of school counselor supervision has received considerable attention in the past few years. Several national- and state-level studies have been conducted addressing a wide range of supervision variables, yielding varying results (Brown et al., 2017; Herlihy et al., 2002; Kahn, 1999; Magnuson et al., 2004; Nelson & Johnson, 1999; Oberman, 2005; Peace & Sprinthall, 1998; Roberts & Morotti, 2001). Few studies paid attention to the training needs of the site supervisors (DeKruf &

Perhrsson, 2011; Uellendahl & Tenenbaum, 2015). Furthermore, the results from these studies cannot be generalized given the variations in state licensure/certification requirements and the lack of standardized practice and preparation of school counselors in different states. Consequently, assessing the status of supervision, specific training needs, and preferred methods of training for school counselors is paramount. Results from multiple studies across states could “further inform those in position to equip school counseling site supervisors for their critical work” (DeKruyf & Perhsson, 2011, p. 325).

The purpose of this study was to explore school counselors’ perceptions of preparedness as site supervisors to provide clinical supervision and to assess the training needs and preferred methods of training for site supervisors in one East coast state. Specifically, the authors sought to learn: (a) What supervision training do school counselors receive? (b) What are school counselors’ self-perceived supervision skills? (c) How would school counselors prefer to receive supervision training? and (d) What concerns do school counselors have in providing supervision? The study sought to build on existing literature related to school counselor supervision for the practicing school counselor, for school counselors-in-training, and for counselor education programs.

Method

Participants

Participants consisted of members of the New Jersey School Counseling Association (NJSCA). Out of the 53 participants who completed the study, 87%, ($n = 46$) were females, and 13%, ($n = 7$) were males. Related to race and ethnicity, 88% ($n = 47$) self-identified as White, 4% ($n = 2$) as Black/African American, 2% each as Asian and

Multiracial respectively. The highest percentage of participants indicated that they worked in a high school setting (53%, $n = 28$), followed by middle school (28%, $n = 15$), and elementary school (17%, $n = 9$). One percent of participants did not respond to this question. All (100%, $n = 53$) participants worked in public schools. Most of these schools were in a suburban setting (74%, $n = 39$), 19% ($n = 10$) in an urban setting, while only 4% ($n = 2$) were in a rural setting. Most participants (94%, $n = 50$) had a master's degree, whereas 4% ($n = 2$) had a doctorate and the rest 2% ($n = 1$) were educational specialists. Participants reported belonging to a wide variety of professional organizations, including 45% ($n = 24$) who indicated being members of both New Jersey School Counselor Association (NJSCA) and local associations.

Procedure

Upon approval of the study by an institutional review board (IRB), emails were sent to all members listed on the NJSCA member directory. Participants received an email that included a cover letter describing the purpose of study and its significance and a consent form indicating the confidentiality and voluntary participation of the study. The letter also contained a request for participation only if the recipient was currently supervising and/or previously supervised school counseling interns during practicum or internship. The email contained a link leading to the survey hosted on Qualtrics. A reminder email was sent to non-responsive respondents after 2 weeks to encourage a higher return rate. Sixty-three participants completed the survey; however, ten of the surveys were incomplete and therefore discarded. A response rate was not calculated as the number of school counselors who were or had been site supervisors was undeterminable. It is reasonable to speculate that a very small number of school

counselors have been site supervisors based on a national survey conducted by Page and colleagues (2001), which revealed that only 16% of their sample of 267 school counselors ($N = 44$) were actually site supervisors.

Survey Instrument

The study employed a survey instrument that was created and previously used by the second author in a similar study assessing school counselor supervision in the State of Illinois. The survey instrument was only slightly modified to match the licensure requirements and titles of the State of New Jersey. The instrument in the study has not been tested for validity and reliability. The newly designed instrument is only being used for a second time. The survey consisted of 31 questions and was divided into three parts; section I (items 1-12) elicited demographic information, section II (items 13- 27) consisted of quantitative questions on the practice and training needs of site supervisors, and section III (items 28-31) consisted of four open-ended questions that provided participants the opportunity to give additional information regarding supervision. Reflection questions were rated by participants on 5-point Likert-type scale on which 1 = *poor* and 5 = *excellent*.

