

ABSTRACT

CHAPMAN, RUSSELL ALAN. Cybersupervision of Entry Level Practicum Supervisees: The Effect on Acquisition of Counselor Competence and Confidence. (Under the direction of Dr. Sylvia C. Nassar Mc-Millan and Dr. Edwin R. Gerler, Jr.)

The purpose of this dissertation paper is to propose and implement a research study in Cybersupervision (Watson, 2003). This research experiment is a N=1 case study design, replicated 5 times, to investigate counselor self-efficacy and skill competence in an online/distance learning practicum course. Cybersupervision, or electronically mediated counseling supervision and practice, is of growing interest to the profession. The research in this area is minimal, but does provide positive findings which indicate effective counselor training and supervision practices. This study's purpose is not only to add to the research in this area, but also to show that counselor self-efficacy (CSE) can increase as counselor skill acquisition increases through the use of online counselor supervision (Cybersupervision). This researcher found the participants in this study increased both CSE and skill acquisition in all five experiments, and in 4 of 5 experiments the results were significant and conclusive.

**Cybersupervision of Entry Level Practicum Supervisees: The Effect on Acquisition
of Counselor Competence and Confidence**

by

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DEDICATION

This work is dedicated to my loving and supportive partner March Hajre-Chapman and family who made this incredible journey more mindful, intellectually enriching, and emotionally and spiritually fulfilling.

BIOGRAPHY

I am originally from the northeast part of the US, but moved to and eventually graduated from Sonoma State University, in Rohnert Park, CA, with both a bachelor and master's degree in Psychology. Currently, my family and I reside in Greensboro, NC. I began my doctoral journey in 2001 under the supervision of Dr. Herbert Exum, and then was supervised by Dr. Sylvia Nassar-McMillan and Dr. Edwin Gerler because of Dr. Exum's departure from the Counselor Education department.

My first love and passion, besides my wife and family, is teaching. I have held a wide variety of teaching positions at many levels in higher education throughout my career, starting as a teaching assistant/student instructor at Sonoma State University in 1987. After re-locating to North Carolina in 1992, I have been a psychology instructor in the North Carolina Community College System and held assistant professorships at Winston-Salem State University and Guilford College. In addition, I have also held teaching assistantships and co-instructor responsibilities in the Counseling Education department at NCSU, as well as aiding in the implementation and supervision of the counseling laboratory in the department. My main areas of interest are human development, psychopathology, humanistic/existential and social learning psychologies.

I strive to make the counseling and psychology fields become alive and have a direct, positive implication in all my student's lives. My first publication; Cybersupervision of Entry Level Practicum Supervisees: The Effect on Acquisition of Counselor Competence and Confidence, is in the *Journal of Counseling and Technology*.

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CHAPTER 1

INTRODUCTION

Purpose of Online or Cybersupervision

The purpose of this study is to test the implementation of Bernard's Discrimination Model of Supervision (1979, 1997) in a practicum online supervision environment, to examine if an online supervision medium can assist novice counselors to raise their counseling self-efficacy (CSE), to investigate whether WebCT is a course management system that will support this notion of online supervision or cybersupervision, and to contribute to the research in this area of counselor supervision. In addition there will be a discussion, of a qualitative nature, at the end of this inquiry. This writer will introduce several themes for future research in the area of cybersupervision.

Applying the DMS to Online Supervision

The Discrimination Model of Supervision (DMS) developed by Bernard (1979, 1997) is a social role model and a comprehensive perspective in counselor supervision. For this writer, the importance of the DMS lies in its premise of the supervisor as a social role model of supervision, i.e., of social role orientations such as mentor, teacher, consultant, therapist or counselor.

Clinegerman and Bernard (2004) performed a study which directly supported the use of e-mail or asynchronous learning in a supervision practicum setting. They conducted an exploratory quantitative study using e-mail as a supervisory tool and Bernard's Discrimination Model of Supervision (1979, 1997) as a supervision strategy. Clinegerman and Bernard found that in a 15-week counseling practicum course, e-mail

was used as an effective modality in the supervision process. They postulated that the supervisee personalization foci of the Discrimination Model of Supervision and the adaptation by Lanning (1986) of the professional behavior foci, would represent the major e-mail message foci across an entire practicum course. These findings were significant and supported e-mail, as a form of asynchronous learning to be “congruent with a focus on personalization throughout the practicum experience” (Clinegerman & Bernard, 2004, p. 91). Their studies supported earlier work which was performed by Zuboff (1988), Batak (1999), Joinson (1998), and Finfgeld (1999), and Stebnicki and Glover (2001), highlighted the effectiveness and benefits of asynchronous communication in the supervisory process.

Cybersupervision as Counselor Supervision

As counselor training and supervision enters into the 21st century there are revolutionary steps to be taken. The counseling profession has come a long way from the traditional psychoanalysis of Sigmund Freud and live supervision by supervisors and their trainees. Historically, supervision and observation of novice counselors began with live in-session meetings, and have progressed methodically through one-way mirror, audiotape, and videotape observation as media of choice. Now, with the availability of the World-Wide-Web, practicum level counseling supervision can be provided to novice counselors electronically and without direct in-person contact. The two methods of electronically mediated supervision are – live or real time (synchronous); such as communication by web-camera or streaming video and chat-rooms, and delayed time (asynchronous); such as communication via e-mail, listservs, and threaded discussions.

Counseling practicum supervision, by definition, is a progressive educational process between one person in the role of supervisor who facilitates and evaluates

counselor development, skill acquisition, and professional counselor behaviors of another person in the role of supervisee (Bernard & Goodyear, 1998). This definition applies to either traditional or online supervision in any modality, with or without any technological or electronic assistance.

Furthermore, with online course management and delivery software systems such as Black Board or WebCT, educating and training the novice counselor can be more convenient and timely for the supervisor. Watson (2003) presents a list of advantages and disadvantages to these online modalities. The advantages are as follows: (a) online supervision can lead to more productive supervisory session due to the convenience of scheduling, (b) supervisees have a better selection of more diverse internship sites, (c) there is more effective use of supervision time, and (d) there is a greater pool of supervisors available. The disadvantages are: (a) the expense of the technology, (b) the supervisor/supervisee's knowledge of the technology and how to use it, (c) technology failures, and (d) the lack of personal contact.

According to Watson (2003), technology will continue to play a more significant role in the counseling profession thereby revolutionizing the counseling supervision process. In the next decade, counseling practicum supervisors will further use technological advancements because of the increasing ease giving live streaming digital video for counselor training. In such a case, the novice counselor will be in session with her or his client and be able to be supervised with real time modalities via live streaming video followed up by immediate feedback through online discussion or text-chat modalities.

This writer believes that the modality of online supervision is here to stay and has the potential to improve the clinical supervisory process. How effective it is and how it

can enhance counseling practicum supervision are questions to study further.

Cybersupervision (Watson, 2003) has the potential to make counseling supervision more accessible, convenient, and, at the very least, enhance the traditional supervision methods. The purpose of this dissertation is to integrate the literature in the areas of Cybersupervision, Counselor Supervision, Albert Bandura's notion of self-efficacy and Counselor Self-Efficacy (CSE), and to present a study of Cybersupervision and on increasing counselor competence and CSE via an online modality, thus making it possible to offer recommendations for online counseling supervision practice and further research.

Counseling, Cybersupervision and Online Learning

In the arena of an Internet delivered therapeutic relationship (online counseling), Cook and Doyle (2002), Murdoch and Connor-Greene (2000), and Murphy and Mitchell (1998) have concluded that the therapeutic alliance between counselor and client can be maintained, intact, over periods of time. Specifically, Cook and Doyle report that the traditional face-to-face empathetic relationship can be established online.

The literature in the arena of Cybersupervision is limited. However, there is research to support both synchronous (real time; chats and web-camera) and asynchronous (delayed time; discussion threads and e-mail) personal communication in counseling and therapy and in teaching and learning. Most research in this area is qualitative in nature. Zuboff (1988) reported that the use of technology, specifically e-mail, can be used with efficiency and promotion of human contact where it could not otherwise be felt and experienced. Furthermore, Zuboff (1988) suggests that e-mail users can receive a sense of psychological safety not otherwise experienced in the traditional classroom. Furthermore, Batak (1999), Joinson (1998), and Finfgeld (1999) all reported

that e-mail communication provided and promoted self-disclosure, ventilation, externalization of problems, expression of feelings, self-empowerment and provided frames of reference for clients and people in therapeutic settings. Stebnicki and Glover (2001) performed exploratory qualitative research using e-mail or asynchronous communication with a small sample size of master's-level rehabilitation counselors in a practicum experience. The inquiry found that the novice counselors received the following positive benefits from the experience: (a) increased self support due to their access to supervisors, (b) more relaxed and informal communications with supervisors, (c) increased comfort in disclosing personal feelings and experiences of the practicum experience itself, and (d) more commitment to processing and clarifying thoughts between the supervisees and the supervisors. For this writer, the Stebnicki and Glover findings also indicate evidence of counselor development through the practicum experience because the participants have time for reflective thought processing.

ACES Guidelines of Online Instruction and Technological Competencies

The Association for Counselor Education and Supervision (ACES) (1999, 2000) drafted guidelines for online instruction and technological competencies for counseling education graduate students. These ideologies have not only opened the door for distance learning in the field of counseling education and supervision, they have set standards for ethical practice and implementation of cybersupervision. The guidelines for distance learning address the instructional component, whereas the technological components address the student's abilities to receive instruction. These online guidelines for appropriate instruction emphasize course quality, course content and objectives, instructional support, faculty qualifications, instructor course evaluations, technological standards, and grievance procedures.

The implementation of these guidelines is essential to maximize learning and training outcomes in the cybersupervision process. To illustrate this importance, the review and adherence to the guidelines is essential. In course quality it is essential that a distance learning course be; (a) an equivalent educational opportunity to a traditional classroom, i.e., in the domains of information, skill building, and course evaluation, (b) amendable from traditional means to online delivery, (c) able to authenticate student work, (d) able to engage the student's learning experiences in beyond text-based material, (e) able to take advantage of the online medium so not to limit course content, (f) able to deal with student differential impact, i.e., appropriate educational standards maintained for student skills, knowledge, attitudes, personal development, and professional orientation, (g) able to, if needed or required, provide for a face-to-face meeting opportunities and for these opportunities be supportive and conducive to the educational process itself, and (h) able to, as in all traditional courses, provide equity and diversity in the online environment.

ACES (1999) guidelines for course content and objectives address the areas of student educational needs, student client confidentiality, and equality between traditional face-to-face and online learning. These particular guidelines are; (a) distance learning courses should be designed to meet specific student needs, (b) online course sites should be password secured for student/client confidentiality purposes, (c) if the course objectives are different than a traditional courses, then appropriate modification must be made for online equivalent, and (d) all online courses should have effective and appropriate evaluation procedures.

The guidelines for instructional support concentrate on maintaining the academic experience, student understanding and ability to use the technology, and the students

having the general resources needed to obtain success in an online course. The particular guidelines under this concentration are; (a) distancing learning students must have appropriate library resources, access to the instructor, and technological assistance, (b) if needed, students should be provided complete training on the technological mediums used with the distance learning course, (c) institutional financial resources should be provided for distance learning activities, (d) students should be provided proposed learning outcomes prior to the implementation of a online course, (e) students should know all the course policies and expectations prior to the course, (f) all online courses should reflect sound pedagogy and allow for student interaction and collaborative learning, and (g) students should be made aware of the availability of resources such as books, videos, computer software with an online course.

Faculty qualifications as a guideline entails the faculty member's actual training, experience with technology, and the institutions preparedness to mentor prospective instructors in distance learning. These guidelines are as follows; (a) faculty should have experience and academic rank to any onsite counterpart, (b) faculty should be fully trained in all forms of technology required to administer an online course, (c) if appropriate and needed, mentors should be available to help faculty in the training needed to deliver an online course, and (d) distance learning courses must reflect faculty involvement, and/or appropriate time commitment to implement an online course.

The last three guidelines proposed by the ACES guidelines (1999), instructor and/or course evaluations, technological standards, and grievance procedures, are essential to finalizing a successful learning experience for instructor or student. Distance learning courses must be implemented and evaluated in the same manner as traditional courses such as the ability to provide the instructor with anonymous feedback on the

course. Distance learning courses must have face-to-face backup contingency plans due to technological failures that will enable students to have an effective grievance to express their difficulties, problems, and challenges.

ACES (2000) and Chandras (2000) recommended or cited twelve basic student competencies which enable student success in distance learning courses. The competencies are essential to students maximizing their learning and skill obtainment in counselor development and training. Graduate students of counselor education programs should be able to do the following in the area of technological skills; (a) be able to use computer software productively, develop web pages, develop group computerized presentations and reports, (b) be able to use various technological or audiovisual equipment such as video conferencing, (c) use computerized statistical packages, (d) be able to use computerized testing, diagnostic and career making programs for clients, (e) be able to use e-mail and send attachments, (f) be able to use the internet to help clients search for counseling related information regarding careers, employment opportunities, education and training and financial assistance, (g) be able to subscribe, participate and sign off counseling related listservs, (h) be able to access and use counseling related CD-ROM data bases, (i) be aware of legal and ethical codes which relate to counseling services over the Internet, (j) be able to use the Internet for finding and using continuing education opportunities regarding counseling, and (k) be able to evaluate the quality of Internet information.

The technological advancement in present day counseling programs is fundamental in taking the next step in counselor training and development, i.e., cybersupervision. There are numerous counseling and counseling related programs currently being offered in the United States, either with technology integrated into a

traditional program or via a fully online at a distance option. Thus, cybersupervision and or an equivalent is fundamentally important to future counseling training programs.

Traditional Practicum Counseling Supervision

According to Bernard and Goodyear (1998), practicum counselor supervision is a teaching process that occurs between supervisor and supervisee in the context of practice and provides a bridge between the university and practice. Loganbill, Hardy, and Delworth (1982) defined practicum supervision as an intensive, interpersonal focused one-to-one relationship in which one person (supervisor) is designated to facilitate the development of therapeutic competence in the other person (supervisee) (p.4). It appears if one were to combine these two notions, one could find the purpose and functionality within the supervision process. At the core of this supervisory relationship is a process of learning, training skill competence, and increasing counselor confidence. Here lies the interplay of counselor development in the areas of interpersonal and intrapersonal supervisee growth. The emphasis here should be placed on the nurturing and training of competence and confidence with the client, i.e., interpersonal growth, and the supervisee's understandings of him or herself, i.e., intrapersonal growth.

According to Bernard and Goodyear (1998) there are two main goals of supervision. First, supervision should be connected to teaching and learning, and second, it needs to focus both on the supervisee and client welfare. This viewpoint is based in traditional face-to-face or in-person counselor supervision. However, it adapts to an online environment very easily. Whether practicum supervision takes place by traditional means or through cybersupervision, the experience is still similar. Practicum supervision takes place between a university and on-site supervisor and the supervisee and client. Here in that, the university supervisor focuses on teaching and learning goals of

counselor competence and confidence goals, and the on-site supervisor focuses on the supervisee and client welfare goal.

Counselor Self-efficacy and Counselor Supervision

Counseling self-efficacy (CSE) has been addressed by Friedlander, Keller, Peca-Baker, and Olk (1986), Johnson and Seem (1989), Johnson, Baker, Kopala, Kiselica, and Thompson (1989), Efstation, Patton and Kardash (1990), Larson, Suzuki, Gillespie, Potenza, Bechtel, and Toulouse (1992), and Larson and Daniels (1998). Specifically, Efstation et al., found that there was a positive correlation between a supervisory relationship and the supervisee's self-efficacy. In addition, Larson and Daniels (1998) have developed their own supervisory self-efficacy model for counseling training. Their model of CSE is founded upon Albert Bandura's (1977, 1982, 1989, &1993) notions of social learning theory or what is now known as social cognitive theory (SCT). It should be noted the Bandura's theory and concept of self-efficacy will be discussed in more detail in Chapter 2.

Larson and Daniels (1998) defined CSE as a counselor's beliefs or judgments about her or his capabilities to effectively counsel a client (p.180). These authors also related their model of CSE to the major components of counselor characteristics, personal agency, counselor performance, and the supervision/counseling/work environment of SCT. In summary Larson and Daniels (1998) labeled counselor characteristics as counselor's; (a) personality, (b) aptitude, (c) achievement, (d) social desirability, (e) self-reflectiveness, (f) experience, and (g) level of training. The personal agency was related to (a) outcome expectancies, (b) affective arousal, and (c) counselor self-evaluation. The counselor performance components were tied into supervisor's perception and evaluation of supervisee performance and the supervisee self-perception and evaluation. Lastly, the

supervision/counseling/work environment was connected to the perceived environment of the counselor, client, and supervisor and the objective environment of all three (what was actually said and done in session by counselor, client and supervisor). This too will be discussed in more depth in Chapter 2 of the literature review.

The remaining chapters of this dissertation will include chapter 3, which will illustrate the methodology of this study, including a description of N=1 study research methodology, chapter 4 a discussion of the results of this research with all significant findings represented and finally, chapter 5 a look into the future of cybersupervision and where counseling education and counseling psychology can use it, possible implementation strategies, and future guidelines for online supervision and distance learning.

The Method of this Study and Research Questions

The purposed research methodology for the present study is a case study N=1 AB design replicated five times in order to strengthen its *external* validity. According to Heppner et al. (1999), this design allows the researcher to examine multiple variables over a period of time in order to obtain comparisons on the variables themselves. As in the traditional experimental design, without randomization, the participant in the case study act as his or here own control group.

In this particular investigation the variables examined were; (a) online counseling supervision or cybersupervision, (b) increased novice counselor skills acquisition, and (c) increases in novice counselor self-efficacy.

Counselor training can take place in an online environment, and for the novice counselor it can be an effective way to be supervised and acquire competence and confidence. The literature reviewed in this chapter underscores the importance of

implementing a valid and sound model of counselor supervision in a practicum setting.

The research questions for the proposed study as follows: The proposed research questions for this study are as follows: Can effective counselor supervision take place in a totally online environment? Can Cybersupervision help increase counselor skill competence and self-efficacy?

Definitions of Terms

For the purpose of this study and to further understand its relationship and importance to counselor supervision the following list of terminology has been created. These terms are not to be generalized to the subject areas of distance learning or distance education. Rather, they are for the purpose of gathering an integrated understanding of cybersupervision as a form of counselor supervision.

