

Clinical supervision of experienced school counsellors in Israel

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Abstract

The purpose of the study was to examine the prevalence, type and frequency of supervision provided to school counsellors, as well as to map experienced counsellors' expectations of the supervisor. The research question guiding this study was: What is the platform, type and frequency of supervision provided to school counsellors, and what are experienced counsellors' expectations of the supervisor? An online survey was employed to collect data for the present study from the respondents (N=78). The survey was distributed to Israeli counsellors via an announcement posted on a dedicated WhatsApp group. The survey results indicated that %71 of the counsellors receive supervision, where 44% receive individual supervision and 78% group supervision. Sixty-seven percent of the supervision sessions are provided at the school and the rest at the district and in workshops. Regarding experienced counsellors' expectations of the supervisor, a higher proportion than novice counsellors noted the following topics: additional points of view, space for deliberation, new intervention tools, good understanding of their feelings, emotional ventilation, new knowledge in counselling, as well as the wish to receive emotional support and clear guidance. This data suggests that experienced counsellors need regular supervision to enhance their awareness and professionalism and that their needs change throughout their years of work. At the same time, some counsellors still need the dominant and directing presence of a supervisor even after many years of work, a fact that indicates personal aspects that affect the role of the counsellor. This paper contributes additional knowledge concerning experienced school counsellors and suggests expanding the range of possibilities according to counsellors' needs.

Key words: Lifelong supervision, Experienced school counsellors, Clinical supervision.

1. Introduction

Most caring professions provide supervision as a matter of routine. Supervision plays a significant role in the professional development of professionals, including school counsellors. Supervision is defined as "An intervention provided by a more senior member of a profession to a more junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to the client(s) she, he, or they see(s), and serving

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as a gatekeeper of those who are in the particular profession“ (Bernard & Goodyear, 1998, p. 6).

Two dominant types of supervision are found in the literature: clinical and administrative. Administrative supervision focuses on the tasks and duties facing the counsellor, periodic evaluations and adherence to procedures, as well as meeting deadlines, documentation of counselling processes, and identifying and developing personal and professional goals (Henderson & Gybers, 2006; Dollarhide & Miller, 2006; Tromski-Klingshirn & Davis, 2007). Clinical supervision focuses on the counsellor's development as a professional while developing personal awareness through a process of reflective evaluation (Bernard & Goodyear, 2009). Development of reflective thinking is achieved by observing the counsellor's actions, interactions, thoughts and feelings in the supervision session as well as in the counselling processes (Neufeldt, Karno & Nelson, 1996; Ward & House, 1998). The two types of supervision support the counsellor's role but provide a different kind of feedback aimed at streamlining the counsellor's work and strengthening his/her sense of competence and commitment to the job (Kreider, 2014; Somody et al., 2008).

In university training programs for school counsellors, clinical supervision is an essential and fixed component that supports the process of professional consolidation and encourages processes of reflection and self-awareness (Baggerly & Osborn, 2006; Borders & Usher, 1992; Oberman, 2005). Most experienced counsellors receive no clinical supervision after receiving their counselling license (Erhard, 2014). Researchers who examined the frequency of supervision among counsellors pointed out that clinical supervision takes place partially and infrequently, while administrative supervision is delivered regularly (Somody et al., 2008; Perera-Diltz & Mason, 2012).

According to the ethical code of school counsellors provided by the Israeli psychological counselling service (SHEFI, 2012), counsellors are obliged to continue studying and developing and to expand their awareness, as well as to enrich their counselling tools, in order to meet the many needs that arise. This is compatible with the ethical code of other countries (Henriksen, Henderson, Liang, Watts, & Markes, 2019)

Despite the agreement regarding the code of ethics and the need of counsellors to be conscious of themselves and to continue developing professionally, studies have shown no uniformity regarding the supervision that counsellors receive during their training and professional work in different countries – in Israel, the US, and Europe (Henriksen, Henderson, Liang, Watts, & Markes, 2019). In Europe, there is greater openness to the subject of supervision, although there is less distinction between the different needs of the caring professions (Bond & Holland, 2010). In contrast, the British Association for Counselling and Psychotherapy and the Counselling Federation of Australia require regular, on-going supervision for fully licensed professional counsellors (Grant & Schofield, 2007).

The researchers are disagreed as to the significance of clinical supervision throughout the counsellor's years of work. Some educators believe that lifelong learning leads to an

increase in competence and mastery among counsellors over their professional lifespan (Granello, 2010; Rønnestad & Skovholt, 2013). In contrast, others have noted a concern that lifelong supervision might impair the counsellor's professionalism, professional independence and self-monitoring, and that after the training stage the counsellor is expected to be capable of performing self-reflection and self-direction independently (Littrell, Lee-Bordin & Lorenz, 1979).