Data Analysis

The study was mainly descriptive and therefore employed descriptive statistics including means, frequencies, and percentages. The open-ended questions were analyzed using qualitative techniques. Open-coding was used to sort and assign key words and phrases to search for regularities and patterns (Bogdan & Biklen, 2007; Creswell, 2009). Consequently, the codes with shared meanings were collapsed into

categories. Those categories with only a few comments were excluded from the analysis.

Results

Supervision Preparation

Most participants (70%, $n = 37$) indicated that their training programs did not include supervision instruction, whereas only 15 % ($n = 8$) of respondents reported that their training included supervision instruction. Among respondents who reported having received some training in counseling supervision post-graduation ($n = 15$), most participants (53.33%, $n = 8$) reported having received training through a university course, online or mixed workshops (26.67 %, $n = 4$), conferences (13.33%, $n = 2$), and regional workshops (6.67%, $n = 1$).

When questioned how participants maintain their skills and knowledge on school counseling supervision, 21% ($n = 11$) of the participants identified professional organizations as the most important source of knowledge. Other sources of information included university course work, and online or mixed workshops with similar percentages (15%, $n = 8$), school district in-service (8%, $n = 4$), professional journals (6%, $n = 3$), and only 4% ($n = 2$) maintain their skills through regional workshops. When participants ($n = 44$) were asked how well prepared they felt to supervise counseling interns, 30% ($n = 13$) reported being extremely well prepared, 55% ($n = 24$) very well prepared, 14% ($n = 6$) moderately well prepared, and 1% ($n = 1$) slightly prepared.

Supervision Knowledge and Skills

When questioned about how knowledgeable participants perceive themselves to be regarding several of their supervision skills, participants were asked to rate 10 of the issues using a 5-point Likert-style scale where 1 = *poor* and 5 = *excellent*. Most participants (51%, $n = 27$) rated their knowledge on collaboration with counseling referrals and parents as *excellent*, followed by managing caseloads (49%, $n = 26$), and the skill reported with least competency was dealing with difficult interns (19%, $n = 10$).

When asked about their knowledge level on nine supervision issues, most participants rated personal/social concern as the issue in which they were most knowledgeable, (57%, $n = 30$), and the least knowledgeable was student advocacy out of school (34%, $n = 18$).

Supervision Training Model Preferred

Participants were asked to rate different types of training formats in which they would be interested at a five-point Likert-type scale of 1= *not interested* to 5= *very interested*. Out of 40 participants (the remaining 13 participants did not respond to this question) who responded to this question, 33% ($n = 13$) indicated school district in-service and regional workshop as the preferred methods of training. This was followed by university course and online (or mixed) workshops (tied with 30%, $n = 12$). The least preferred were webinars (28%, $n = 11$). However, the margins are very small suggesting almost equal numbers prefer each of the training modalities.

Participants noted sources they mainly access to support their work in supervising counselor interns as the NJSCA (70 %, $n = 28$) and local county associations (23%, $n = 9$). Other sources identified accounted for 10% ($n = 4$) and

included national associations, colleagues and peers, co-workers, and consulting with other supervisors.

Additionally, participants responded to four open-ended questions to provide context for the quantitative responses. These questions asked them to identify the main concerns they had about supervising interns, the skills they believed were most necessary for supervision, and what support they needed to succeed in supervising school counselor interns. Identified themes from these questions are discussed below.

Supervision concerns. Three main themes emerged, which included time constraints, legal and ethical concerns, and the lack of intern's preparedness for the school setting. When addressing lack of time, participants lamented that they do not have enough time to supervise interns given the high caseloads and other responsibilities they must fulfill. This sentiment was captured by the comments of one participant; "The amount of time involved while trying to do your job. Having an intern every day for most of the day does not allow one to stay focused on task due to all of the explaining required and questions to be answered." Another participant added, "Finding the time to meet with the intern and to observe him/her; not enough time to supervise in addition to fulfilling duties of the job." Supervisors recognize that supervision is time-consuming and consequently they believe that they do not have the time to do the job effectively.