(a) *Cybersupervision*- (Independent Variable) According to Watson (2003), cybersupervision is counselor supervision between a supervisor and a supervisee which takes place via technological means via the World Wide Web.

(b) *Counselor Supervision*- According to Bernard and Goodyear (1998), counseling supervision is the facilitation of supervisees' development of counseling competencies, intervention skills, and the ability to conduct counseling cases effectively.

(c) *Practicum Supervision*- According to Bernard and Goodyear (1998), practicum supervision is a progressive educational process between one person in the role of supervisor who facilitates and evaluates counselor development, skill acquisition, and professional counselor behaviors of another person in the role of supervisee.

(d) *Counseling Self-efficacy*- (Dependent Variable) According to Larson and Daniels (1998) CSE is defined as a counselor's beliefs or judgments about her or his capabilities to effectively counsel a client.

Counseling Competency Skills- (Dependent Variable) According to Bernard and Goodyear (1998) are the skills novice counselors develop in order to enhance and help the helping relationship between counselor and client more effective. In the DMS these skills are identified as process skills, conceptualization skills, and personalization skills.

(e) *Web CT-* Online management software that aids students in their classes by creating, managing, organizing, and housing a Web-based learning environment.

(f) *Asynchronous learning-* Any learning event that is delivered after the original live event or time.

(g) *Synchronous learning-* Learning where people are online at the same time and interaction occurs without a time delay (real-time) and which requires them to attend at specific times.

(h) *Distance learning-* distance learning is a field of education that focuses on the pedagogy/andragogy, technology, and instructional systems design that is effectively incorporated in delivering education to students who are not physically on site to receive their education.

(i) *Text-chat-* (Independent Variable) An online modality within WebCT in which people can chat or communicate in a written format by broadcasting messages to people on the same site in real time.

(j) *Discussion Threads-* (Independent Variable) A method of communication for holding discussions with WebCT to facilitate asynchronous learning in a educational or community based learning.

(k) *E-mail-* (Independent Variable) An electronic message transmitted electronically between computers or people to facilitate asynchronous learning in a educational or community based learning.

CHAPTER 2

LITERATURE REVIEW

Introduction

The information collected for the present review was obtained through an extensive web-based literature search. Both primary and secondary resources provided information through traditional and online journal databases. Materials were obtained through online search engines and electronic databases at North Carolina State University, University of North Carolina at Greensboro, Winston-Salem State University and the California Institute of Integral Studies. The following database search engines were used to obtain the information; NC Live, EBSCO, ERIC and Psych Lit. In this chapter the following will be discussed; (a) a historical context of counselor supervision, (b) studies pertaining to supervision, (c) overview of social role models of supervision, (d) Bernard's (1979, 1997) Discrimination Model of Supervision (DMS) and relevant analysis of supporting research, (e) Bandura's (1977) theory of self-efficacy, (f) research in cybersupervision or online supervision, (g) counselor self-efficacy (CSE) and relevant analysis of supporting research, and (h) terms and definitions pertaining to supervision the DMS, self-efficacy, and cybersupervision.

Historical Context of Supervision

As counselor supervision and training enters into the twenty first century, there are revolutionary steps to be taken. Some in the human services fields or helping profession are fearful and uneasy about the progression on technological means to conduct or perform counselor supervision. As stated in chapter 1, supervision of novice counselors began with live in-session observation and has traveled through the domains of one-way mirror observation, audiotape and videotape observation. Today, live

supervision has taken a new definition where the supervisor can conduct his or her duties from miles, states, or counties removed from the supervisee. The availability of the World-Wide-Web and the newest instructional technology techniques can not only provide the novice counselor unparalleled only convenience in receiving supervision, but can enable the supervisee to get specialized supervision in fields of counseling he or she would not other get unless there was a change in geographical region. Examples of the techniques that can be used in this manner are: live web-cam supervision, streaming video (synchronous communication), e-mail, and discussion threads (asynchronous communication) (Watson, 2003).

Currently in 2005, the latest progression of cybersupervision is taking place at Radford University where cybersupervision is being combined with the most current forms of instructional technology. Anderson, Scott, Sherman, Vacaree, and Ramsey (2005), are evolving the notions of Bloom and Waltz (2000, 2004) in using technology in the behavioral sciences. They state that technology has no inherent value in and of itself. Instructional technology has value to us in counselor education to the extent that technology aids us in achieving professional values, pedagogical goals, and objects (Anderson et al. 2005, p.5). Through this specific ideology, Anderson et al. (2005) are currently using a wireless networks, DVD MovieFactory digital software, tablet personal computers (Tablet PC's), and Macromedia Breeze and Microsoft OneNote software with basic software to video conferencing capabilities. This is providing a form of supervision not yet fully experience by the counseling education or counseling psychology community.

Models of Supervision

Bernard and Goodyear (1998) propose four major theoretical models of counselor supervision; (a) psychotherapy based, (b) developmental models, (c) social role models, (d) eclectic or integrative models. The major focal point of this research resides in the DMS, thus a review of other social role based model is relevant. The two models chosen to review are the Hawkins and Shohet Model and the Holloway Model.

Hawkins and Shohet (1989) developed a social role model of counselor supervision. This model is based on performing supervision in a supportive and reassuring therapeutic environment. The model is based upon five foci approach which organized the supervision process into two inter-locking matrixes of the therapy system and supervisory systems. The five foci begin with the client and therapist (supervisee) and end with supervisee and the supervisor (Bernard and Goodyear, 1998). These five foci are as follows; (a) the setting or modality of the therapeutic environment, e.g., individual or group counseling, (b) the supervisor – supervisee contact, (c) the counseling orientation of both the supervisor and supervisee, (d) the stage of development to the supervisee, and (e) the style and role of the supervisor.

Holloway (1995, 1997) developed a comprehensive interdependent seven dimensional system of counselor supervision. According to Bernard and Goodyear (1998) states, this system includes foci on (a) the supervisory relationships itself, (b) characteristics of the supervisor, (c) characteristics of the institution where the supervision takes place, (d) characteristics of the client, and (e) characteristic of the supervisee (p.32).

Bernard's Discrimination Model of Supervision

The supervision of novice counselors, like the teaching and learning processes, is a complex, multidimensional, and experiential process. The competent training of counselor training and supervision has been practiced, research and reported for over a century. The emphasis of counselor supervision is rooted in psychotherapy, developmental models, eclectic or integrated models and social role models. However, whether the supervision model is developmental or social role based, the emphasis of most scholarly work and research has been on the one to one relationship between supervisor and supervisee. For this researcher the importance lies in social role models of supervision, because of *social role* orientations such as mentor, teacher, consultant, therapist or counselor.

The Discrimination Model of Supervision (DMS) developed by Bernard (1979, 1997) is a social role model and a comprehensive perspective in counselor supervision. The model is based upon a three role and three supervisee foci basis. The model is situation specific in regard to the training between supervisor and supervisee. Within this model, the supervisor tailors his or her responses to the specific particular supervisee's needs. This allows for the supervisor to be more flexible which allows the supervisor to change her or his role from session to session or even within a session. Here the DMS is considered to be a "technical eclecticism" in regards to the training aspects of supervision (Bernard & Goodyear, p. 30, 1998). Thus, the DMS is a holistic approach to counselor supervision, because of the inferential and inductive processes.

Through this supervision model, counselor training is related to, but also separate from the therapeutic process. Bernard (1979) stated that this model can and is well suited for the supervisor and supervisee pre-practicum counseling experience. The nature and

social role framework of DMS assists the supervisor in developing a multidimensional and holistic supervisory experience which helps the supervisee in acquiring functional and appropriate novice counseling skills. The research that has been done supports the social role model of supervision in the areas of skill acquisition (Karr & Geist, 1977; Ronnestad, 1977), in social learning theory and modeling (Alssid & Hutchonson, 1977; Gulanick & Schemeck, 1977), and didactic/instructional emphasis by Hanson, Pound, & Petro, 1976.

This supervisory model is based upon three primary roles of the supervisor and three foci of supervisee counseling skill development. Bernard (1997) suggested that the major aspect of this model is the supervisor's role. The supervisor, regardless of the developmental or skill acquisition level of the counselor, can assume one of the following three roles: supervisor as teacher, supervisor as counselor, and supervisor as consultant. According to Bernard (1979), the supervisor's intentionality place behind a chosen role and her or his sound rational choice for the role is important to maximizing the supervisory experience for supervisor and supervisee. Therefore, DMS is of high importance for the supervision process to be able to identify which role could maximize the supervisee's training.

The supervisor's role as teacher is viewed as the instructional aspect of the model. Here the supervisor provides direct instruction to the supervisee on counseling techniques and how these techniques coincide with different theoretical foundations counseling. The second role, according to Bernard (1979) is the counselor. Within this role, the supervisor is likely to discuss, overtly and covertly, the supervisee's personal issues that may impede on her or his own counselor development. This specific role can also help the novice counselor with his or her self-doubts, nervousness, and self-expectations as a

professional counselor. Lastly, the third role of supervisor is consultant. This role is best described as the interviewing role wherein the supervisor examines counselor development.

For the supervisee, the focus areas of the DMS are process skills, conceptualization skills, and personalization skills. For the novice counselor, process skills are related to the overt attending skills used in therapy sessions. The skill acquisition include: (a) opening the therapy session, (b) skill competence in probing questions, reflections, restatements, interpretations, and client summarizations, (c) assisting clients in expressing what is on his or her mind, and (d) using nonverbal communication to enhance verbal communication (Bernard, 1979).

The conceptual skills relate to the counselor's covert behaviors and cognitive skills such as how to synthesize counseling theory with counseling practice. According to Bernard (1979) the types of novice counselor behavior seen here are (a) the ability to understand what the client is saying, (b) the skill in identifying themes in the client's messages, (c) the ability to recognize appropriate and inappropriate goals for the client, (d) skill in choosing strategies that are appropriate to the client's expressed goals, and (e) ability in recognizing subtle improvements by the client (Bernard, 1979, p. 62).

The personalization skills are directly related to the novice counselor's learning. These sets of behaviors are overt and subtle and relate to the counselor's personal awareness of her or himself within the therapy session itself. Examples of the foci are (a) the counselor comfort in assuming authority in the counseling relationship, (b) the ability of the counselor to be challenged without being defensive, (c) the ability of the counselor to feel comfortable about his or her and or the client's feelings, values, and beliefs, (d) the counselor's ability to have fundamental respect for the client (Bernard, 1979, p. 63).

Theoretically within the supervisory dyad, the supervisor helps the supervisee work through uncomfortable feelings of morality or identity development, aids the supervisee in not letting her or his personal issues affect her or his counseling role, and assists the supervisee in any specific process skill such as attending skills to improve the supervisee's counseling sessions.

As in any theory, the DMS has its limitations. The DMS functions optimally when the supervisor has competence in all three of the supervisory roles. However, most supervisors are not equally competent in all three. Thus, this leads supervisors to rely on one or possibly two primary roles in training the novice counselor. According to Bernard (1979 & 1997), this is known as the supervisor's *idiosyncratic style*. Therefore, supervisors need to develop competence in the role or roles in which she or he is not naturally competent. Moreover, in the DMS, the supervisor can easily fall into oversimplification of expected roles in regards to the trainee's process, conceptualized and personalized skill obtainment. This author believes that the discrimination model is situational and contextual and specific to the trainee's counseling skills and skill obtainment. Thus, the supervisor can positively affect a trainee's process skill not only as a teacher, but also as a counselor and consultant.

Relevant Discrimination Model Research

The following research is presented in support of Bernard's (1979, 1997) Discrimination Model of Supervision. This material will be presented in chronological order so to illustrate a timeline of the research performed to indicate the models effectiveness and application to this study. The findings of Stenack and Dye (1982, 1983), Goodyear, Abadie, and Efros (1984), and Ellis, Dell, and Good (1988) have

demonstrated the construct validity of DMS and its roles and foci and its relevance as a model of counselor supervision.

Stenack and Dye (1982, 1983) studied the DMS first to determine if there was a clear distinction in the supervisory roles of teacher, counselor, and consultant. In their second study, they evaluated the use of the DMS in influencing supervisee behaviors. Both studies have directly supported the validity of Bernard's views of counselor supervision.

In Stenack and Dye's 1982 study, the authors performed a two survey descriptive study, which would measure systematic classification of supervisor behaviors to develop a list of practicum supervisor behaviors which coincide with the roles of DMS. Stenack and Dye, first surveyed (n=20) counseling faculty and doctoral students on supervisory behaviors as identified by Patterson (1964), Worthington and Roehlke (1979), Zimmer and Park (1967). The participants were asked to add any additional behaviors not already included. Subsequently, the authors administered an expanded 60 item survey to faculty and doctoral students (n = 36), requesting them to rate each supervisory behavior/statement according to how well they described each role on a seven point Likert scale labeled for teacher, counselor, and consultant. The supervisory behaviors list was placed in random order to lower participant bias from the first survey. The data in this expanded second survey was evaluated three different ways: (1) by highest mean rating of the top 20 statements, (2) analysis of variance was performed on each statement to determine which discriminated between roles at a statistically significant level, and (3) principle components analysis was performed to identify distinct factors within each role and eliminate areas of overlap among role descriptions.

The results of this study proved that the teacher and counselor roles were well defined; whereas, the consultant role was more vague and ambiguous and consistently lower than the teacher or counselor roles. This led to sufficient evidence demonstrating that the consultant role was profoundly overlapped by the other roles, especially the teacher role. Through the analysis of variance of each behavior statement the teacher and counselors roles were highly significant at the $p < .01$, confirming that the teacher and counselor roles were more clearly defined than the consultant role. Factor overlap on each of the roles were reported, and confirmed that; (1) some of the listed supervisory behaviors on the survey belong to more than one role and are not discriminatory, (2) factor 2 of the teacher role overlapped the counselor role, and (3) Factor 1 of the counselor role overlapped the teacher role and the teacher-counselor-consultant, and (4) factors 1, 2, and 3 of the consultant role contained overlap with the teacher and counselor role.

In the second study, Stenack and Dye (1983) used a descriptive research method to test the DMS with 5 doctoral students (supervisors) and 15 novice masters counselor (supervisees) in a counseling practicum at a large Midwestern university. The participants were homogeneous in sex, age, and experience. The authors conducted pre-training on the DMS for the doctoral supervisors with an independent evaluation of DMS competencies. The study used factor analysis with two controlled variables: (a) the supervisory roles implemented during a session and, (b) the effects that gender of the supervisors and supervisees had on their interactions. The supervisory sessions were broken down into five timed phases with proper role adoption controlled by an independent supervisor. The phases are (a) Phase I no role assignment and a 5 minute duration, (b) Phase II first role assignment and a 10 minutes in duration, (c) Phase III

second role assignment and 10 minutes in duration, (d) Phase IV third role assignment and a 10 minute duration, (e) Phase V no role assignment and a 5 minute duration. To further control the study's validity, the researchers assigned each supervisee to participate in two sessions. Role order and sex pairing were controlled by random assignment of supervisees in experimental blocks composed of differing sexes and following different role orders.

The non-role phases I and V were used as baseline data. The first 3 minutes of each assigned role phase was eliminated for supervisor transitions from phase to phase and the last 2 minutes of each phase was eliminated due to the possible anticipation to the supervisor transitioning to the next role assignment. Then the *Cramer's v* interrater reliability test was performed and the results were .86 and .78 for supervisor and supervisee respectively (Hays, 1963 & Norusis, 1979).

The authors then performed statistical analysis to determine the mean levels of supervisor's role consistency and supervisee foci. Then, *t* tests (Edwards, 1968) were performed on the mean deviations of individual supervisory performance, role order, sex match of supervisor and supervisee, and supervisee content verbalizations. The content of supervisee verbalizations (actions, feelings, and thoughts) was evaluated by comparing the supervisee statements from the unstructured and role structured phases of the supervisory interview.

The supervisor role results of the study were as follows: (a) 91% of the teacher statements correlated with the teacher role, (b) 65% of the counselor statements correlated with the counselor role, and (c) 59% of the consultant statements correlated with the consultant role. These findings proved that the supervisee was exposed to similar role experience despite supervisor assignment. Additional findings also point to a

supervisor tendency to adopt the counselor and consultant roles even though the teacher role proved more correlated in the analysis. The finding in regards to sex role consistency did not significantly influence overall supervisory roles. The findings on the supervisee content verbalizations found relationships between; (1) teacher role and supervisee action and thought statements, (2) counselor role and supervisee feeling statements, and (3) consultant role and thought statements. The authors pointed out that that the supervisees tended not to focus on actions, i.e., interventions, practice, didactics, and process skills, and preferred to focus on their own affect, defenses, and image as counselors.

Through an analysis of Stenack and Dye (1982), they gave an informative and comprehensive review of all past literature/research in the development of the DMS which clearly synthesized the author's research goals and instrument development. They provided tables and figures, which stood alone, and a full DMS supervisory behavior list, which gave complete definitions and descriptions of the supervisory roles. Their method of collecting data was reported accurately, but the preliminary information collection to construct the survey may have increased experimenter bias in the final results. In addition, their sample was well defined and clearly representative of a supervisory population, but there was an insufficient number of participants for the initial data collection to construct the survey.

The return rate of the survey was 62%, which proved to be sufficient in the interpretation of the results, and there appeared to be a direct connection derived from the list of supervisory behaviors and the significance found in the supervisory comparison tables. The authors discussed the results in regards to future implications for further

research in counselor supervision and development of additional surveys for use on the DMS.

Evaluation apprehension was prevented by employing independent evaluators in the initial information gathering and the final analysis of the survey results. The research performed by the authors did confirm past research findings on the construct validity of the teacher and counselor role of the DMS supervisory process and found there was more research needed in the consultant role of supervision.

In the 1983 study the authors did not directly state whether they were exploring and confirming the DMS or its applicability to a practicum setting. However, there was evidence of both within the study. The sample size in the study was sufficient considering the participants were drawn from a university practicum course. The sample was homogenous and all supervisors were trained in the DMS prior to the study. All data was randomly collected during the study and was categorized and evaluated by independent raters. Randomization was used in the controlled variables and role/sex matching in supervisory sessions, but there was no randomization of the sample participating because they were chosen on a volunteer basis based upon enrollment in a counseling practicum course.