Most studies on supervision focused on the training stage of counsellors, and there is a gap in knowledge regarding the needs of experienced counsellors and existing supervision processes (Borders & Cashwell, 1992; Page & Wosket, 2015). The purpose of the current study is to enhance the knowledge concerning the supervision needs of experienced counsellors.

Studies conducted in the US by Kolodinsky, Draves, Schroder and Lindsey (2009), Roberts and Borders (1994), Sutton and Page (1994) and Baggerly and Osborn (2006) mentioned the benefits of receiving supervision. These include responding in a way that is more adapted to the needs of pupils (Page et al., 2001), enrichment of professional experience (Agnew et al., 2000; Dollarhide & Miller, 2006), development and expansion of counselling skills (Dollarhide & Miller, 2006) and higher quality counselling skills (Bradley & Ladany, 2001). Additional benefits are a more precise definition and clarification of counselling skills (Benshoff & Paisley, 1996) and the development of ethical sensitivity (Henderson, 2009).

Studies indicate that counsellors who did not receive supervision reported a heavy workload, burnout and involvement in multiple non-counselling tasks (Kirchner & Setchfield, 2005; Leuwerke et al., 2009). At the same time, surveys indicate that the number of counsellors who receive supervision is much smaller than those who request it (Page et al., 2001; Studer & Oberman, 2006; Perera-Diltz & Mason, 2012). A small number of studies indicate the prevalence and frequency of supervision provided. A survey by Page et al. (2001) found that 13% of school counsellors receive individual clinical supervision and only 10% receive group clinical supervision. Twenty-nine percent reported weekly peer group supervision (without a facilitator). Fifty-seven percent of the counsellors wanted regular clinical supervision and 33% said that they do not require clinical supervision. A similar survey conducted in Maine (Sutton & Page, 1994) found that 63% of the counsellors want clinical supervision but only 20% receive it. These surveys point to a gap between supply and demand and to the fact that there are counsellors who do not want supervision, which raises the question of whether these counsellors understand the contribution and importance of supervision for their professionalisation.

Studer and Oberman (2006) further explored ways in which counsellors are exposed to supervision and understand its contribution. Their research focused on how counselling students were trained to work with regard to the ASCA (American School Counselor Association) National Model (2005), indicating its importance for learning and professionalisation. The majority said that they had not received training in the field of

supervision, though 49% said that they relied on the ASCA National Model 2005 in their school, where supervision is part of the standards expected of a counsellor.

Perera-Diltz and Mason (2012) conducted a follow-up study to that of Page et al. (2001), which found that counsellors' years of experience have an impact on receiving and providing supervision. The most substantial relationship was found between providing supervision and years of experience (Cramer's $V = 0.4$). Perera-Diltz and Mason (2012) pointed out that there is an increasing trend of counsellors who provide supervision (41.1%), which indicates a desire to enhance their professionalism and professional autonomy. Nonetheless, the researchers noted that only 10.3% of the counsellors received weekly supervision and most of the sessions took place once a fortnight or once a month.

According to the survey by Perera-Diltz and Mason (2012), 28.3% of the counsellors receive supervision from other counsellors but only 10.3% receive supervision once a week. Although there is a trend of improvement in the number of counsellors who receive clinical supervision, they still do not reach the rate of supervision in other mental health professions (Perera-Diltz & Mason, 2012). Also, their role perception, which views supervision as an integral part of their work efficiency and professional responsibility, is not unequivocal. It can be concluded that there is a parallel between how counsellors perceive supervision and how the official authorities perceive its importance and allocate resources for this process.

Another finding of Perera-Diltz and Mason's (2012) study is that 71% received administrative supervision from the school headmaster or inspector. This finding relates to the survey by Page et al. (2001), which found that administrative supervision is the most common type of supervision among counsellors. This finding reinforces the need to assess the efficacy of the counsellor's work and examine his/her compliance with the school objectives by non-counselling parties. Also, 31.7% participated in peer supervision provided by non-counselling parties. This can be understood as a search by counsellors for sources of professional support and suitable settings for discussing professional dilemmas, where in the absence of readily available clinical supervisors in counselling the peer group offers such an opportunity.

In Israel, in contrast, the policy with regard to supervision is that novice counsellors are obligated to receive clinical supervision in a group once a fortnight (40 annual hours) for two years from school counsellor supervisors until they undergo an evaluation process by the inspector and receive their license. At the same time, they are obligated to participate in workshops (40 annual hours) to build school prevention and development programs, for three years. Then, all counsellors are obligated to take part in professional enrichment through workshops and lectures (30 annual hours). Side by side with this official policy, there is one district in the Ministry of Education, the rural district, where the local administrative decision is to provide supervision that combines clinical and administrative contents to experienced counsellors (those with 5-30 years of experience). In addition, some counsellors receive supervision based on a local

administrative decision of the educational setting, provided by school elements (experienced counsellor, psychologist, social worker) at the headmaster's discretion and as a result of the counsellors' needs in the field.