A second concern identified was about legal/ethical issues of confidentiality and liability. Participants felt challenged to keep current with the legal and ethical requirements of different programs as attested by one participant, "Different programs have different requirements that are not always allowed by the school district. An

example would be audio/video recording of students. There are confidentiality reasons that my school would not allow any type of recording.” Another difficulty experienced had to do with supervising former students, as illustrated in this comment, “I highly recommend NOT supervising students at their home high school. I had a former student intern with me and it was a disaster. Too much confidential information which she had a difficult time keeping confidential!

Third in importance was the concern of some interns’ lack of preparedness for the reality of the field of school counseling. Some participants expressed concern that counseling programs have not prepared interns with practical skills needed in the field. Preparation seems to take more of a mental health approach as demonstrated by the following response, “Counseling interns’ lack of understanding of what classroom teaching is all about. Interns lack the understanding of what teachers expect from their students in terms of motivation, behavior, and interest in the subject.” These sentiments related to the lack of a clear understanding of the school setting were further reinforced by another participant who noted that, “To prepare the intern before they come into the school setting; many of them think they are going to counsel students the entire day – the job has many different hats.”

Important skills. In response to the question regarding the most important school counselor supervision skills, participants identified the theme of interpersonal skills (i.e., patience, flexibility, active listening, and flexibility) as the most important, followed by giving feedback, and time management respectively. Addressing these themes, one participant noted, “Having patience with interns, understanding their needs, answering their questions as honest as possible.” Another participant remarked, “I think

it's important to give the interns constant feedback – both positive and corrective.”

“Being able to confront when needed and knowing when to back off and let them go.”

Other participants reiterated the importance of time management as illustrated by the following comments: “The ability to help them manage their time, prioritize, and keep to the clock - again, they are not taught that schools operate on a strict schedule that as a counselor you need to adhere to in almost all situations, except of course for crises.”

Support needed for effective supervision. In order to be an effective supervisor, a majority of the participants identified time as the most prominent need as clearly stated by one participant, “I personally would need to set aside supervision time and a strong administration that would support me in the ways I need to support an intern.” Another participant put it even more clearly, “More time! The biggest challenge is that I still need to perform my professional responsibilities. It would be helpful if interns were more willing to be present for an hour a week when school is not in session, like after school.” A second theme that emerged was the need for support from school administrators and university faculty. Participants lamented the lack of communication between site supervisors and university supervisors as illustrated by the following comment, “Communication between the colleges and the schools. Of the six interns I have supervised, it was rare that I communicated with the university supervisor. It would be nice if they came to see what we do on our end and how we can better serve the interns.”

Participants seemed to recognize the need for more training in supervision and continuing education as attested by the following comment; “In my opinion, some coursework in the aforementioned subject matter would greatly benefit the prosperity of

school counseling preparation.” Another participant was even more emphatic in stating the need for training as indicated by following comment: “For counselors who are supervising and have not had training, they should receive some kind of instruction on keeping track of hours, paperwork, writing supervision notes, etc.”

Discussion

This study was conducted to explore the level of supervision training obtained by New Jersey school counseling site supervisors, to identify their current practices, and to ascertain their interest in receiving future training in supervision. The lack of training in clinical supervision for school counseling supervisors has been a concern of the profession for a long time. Yet, there seems to have been little progress made in identifying the best ways to prepare school counselors-in-training for the role of supervisor.