There were no actual correlations of, r^2 reported in either the discussion or tables. Also, there is no report on the variance within the correlative relationships. For all t -tests the significance was set at $p < .001$ on examining supervisory role effecting supervisee focus and set at $p < .05$ for all other analysis. The authors provided the Edwards (1968) formula for the significance and deviations performed in the study. Inter reliability tests were performed and it was found to be well above the standard of .70. However, this is a limitation to the study due to the increased significance from multiple t tests.

The 1983 study information presented in the tables was discussed and connected to the 1982 study, and the current research goals, findings, and implications for further research of the discrimination model. The instrumentation and overall study design was unchanged, and regardless of supervisor assignment, over 90% of the supervisory experience was the same for all supervisees. The authors did not address supervisee focus preferences and actual supervisee needs. Also, there was no attempt to define optimal role performance of the supervisor. This model of supervision appears to have a positive effect on counselor development during the practicum experience. More research must be done in these two areas.

Goodyear, Abadie, and Efros (1984) performed a study to compare the Client-centered, Gestalt, Psychoanalytic, and Rational Emotive theoretical orientations in counselor supervision. This study had four main purposes; (a) to investigate the impact of the supervisor's expertness, attractiveness, and trustworthiness, i.e., supervisory style, and how it can be used to differentiate supervisors of different therapeutic orientations, (b) to test the DMS as it relates to these theoretical orientations, (c) to compare the extent that the participant's ratings of the supervisory process or supervisee's competence were influenced by the difference in theoretical supervision, and (d) how the participant's perceptions of the severity of the client's issues differ as a function of the type of supervision they observed. However, for this author, the relevance to this research only with the DMS as how it relates to the present study. Thus the literature present by Goodyear, Abadie, and Efros (1984) is reported as follows.

The study used a homogeneous group of 58 experienced supervisors (31 male and 27 female), average age 35.1 years, who either attended the 1982 Association of Counseling Center Training Agents meeting or worked at counseling centers in

Midwestern state universities. The participants were asked to view a series of counseling sessions (Goodyear, 1982), and rate these supervision scenarios on the Response Style Checklist (RSC) developed by Venzor, Gillis, and Beal (1976) and the Supervisory Rating Form (SRF) developed by Barak and LaCrosse (1975). The RSC described the counselor's role, through factor analysis, of nurturant supervisor, model supervisor and the critical supervisor. The SRF is a bipolar Likert scale measuring the expertness, attractiveness, and trustworthiness of the supervisor. The video segments contained Erving Polster (Gestalt), Carl Rogers (Client-centered), Rudolph Ekstein (Psychoanalytic), and Albert Ellis (Rational-Emotive) supervising the same therapist and participants rated their observation of these sessions on the RSC and SRF. In addition, using Goodyear et al., (1984) Likert and continuum rating scales with one open-ended question, participants were asked to rate additional observations for the supervisory roles and supervisee's foci for Bernard's (1979) DMS.

Findings for the Goodyear et al., (1984) portion of this study were significant. There were significant correlations between the supervisory roles and supervisee foci in the DMS. The study also points out the obvious weakness of the consultant supervisory role. There were significance correlations found in regards to supervisory variables at $p < .01$ level. There were also additional MANOVAs and ANOVAs run which revealed further significance in the domains of physical attractiveness and the supervisory roles of the DMS. However, there was no significance found in expertness or trustworthiness.

The results for the discrimination model were found to be significant and were supported by the Kruskal-Willis test and Mann-Whitney U post hoc analysis. This researcher believes that these two tests increased the study's internal validity because there was multi-factor analysis done on all supervisory roles and supervisee foci as well

as a multi independent group comparison of each role and foci. Thus, there was a sufficient amount of the variance accounted for between the groups of supervisory roles with particular supervisory foci.

Through correlational and confirmatory factor analytic methods, the Goodyear et al. (1984) study reported significant relationships on all the four researcher's goals, and there was a correlation matrix provided. The strength of the relationships was reported at $r(50) = .354, p < .01$. Goodyear et al. (1984) certainly strengthened the validity of the study by employing both the RCS and SRF. This eliminated any mono-measurement bias. The RCF and the SRF should be considered valid and reliable for the purpose of this study due to the adequate range in ratings and its comparison to the Smith (1982) study on counseling and psychotherapy. Goodyear et al. (1984) discussed implications for counselor supervision, the DMS, and future research, specifically pointing out the importance of future examination of the DMS in supervisee developmental levels.

The scales used to evaluate the DMS were not as clearly defined. At the time this research was conducted the reliability and validity was fairly strong. However, in follow up research performed on the DMS, comparable and revised measures have proven to be more effective. The DMS evaluation scale was a bipolar Likert scale weighting supervisory style and supervisee foci independently and in regards to use of style, frequency of style used, use of style on supervisee foci, and perceived supervisee satisfaction. The results of these measures appear to account for enough variance in comparing supervision style and supervisee foci and their various components.

The correlational tables did stand alone and stated the significance found in three out of the four researcher goals. The collection of data was adequate, except for the obvious limitation of observer bias based upon counseling orientation of the participants.

The Kruskal-Willis portion tested for the differences among the supervisors for their perceived emphasis on each supervisory role. The Mann-Whitney U post hoc analysis revealed that there was significance in all supervisory roles and foci except for the consultant role. These two statistical tests revealed that the DMS was a sound model to use for counselor supervision.

Ellis, Dell, and Good (1988) performed two descriptive studies examining the dimensionality and construct validity of Bernard's (1979) DMS. The premise was that the supervisor's and supervisee's perspectives roles were pivotal in defining a construct they labeled as *salient or core dimensions* of counselor and counselee supervision. The second study supported and addressed the limitations of the first study.

The first study used 15 doctoral participants (10 female and 5 male) from a Midwestern counseling psychology program with a mean age of 28.7 years. The authors examined dimensionality of supervision roles as it corresponded with the supervisory foci. Under this premise, the authors combined these dimensions and referred to them together as *supervisor role stimulus*. The supervisory roles matched up with the supervisee's foci as follows; teacher-process, teacher-conceptualization, teacher-personalization, counselor-process, counselor-conceptualization, counselor-personalization, consultant-process, consultant-conceptualization, and consultant-personalization. All the paired roles and foci were rated on a 9-point scale ranging from very similar (1) to very dissimilar (9).

The procedures in the first study entailed the participants, as supervisees, evaluating the nine supervisor role stimulus on a scaling questionnaire generated by the Jiffy scale computer program (Cohen & Davison, 1980). Their evaluations were solely based upon their reflective thoughts and feelings of their own supervision process. They

were asked to decide which characteristics, attributes, or dimensions of supervision were important to them. In addition, to facilitate the data gathering, the participants were asked to evaluate each nine foci on ten attributes on a 9-point bipolar Likert scale. The ten positive pole attributes were as follows; (a) extremely cognitive, (b) extremely emotional, (c) extremely behavioral, (d) extremely supportive, (e) extremely evaluative, (f) extremely confrontive, (g) extremely critical to effective supervision, (h) extremely characteristic of supervision with a competent supervisee, (i) supervisor structures supervision, and (j) supervisor has power or authority. Further analysis was done by comparing the supervisory roles and supervisee foci with the multidimensional-scaling design (MDS). With the MDS Ellis et al., (1988) further analyzed DSM construct validity using a metric differences program, INDSCAL (Carrol and Chang, 1970), in order to fit the nine foci matches into a three dimensional map (Ellis, Dell & Good, 1988). This process provided a confirmatory analysis of the dimensionality of the DMS.

The results supported three defined dimensions of supervision in Bernard's (1979) DMS. These dimensions were as follows; (a) Process versus Conceptual Focused Supervision, (b) Directive versus Non-directive Supervision, and (c) Challenging Cognitive-Behavioral versus Supportive Emotional Supervision. The weights of importance were .37, .40, and .74 respectively. In addition, through further researcher analysis of dimension two, a contrast between the supervisory roles of consultant versus the combined roles of teacher and counselor was found.

In study two Ellis et al. (1988) addressed the three obvious limitations of the first study; (a) the generalizability of the study to other universities and programs and sampling size, (b) the fact that Bernard's model was only two dimensional (supervisor and supervisee) versus their findings of three dimensions, and (c) the investigation of

comparable models of supervision to facilitate the emergence of other dimensions of supervision.

This study, homogenous in nature, and included both doctoral and masters level students in both counseling and rehabilitation counseling programs as well as psychology, with a sample size 48. The mean age of the participants was 29.2 years, and all participants appeared to have sufficient understanding and educational background to participate in the study. In addition, to address the two-dimensional nature of the discrimination model, they added a third dimension to Bernard's model labeled *self-supervision* and connected this dimension to the existing supervisee foci of process, conceptualization, and personalization. Lastly, to further examine the possible emergence of other dimensions, the authors evaluated the Litterell, Lee-Borden, and Lorenz (1979) study, which is a developmental supervision model consisting of four unidimensional stages of facilitator, teacher, counselor and consultant, and self-supervisor. The authors chose this model because of the compatibility with the DMS, and to incorporate their added third dimension with the results from the first study.

The procedures and methodology in the second study were the same except for the additional dimension from the Bernard's model and the matched pairs from the Litterell model. Two-tailed *t* tests for the means for independent sample were performed with an alpha of .01, because of these additions. Doctoral supervisees were found to be older than the master supervisees by 4.5 years, and were seeing almost nine clients more per week. There was no significant difference in the length of supervisory experience. Finally, two *z* tests of proportions for independent samples were performed, and there were no significant differences found in the proportion of men versus women in the two groups.

The results of study two revealed that the three dimensional configuration in study one was equally supported in study two, and the level of significance of the third dimension was found for both the master and doctoral supervisees. One outcome which emerged from this second study was the change to dimension (a) with the addition of Personal - Process-Personal Foci versus Conceptual Focus. The weights of importance for the doctoral supervisees were .52, .33, and .55 respectively. The weights of importance for the master's supervisees was .40, .45, and .58 respectively. Finally, the bipolar Likert scale showed that correlations for each participant averaged .70 for seven correlations only.

In the analysis of the two studies by Ellis et al., (1988), there was clear support for construct validity of Bernard's (1979) DMS. However, they did not confirm that there are clear core dimensions in counselor supervision. The sample in both studies was homogenous and clearly representative of a supervisory population. The participants appeared to possess the knowledge base for participation in the study and the survey return rate in study one was seventy-five percent. There appeared to be no evaluation apprehension of the participants in either study.

In terms of final examination of the two studies, the discrimination model was supported in its original context of Bernard (1979) and of the expanded version by Ellis et al., (1988). Specifically, the supervisor role of teacher and counselor were very well supported, while the consultant role was only moderately supported. The supervisee roles of personalization and process were not clearly defined, nor were there any *salient or core dimensions* found for counselor and counselee supervision.

The evaluation methods in both studies were well defined, however, the analysis of Bernard's model was performed by MDS (Multidimensional-Scaling Design), which

requires a minimum sample size of $n = 15$. This author has no way to validate the reliability of the metric differences program. Ellis et al., (1988) used sufficient enough measures to support their findings. The tables and figures provided stood alone and provided correlations of the bipolar attribute scales in both studies. There was a correlational matrix provided and both significant and non-significant data were reported. The ranges within the scales were sufficient. The bipolar Likert scale showed that correlations for each participant averaged .76 and accounted for a little less than 90% of the variance. The significance found by these researchers definitely supports the overall construct validity of the DMS.

The statistical tests used by Ellis et al., (1988) were discussed and presented in a clear manner. However, the implications for further research on the DMS and core dimensions of counselor supervision should have been connected to the findings more sufficiently. These researchers added additional support to past research findings on the DMS by further establishing validity in the supervisory roles of counselor and teacher and more credible support in the consultant role.

The specific limitations of this second study were controlling the extraneous variables, such as supervisor behaviors, which could possibly be addressed through an experimental, quasi-experimental, or single case study research design. This would provide more internal validity to the DMS theory. The emphasis or focal point of any future research should be dedicated to finding those components that are most effective in supervisee's counseling skills.

Summary of the Discrimination Model of Supervision and Supporting Research

The research provided by Goodyear, et al. (1984), Ellis, et al. (1988), Stenack and Dye (1982, 1983) support the effectiveness of the DMS. The research demonstrated that

the consultant role as having the least construct validity and the teacher and counselor roles having the most construct validity within the DMS. Specifically, Stenack and Dye (1983) found a connection between the supervisory role of teacher and counselor affecting the supervisee's perception of their own affect, defenses, and image as counselors, i.e., counseling self-efficacy. Self-efficacy theory in counseling has been addressed by Goodyear and Bernard (1998). They have looked at the absence of effective self-efficacy research on counselor supervision. Goodyear and Bernard point out three primary reasons why self-efficacy research is insufficient because; (a) there has been minimal research done in the area of counselor supervision, (b) there has not been supervision model manuals and/or protocols to make sure that any particular supervision model is being followed and how that given model affects efficacy, and (c) there is extreme difficulty in designing a study which accurately measures efficacy and still protects the client. Thus, this area in supervision needs to be explored more in depth to discover how an increase in a counselor's beliefs can positively effect a person's counseling abilities.

Bandura's Social Cognitive Learning and Self-Efficacy

The evolution of social learning theory by Miller and Dollard (1941) and Bandura and Walters (1963) began over four decades ago. Up until that point, learning was viewed through traditional behaviorist notions of associationism and classical conditioning. Miller, Dollard, Bandura, and Walters postulated that learning stemmed from drive reduction principles and notions of learning by modeling, observation, and vicarious reinforcement. Furthermore, Bandura (1977, 1989) added his notions of self-efficacy or self beliefs to the social learning process and still again expanded his notions to a *social cognitive theory* (SCT). Today, SCT is seen as a theoretical perspective where

humans are viewed as self-organizing, proactive, self-reflecting, and self-regulating rather than reactive organisms shaped by environmental forces or inner impulses.

Bandura viewed learning as a dynamic interplay between personal, behavioral, and environmental influences. In 1986, Bandura introduced his notion of triadic reciprocal determinism. The basis of triadic reciprocal determinism lies in (a) personal factors in the forms of cognition, affect, and biological events, (b) behavior, and (c) environmental influences that result in a triadic reciprocity. It is this reciprocal nature that makes it possible for therapeutic and counseling efforts to be directed at personal, environmental, or behavioral factors of the client or counselor.

Bandura (1977) defined self-efficacy as a person's beliefs about her or his capabilities to bring into being a level of performance which influences her or his life. According to Bandura, self-efficacy is interconnected to a person's motivational level, affective and cognitive processes, and self-regulatory behaviors. Efficacy affects motivational influences by the self-regulation of cognitive generated motivation or forethought. Efficacy by its nature sets goals for the individual and courses of action to obtain them. Efficacy impacts affective (mood) and cognitive processes by the purposeful thoughts or visualization of success. Purposeful thought acts as a way to formulate personal beliefs which increases coping skills to combat environmental based stressors. The person analytically thinks her or his way through a situation to predict and develop ways to control situations that affect his or her life. Lastly, efficacy impacts self-regulatory behaviors because of the potential for self-directed changes in individual behavior. According to Bandura, self-regulation brings about self-observation and self-monitoring, and self-judgment in regards to personal actions, choices, and attributions. Ultimately, motivation, affective and cognitive, and regulatory behaviors make a

counselor or client, not only believe in her or himself, but make her or him more effective counselor or in more control of their lives.

In a general context, self-efficacy theory postulates that successful human performance requires not only the knowledge and skill, but also a deep rooted belief system that one has the ability to perform such a behavior, i.e., self-efficacy. Bandura (1977) believed that self-efficacy is not only acquired or learned, but is effected by an individual's biological states of arousal. He stated that efficacy was learned from the following areas: (1) successful accomplishments in performance, (2) vicarious learning, (3) verbal/social persuasion, and (4) reductions in emotional arousal.

Bandura's (1977, 1989) notion was that individual belief systems as they relate to successful accomplishments are built through the person's sense of mastery, i.e., optimal performance within task orientation. In a counseling related context, this is demonstrated by the counselor believing that she or he is optimizing the client's welfare through the counseling relationship. Hence, counseling efficacy is then connected to vicarious learning or socially modeling human behavior. Where the person observes another and then mimics observed behavior such as the counselor mimics the attending skills as observed through a supervisory experience or watching a video tape.

Verbal/social persuasion as a source of self-efficacy is an individual's beliefs as a result of the social or verbal messages as they are received from others. These persuasions can involve verbal/non-verbal judgments by others. In addition, social persuasions have a profound effect on one's self-confidence and cultivate an individual's beliefs in his or her capabilities to envision the attainment of success.

The last source of self-efficacy is the reduction in emotional arousal or physiological states which contribute a person's belief systems. States such as stress,

anxiety, fatigue, and mood affect self-belief systems. Basic cognition or “thinking” can influence the way a person views his or her performance. Whether a thought be positive or negative it has the capability to affect a person’s confidence, affective reaction or mastery toward performance, and or trigger satisfaction or aversive feelings about the actual performance itself.

Although Bandura did not address specific research in counselor self-efficacy (CSE), many of his theoretical points of view on the subject area are adaptable to the counseling fields. When adapting his SCT to novice counselor training, CSE is a foremost causal determinant of effective training. Bandura (1977) believed that a person’s beliefs affect choice of counseling responses, effort expenditure, and persistence in the face of failures, and risk-taking behaviors.

Larson and Daniels (1998) reviewed the CSE literature and define CSE as “one’s beliefs or judgments about her or his capabilities to effectively counsel a client in the near future” (p. 180). CSE has been hypothesized and validated in the areas of counselor anxiety, counselor performance, and the supervision environment (Friedlander, Keller, Peca-Baker, & Olk, 1986; Johnson, 1985; Johnson & Seem, 1989; Kopala, 1987; Larson et al., 1992). Larson and Daniels (1998) believed that efficacy beliefs affect counseling behaviors and actions by the counselor’s self-generated affective, motivational, and cognitive processes. These self-generated processes can be validated through the adaptation of Bandura’s (1986) SCT and Self-Efficacy Theory to counselor training. When adapting Bandura’s theory the higher the CSE, the more likely the counselor would view her or his anxiety as challenging, to set realistic and obtainable goals, and use self-generated cognitive processes as self-aiding agents toward success.