A search for materials on the prevalence of supervision in Israel shows that no surveys were conducted in recent years. In addition, the existing surveys do not distinguish between clinical and administrative supervision, which makes it hard to compare the results to other surveys from around the world. In a national survey of counsellors in Israel, which included experienced and novice counsellors (Erhard, 2008), about 38% responded that they receive regular professional supervision. Compared to the previous decade (Erhard, 1998) there was a 5% increase, from 33%. According to the survey, as the counsellors' tenure increases, the rate of those who receive supervision drops. Among counsellors with 3-6 years of tenure, only 36% receive supervision. The most common setting is that of group supervision (72%). At the same time, about half the counsellors receive personal supervision or both types of supervision. The average frequency of supervision is about two sessions a month. Seventy-seven percent reported that they perceive personal supervision as having a higher value, while only half of the counsellors estimated that group supervision had a significant contribution to their profession.

Although surveys have indicated a positive increase in the number of counsellors who receive supervision throughout their career, there is still a discrepancy between the number of counsellors seeking supervision and those who receive it (Page et al., 2001; Studer & Oberman, 2006; Perera-Diltz & Mason, 2012). School counsellors, as mental health professionals, have been operating within the educational system in Israel from the 1960s, as part of the school's support system, but their role definition has evolved considerably. In Israel, as in the United States, the role of the counsellor has changed from vocational guidance to a more inclusive role aimed at assisting all pupils with their academic achievements, personal-social development and career development, in order to help them become adaptive adults (ASCA, 2005; Dashevsky, 2009).

Side by side with assisting pupils as individuals, counsellors are required to perform wider observation at the school as a social organisational system and to promote the mental well-being of all those involved in the organisation: pupils, teachers, the management and parents. The expansion of the role requires the counsellor to display, in addition to a command of counselling skills on the individual level, also skills on the systemic level: work in cooperation with the pedagogic staff, consulting with multi-professional teams, instructing teaching staff, supervision of teachers, work with large groups of pupils, and activation of development and prevention programs among pupils (Wingfield, Reese & Wels-Olatunji, 2010; Erhard, 2014).

Theories of career development can help understand the unique needs of experienced counsellors and, accordingly, assist in planning their professional development (Cinamon & Hellman, 2004; Rønnestad & Skovholt, 2013). However, career development theories do not present a fixed linear model of stages but rather schematic

stages that are affected by various ever-changing challenges, a process that requires flexibility and repeated transition between the stages for reorganisation (Patton & McMahon, 2006; Savickas et al., 2009; Super, 1980). The theory emphasises the need for the supervisor to adapt the style and structure of supervision to the changing needs of the supervisee.

Stoltenberg (1981) suggested a model for observing the development of counsellors within the supervision: 1. The counsellor is dependent on the supervisor, insecure, with a limited consciousness and high motivation to succeed. At this stage the supervision is structured, guiding, with lots of support; 2. The counsellor moves between dependency on the supervisor and autonomy, begins to develop a consciousness, needs less structured and guiding supervision; 3. The counsellor has more confidence and consciousness. At this stage he shares more and is willing to defend his views; 4. The counsellor is independent, with a solid professional identity, and the supervision is more consulting-oriented and collegial.

Shechtman and Wirzberger (1999) conducted a study in Israel (N=382) that examined the type of supervision that counsellors seek and to what degree it is needed, by years of experience. The findings supported Stoltenberg's model. However, the results indicated that less experienced counsellors (three to seven years) still requested structured and study-oriented supervision (Shechtman & Wirzberger, 1999). The data indicate that there are personal variables that affect the ability to transition from stage to stage, with regard to professional development.

Rønnestad and Skovholt (2013) shed further light on the career circle of counsellors, noting the process counsellors undergo as they move along the dialectic axis between development and stagnation. The researchers describe five processes: 1. Transition from reliance on techniques and external orientation to flexibility and authenticity in the counselling process; 2. Transition from receiving information by experts to an independent understanding of knowledge; 3. Transition from relying on external authority to relying on internal sources; 4. Transition from reliance on theoretical and professional knowledge to reliance on generalisations accumulated from experience; and 5. Transition from separation of the "self" from the professional role to integration of the role and work style. They note that for counsellors to develop and benefit from supervision and learning they need to develop introspection and reflection, i.e., work on intrapersonal processes.