Supervision Preparation

In the current study, most of the participants (70%, $n = 37$) revealed that their training programs did not include any instructions in supervision. Such results indicate that school counselor education programs are graduating school counselors who are not well prepared for an eventual role as intern supervisor. Similar findings were reported by Walsh-Rock, Tollerud, and Myers (2017) in their study assessing Illinois school counselor site supervisors that found only 10% of the study participants ($n = 176$) received training in supervision during their master’s degree programs. These results are consistent with Uendellendahl and Tenenham (2015) study that surveyed 229 California school counselor site supervisors and found that 41% reported having received no training in supervision. Additionally, Studer and Oberman (2006) also found

that 60% of the participants of their study had received no training in supervision. Many authors have lamented that preparing school site supervisors has not received the attention it deserves (McMahon & Simons, 2004; Roberts & Morotti, 2001). Counselor education programs have a responsibility to ensure that school counseling site supervisors have training in counseling supervision, and that they provide professional development activities to the site supervisors (CACREP, 2016; Swank & Tyson, 2012). Miller and Dollarhide (2006) proposed a developmental and contextual introduction to supervision for counselors-in-training during their academic training. Graduating school counselors already trained in supervision will increase the potential pool of effective supervisors (Miller & Dollarhide, 2006). Furthermore, ASCA and CACREP could outline specific requirements during training and post-credential requirements for school counselors who serve as site supervisors (Uellendahl & Tenenbaum, 2015). Such a requirement would make current and potential site supervisors seek out some form of training.

Supervision Knowledge and Skills

The results of this study indicate that participants perceived themselves as knowledgeable on a variety of supervision issues with a majority (51%, $n = 27$) rating their knowledge on collaboration with counseling referrals and parents as *excellent*. The fact that site supervisors felt competent supervising interns performing this role (collaboration) may suggest more than adequate preparation related to collaboration. School counselors are aware that they can achieve little without collaborating with other stakeholders, including community referral sources. Furthermore, the fact that 21% ($n = 11$) of the study participants indicated that they maintain their skills and knowledge on

supervision through professional associations deserve further mention. This finding is consistent with the finding of a previous study by Walsh-Rock et al. (2017) that found 63% of participants relied heavily on professional membership to maintain their knowledge and skills. These results suggest that professional organizations play a key role in ensuring that topics on supervision are given a priority during conference presentations.

Preferred Supervision Training Model

Participants of this study rated (1-5 scale) regional workshops ($M = 3.75$) and online or mixed workshops ($M = 3.55$) as the most preferred models of training. The fact that only 4% ($n = 2$) of the participants had indicated regional workshops as the method by which they maintain their supervision skills and knowledge suggests an underutilization of such avenues. Regional associations could assist school counselors by offering supervision presentations. This study's result is consistent with findings of an earlier study by Walsh-Rock and colleagues (2017) in which participants rated regional workshops as the most preferred method ($M = 3.94$), followed by school-district-in-service ($M = 3.50$). However, these findings are somewhat surprising given that many school counselors have high caseloads and a wide variety of responsibilities. Participants may have preferred an online model of training as opposed to face-to-face. These findings contrast those found by Uellendahl and Tenenbaum (2015) who found that 63% of their study participants preferred a handbook for school counselor supervision, 59% were interested in a single session workshop at a local university, and 44% were interested in a conference on supervision. Previous authors have suggested different models of training site supervisors. For example, Swank and Tyson (2012)

proposed a six-module training program for school counseling site supervisors accessible through a web-based format. Web-based training provides the flexibility needed by some site supervisors who are time-constrained for face-to-face training. Site supervisors can access the training at a time and location most convenient to them. Some authors (Blakely, Underwood, & Rehfuss, 2009; Murphy & Kaffenbeger, 2007; Studer & Oberman, 2006) have suggested using the ASCA (2012b) National Model as a foundation for supervision.

Results of the current study also indicated the need for more support from university supervisors. Consistent with the study by Uendendahl and Tenenbaum (2015), participants expressed a desire for increased collaboration with counselor education program faculty and universities. In the comments provided by participants, the need for communication between the university and schools was emphasized.