Counselor performance or increasing CSE is of main interest. This is because of its direct comparison with Bandura's SCT. CSE has a direct connection with mastery, modeling, social persuasion, and affective arousal as validated by Munson, Zoerink, and Stadulis (1986); Munson, Stadulis and Munson (1986); Larson et al. (1992); Johnson (1985); Johnson & Seem (1989); Johnson, Baker, Kopala, Kiselica, and Thompson (1989); Larson et al.,(1993); Larson, Clark, Wesely, and Koraleski (1999); Leach, Stoltenberg, McNeill, and Eichenfield (1997); White (1996); Melchert, Hayes, Wiljanen, and Kolocek (1996); Crutchfield and Borders (1997); Daniels (1997) and Kopala (1987).

The research performed by Larson et al. (1999), Melchert et al. (1996), and Leach et al. (1997) is of special interest. These studies look at increases in CSE through training and experience, specific intervention techniques in counselor training, and the Integrated Developmental Model of Supervision (Stoltenberg and Delworth, 1987).

Using a pre-experimental design, Melchert, Hayes, Wiljanen, and Kolocek (1996), examined if counselor self-efficacy (CSE) increased as counseling practice time increased. The authors developed and tested a self-efficacy instrument within counselor training and supervision, examining any change in a counselor's self-efficacy development over a wide range of training and experience from the perspective of Bandura's self-efficacy theory (1977, 1986). The authors believed that none of the past research in the area of CSE and supervision, specifically, Friedlander and Snyder (1983), Sipps, Sugden, and Favier (1988), Johnson et al. (1989), and Larson et al. (1992) addressed CSE in relation to a counselor's development from beginning novice counselor to the licensed experienced counseling psychologist. The authors believed that self-efficacy for performing counseling increased as professional training and experience is acquired, and they developed the Counselor Self-Efficacy Scale (CSES) to test this

hypothesis. Thus, a sub-hypothesis, as well as integral part of the study, was to test for the construct validity and reliability of the CSES.

The participant pool was masters and doctoral students in a counseling psychology department at a large Midwestern university. The licensed psychologists were pooled from the counseling center at the same university. There was a total of 138 ($n = 138$) participants, but three quarters were women. However, the range counseling experience of the participants, first year masters students with no experience to licensed psychologist with fifteen or more years of experience was representative for the hypothesis of the research. The only partially under represented population were the professional psychologist and those participants with 15 or more years of experience. All participants were asked to fill out a demographic questionnaire and rate themselves on the CSES.

The CSES is a 20 item instrument which uses a 5 point Likert scale indicating the degree of agreement regarding the participant's confidence on his or her counseling abilities. Half of the statements on the scale are worded negatively for prevention of respondent bias, thus making participants respond with less bias to the remaining 10 questions. The positive answers were inversely recorded so to match high score with high CSE.

The authors performed the construct validity and reliability of the CSES in several ways: (a) by total agreement of the four authors on the content of the instrument, (b) by three independent expert licensed psychologists evaluating the content of the instrument, (c) by using the Self-Efficacy Inventory (Friedlander, 1983) by examining the convergent construct-related validity, and (d) by use of a test-retest of the CSES, to examine any content-validity of .85. Through the results of the research and the Cronbach alpha

procedure, they reported content-validity of the CSES was found to .91 as compared to the content validity of the Self-Efficacy Inventory (SEI) at .93.

The results of the experiment were obtained through multiple regression on the CSES scores with the level of training and amount of counseling experience of the participants as the independent variables. In addition, there was an analysis of variance with Duncan's multiple comparison procedure. Melchert et al. (1996) concluded that CSE was related to the amount of counseling or clinical experience. In addition the CSES is a valid and reliable measurement of CSE as established by Melchert et al. (1996).

In the evaluation of this study the sample was well described, defined, and relatively representative of the population which needed to be evaluated. However, females outnumbered males 3:1, which was an obvious limitation to this study. The research design and steps of analysis was stated correctly and the data was collected and the results presented in an accurate and appropriate manner. The multiple regression revealed significant f values for training at $f(1, 135) = 66.25, p < .0001$ and for counseling experience $f(2, 134) = 49.85, p < .0001$. Thus, a sufficient amount of the variance was accounted for between training and counseling experience. Furthermore, a Duncan's ANOVA was used to analyze the four significant training groups: first year master's students, second year master's students, postmaster doctoral students, and professional psychologists with $f(3, 134) = 23.44, p < .0001$. As for counseling experience, the counselor's with 5-10, 10-15, and 15 or more years of experience test significant f values of $f(6, 119) = 15.47, p < .0001$. A correlation matrix was provided and a r^2 was reported. Thus, the tables and information provided stood independently and alone.

The study's predictor and criterion variables were found significant and connected to the researcher's goals. The CSES as an instrument had a reliability rating higher than .70. The CSES and the SEI were compared for convergent construct validity and the consistency correlation coefficient measure was .91 and .93 respectively. The authors discussed the research findings in regards to future implications in counselor self-efficacy research and practice.

The primary limitation to this study was the longevity testing of the CSES's validity and reliability. Secondary limitations were CSES as a self-report instrument and this was the only instrument used, the population of professional psychologists was only 5% of the participant population, the study was only conducted at one university, and no participants were outside the discipline of counseling psychology.

Larson, et. al., (1999) using pre-practicum experience, examined the differences in increased novice counselor self-efficacy (CSE) by modeling counseling behavior after a video tape or role play observation. Their experimental pre and posttest design was to prove that by using this brief training intervention it would differentially increase CSE depending on how the novice counselors rated the success of the intervention.

There were 67 participants from seven pre-practicum counseling courses at two Midwestern universities and one Northeastern university. All participants were volunteers, but were randomly assigned to the interventions in each practicum course. There were 30 participants assigned to the role play group and the balance of the participants was assigned to the videotape group.

Larson et al. (1999) methodology was administering the Counseling Self-Efficacy Estimate Inventory (COSE) as a pre and posttest. COSE pretest measures, on a 6-point Likert scale, the judgments of counselors' capabilities to effectively counsel future clients

(1 = not at all successful and 6 = very successful). As a posttest the COSE after viewing the video or role play, the convergent validity was only .55 and .38 respectively. The internal consistency of the COSE established as a pretest was .87 and as a posttest .93 (Alvarez, 1995, Larson & Daniels, 1998, Larson et al., 1992).

The procedure of the study was each participant would: (a) complete a demographic survey and a COSE pretest, (b) either watch their 15 minute tape conduct a 15 minute role play, and (c) complete a posttest COSE and the success rating. The role play interventions were videotaped and standardized across sites. Also, this format was independently evaluated for consistency, session length, and client representation. It was determined that all role plays were equivalent. The videotaped sessions were standardized to match the role plays and also evaluated to be consistent.

Before Larson et al. (1999) tested their hypothesis the intervention variables (videotapes or role plays) were dummy coded and the interaction term *intervention X success rating* was generated. A hierarchal regression was run on the predictor variables (a) COSE pretest, (b) role play and videotape, (c) success rating, and (d) intervention X success rating to view their interaction with the criterion variable or COSE posttest scores. The results of the experiment found all predictor variables significant to CSE and the significant predictor ($p < .001$). Also, the significance counts for 5% of the variance in CSE above and beyond the other significant predictors.

Working from his 1998 review, Larson concluded that CSE was partly determined by a counselor's; (a) decisions to engage in counseling, (b) counseling actions during a session, and (c) effort expenditure during counseling. Through the statistical, internal/external and construct validity analysis Larson et al. (1999) did not do a power analysis for the sample number of population needed for the experiment. The women out

numbered the men almost 4:1 and over 80% of the total participant population was Caucasian. These two factors are certainly limitations to this study, but it did not designate a type I or II statistical error in the research study. Also, seventy-five percent of the sample participated on a volunteer basis. The researcher had explicit research questions and two well developed hypotheses which were connected and proven within their findings. The COSE was used in a pre/post test design and there was a pre-evaluation of the sample on their knowledge of depression and sexual abuse. The COSE reported to have an internal consistency of .93 and a reliability of .87. The assignment of the participants was randomized, thus elevating any internal validity threat to the study.

In regards to construct validity the criterion and predictor variables were well defined. There were four predictor variables tested through a statistical regression (SPSS, 1990). This allowed the researchers to directly evaluate their hypotheses and eliminated mono-operational and mono-method bias. There appeared to be no evaluation apprehension. Whether the observation was a role play (Intervention 1) or video tape (Intervention 2) the findings were comparable on the COSE. The researchers assigned independent blind raters at each experimental site to assure consistency of the predictor and criterion variables. The interaction of testing and effects of generalizability across constructs did not appear to be a problem because of the pretest, intervention, and posttest design.

This study in regards to external threats to validity appeared to be suitable for evaluating CSE. The sample was typical and representative, except for cultural influences. The interaction of history and treatment generalizability was not a problem because of the randomization of treatment across seven pre-practicum courses at three universities. Other limitations of the study were the briefness of the videotapes or role

plays and the role play itself was not interspersed with corrective feedback over time. However, the final conclusions of this research and the COSE as an instrument for measuring CSE are consistent and valid.

The experimental research design performed by Leach, Stoltenberg, McNeill, and Eichenfield (1997), was an empirical investigation of counselor self-efficacy (CSE) as it relates to the two theoretical levels of the Integrated Developmental Model (IDM) of counselor development by Stoltenberg and Delworth (1987). The IDM, unlike the social role model of the discrimination model of supervision, is a developmental model of counselor growth based on three levels: (a) Self and Other Awareness, (b) Motivation, and (c) Dependency and Autonomy. This model operates from the basic premise that novice counselors function at different levels across diverse domains depending on the type of clients and counseling situations the novice counselor has experienced.

Level 1 is based on novice counselor's primary focus on themselves, rather than the client, because of the initial counselor anxiety. The counselors in this level are highly motivated, but are unknowledgeable about counseling and rely on a major amount of supervision. In Level 2, the novice counselor develops an inner conflict between their desire for autonomy and the need for counselor supervision. There is usually a shift in focus from the counselor to the client, as experience is gained. Also as trainee motivation fluctuates, the novice counselor develops insecurities around the quality of her or his counseling skills. This causes a counselor identity struggle within this level. Lastly, in Level 3, the novice counselor becomes more autonomous and motivation is as high as the first level of development. The novice counselor gains a more empathic understanding of the client's perspective as it relates to her or his own experience.

Leach et al. (1997) examined the novice counselor in the IDM domains of intervention skills competence and individual client differences between Level 1 and Level 2 counselors. Leach et al. hypothesized that within the IDM Level 2 counselors would rate higher in self-efficacy scores for microskills, process, difficult client behaviors, cultural competence, and awareness of values than Level 1 counselors. The individual client differences studied were clients who had been sexually abused or those in depressive states. Secondly, they hypothesized that the counselor with more experience dealing with either a sexually abused or depressed client would score higher self-efficacy than the less experienced counselor.

The authors based their methodology on 142 participants, masters and doctoral level students in four different geographic areas in the U.S. The participants were volunteers in supervised practicum, homogenous in regards to sex and had a mean age of 34.5 years. Level 1 practicum students reported a mean of 2.63 supervision courses, while Level 2 students reported 3.47. The two instruments used were the COSE and the Supervisee Levels Questionnaire-Revised (SLQ-R), created by McNeill, Stoltenberg, and Romans (1992). The COSE was evaluated in the Larson et al. (1999) study, thus this author has previously discussed its validity and reliability. The SLQ-R is a 30 item 3 scale instrument designed to delineate the novice counselor constructs or three levels of the IDM. Level 1 score range from 146 and below and Level 2 is 146 or above. The range for this experiment's participants was 77-177. The internal reliability coefficients for the SLQ-R are reported as .83, .74, .64, and .88 for the three levels and total score respectively.

Through the implementation of the experiment the participants were asked to complete a demographic questionnaire, the SLQ-R, and read a two paragraph statement

of a counselor's intake description of either a sexually abused or depressed client. Lastly, the participants were told to imagine themselves counseling the client from the intake description and then to rate themselves according to the COSE regarding their reactions toward the client. The author designated the novice counselor's developmental level and client type, either sexual abuse or depressed, as the independent variables and COSE as the dependent variable.

Using a Pearson r coefficient proved significance between the number of practicum courses and the number of depressed and sexually abuse clients and the number of practicum courses and the SLQ-R. Thus, participants with more practicum experience and client experiences rated in the Level 2 on the SLQ-R. Furthermore, a MANOVA, using the development levels of client type (sexually abused or depressed), and counseling experience as independent variables and COSE as the dependant variable, were run for significance. The significant differences between Level 1 and Level 2 novice counselors, *Wilks's lambda* = .594 $F(5, 16) = 18.59, p < .001$. The univariate analyses of the Level 2 novice counselors mean scores were more significant than Level 1, thus, validating the authors hypothesis that Level 2 participants had an overall higher CSE. As for proving the second hypothesis, a MANOVA using the same independent variables showed statistical significance, *Wilks's lambda* = .822 $F(10, 232) = 2.40, p < .01$. The univariate analyses indicated the client difficult behavior factor explained the differences $F(2, 120) = 4.61, p < .012$. Thus, the second hypothesis proved partially true with higher CSE scores for sexually abused clients only.

Through statistical, internal/external, and construct validity analysis Leach et al. (1997) appeared to have no problems with low statistical power. There were a sufficient number of participants along with clear research questions and two well developed

hypotheses. In addition, all measures were reliable and the data was collected in a controlled fashion.

The study was not randomized, but internal threats of validity appeared to be controlled as much as possible. The participants had previous experience and knowledge of or about depressed and sexually abused populations. This could have had an effect on the outcomes of the experiment, but was not indicated in the results reported on the COSE. Statistical regression was taken care of because the sample was drawn using volunteers from pre-practicum courses for novice counselors and the SLQ-R and the COSE were given in a pre and posttest fashion. Furthermore, all participants did not appear to have an in-depth knowledge base of depressed or sexually abused client, thus not skewing the statistical analysis.

The threats of maturation, testing, and instrumentation did not appear to be problematic because of the construct validity of the SLQ-R and COSE. The participants seemed to have enough time between taking the instruments. There appears to be no issue with selection attribution, or interaction with the selection because the sample populations were from four universities and were both masters' and doctoral level counselors.

The threats of construct validity were controlled in a moderate fashion. The researchers had an adequate explanation of the constructs. The research design and the two different instruments employed appeared to alleviate both mono-operational and mono-method basis. Hypothesis guessing also appeared to be non-problematic because of the wide scope of the experiment and the statistical methods (MANOVA) employed to determine the findings of level 1 and level 2 counselors. Evaluation apprehension and experimenter expectancies were a moderate problem, as the entire sample was taken on a

volunteer basis and the response rate to the self-report instrument was ninety percent. Interactions of different treatments and interaction of testing and treatment were definitely non-problematic due to the SLQ-R and COSE being administered at different times. The generalizability across constructs was not a validity issue because the sample and research designs were the same among the four different sites.

The threats to external validity were problematic, but expected. There were no references to the subject's ethnicity or cultural background. Thus, the employment of this research might be questionable in different cultural settings and could effect future interaction of setting and treatment. Duplication of this experiment would be necessary to make sure that history and treatment could be validated. Other limitations of the study lie with modeling or model observation. This study was only a pencil and paper study with no actual observations or graphical representations.

Summary of Bandura's Self-Efficacy and Supporting Research

The research provided by Melchert et al. (1996), Larson et al. (1999), and Leach et al. (1997) support not only the importance of counselor self-efficacy (CSE) in counseling training but also counselor effectiveness. Melchert et al. (1996), developed the CSES as valid and reliable way to measure CES and showed as counselors experience increased so did the counselor's self-efficacy. Larson et al. (1999), validated increases in CSE in role play and video tape pre-practicum experiences along with identifying three determinants of CSE: (a) decisions to engage in counseling, (b) counseling actions during a session, and (c) effort expenditure during counseling. Leach et al. (1997), showed significance within levels of counselor development; the higher a counselor's development the more self-efficacy the counselor has.

Cybersupervision, Research, and Literature

The literature in the area of cyber supervision or online supervision is limited. The conception of counselor supervision through the internet began in the late 1990's.

In studies of both synchronous and asynchronous communication in the practicum supervisory experience, Coker, Jones, Staples, and Harbach (2002), performed two studies. The supervision model techniques from Bernard and Goodyear (1998) were used in conjunction with face-to face, online, text-chat, and chat-with-video supervision techniques. The studies were pilot pre-experimental designs. Both studies used online, text-chat, and chat-with-video supervision based upon the practicum students' interactions with their clients. The strategy for the two studies was to examine the effectiveness of chat format supervision for novice practicum counselors. The only difference reported between experiments one and two was that the participants were surveyed on the "comfortability" with the Internet, word processing programs, and e-mail in the second study. Most of the participants reported feeling comfortable with an online process. The results from these two experiments were that the web-based supervision was comparable to previous traditional modes of supervision. However, in a satisfaction survey upon completion of the two courses, face-to-face supervision was preferred and web-based supervision was rated most convenient. Through these conclusions, Coker et al.'s (2002) hypothesis was partially proven but not conclusively. In the second experiment, the online and face-to-face session were compared. The results showed that there was minimal difference in the modalities.

Clinegerman and Bernard (2004) performed a study which directly supported the use of e-mail or asynchronous learning in a supervision practicum setting. They conducted an exploratory quantitative study using e-mail as a supervisory tool and

Bernard's Discrimination Model of Supervision (1979, 1997) as a supervision strategy. Clinegerman and Bernard found that in a 15-week counseling practicum course e-mail can be used as an effective modality in the supervision process. They postulated that the supervisee personalization foci of the Discrimination Model of Supervision and the adaptation by Lanning (1986) of the professional behavior foci, would be the major e-mail message focus across an entire practicum course. Their findings were significant in regard to e-mail, as a form of asynchronous learning and were "congruent with a focus on personalization throughout the practicum experience" (Clinegerman & Bernard, 2004, p. 91). The research performed by Zuboff (1988), Batak (1999), Joinson (1998), and Finfgeld (1999), Stebnicki and Glover (2001), and Clinegerman and Bernard (2004) also appears to highlight the effectiveness and benefits of asynchronous communication in the supervisory process.

Summary and Overall Critique of Lit Review

In this literature review this author has investigated the theories or notions of Bernard (1979; 1997), Bandura (1977, 1986), and the supporting research of Goodyear et al., (1984), Ellis et al., (1988), Stenack and Dye (1982; 1983), Larson et al. (1999), Melchert et al. (1996), and Leach et al. (1997) and Watson (2003) to name a few. The significance and importance of well constructed model of counselor supervision, proper counselor skill acquisition, increased self-efficacy, and the emergence of cybersupervision to supplement the counseling supervision process has also been illustrated.