Researchers note the need of experienced counsellors to enhance their understanding, work and consciousness (Harries & Spong, 2017). Experienced counsellors are rooted in the school system, which generates organisational pressures and conflicts (Seashre Luis & Lee, 2016; Maitels & Tubin, 2022). At the same time, counsellors are more aware of transference and countertransference processes that occur within their relationships and also want to retain their professional position, which will allow them to preserve the relationships as well as contributing to their professional

and personal development (Walsh Rock, 2018; Harries & Spong, 2017). This, side by side with the desire to be professional and accountable in their work (Buckingham, 2012).

Hence, the current study contributes additional knowledge on the topic of supervision in Israel and the place of experienced counsellors within this supervision. The goal of the current study, presented in this paper, was to examine the prevalence, type and frequency of supervision provided to school counsellors in Israel, as well as to map experienced counsellors' expectations of the supervisor. The survey categories were designed based on thematic analysis of twenty interviews conducted in a wider qualitative study.

2. Methodology

This survey is part of a wider qualitative study on the contribution of supervision to experienced counsellors. The purpose of the study was to examine the prevalence, type and frequency of supervision provided to school counsellors, as well as to map experienced counsellors' expectations of the supervisor. The research question was: What is the platform, type and frequency of supervision provided to school counsellors, and what are the experienced counsellors' expectations of the supervisor? The research hypothesis was that 40% of the counsellors receive group supervision at the district once a month and that experienced counsellors' expectations of the supervisor will focus on expanding their self-awareness and they will be less inclined to seek clear guidance, encouragement and confirmation of their work than novice counsellors.

2.1 The research approach

An online survey was conducted in March 2022 among 78 respondents, encompassing 13 questions. The form was created via Google Forms and was utilised to collect data for the present study. The survey was distributed to Israeli counsellors via an announcement posted on a dedicated WhatsApp group and the average time it took to complete the form was 6 minutes.

The survey was divided into three parts. At the beginning of the survey, demographic questions were asked regarding age, years of seniority, in which district they work and what additional training had they received. Additional questions focused on the type of setting in which they receive supervision (group, individual, workshop around a topic), the supervisor's training (school counsellor, psychologist, social worker), the platform, i.e., the geographical location of the supervision (at the school, district, or workshops in the district) and the frequency of the sessions (once a month, once a week, three or four times a year).

The one multiple-choice question was: What are your expectations of the supervisor? The question was constructed of categories that reflected on intrapersonal and interpersonal processes which occur in the supervision that arose from the interviews via the broad qualitative study, i.e., different points of view, understanding the school counsellors' feelings, new knowledge, space for deliberation, validation of their work,

partnership, explicit instruction on what to do, support, encouragement, thought organisation, new counselling tools, and ventilation.

A convenience sample consisting of Israeli respondents was employed. A total of 78 usable questionnaires were collected over one week. Twenty questionnaires were omitted due to missing data. The sample size is consistent with Boomsma's (1982) minimum sample size recommendations.

2.2 Participants

The research sample in the current survey consisted of N=78 respondents. Of all counsellors in the sample, 72% were from the rural district. The rest, 28%, were from other districts (northern, central, Jerusalem). The research population does not reflect the entire population of school counsellors in Israel but it allowed observation of a group of counsellors of whom most receive supervision to different extents and in various manners as part of the local supervision policy in the district.

Regarding the seniority of counsellors in the survey, 23% had 0-5 years of seniority, while 77% of the counsellors had 5-30 years of seniority. The age of the counsellors in the study ranged from 25-65. All the counsellors had a Master's degree and 96% of the respondents were women. The research data show that the counsellors continued to study various disciplines over the years, as noted by 77%. This reflects their need to continue developing and to enhance their professionalism.

2.3 Data analysis

The qualitative nominal data was coded with deductive reasoning to test an existing theory by labelling the Excel answers with numbers, starting at one. Then, descriptive statistical analyses were performed to offer a general view of the sample's characteristics and data distribution. The descriptive analyses included an assessment of skewness and kurtosis. An assessment based on the < -1 and $> + 1$ threshold affirmed that the dataset is asymmetrically distributed, the data were coded as to the thematic analysis and added to the Excel sheet to be used via graphs and pivot tables.

3. Findings

It was evident that 78% of the respondents were receiving group supervision in different types of settings. Forty-four percent noted that they were receiving individual supervision and would like to continue doing so. Twenty-seven percent noted that they were not receiving individual supervision but would like to, and 16% noted that they were not receiving and did not want to receive, individual supervision.

On the question of the platform, i.e., the geographical location of the supervision, 67% noted that the supervision takes place at the school, 15% at the district, 7% at PCS units (meaning supervisors from different disciplines) and 7% as part of the supervision group provided in the first two years of work.

On the question of the frequency of the supervision, 31% noted that they receive supervision once a week, 40% once a month, and 22% noted that they receive supervision 3-4 times a year. These data indicate that 71% of the counsellors receive regular continuous supervision throughout the year.