Limitations of Study

The results of this study need to be interpreted with caution given the variations in state licensure/certification requirements and the lack of standardized practice and preparation of school counselors across various states and school districts. The lack of standardized requirements for school counselor site supervisor training justified the need for a state study.

The small sample used in this study limits generalization of results. In addition, it is unknown how the respondents differ from the non-respondents. Since participants were recruited from a professional association (NJSCA), there is a possibility that they may have different access to training materials and opportunities in comparison to non-members, thereby skewing their responses to the positive. The sampling procedure did

not allow for calculation of a response rate, because it was difficult to determine how many of the association members who received the invitation were actually site supervisors; hence, eligible to participate in the study. No discrete list of site supervisors exists in New Jersey. As evident in many survey studies, the self-report nature allows participants to answer questions in ways they think are more desirable.

Implications of Study

The results of this study, coupled with the ASCA's ethical guidelines (ASCA, 2016), have many implications for state school counseling certification/licensure boards, school counseling preparation programs, school counseling professional associations, and school counselors.

State school counseling certification/licensure boards need to recognize the importance of having professional school counselors who are trained in supervision provide on-site supervision to school counselors-in-training. In addition, state credentialing boards could require initial and continuing education for school counselors in clinical supervision. School counselor education programs are responsible for preparing their students to be professional school counselors, which includes the ability to supervise future school counselors-in-training. Requiring training in supervision would increase the pool of qualified school counselors who could provide skilled supervision to school counseling interns. In addition, counselor education programs should provide ongoing training to site supervisors to enhance students' internship experiences.

School counseling professional associations could provide school counselors with ongoing training. Continuing education will keep school counselors' supervision

skills sharp and provide them with information regarding new approaches and policy changes.

ASCA's (2016) ethical standards state that school counselors "practice within their competence level and develop professional competence through training and supervision" (Standard A.7.h). School counselors interested in supervising school counselor interns need education and training to provide clinical supervision (ASCA, 2016). School counseling supervisors can find supervision training from school counselor education programs, school counseling professional organizations, or other venues. Well-trained school counseling supervisors are key in the development of tomorrow's professional school counselors.

Conclusion and Future Research

The lack of training in clinical supervision for school counselors has been a concern for a long time, yet little progress seems to have been made in identifying effective ways to prepare counselors-in-training for an eventual role as a supervisor. The need for specialized training in supervision has been acknowledged in preparation standards and professional credentials such as CACREP (2016) and ACES (2011). Research indicates that participants recognize the need for training and continuing education to be effective supervisors. Additionally, participants expressed the need for support and collaboration with university supervisors. Further research is needed to discover effective methods of collaboration between the universities and the schools. School counselor preparation programs have an ethical obligation to ensure that site supervisors are well prepared and supported. Training of school counselor supervisors needs to be treated as a matter of urgency and appropriate steps taken by all

concerned. Bernard and Goodyear (2014) articulated the need for the training of all professionals in supervision, “every mental health professional should acquire supervision skills, because virtually all will eventually supervise others in the field” (p. 2).

Several supervision models specific to school counseling have been proposed. Empirical studies on such models should be conducted to ascertain their efficacy. Providing training to school counselors during the traditional graduate program may bridge the transition from training to practice. A longitudinal study that follows school counselors trained in supervision over time would assess the effectiveness of supervision training that occurred during graduate training. Additionally, qualitative studies (e.g., use of focus groups with site supervisors) could inform counselor education programs regarding: (a) the elements to be included in a supervision workshop for site supervisors, and (b) the essential components in a supervision course at the master’s degree level for school counseling graduate students. Having well-trained school counseling supervisors is no longer a choice; it is a necessity.

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Biographical Statements

Grace W. Wambu is an assistant professor in the Department of Counselor Education at New Jersey City University. Charles E. Myers is an assistant professor at Eastern Kentucky University.

Correspondence regarding this article should be sent to Grace W. Wambu, Department of Counselor Education, Rossey Hall # 536, New Jersey City University, 2039 Kennedy Blvd., NJ, 07305 (email:gwambu@njcu.edu).