The DMS has served as a cornerstone model of counseling supervision for over twenty years. To summarize the finding of the DSM, it appears to have weaker construct validity in the consultant role and stronger construct validity in the teacher and counselor

roles. Stenack and Dye (1983) found a correlation between the teacher and counselor roles and the counselor's self-efficacy. Lastly, Clinegerman and Bernard (2004) used the DMS in a blended traditional and asynchronous (e-mail) distance learning modality and found significance in the area of congruence between supervisor and supervisee.

Though Bandura (1977, 1986) never directly address CSE, Melchert et al. (1996), Larson et al. (1999), and Leach et al. (1997) came to the conclusions that CSE is significant in both the supervision process and in counselor effectiveness. Research has shown that as counseling experience and skill acquisition increases so does CSE.

CHAPTER 3

METHOD

Single Case Studies N=1 Design

Counseling is an art, a creative medium to assist in the development of self, and a human relationship that deserves effective research methods that aid academicians as well as practitioners. Today the most widely used research method in a clinical or counseling setting is the group experimental design with statistical analysis. Previous researchers such as Hillard (1993), Jones (1993), Barlow and Herson (1984), Hill, Carter, and O'Farrell (1983), Gottman and Markman (1978), Daniels (1976), and Wolpe (1969) have already addressed this issue over the past few decades. According to Hepner et al. (1999), the predominant research methodologies performed in the past two decades are traditional group experimental design, with and without randomization. These designs outnumber other research methods of research (e.g., correlational, survey, naturalistic observation, and single case study design) by 4to1. However, the experimental group and its statistical partnership rely on large sample size, randomization, and specific protocols to identify significance between groups on mean scores of dependent variables. The conclusions drawn from this design are more difficult to compare and sometimes impossible to apply to counseling practice and supervision.

An alternative to the groups experimental design is the N = 1 single case study design. This research methodology is capable of not only scientific inquiry, but is also flexible enough in its application to counseling theory, practice, and/or supervision. The single case, along with an appropriately chosen statistical accompaniment, can be more applicable to counseling theory, the counselor client relationship, or counselor supervision. Before going into the specific design of this proposed study, this author

believes that a review of the single case study design is not only appropriate, but necessary to show the reasoning behind its selection for this specific study on cybersupervision.

Review of Single Case Study Designs

According to Heppner et al. (1999), this single case study design has been used from marriage and family and community agency counseling to mental health counseling. In addition, it is also suitable with any theoretical counseling orientation from Cognitive and Cognitive-behavioral approaches to the phenomenological perspective of Gestalt, Existential, or Humanistic theory. Heppner et al. (1999) state that the single case design, over the past century, has advanced research findings in psychology and therapy. The $N = 1$ studies have founded significance for Wundt in structuralism and introspection, Freud's psychoanalysis, and the viewpoints on human behavior founded by Pavlov, Watson, and Skinner. From this design, theories have been postulated, supported, and generalized in psychology, counseling, and therapy.

According to Hillard (1993), the $N = 1$ design or single subject research is *inter-subject* based. Hillard (1993) defined this as the difference between and across subjects, e.g., cross sectional design. In this single case design it is assumed the variables within a subject can change over time. Thus, this research method involves a longitudinal prospective by repeated measurement of the variables. Furthermore, Hillard (1993) points out three dimensions within this *inter-subject* design. First, either quantitative or qualitative data can be used. Secondly, the independent variable can either be manipulated or observed, and lastly, this design can be used for testing and or generating hypotheses.

Hillard (1993) put forth three basic types of single case study design: (a) single case experiments, (b) single case quantitative analyses, and (c) case study design. An important distinction must be made between single case experiments and single case quantitative design. Both types use the same quantitative data and inquiry, but there is no manipulation of the independent variable in the single case quantitative design. Instead, the variable is only observed.

In the single case quantitative design, Heppner et al. (1999) mentioned that this form of the $N = 1$ design can either be a traditional uncontrolled case study based upon unsystematic observation of subjects to a more intensive approach which uses a systematic and structured multiple observational techniques while also using repeated measures. The latter of these two types is preferred, because the comparisons are made among variables. In addition, these comparisons are made within the same subject, as the subject serves as its' own control group.

An example of this intensive $N = 1$ case design in counselor supervision was done by Martin, Goodyear, and Newton (1987). Martin et al. (1987) performed a study on counselor supervision with practicum masters' novice counselors. This single case study compared the "best" to "worst" supervisory sessions in order to add to the existing counselor supervision knowledge base. The authors used this intensive design with multiple measures so to process outcome variables from multiple perspectives. The conclusions from this study were based in the convergence of the data from multiple sources. Martin et al. (1987) found; (a) that clarification of the supervisory relations early in the practicum lead to better supervisory sessions and (b) the substantial activity levels differentiated the "best" from the "worst sessions.

Single case study designs have three common characteristics. First, they have common targets or target behaviors. These are assigned as the dependent variables in the experimental $N = 1$ design. The treatment modalities are usually cognitive, affective, behavioral, psychosocial responses, or personality traits. The second characteristic is the repeated measure of the dependent variables over time. These measurements could occur several times a day, daily, or weekly. In addition, these measures should be initiated before the treatment phase of the experiment. This is referred to as the baseline measurement. Typically the independent variable is the treatment or intervention. The last characteristic is the two treatment phases; (a) baseline treatment and (b) random assignment of different treatments.

According to Heppner et al. (1999) there are three basic types of single case study designs; (a) AB design, (b) ABAB design, and (c) randomized AB design. In all of these types there are two basic phases, the A phase and the B phase. The A phase is represented as the baseline phase or measurement and the B phase is the treatment phase. Standard to this design is the multiple measures, e.g., time series format, during the A and B phase of the study. This design allows for multiple baseline and treatment measures in order to get an accurate and stable baseline measurements and more accurate treatment findings through the institution of the intervention itself. The purpose of the multiple measures allows researcher to thoroughly assess the effects of the intervention overtime and serves as a control group or comparison.

The ABAB design is a four phase experiment. This design tests the treatment or independent variable by presenting and removing the variable during different phases of treatment in order to prove a casual effect. This design is defined as follows; (a) A phase is baseline data, (b) B phase is the first treatment phase, (c) A_2 the independent variable is

withdrawn from treatment, and (d) B_2 is the second treatment phase. The purpose for A_2 and B_2 in the design serves as its own replication further strengthening causality and validity in the case design.

The randomization AB design has two phases that are repeated in a random fashion such that either phase A or B is dependent on randomization during anytime of the experiment. This randomization nullifies the carry-over effect seen in the ABAB design. This randomization AB design basically follows the same format as the traditional AB design except that either the A (baseline) or B (treatment) can be withdrawn or added back into the experiment at anytime.

There are limitations to all the stated types of single case study designs. A limitation of this AB design is that there are threats to internal validity from history and maturation. There are three limitations to the ABAB design. First, there is a statistical limitation based upon multiple measures. Most researchers want to describe the amount of difference between the A phase and the B phase. Thus, a standardized t and f tests must be employed on independent observations and this is not the case in the ABAB design with multiple measures or observations. The second problem with this design is the *carry-over effect* (Heppner et al., p 185, 1999) from the B_1 phase (treatment one) to A_2 (independent variable withdrawal) and B_2 (second treatment phase). This carry-over effect, for the ABAB design, can alter the outcome because the independent variable may not be able to be reversed or cannot be withdrawn. The third limitation to this design is that some treatments are undesirable or even unethical to be reversed. This can cause concerns for both client and or counselor.

Research Design and Practicum Course Format

In the present study, the online supervision was implemented through a WebCT course delivery system. The supervision took place by e-mail, text-chat modality, discussion threads on counseling skills and theoretical knowledge base, and VHS or digital video observations of the master novice counselor in counseling sessions. The research design was five N=1 A/B experimental designs with repeated measures. The proposed research questions for this study were as follows: Can effective counselor supervision take place in a totally online environment? Can Cybersupervision help increase counselor skill competence and self-efficacy?

In this particular investigation the variables examined were; (a) cybersupervision (independent variable), (b) and the adaptability of Bernard's (1979, 1997) Discrimination Model of Counselor Supervision to a distance learning environment (independent variable). (c) counselor skills acquisition (dependent variable), (d) counselor self-efficacy (CSE) (dependent variable). Also, there was also an examination of WebCT course delivery system, and the use of cybersupervision as a tool to enhance future counselor supervision. This was assessed by the support of the research hypothesis.

The hypothesis of this experiment was that novice counselors will increase their counseling competence skills and self-efficacy through receiving the supervision through an online practicum course. The null hypothesis was that novice counselors will not increase their counseling skills and self-efficacy through receiving the supervision through an online practicum course. The goal is to either accept the hypothesis or reject the null hypothesis of the 5 experiments. Specifically, the independent variables were the course instruction (the process of cybersupervision itself and the implementation of the

DMS), and supervisor feedback through counselor assessments, and the dependent variables were counseling skill attainment and self-efficacy.

Participants

The participants in this investigation were master student novice counselors enrolled in practicum in the concentration areas of college, school, and community agency counseling at a research one institution in the Southeastern United States. Five practicum students volunteered to participate in the cybersupervision practicum. The participants were all female and ranged in age from 25 to 35 years of age. The mean age of the participants was 27.4. All participants passed a pre-practicum course in the spring of 2004. This cybersupervision course was the second stage of each participants' counseling education practicum process. All 5 participants moved on to the third and final internship process, but one participant did take a leave of absence from the program do to personal circumstances, thus, finishing her internship in the spring of 2006. All participants were in the final stage of graduate school, and 4 of 5 graduated in the spring of 2005.

The participants were culturally diverse and represented Hispanic, Egyptian, African, and European descent, as self-identified through participation in the online supervision practicum. All participants had a moderate to high knowledge base on the technology used in the course and three out of five had participated in either a WebCT or Black Board distance learning course previous to the study. Although three participants had previous experience with distance or online learning, these experiences did not appear to become a confounding variable. This is because the WebCT practicum course site was set up for the basic or introductory distance learner. The online skills needed for the practicum course were all transferable from what is currently considers as daily

technological means in an educational setting. All participants had practicum sites near the university and had access to technological means at both practicum sites and home. This enabled online communication to take place while the novice counselor was onsite or while doing course work.

Instruments

The measurements used in this study were the Counselor Self-Efficacy Scale (Baker, 2002), Evaluation of Counseling Behaviors (Bernard and Goodyear, 1998), and Computer Competency and Comfort Scale (Chapman, 2004), the Gordon Poling Scale, and the Distance Education Course Satisfaction Rating Inventory Survey (Chapman, 2004). All instruments went through a visual analysis of significance and were reported in graphs and tables. There was no need for subsequent statistical analysis because viewing the numerical and visual was sufficient. The Evaluation of Counseling Behaviors (Bernard and Goodyear, 1998) and the Gordon Poling scale are compared to make sure that the measurement consistency and validity. The Gordon Poling Scale is not represented as a published material in this study because it was used as a counselor skill measurement and criteria for passing practicum in all sections of the 2004-2005 academic year at the university. In this experiment construct validity was strengthened by using two measurements for counselor skill attainment.

The Counseling Self-efficacy Scale-The Counselor Self-Efficacy Scale (Baker, 2002) (CSES) is a counselor self-efficacy measurement designed to assess the novice counselor's perception and belief of her or his higher order counseling competence skills. The measure was obtained from Dr. Stanley B. Baker during the fall of 2003. The CSES was used as a self-report assessment in this study. The measure was originally used in Johnson, Baker, Kopala, Thompson, and Kiselica (1987) and Kopala's (1987) study.

This scale follows Bandura's (1977, 1986) theory of self-efficacy expectations and provides construct validity between Bandura's notions on self-efficacy and CSE. The scale has 33 items. The measurement assesses degree, generalizability, and strength of the counselor's efficacy. The CSES measures the range from the simplest to more complex beliefs and one's skill competence. The measure is divided into two columns, one where the novice counselor checks if the skill is performed and the second column is the perceived percentage of the novice counselor performance of the skill itself. The range of probability is for 0%-100%. The novice counselors were instructed to check all appropriate statements that they perceived were performed within their counseling sessions and to rate the percent of how she felt about the respective performance. The degree of CSE is calculated by adding the checked statements and the percentages and then dividing column 1 into column 2. The means, modes, and medians are reported in the results section of this study. The increase in skill acquisition from column one will be graphed if the findings suggest additional significance beyond the ECB and Gordon Poling measurements. This measure was implemented 3 times during baseline and 14 times during treatment. A limitation to this measure is that participants can peak and even plateau early in baseline or treatment. This is because of the participants' inaccurate perceived belief in her or his counseling skills. This was evident in experiment 2 with this study. The reliability and validity was not stated in Johnson et al., (1987) and Kopala (1987). However, it does appear that the measurement does have solid reliability and validity because significance was found in all research reviewed for this experiment. The CSES can be found in Appendix E.

The Evaluation of Counseling Behaviors-Evaluation of Counseling Behaviors (Bernard and Goodyear, 1998) (ECB) was the second measurement use in this study.

This measure was actually developed by Developed by Bernard (1998), and obtained from Google at the following website: <http://soeweb.syr.edu/chs/OnlineField/supervision/evaluationcounselor.htm>. This measurement accesses the novice counselor's skill competence and specifically evaluates the novice counselor in the following skill domains; (a) relationship and attending skills, (b) assessment skills, (c) intervention skills, (d) professional skills and (e) additional aspects of supervision. The previously stated domains coincide with the DMS under the supervisee foci of process skills, conceptualization skills, and personalization skills. The assessment was used as a self-report inventory. There is total of 37 items on the ECB and the rating is based on a 5 point Likert Scale, i.e., 1 = needs improvement, 2 = adequate, 3 = good, 4= a strength of the student and 5 = excels in this area. The novice counselor was to rank how she perceived her skill competence during weekly counseling sessions. The results of this rating scale were calculated by adding the Likert point values and dividing by 37. The means, modes, and medians are reported in the results section of this study. The reliability and validity of this measure was not reported on the website, but a similar measurement reported in Bernard and Goodyear, (1998), had a 90% reliability and validity reported. This particular measurement when used as a self-report assessment is susceptible to the same limitations as the CSES. This proved to be so in experiment 2 of this study. The ECB can be found in Appendix D.

Gordon Poling Counselor Skill Acquisition-Gordon Poling Scale was used as the adopted course evaluation tool for all practicum sections at the university. However, it was also used a reliability and validity check for the ECB on each participants skill performance. The ECB and Poling were both skill acquisition assessments, this reliability and validity check was based on any scored differences or similarities between

the participant's self-assessment on the ECB and the supervisor's assessment on the novice counselor's skill acquisition through the poling. The novice counselor did have access to these rating score during treatment. Thus, the rating themselves did influence the participant's perceptions of skill competence and self-efficacy. This assessment was used as a supervisory tool and only used by the doctoral supervisor. Its reliability and validity is unknown by the author, however, it was selected for use due to the fact that this assessment was used across all sections of practicum of university, including face-to-face and cybersupervision practicum courses. This assessment ultimately determined whether the participants passed practicum and moved forward to their internship curriculum requirement. This assessment was used to evaluate the 10 taped counseling sessions of all 5 participants. Each participant was given her results one week after a tape was turned in for critique. The Poling Scale was implemented during B₃-B₇ and B₉-B₁₃ of treatment. The Poling Scale measures novice counselor skill development on a 1-5 point Likert Scale and also allows for qualitative feedback to be given. This feedback was used as positive and negative reinforcement to validate or not validate the participant's believed perception of their own counseling competence and self-efficacy. This assessment measures the novice counselor's skill competence in the following 11 areas, however only 4, 6, 7, and 11 were used in this study; (1) opening, (2) rapport, (3) interview responsibility, (4) interaction, (5) acceptance and permissiveness, (6) reflection of feelings, (7) student counselor responses, (8) value managements, (9) counseling relationship, (10) closing and (11) general techniques. The results of the Poling Scale were calculated be adding up the rating score of each participant for the areas of 4, 6, 7 and 11 and divided by 4. The means, modes, and medians are reports in the results section of this study. The Gordon Poling Scale can be found in Appendix C.

The Computer Competency and Comfort Scale-Computer Competency and Comfort Scale (Chapman, 2004) (CCCS) was a measurement developed to indicate participants' basic technological proficiencies and comfort level with online or distance learning. The scale was designed for getting an initial measure, at B_1 of the treatment phase, of the novice counselor's technological abilities to perform the learning objects designed in the cybersupervision course. This measure was created for this study and has no recorded reliability or validity standards. The measurement has 10 questions on a 1-5 Likert Scale investigating the novice counselor's prior experience, abilities and comfort level with technologies such as e-mail, e-mails with attachments, Chat rooms, Microsoft Word, Power Point, Instant Messaging, WebCT, and participation in the study. This measurement was calculated by adding the rating scores and dividing by 10. A mean score for all five participants was reported in the results section of this study. The CCCS can be found in Appendix F.

The Distance Education Course Satisfaction Inventory-Distance Education Course Satisfaction Inventory (Chapman, 2004), (DECSI) was a measurement designed to indicate any increases in technological competencies and explore the novice counselor's satisfaction of a cybersupervision practicum counseling course. The DECSI combined some of the questions as in the CCCS to investigate significant increases in the participants understanding and use of technology after the practicum course. The DECSI has 20 questions on a 1-5 Likert Scale. The satisfaction based questions were related to the learning experiences from the technological modalities, supervisory experience, and satisfaction of counselor supervision through cybersupervision. This measurement was calculated by adding the rating scores and dividing by 20. A mean score for all

participants was reported in the results section of this study. The DECSI can be found in Appendix G.

Independent Variable

The independent variable in this study is the cybersupervision instruction. This instruction was made up of the following components; (a) discussion threads, (b) e-mail, and (c) text-chat for individual group supervision. All of these components working in unison and integrating asynchronous and synchronous learning caused the manipulation of the dependent variables of counsel skill competence and self-efficacy.

Discussion threads-The discussion threads were implemented in weekly main classroom discussion threads for the entire cybersupervision course. There was an average of three discussions threads per week. These discussion threads asked the supervisees to share their significant experiences during a respective week's practicum site, to pose questions to peers and receive peer and instructor analysis on the respective weekly questions, to analyze and problem solve through a weekly counseling case study, and to self-identify counseling skills she wished to improve. These discussion threads, along with the text-chat modality, were also used for the supervisee to present two primary presentations to the class during group supervision. The purposes of the discussion threads were varied, and included focused study of counseling competence, theoretical counseling orientations, ACA ethical standards, clinical interviewing, psychological testing, counselor self-assessment, and professional challenges in counseling. The material presented by the supervisor and responded to by the supervisee was a reinforcement tool to help the supervisee increase counseling behaviors and skill obtainment.