On the question of the respondents' expectations of the supervisor, there were many options. Among experienced counsellors with 5-30 years of experience, 96% noted additional points of view, 65% sought a space for deliberation and 51% noted cognitive organisation (see Table 1), These data indicate the significance of the supervision for counsellors as a space for self-examination.

Table 1: Distribution of counsellors' expectations of the supervision by years of experience

Years of experience	0-5	5-10	10-15	15-20	20-30	5-30
Additional points of view	78%	86%	100%	100%	100%	96%
Understanding my feelings	44%	14%	73%	33%	38%	39%
New knowledge	50%	71%	54%	67%	42%	55%
Space for deliberations	67%	43%	82%	55%	73%	65%
Emotional ventilation	67%	43%	64%	44%	54%	51%
Partnership	28%	29%	36%	22%	31%	30%
Clear guidance on what to do	11%	43%	18%	33%	19%	26%
Validation of their actions	28%	36%	45%	33%	19%	30%
Support	39%	43%	64%	78%	58%	58%
Encouragement	28%	36%	27%	33%	11%	23%
Cognitive organisation	44%	50%	54%	55%	54%	51%
New intervention tools	55%	86%	82%	100%	73%	81%
Additional tools	22%	36%	36%	0	8%	18%

The diversity among counsellors with different lengths of experience might indicate changing needs and availability over the years. It can be assumed that over the years counsellors become gradually more aware of their subjectivity and of the complexity of incidents and understand the value of supervision and consultation, which they utilise.

Among experienced counsellors with 15-20 years of experience, 100% sought new tools for intervention, compared to 55% of counsellors with 0-5 years of experience. It can be assumed that in the course of their work counsellors encounter more topics in which they would like to specialise and expand their toolbox. Fifty-four percent of counsellors with 10-15 years of experience noted that they expect the supervisor to provide them with new knowledge, and on this topic too there is a variance between those with different lengths of experience (see Table 1). The supervisor's professionalism and training are important for providing the counsellors with the new knowledge they seek.

Seventy-three percent of counsellors with 10-15 years of experience seek to better understand their feelings, versus 39% of all counsellors with 5-30 years of experience. A variance can be seen by years of experience (see Table 1). The topic of understanding feelings was relatively low compared to the room counsellors give to cognitive organisation, which might indicate that the supervisors provide less of a focus on counsellors' feelings and the latter seek a way of reorganising how they perceive reality.

Another example is that 64% of counsellors with 10-15 years of experience noted needing emotional ventilation, a percentage that diminished over the years but was close to that found among novice counsellors, 67%. Also, counsellors' wish for support rose with their years of experience (see Table 1). This might indicate that experienced counsellors know, based on their experience, what they can receive from the supervisor and that this is a safe and growth-generating space for them (see Figure 2).

Experienced counsellors with 10-15 years of experience noted that they need the supervisor as a partner, 36%, more than novice counsellors. There is also a difference between those with different lengths of experience, which might indicate the changing significance of the supervisor (see Figure 2).

Twenty-six percent of experienced counsellors with 5-30 years of experience noted that they need clear guidance on what to do. This is evident among counsellors with various lengths of experience, possibly indicating that experienced counsellors have different dependency needs, which is more characteristic of earlier stages of professional development.

Among counsellors with 5-30 years of experience, 30% noted that they seek the supervisor's approval of their actions, noted by 45% of counsellors with 10-15 years of experience. This might indicate the importance of the supervisor as a professional authority, which is more characteristic of early stages of professional development (see Table 1).

Charting the most dominant issue on which counsellors would like to receive the assistance of supervisors by years of experience, shows that 86% of counsellors with **5-10 years of experience** noted additional points of view, 71% seek new knowledge in counselling and 43% seek clear guidance from the supervisor. There was a rise in requests for support relative to those with 0-5 years of experience. Moreover, they noted a desire for encouragement, 36%. This might indicate that at this stage counsellors feel a considerable lack of knowledge and try to expand their toolbox, with an attempt to extend their professionalism. The fact that a high percentage need clear guidance might indicate overload on one hand and a difficulty to focus on a single issue due to the heavy task load, or alternately a sense of responsibility and concern that they might make a mistake.

When charting the dominance of counsellors' expectations of the supervisor among counsellors with **10-15 years of experience**, an emphasis is evident on expanding comprehension and on attempts to understand the complexity of events in their surroundings, as well as on seeking different points of view. One hundred percent of the counselors noted this. They also noted their desire to organise their thoughts, 54%. Of all counsellors, 73% noted a desire to understand their feelings and 64% noted use of the supervision for purposes of ventilation. This was the highest level when compared to counsellors with other lengths of experience, which might indicate a burst of new awareness. It may be assumed that the counsellors are more aware of their feelings and therefore of the impact of these feelings on their decisions and choices. There could be a

possible progression here regarding integration between thoughts and feelings, as well as higher levels of regulation and a deepening of their self-awareness.