E-mail- The e-mail component of the course occurred between supervisor and supervisee to answer any course site, technology or theoretical questions, to make individual supervision appointments, and to assist the supervisee in the supervision process itself. E-mail was the primary basis of communication between supervisor and supervisee, except for text-chat modality. In the e-mail correspondences the supervisees asked questions and received feedback their Poling Scale rating, taped video counseling sessions, interpretation of course material, and supervisory consultations on individual counseling sessions.

Text chat- Text-chat method of communication also occurred between supervisor, and supervisee, specifically for individual supervision sessions and between the supervisor and the five supervisees as a group supervision processes. All individual supervision sessions ran for a minimum of one hour per week and all groups chats were a minimum of two hours per week. In the practicum course site there was a total of seven chat rooms in the practicum course; (a) one chat room for weekly group chats, (b) one chat room for each supervisee and supervisor for individual chat sessions, (c) one chat room for the supervision of the supervisor and clinical practicum professor. All chat rooms had chat archived chat logs for collecting the data of the study. All chat rooms were private and secure for confidentiality. In the text-group-chats, there was a weekly review of discussion threads, group discussion on supervisee challenges in practicum sites, questions and answers of supervisees and specific topics in counseling such as; (a) practicum site overview, (b) different orientations to counseling, (c) suicidal ideation, (d) counselor intake, (e) the clinical interview, (f) review of abnormal psychology and DSM IV-TR material, (g) counselor self-assessment, and (h) counselor burnout. In addition,

the text-chat sessions, individual and group, were also used on case by case appointment basis between the supervisee and supervisor for the purpose of supervision.

Dependent Variable

The dependent variables of the study were counselor skill competence and counselor self-efficacy. The increase or decreases in these variables were calculated by the ECB and Poling Scale and CSES. The means, modes and medians are reported in the results section of this experiment. These variables were manipulated by instruction and the positive and negative reinforcing feedback received in the cybersupervision course itself.

Procedure

Pre-Practicum and Initial Course Proceedings-All supervisees had attended and passed a pre-practicum course in the spring of 2004 in preparation for this practicum course. All participants for this study volunteered for the experiment during the last pre-practicum course in spring of 2004. At this time all five participants received instructions on how to answer the ECB and CSES and the first baseline was implemented. The second and third baselines were implemented and returned to the supervisor, by US mail, in the middle and end of the university's summer school session. The study was performed by a 3rd year doctoral student. As preparation and training of the supervisor and researcher of the study was the instructor of face-to-face practicum supervision in fall semester 2003. In the training phase of this experiment the supervisor introduced and used e-mail as a technological medium to assist in the supervision process. The training program consisted of the supervisor become acquainted with the supervisory process itself, the DMS (Bernard, 1979 &1997) and the Gordon Poling Scale.

All supervisees had one initial face to face group meeting at the beginning of the fall semester 2004 to introduce them to the course site, course syllabus and general course expectations and goals. The participants were initially given the CCCS, ECB and CSES at the beginning of the first session. Once the CCCS was obtained and collected, all participants obtained the URL for the course site and were given the password and login information to the course. All five participants received instructions on each area in the course site, i.e., syllabus, course announcements, course content, weekly course calendar, e-mail, discussion threads, and chat rooms for individual and group supervisory sessions. Each supervisee illustrated to the supervisor that she could perform the technological tasks of the cybersupervision course site. The participants were instructed about the course site password protection for confidentiality issues and the confidentiality issues of supervisee and client. All participants and clients signed informed consents to participate and volunteer in this online cybersupervision study.

All supervisees had obtained their counseling practicum sites and began the cybersupervision course in week 1. Four of the supervisees started their onsite practicum in week 1 and one supervisee began at week 2. Discussion threads, supervisory and peer feedback on the discussion threads began week 1 and ended week 14. The weekly individual and groups chats began week 2 and ended week 14. All participants continued the ECB and CSES and submitted the inventories via e-mail attachment from week 1 through week 14. The Poling Scale was implemented during weeks 3-7 and 9-13. The subsequent posttest, DECSI, was implemented during week 14. The counseling modalities were discussion threads, e-mail, and weekly individual and group text-chat sessions between instructor/supervisor and masters' student /inovice counselor.

Data Collection- The single case design used in this study was AB N=1 replicated 5 times. There was a pre and posttest technological competencies, technological comfort and course satisfaction implemented. There was hypothesis test implemented and visual inspection of graphs and data tables performed. The participants were evaluated on their advancements in both counseling training skills, i.e., development of skill competence and self-efficacy. The participants in the study were evaluated 3 times at baseline (A₁₋₃) and 14 times in treatment (B₁₋₁₄) with the self-report measurements of CSES (Baker, 2002), ECB (Bernard & Goodyear, 1998). The baseline measurements were taken at the three different times because a firm baseline needed to be established before treatment. The baseline measure were taken first as the end of pre-practicum, secondly during the middle of summer session 2004 and lastly two weeks before the beginning to the cybersupervision practicum course. The DECSI and CCCS (Chapman, 2004) were the pre and posttests that were implemented at B₁ and B₁₄ respectively.

The treatment (B=Treatment) was a fourteen week online or cybersupervision novice counselor practicum course to develop and advance beginning counselor training skills and self-expectation on individual counseling abilities (CSE). During B₁₋₁₄ all participants posted weekly discussion threads, participated in weekly individual and group supervisory chats, and corresponded weekly via e-mail. All discussion threads were due by the end of each week. The ECB and CSES were sent to the supervisor on Sundays. All group chats or group supervisory sessions were implemented on Monday evenings. All individual chats were implemented during 1 hour supervisory chat sessions. These chats were set up on a permanent schedule agreed upon by supervisee and supervisor.

Data Analysis- The research questions for the proposed study were as follows:
Can effective counselor supervision take place in a totally online environment? Can
Cybersupervision help increase counselor skill competence and self-efficacy?

Through this proposed study the data analysis answered the above stated questions by examining the relationships between independent and dependent variables of cybersupervision instruction and counselor skill competence and CSE respectively. Specifically within the visual inspection of the data, changes in skill acquisition and efficacy were accessed between Phases A and B of the experiments, thus, indicating either an increase or decrease in the variables across time. Once the autonomy of the variables was found, then the number of observations of a participant within a phase was treated as a “within group” observation.

These findings are reported by the diagrams and data tables in the results section of this study. Each experiment was represented individually in regards to the hypothesis and relationship between counselor skill competence and CSE. A collective comparison on all 5 experiments is also reported visually. The data retrieved from the ECB, Poling Scale and CSES were examined visually so to illustrate increase and decreases on counselor skill competence and CSE. Mean, modes, and medians are reported for each measurement. The reader will also be able to examine the data table to follow the numerical increases and decreases. The results of the Poling Scale were calculated only on questions 4, 6, 7 and 11. A visual inspection of the relationship between the Poling and ECB was also reported and discussed. The Poling and ECB were directly investigated for similarities to indicate any significant outcome on supervisee skill acquisition and self-efficacy and discrepancies between supervisor and supervisee perception of skill competence illustrated, increased and performed.

The data collection in this study took place in four phases. In the first was face-to-face after the pre-practicum course (A_1). The second was the US mail system to finish collecting all baseline data (A_{2-3}). The third phase was face-to-face/online collection of the first week of treatment (B_1). The final data collection was through the course site for weeks 2 through 14 (B_{2-14}). The phases were determined prior to the onset of the study.

CHAPTER 4

RESULTS

In this study, data were collected from five participants, and subsequently analyzed as five single case experiments. Thus, the results are reported as five individual N=1 case studies, or one experiment replicated five times. Each participant had three baseline measurements; A₁, A₂, and A₃. The experiment or treatment ran a total of fourteen weeks and each is represented as B₁-B₁₄. The proposed research questions for this study were as follows: Can effective counselor supervision take place in a totally online environment? Can Cybersupervision help increase counselor skill competence and self-efficacy? In reporting the results of this experiment all research questions are addressed. The hypothesis of each experiment was that novice counselors will increase their counseling competence skills and self-efficacy through receiving the supervision through an online practicum course. The null hypothesis was that novice counselors will not increase their counseling skills and self-efficacy through receiving the supervision through an online practicum course.

Cybersupervision as Effective Counselor Supervision

Cybersupervision proved to be an effective teaching and learning environment to promote positive and constructive counselor supervision. All five participants appeared to not only increase in the skill competence and CSE, but also were substantially prepared for the internship sites following this practicum online as the evidence indicates in all 5 experiments. The Cybersupervision environment allowed for a synchronous experience where supervisor and supervisee could communicate regardless of distance, time, and convenience and an asynchronous experience of interpreting course information and problem solving. However, that is not to say that Cybersupervision

would work for all novice counselors or as a substitution for face-to face supervision in its totality. Cybersupervision can at minimum be used to enhance traditional supervision and at maximum, in special circumstances, be used as a substitute with minimal face-to-face contact.

The online synchronous, i.e., live chats, and asynchronous, i.e., e-mails and discussion threads, learning experience did enhance counselor training. The novice counselors increased their skill acquisition and efficacy individually and collectively. Through the above stated technology, the novice counselors were able to get continuous constructive feedback and reinforcement to better perform their counseling duties. All counselors felt more confident and competent as a counselor in training. This is illustrated in both Figure 1.1 and 1.2 on page 78 where all five participants registered increases in skill competence over time with the Gordon Poling Scale and the Evaluation of Counseling Behaviors (Bernard and Goodyear, 1998). Specifically, in the Gordon Poling Scale the following were questions identified to illustrate counselor skill competence; (a) Interaction: Were the client and student counselor really communicating in a meaningful manner?, (b) Reflection of Feelings: Did the student counselor reflect and react to feelings or did the interview remain on an intellectual level?, (c) Student Counselor Responses: Were student counselor responses appropriate in view of what the client was expressing or were responses concerned with trivia and minutia? Meaningful questions?, and (d) General Techniques: How well did the student counselor conduct the mechanics of the interview? In the Poling Scale under general techniques there were also five sub-techniques identified as important criteria of assessing the advancement of counselor skill competence. The following are the five sub-techniques; (a) Duration of the interview: Was the interview too long or too short? Should interview have been

terminated sooner or later?, (b) Vocabulary level: Was the student counselor vocabulary appropriate for the client?, (c) Mannerisms: Did the student counselor display any mannerisms which might have conversely affected the interview or portions thereof?, (d) Verbosity: Did the student counselor dominate the interview, interrupt, override, or become too wordy?, and (e) Silences: Were silences broken to meet the student counselor needs or were they dealt with in an effectual manner? Though it is evident that there are decreases in counselor competence, particularly in weekly periods, it is also very evident and clear that during the overall treatment period, 14 weeks, all participants increased in their counseling skills. This is evident by examining Figure 4.1 page 111.

In the Evaluation of Counseling Behaviors assessment, Figure 1.2, counseling skill competence clearly increased, in the Poling, ECB and the CSES, in three out of five with just visual inspection of the data. However, two of the participants' measured extremely high in A₁-A₃ and partially peaked in the first five weeks of treatment, B₁-B₅, but decreased to a level deemed appropriate to visually interrupt an increase in counselor skill competence. It is this author's belief that the initial high measurement in baseline in the first weeks of treatment did connect to their interpretation of their own unrealistic beliefs, i.e., unrealistic CSE, and after the realism of practicum, course work and counseling real clients set in, they had more accurate interpretation of their counseling competency skills. This also coincided with the doctoral supervisor's Gordon Poling rating scores of the respective participants counseling videos. It was these two factors that brought the participants to an actual or more realistic belief system about their own skill level and expectations of themselves, i.e., CSE.

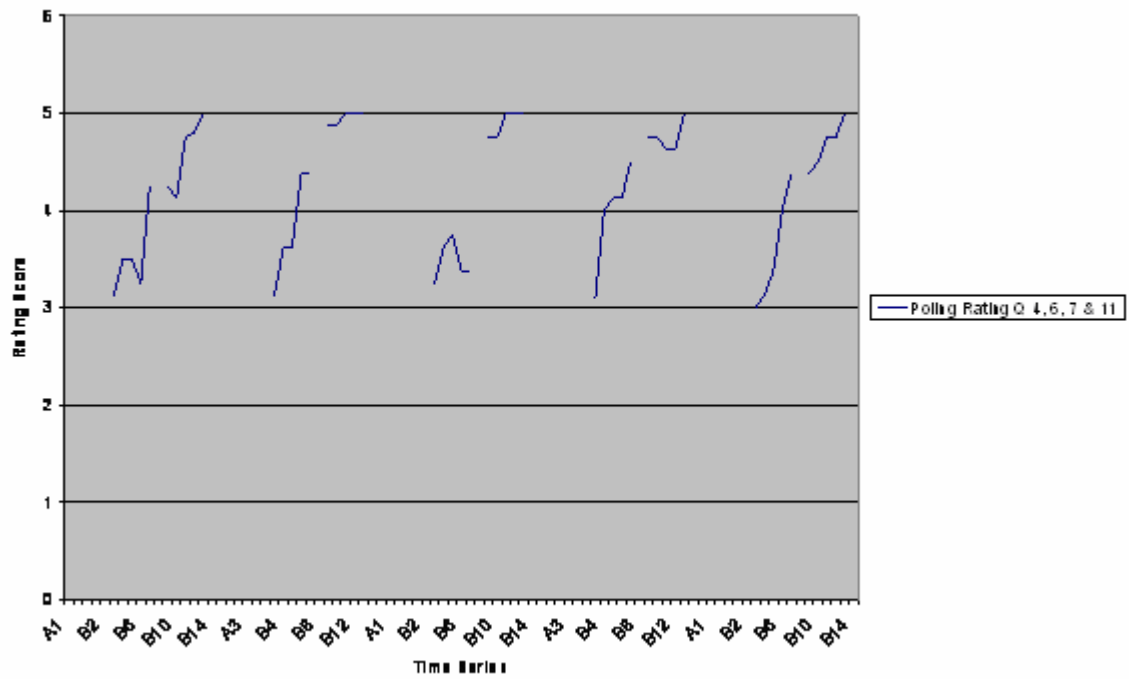


Figure 1.1 Poling Scale Experiments 1-5

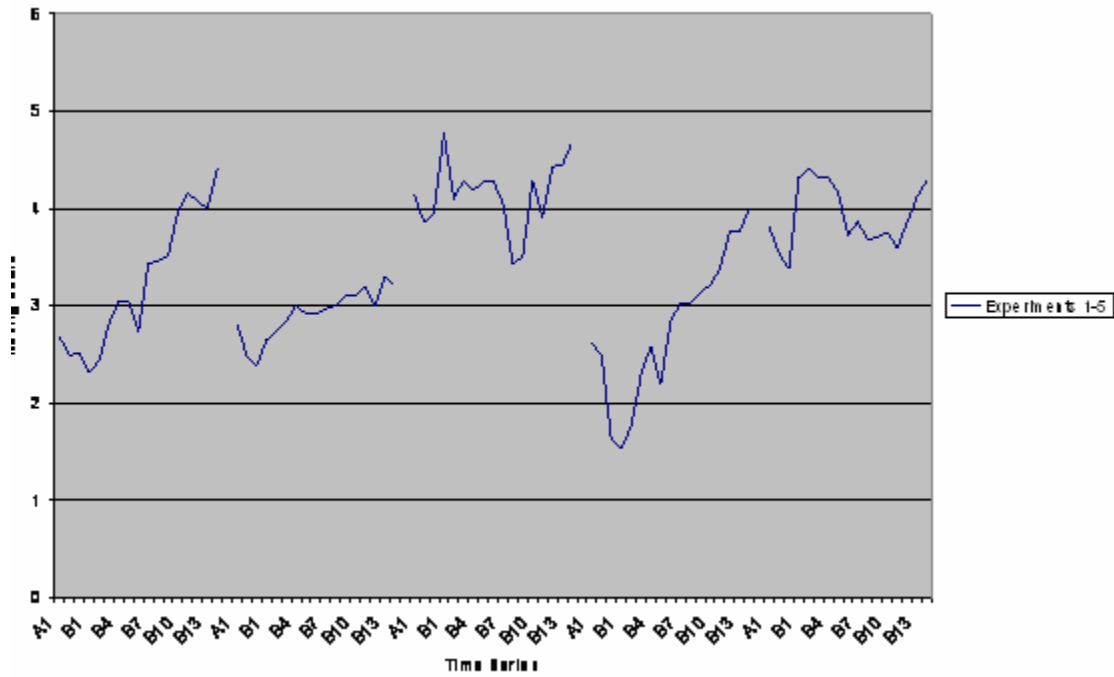


Figure 1.2 Evaluation of Counselor Behaviors

Counselor Competence and Counselor Self-efficacy

Throughout the measurements taken increases in novice counselor skill competence and self-efficacy could be identified. There was a relationship identified in all five participants between their increase in counselor skill competence and self-efficacy. Specifically, when matching visual inspections of all five participants on the ECB and CSES, correlations between increased skill acquisition and CSE can be supported. See Table 1.3 page 80. This was found in all three measurements, Gordon Poling Scale, Evaluation of Counseling Behaviors (Bernard and Goodyear, 1998), and the Counselor Self-Efficacy Scale (Baker, 2002) and the. The measurements are in Appendixes C, D, and E respectively. The data were collected from all five participants through a Cybersupervision WebCT course site designed by the author in the fall semester 2004. There are a total of 31 graphs presented to illustrate the increases in novice counselor skill competence (CSC) and counselor self-efficacy (CSE).

The data collected from the Self-efficacy Scale, first used by Johnson et al. (1987), were analyzed separately and collectively. The data from the Evaluation of Counseling Behaviors (Bernard and Goodyear, 1998) and the Gordon Poling Scale were analyzed separately and collectively, but the Evaluation of Counseling Behaviors was collected as a self-report fourteen times and the Gordon Poling Scale was administered by the university doctoral supervisor or author and only administered ten times.

There was a full collection of all data including baseline and treatment measures. However, some treatment measures were collected one or two days late on three of the five participants. This late collection of data could be seen as a limitation of this experiment, but data transmission through the World Wide Web brings a natural set of positive and negative consequences and could be evident through using any distance

education course delivery system. This late collected data did not appear to change the outcome of the studies and were collected late due to technological difficulties with-in the WebCT course site or with Internet transmission of the data itself.