There is a decline in the wish for clear instruction by the supervisor, to 18%, and counsellors seek more validation of their work by the supervisor, 45%, indicated that they are more inclined to share their professional work, which might attest to a sense of confidence and a desire to reach deeper levels. They also seek the supervisor's response. They see the supervision as a space for deliberation, 82%, and seek more partnership of the supervisor in their work, 36%, compared to those with other lengths of experience (see Table 1).

When charting the dominance of counsellors' expectations of the supervisor among those with **15-20 years of experience**, it is evident that they seek additional points of view, as stated by 100%, as well as organisation of their thoughts, 55%. They also seek new tools for intervention, as stated by 100%, as well as new knowledge in counselling, 67%. They seek more support from the supervisor, 78%, than do those with 10-15 years of experience. This might once again indicate a better understanding of the contribution of supervision.

Interestingly, an increase is evident in the need to receive clear guidance, from 18% to 33%, as well as a decline in the need to receive the supervisor's confirmation of their work among those with 10-15 years of experience, from 45% to 33%. They also need less sharing of their responsibility (a partner), which 22% sought versus 36% among those with 10-15 years of experience. This might indicate that the majority feel more confident in their work and that their relationship with the supervisor is more collegial and they are less in need of the supervisor as a figure of authority or, alternately, the rise in the need for clear guidance at this developmental stage raises several possible interpretations that require a more profound look at personal parameters. Moreover, the data indicate a drop in the expectation that the supervisor will help them understand their feelings, from 73% to 33%, at this stage in the career, as well as a drop in the expectation that the supervision will be a space for emotional ventilation, from 64% to 44%, indicating that counsellors enjoy more regulation and a greater consciousness of themselves .

Charting the dominance of counsellors' expectations of the supervisor among those with **20-30 years of experience** showed that they seek additional points of view, as stated by 100%, as well as organisation of their thoughts, 54%. There is a decline in the desire to receive intervention tools, from 100% to 73%, and in the desire to receive new knowledge about counselling, from 67% to 42%, which might indicate that they feel they have sufficient counselling tools for high standard work. Then again, there is a rise in the desire to understand their feelings, from 33% to 38%, and a rise in the wish that the supervisor will facilitate emotional regulation (ventilation), from 44% among those with 15-20 years of experience to 54%. The counsellors would like the supervision to offer a space for deliberation, 73%, which might indicate a desire to invest more in their own consciousness and professionalism. There is a significant drop in the desire for clear

guidance as well as in the need to receive confirmation of their work, with the same percentages, from 33% to 19%. The data also indicates a drop in the desire for the supervisor's support, from 78% to 58%, although the need for support still existed.

4. Discussion

The research question guiding this study was: What is the platform, type and frequency of supervision provided to school counsellors, and what are the experienced counsellors' expectations of the supervisor? The research hypothesis was that 40% of the counsellors receive group supervision at the district once a month and that experienced counsellors' expectations of the supervisor will focus on expanding their self-awareness and they will be less inclined to seek clear guidance, encouragement and confirmation of their work than novice counsellors.

First, it is evident from the survey that the rate of counsellors who receive supervision is higher than the data generated by the previous survey conducted in Israel (Erhard, 2008). This may be related to the fact that most of the counsellors in the current survey belong to a district where the inspectorate has a policy of supervision for all counsellors and allows time for this within the daily counselling work. It is evident from the survey that there is a rise in the participation of counsellors in group supervision versus Erhard's (2008) survey. Also, a certain decline in the rate of counsellors who receive individual supervision is evident in the current survey, compared to that of Erhard. Regarding the frequency of sessions, there is no difference between the mean frequency of sessions in the current study compared to Erhard's (2008) survey. The research hypothesis was refuted, as the frequency of the supervision sessions was found to be higher than that expected.

Other surveys in the US noted a lower prevalence of counsellors who receive clinical supervision than in Israel. Page et al. (2001) found that more counsellors receive individual than group supervision. Counsellors wanted regular clinical supervision and some counsellors noted that they do not need clinical supervision. This study indicated a discrepancy between the supervision provided to counsellors in practice and that desired by the counsellors. In the current survey as well, counsellors noted that they do not receive individual supervision but would like to.

The study by Perera-Diltz and Mason (2012) noted that more counsellors received administrative supervision than clinical supervision and only some received group supervision from a mental health professional, where the rest received it from the inspectorate rather than from counselling professionals. Perera-Diltz and Mason (2012) pointed out that there is an increase in supervision provided by school counsellors, which indicates a desire to enhance their professionalism and professional autonomy. Then again, many counsellors receive supervision from another mental health professional (psychologist or social worker).

Also, in the current survey it is possible to see that a high percentage of supervision is provided by school counsellors who received training as supervisors and are made

available to the counsellors through the SHEFI (the psychological counselling service). At the same time, counsellors who received supervision from other professionals (psychologists, social workers, more senior school counsellors at the school) did so as a result of their own independent initiatives as well as local decisions of headmasters with no funding, which might indicate their great need for such a space. As a rule, all the experienced counsellors receive their supervision in their free time and not as part of their work hours.

It is therefore evident from these surveys that there is an increase in counsellors who receive supervision in Israel. This may be related to the policy of the Ministry of Education. Needs arising from the field motivate counsellors to seek supervision and there may be an increasing awareness of the contribution of this domain. Moreover, a conspicuous fact is that school counsellors participate in group supervision more than in individual supervision. In Israel this reflects the policy of the Psychological Counseling Service. It is also evident from the study that more supervision is being provided by counsellors, as evident in the study conducted by Perera-Diltz and Mason (2012) as well. This is probably related to policy and to the fact that more counsellors are undergoing a supervision course, as well as to the desire of experienced counsellors to provide supervision as an expression of their need for professional development.

Studies have noted the importance of distinguishing between the needs of novice and experienced counsellors (Page & Wosket, 2015). Developmental theories noted the fact that there are stages in the development of counsellors, which do not depend on the counsellor's years of experience or work setting but rather on personal variables (Shechtman & Wirzberger, 1999; Hellman & Cinamon, 2004). Hence, it can be assumed that when analysing data presented by years of experience, there are counsellors who despite their years of experience are in earlier developmental stages. Nevertheless, the survey may indicate a certain trend of counsellors in the different stages with regard to expectations of the supervision, by identifying the dominance of the topics among each group.

Regarding the hypothesis whereby experienced counsellors' expectations of the supervisor will focus on expanding their self-awareness and they will be less inclined to seek clear guidance, encouragement and confirmation of their work than will novice counsellors, the following findings were revealed. When the experienced counsellors (5-30 years of experience) were asked about their expectations of the supervisor, higher percentages than among novice counsellors (0-5 years of experience) answered that they need different points of view, space for deliberation, space for cognitive organisation, new tools for intervention, and the support of the supervisor, which might indicate that they are more aware of their subjectivity and of the complexity of events, including the importance of sharing and the need to continue developing and growing professionally. This is confirmed by other studies (Mehr, Caskie & Ladany, 2015; McMahan & Patton, 2000), which noted the importance of supervision as a space for self-examination and exploration, as well as for better understanding of the consultants (Cook & Sackett, 2017).

It is evident that the data varies by length of experience, which might indicate development processes of the counsellors and changing needs. This was also noted by theories on career development (Hellman & Cinamon, 2004; Shechtman & Wirzberger, 1999).

Experienced counsellors want to deepen their understanding of their relationships and the parallel relationship between the supervision and counselling. They also seek to contain and understand complex processes, be capable of choosing between different interventions, dealing with the counsellor's and client's difficult emotions and examining the interplay between the counsellor's "self" and his/her "professional self" (Page & Wosket, 2015; McMahon & Patton, 2000).

It is also evident that school counsellors (5-30 years of experience) emphasise cognitive dimensions more than emotional dimensions within the process. Experienced counsellors noted in the survey that they use the supervision less as a space for ventilation to regulate themselves emotionally. As a rule, they are less occupied with understanding their feelings, although in the distribution by length of experience it is evident that those with 10-15 years of experience are more occupied with this.

This observation was reinforced in a study by Luke, Ellis and Bernard (2011), who distinguished between the supervisors' outlook in school counselling and that of supervisors in other mental health professions. The study noted differences between the two groups, mainly concerning the ability to accommodate a complicated cognitive situation that involves cognitive and emotional aspects, as evidenced by the ability to be in contact with personalisation skills. School counsellors focus more on aspects of intervention and conceptualisation and less on emotional aspects. This was also noted in Granello's (2002) study, who found that students in school counselling exhibited lower levels of cognitive complexity, meaning the ability to integrate personality and role facets. The cognitive and emotional skills required to do so are the ability to integrate between different perspectives while consolidating the counsellor's position and admitting a lack of knowledge or uncertainty.

This ability develops over the counsellors' years of work, from those with five to ten years of experience to those with more than ten years (Granello, 2010), while deepening self-awareness regarding the relationship between the role and the system. In the counselling field, high levels of cognitive complexity are associated with greater flexibility in the use of counselling methods, more empathic communication (Benack, 1988), less prejudice, greater multicultural sensitivity, expanding observation of the client, greater confidence, less anxiety and greater tolerance of vague situations (Jennings & Skovholt, 1999), as well as observing the counselling process and less burnout (Birk & Mahalik, 1996). As stated, the counsellors themselves evolve over the years and develop their personal capacity to cope with the complex reality, a process that is supported by the supervision.