Finally, while collecting the data there were times for all five participants that clients canceled the appointments, or did not agree to be video taping, causing the novice counselors to be late in submitting their counseling session tapes. This had a minimal impact on the Gordon Poling Scale in rating each participant's skill acquisition and competence. It did not affect the Evaluation of Counseling Behaviors because this was used as a self-report examination for the novice counselor herself.

The analysis will be reported on by experiment and then a collective summary will follow at the end of the results in this chapter. Each experiment will be analyzed first by acquisition of counselor skill competence. Secondly an analysis of self-efficacy will be performed and lastly a comparison of skill competence and self-efficacy will be described.

Visual Inspection of Experiment 1

In Experiment 1 the participant showed an increase in both skill competence and self-efficacy. All data points matched and correlated simultaneously in all three measurements. Thus, counselor skill competence and CSE both increased and decreased at the same time throughout the 14 weeks of treatment.

Data results-For the ECB, the baseline mean was reported as 2.56 and the treatment mean was 3.38 (see Figure 1.3). This particular participant, on the ECB, began the baseline phase with a low score of 2.49 (A₂) and measured 4.41 at the end of treatment (B₁₄). There was a minor drop in rating at A₆ to 2.73, but this was not significant to the overall increase in counselor skill competence. The participant steadily

increased in skill performance A₁₋₅ through A₇₋₁₄ (see Figure 1.3). The mode and median for treatment on the ECB were 3.05 and 3.44 respectively. On the Gordon Poling Scale she measured a low score 3.13 at (B₃) and the high was at 5 at the end of the study (B₁₄). The mean, mode and median for the Gordon Poling Scales was 4.05, 3.5 and 4.25 respectively (see Figure 1.4). On the CSES the baseline mean was 37.21 and the treatment mean was reported at 65.36. The mode and median for CSES was 66 and 65.6 respectively (Figure 1.6). The participant's low baseline score on the CSES was 36.33 A₃ and increased to a reported high of 82.87 at B₁₄. This indicates definite increases in both skill competence and CSE. With closer examination of A₆, a minor decrease also appears with scores on CSE of 54.55 and Poling reported at 3.25. The decrease was followed in A₇ by an increase on 64.55 CSES, 3.43 ECB, and 4.25 on the Poling. All reported increases at A₇ were well above the reported score on A₅. The decrease recorded at A₆ further illustrates the relationship between skill competence and self-efficacy. An additional decrease on the CSES was reported at B₄, but there was no confirmation from the other measurement data points that this decrease had anything to do with counselor skill competence. Upon further examination it appears that all three measures increased and decreased approximately in the same times in both the baseline and treatment periods (see Figure 1.7). This indicates direct relationship between internal (self-report student analysis) and external (supervisory assessment) of skill competence and student counselor self-efficacy. The visual examination will show that increases, decreases, and actual points match during both the baseline and treatment periods (see Figure 1.7). Thus, in Experiment 1, the hypotheses of increasing their counseling skills and self-efficacy through online supervision were supported.

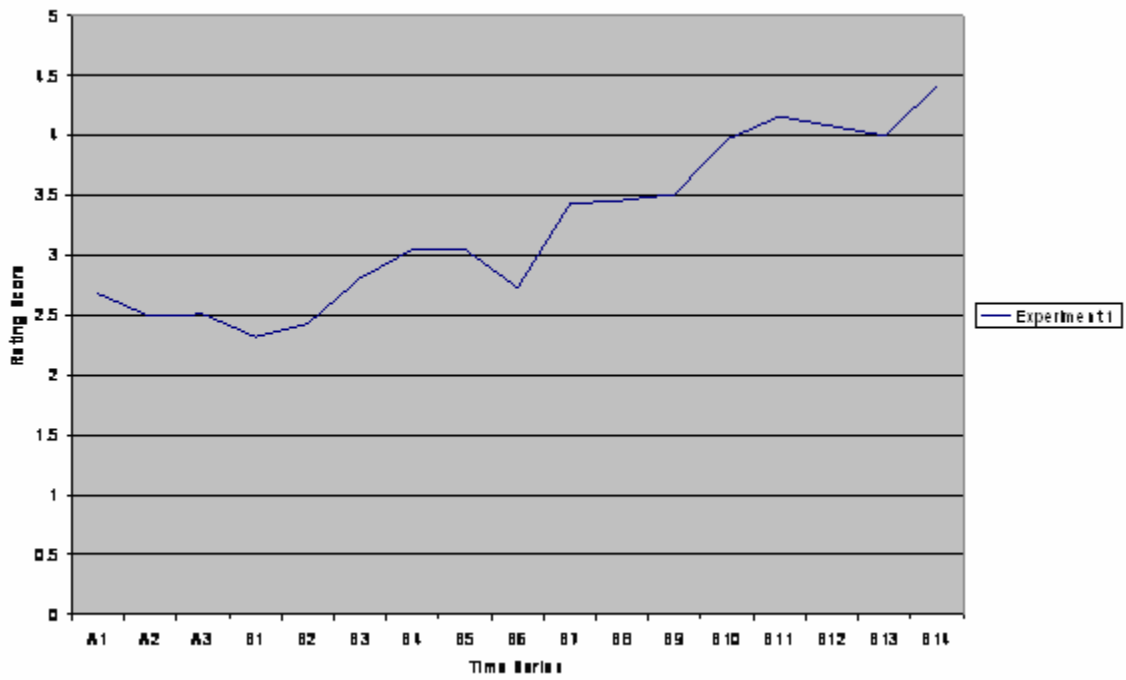


Figure 1.3 Experiment 1 Evaluation of Counseling Behaviors

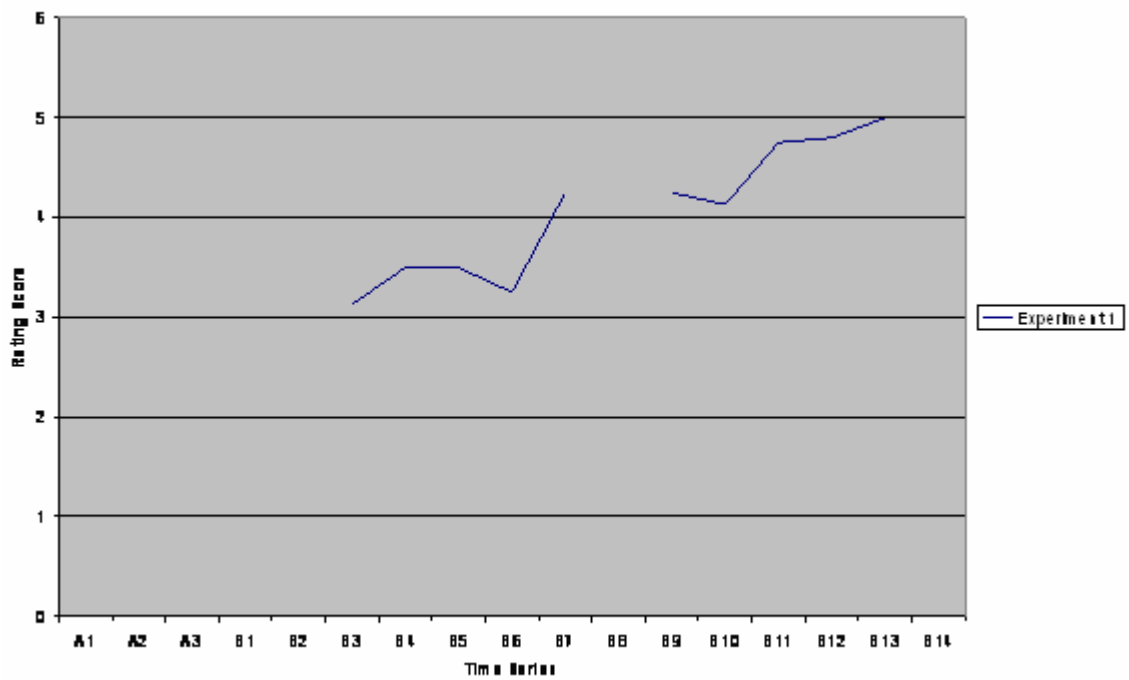


Figure 1.4 Experiment 1 Poling Scale

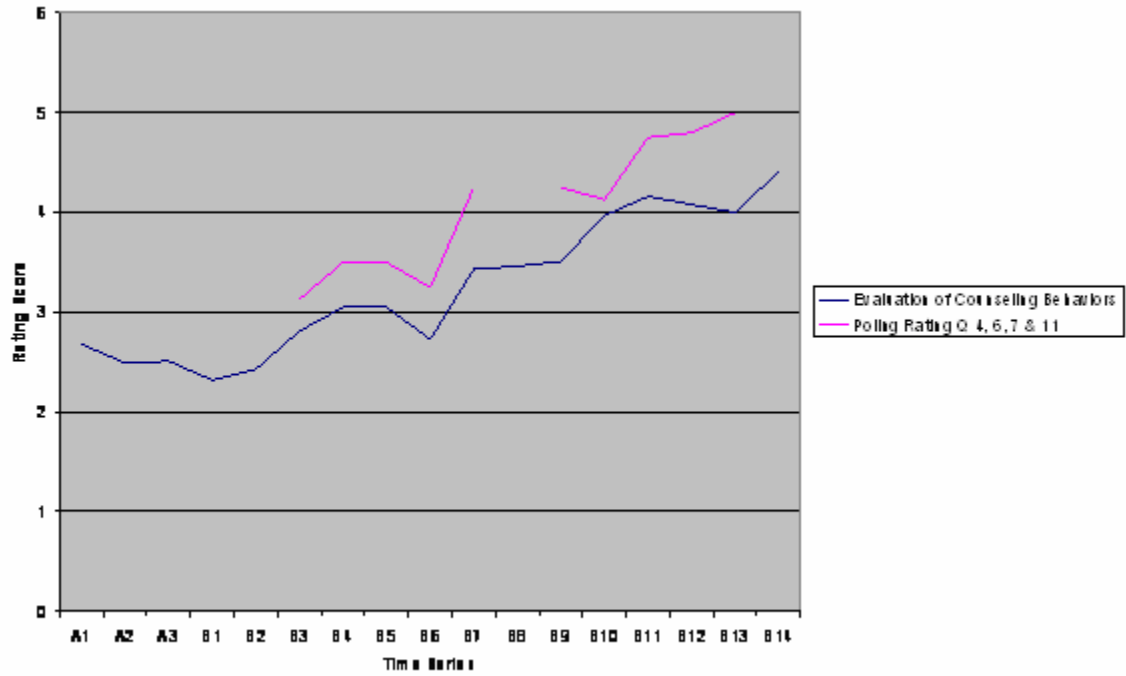


Figure 1.5 Experiment 1 Evaluation of Counseling Behaviors and Poling Scale

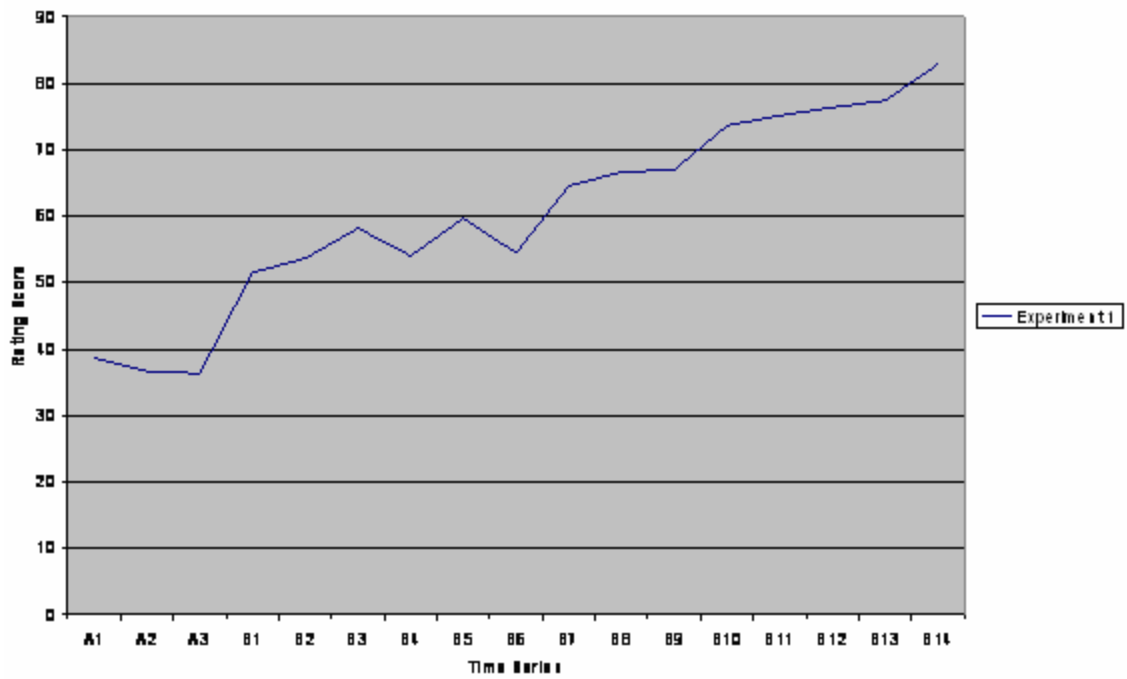


Figure 1.6 Experiment 1 Counselor Self-Efficacy Scale

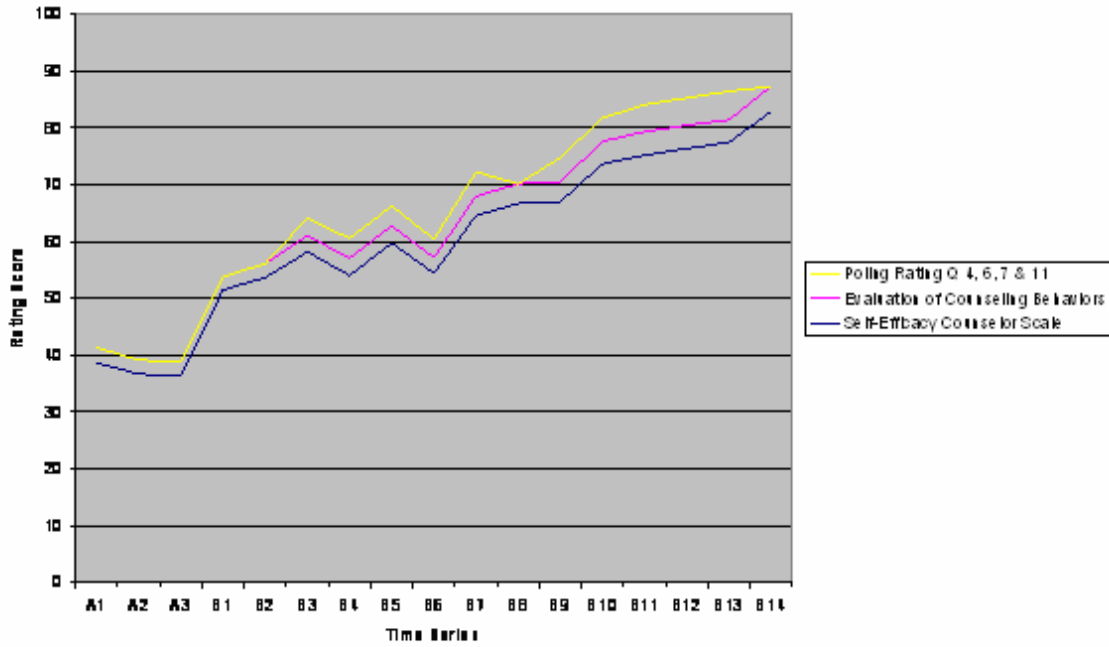


Figure 1.7 Experiment 1 Comparison Poling Scale, Evaluation of Counseling Behaviors and Counseling Self-Efficacy Scale

Cybersupervision

Table 1.0 Experiment 1 Results

Baseline A ₁₋₃	Treatment B ₁₋₁₄	CSES	CSES Means	CSES Mode	CSES Median	ECB	ECB Means	ECB Mode	ECB Median	Poling Scale	Poling Scale Means	Poling Scale Mode	Poling Scale Median
A ₁		38.66				2.68							
A ₂		36.66				2.49							
A ₃		36.33	37.1			2.51	2.56						
	B ₁	51.51				2.32							
	B ₂	53.64				2.43							
	B ₃	58.18				2.81				3.13			
	B ₄	54				3.05				3.5			
	B ₅	59.7				3.05				3.5			
	B ₆	54.45				2.73				3.25			
	B ₇	64.55				3.43				4.25			
	B ₈	66.66				3.46							
	B ₉	66.97				3.51				4.25			
	B ₁₀	73.64				3.97				4.13			
	B ₁₁	75.15				4.16				4.75			
	B ₁₂	76.36				4.08				4.8			
	B ₁₃	77.42				4				5	4.05	3.05	4.25
	B ₁₄	82.87	65.36	66	65.6	4.41	3.38	3.05	3.44				

Visual Inspection of Experiment 2

In Experiment 2 the participant showed an increase in both skill competence and self-efficacy. This increase was not as dramatic as in experiment 1 in regards to CSE, but the increases in counselor skill acquisition were more significant. The increase is best visually inspected from Table 1.1 p. 91. Both the Gordon Poling and ECB indicated that participant 2 advanced in her development of new and fine tuning existing skill acquisition.

Data results-The novice counselor, on the ECB, increased from a low rating of 2.38 in baseline (A_3) to 3.21 at the end of treatment (B_{14}). At the beginning of treatment, on the ECB, the participant reported a 2.65 and steadily increased with only a minor drop in score on B_{5-7} and B_{12} of .08, .03 and .19 respectively. The baseline and treatment mean for the ECB was reported as 2.56 and 2.99 respectively (see Figure 1.8). The participant's Gordon Poling rating increased the most dramatically from 3.13 to 5.0. The Poling Scale mean was 3.95 (see Figure 1.9). The mode and median for the Gordon Poling Scales was 5 and 4.63 respectively (see Figure 1.9). This participant did decrease on the Poling through out the treatment phase and reached a plateau rating of 5 at B_{11} .