When analysing by years of experience, it is evident that among those with 5-10 years of experience there is a desire to deepen and further establish one's work in counselling,

as well as to acquire additional counselling tools. There is a considerable focus on actual work and less emphasis on emotional aspects and self-consciousness, as well as less reliance on the supervisor's support, as noted by Hellman and Cinamon (2004).

Among those with 10-15 years of experience there is a considerable rise, according to this survey, in counsellors' desire to understand their feelings and to use the supervision as a space for ventilation, which might indicate their wish to reach deeper into themselves and expand their consciousness. At this stage they also seek more validation of their work and less guidance, as noted by Luke, Ellis and Bernard (2011). The supervisor's perception of the supervision also affects counsellors' development processes.

Those with 15-20 years of experience display a decline in the desire to receive the supervisor's validation and clear guidance, and a rise in the desire to receive additional tools for intervention. There is also a decline in the desire to understand their feelings and counsellors are less inclined to use the supervision as a space for ventilation. This may be a stage at which counsellors feel more emotionally regulated, free to choose, autonomous and aware in their work, when they are interested in studying new fields aside from counselling, as also noted by Rønnestad and Skovholt (1992), who mention in the fourth stage a transition from relying on external sources to relying on internal sources.

Counsellors with 20-30 years of experience show a decline in the desire to receive from the supervision additional tools for intervention. They only seek a space for deliberation. They may feel that they have enough tools. Once again, there is a rise in the desire to understand their feelings. This may be a stage at which they wish to focus more deeply on themselves and are occupied with integration between the personal and professional self. Rønnestad and Skovholt (1992) noted this as the fifth stage, characterised by integration between the self and the professional role and work style, a process that demands intrapersonal processes, inner observation and self-reflection.

A surprising finding that arose from the survey is that 26% of experienced counsellors (5-30 years of experience) noted a desire for clear guidance by the supervisor. This raises a question regarding the autonomy of some of the experienced counsellors. It was also noted by Shechtman and Wirzberger (1991). This indicates a different pace of development and personal variables related to the counsellor's personality.

5. Conclusions, limitations and suggestions

The study indicates an increase in the number of school counsellors who receive lifelong supervision in Israel. There are also more supervisors who come from the field of school counselling. The supervision they receive is provided partly based on resources of the Psychological Counseling Service (SHEFI) and partly by school resources that the counsellors expropriate (school psychologist, more experienced counsellors), which may indicate their awareness of the contribution of supervision to their professional and

personal development. Regarding the expectations of experienced counsellors, it is evident that they see the supervisor as a person who helps them understand the complexity of the school and of human reality, as seen through different points of view, and as a space for deliberation and for cognitive organisation, a part of the supervision to which counsellors attach considerable weight. The supervisor also supports a process of self-regulation and consciousness, as evident from the categories of better understanding of the counsellor's feelings and ventilation, which were considerably less present than aspects of organising and conceptualising reality (Luke, Ellis & Bernard, 2011).

Experienced counsellors' needs of the supervision vary over their years of work. There is a trend of transition from dependency on the supervisor to more independence, and of transition from relying on external sources to internal sources (Rønnestad & Skovholt, 1992). At the same time, some experienced counsellors still need structured and clear guidance from the supervisor. This raises a question regarding the type of supervision most suitable for them and perhaps also indicates the counsellor's personal traits (Shechtman & Wirzberger, 1999).

In a segmentation by years, it is possible to see a jump in the stage of development among counsellors with 10-15 years of experience. It seems that at this stage counsellors understand the contribution of the supervision as a space for self-exploration and as a space that enables support (Hellman & Cinamon, 2004; Shechtman & Wirzberger, 1999).

The current study focused on a limited research sample of only 78 counsellors. Most of the counsellors in the survey belonged to the rural district of the Ministry of Education, which has a policy of providing supervision to experienced counsellors in addition to the professional development provided to all school counsellors in Israel. This offers a merely partial picture of supervision in Israel. In addition, the study is based on descriptive statistics, which invites interpretation and can be judged by the readers. The survey is compatible with studies conducted on developmental theories (Hellman & Cinamon, 2004; Shechtman & Wirzberger, 1999) and can constitute a tool for observation and discourse among supervisors concerning their counsellors. It can also constitute a foundation for rethinking by policymakers regarding the policy concerning supervision provided to experienced counsellors and expanding the available options according to counsellors' needs. Moreover, the survey raises many questions that remain open, regarding the existing resources for supervision and the type of supervision received by counsellors, which invite further research on the subject.

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