The participant's CSES lowest baseline score (A_2) was 75.66 and increased to a high of 92.94 at the 13th week of treatment. On the CSES the baseline mean was 77.05 and the treatment mean was reported at 91.30. The multimode and median for CSES was 90.66/90.97 and 91.02 respectively (Figure 2.1). On the CSES, this participant did have a minor drop in score in B_3 and B_4 of .22. This indicates an increase in both skill competence and CSE, but this participant visually began the treatment phase extremely high, starting with a 90.03 rating at B_1 and only 92.12 at B_{14} . The difference of 2.09 in rating score on the CSES does not prove that CSE rose with the increase in counselor

skill competence.

There was also a discrepancy between the supervisors Poling Scale rating of skill competence (see Figure 2.0) and the participant's self-report analysis on the ECB. The supervisor's perception of participant's skill competence better coincided with the participant's CSE. The relationship seen between the participant's ECB and CSE rating was not evident. Upon further examination it appears the all three measures increased and decreased approximately at the same times in both the baseline and treatment periods (see Figure 2.1). The relationship between counselor skill competence and CSE is not as strong as in experiment 1. The direct relationship between internal (self-report student analysis) and external (supervisory analysis) does not appear to be evident. The perceptions of skill competence between supervisor and novice counselor were too significantly different to state that the hypothesis of the study was truly supported, but visually it can be viewed that both skill competence and student counselor self-efficacy increased in the experiment. The visual examination of the data shows steady moderate increases and how the actual measurement points match during the baseline or treatment periods (see Figure 2.2).

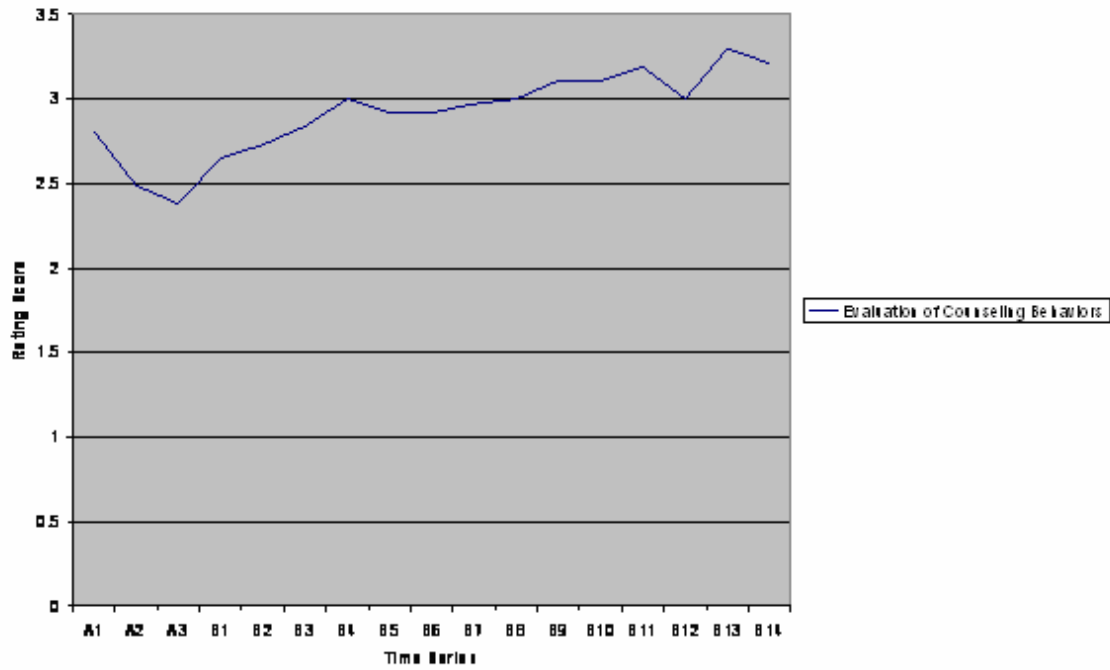


Figure 1.8 Experiment 2 Evaluation of Counseling Behaviors

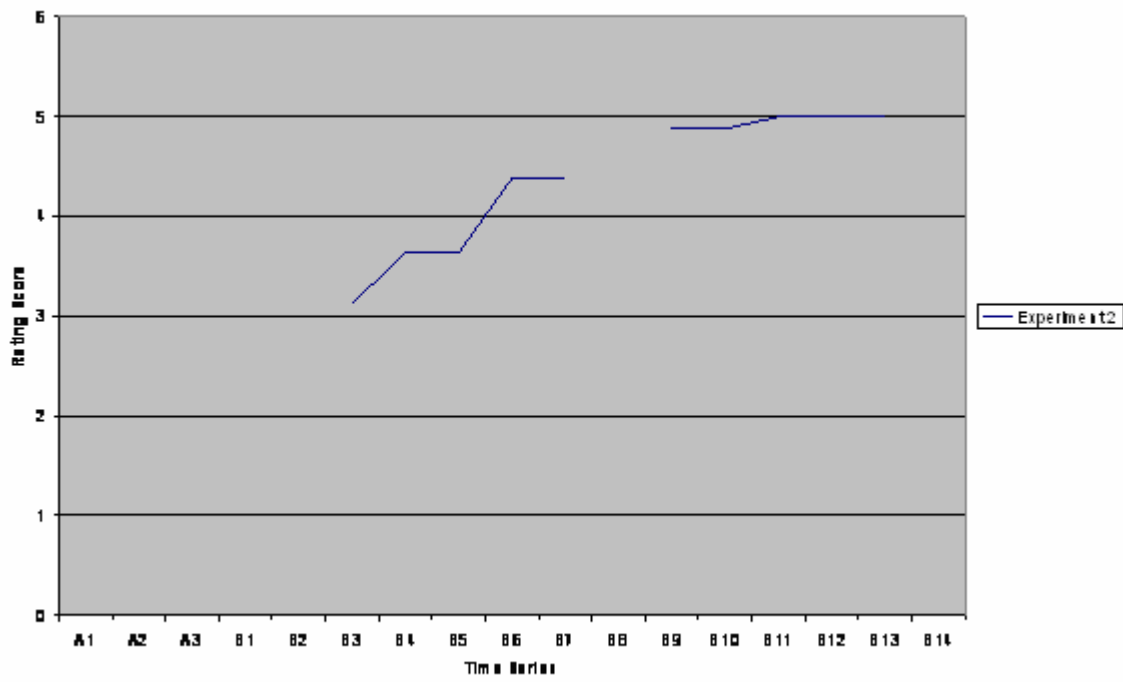


Figure 1.9 Experiment 2 Poling Scale

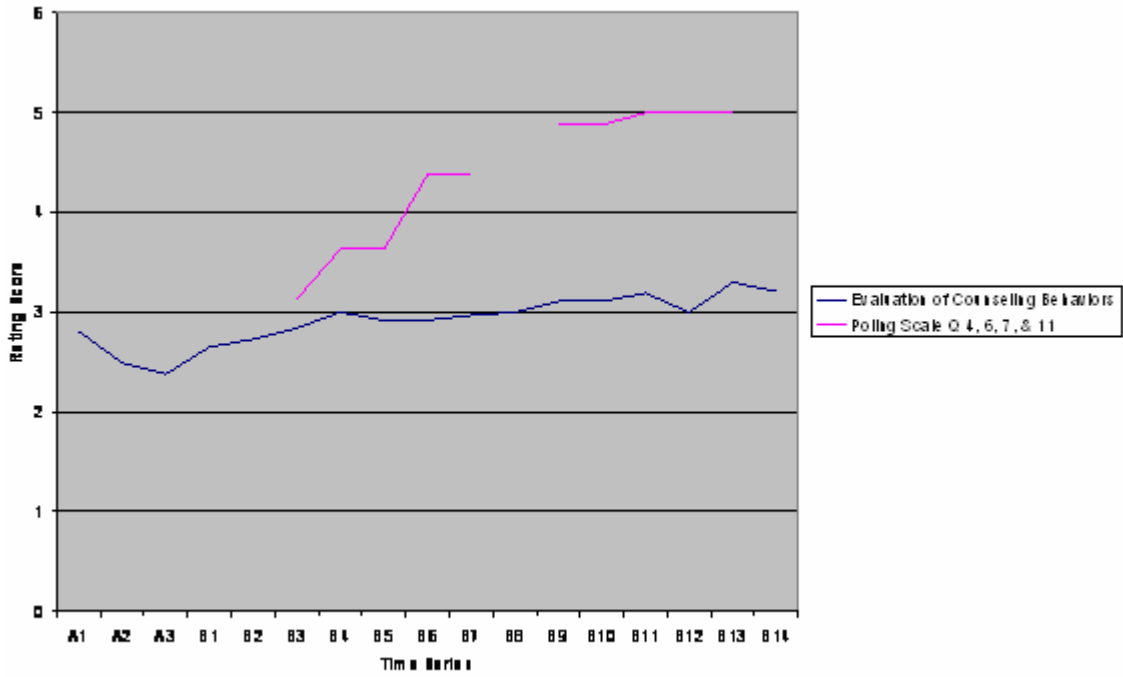


Figure 2.0 Experiment 2 Evaluation of Counseling Behaviors and Poling Scale

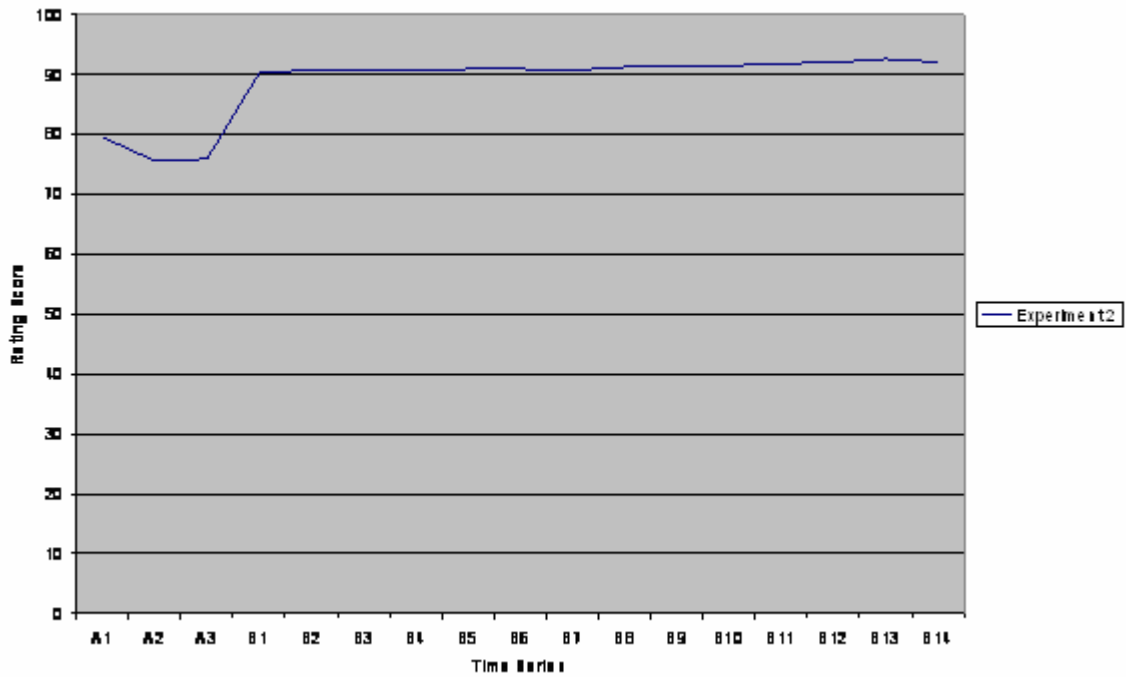


Figure 2.1 Experiment 2 Counselor Self-Efficacy Scale

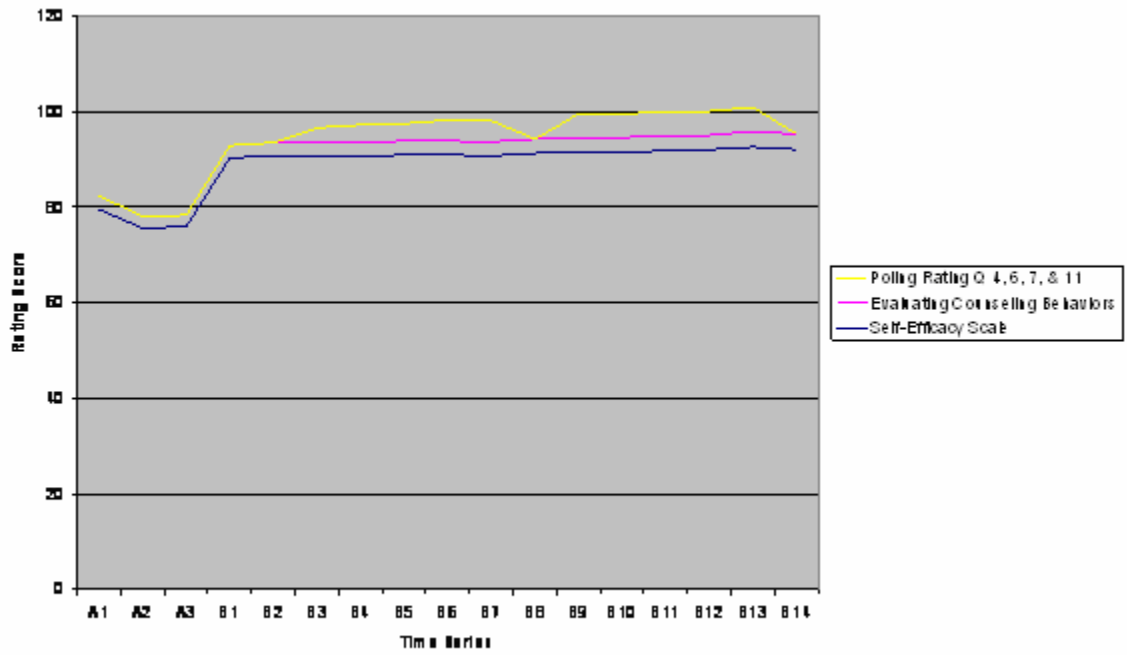


Figure 2.2 Experiment 2 Comparison Poling Scale, Evaluation of Counseling Behaviors and Ecounseling Self-Efficacy Scale

Cybersupervision

Table 1.1 Experiment 2 Results

Baseline A ₁₋₃	Treatment B ₁₋₁₄	CSES	CSES Means	CSES Mode	CSES Median	ECB	ECB Means	ECB Mode	ECB Median	Poling Scale	Poling Scale Means	Poling Scale Mode	Poling Scale Median
A ₁		79.55				2.81							
A ₂		75.66				2.49							
A ₃		75.96	77.05			2.38	2.56						
	B ₁	90.3				2.65							
	B ₂	90.84				2.73							
	B ₃	90.66				2.84				3.13			
	B ₄	90.66				3				3.63			
	B ₅	90.97				2.92				3.63			
	B ₆	90.97				2.92				4.38			
	B ₇	90.75				2.97				4.38			
	B ₈	91.3				3							
	B ₉	91.55				3.11				4.88			
	B ₁₀	91.52				3.11				4.88			
	B ₁₁	91.87				3.19				5			
	B ₁₂	92.09				3				5			
	B ₁₃	92.64				3.3				5	3.95	5	4.63
	B ₁₄	92.12	91.30	90.66/ 90.97	91.02	3.21	2.99	3	2.98				

Visual Inspection of Experiment 3

In Experiment 3 the participant showed an increase in both skill competence and self-efficacy. There was a definite increase on all measurements. However as in Experiment 2, this novice counselor also rated high in the self-report skill competence and self-efficacy inventories in phases A and the initial part of phase B. The increase in CSE was visually more dramatic than experiment 2, but both participants did top out in the beginning measurements of the CSES.

Data results-The ECB increased from a low rating of 3.86 in baseline (A_2) to 4.68 at the end of treatment (B_{14}). The participant did have one higher ECB rating in treatment at B_1 , but this score was definitely a false measure due to the participant's unrealistic sense of skill competence and inflated CSE score at the beginning of treatment. This measurement was taken at the end of the pre-practicum course the semester previous to this study. The baseline and treatment mean for the ECB was reported as 3.98 and 4.19 respectively (see Figure 2.3). The mode and median for treatment on the ECB were 4.29 and 4.19 respectively (see Figure 2.3). The ECB ratings did decrease during the B_2 .68, B_4 .10, B_{7-9} .86 during the treatment phase. The Poling Scale mean was 4.18 (see Figure 2.4). The participant's Gordon Poling rating increased the most dramatically from 3.25 to 5.0. The mode and median for the Poling Scales was 5 and 4.06 respectively (see Figure 2.4). This novice counselor did decrease on the Gordon Poling during the treatment phase, but this decrease was comparable with the decrease in other measurement during the same time in the treatment phase. This participant, as in experiment 2 reached the highest Gordon Poling rating at B_{11} and maintained through the rest of the treatment phase. This participant's CSES lowest baseline score (A_3) was 83.55 and increased to a high of 95.15 at B_{13} . This increase of

11.60 alone does not indicate a significant increase in CSE. There was a higher than normal initial rating on CSE at the beginning of the baseline phase, but this rating, as in Experiment 2 was due to the novice counselor rating as she was exiting the pre-practicum course in the previous semester of the study. On the CSES the baseline mean was 85.45 and the treatment mean was reported at 87.45. The mode and median for CSES was 86.05 and 80.53 respectively (Figure 2.6). Specific to experiment 3, there appeared to be a drop in all measurements between B₆ and B₁₀ of treatment. This drop in skill competence and CSE was lower than any measurement during baseline. This particular novice counselor went through a mid-semester slump, which ended at B₁₀ and all rating scores increased above the B₇ through B₉ weeks of the treatment phase. This occurrence of the mid-semester decrease and the 11.60 increase between the baseline and treatment phases, visually illustrated how this participant overall increased her skill competence and CSE.

This experiment indicates an increase in both skill competence and CSE, but the participant, in A₁-A₃ measured high in her CSE and ECB rating scores. Upon further examination it appears that all three measures increased and decreased approximately at the same times in both the baseline and treatment periods (see Figure 2.7). The relationship between counselor skill competence and CSE in experiment 3 is as strong as in experiment 1 considering the drop in performance on all three measurements. The direct relationship between internal (self-report student analysis) and external (supervisory analysis) does appear to be evident. In Figure 2.7 the data matches and illustrates a strong relationship between increased counselor skill competence and increased CSE. The hypothesis of novice counselors increasing their counseling skills and self-efficacy through receiving the supervision through an online practicum course

was supported.

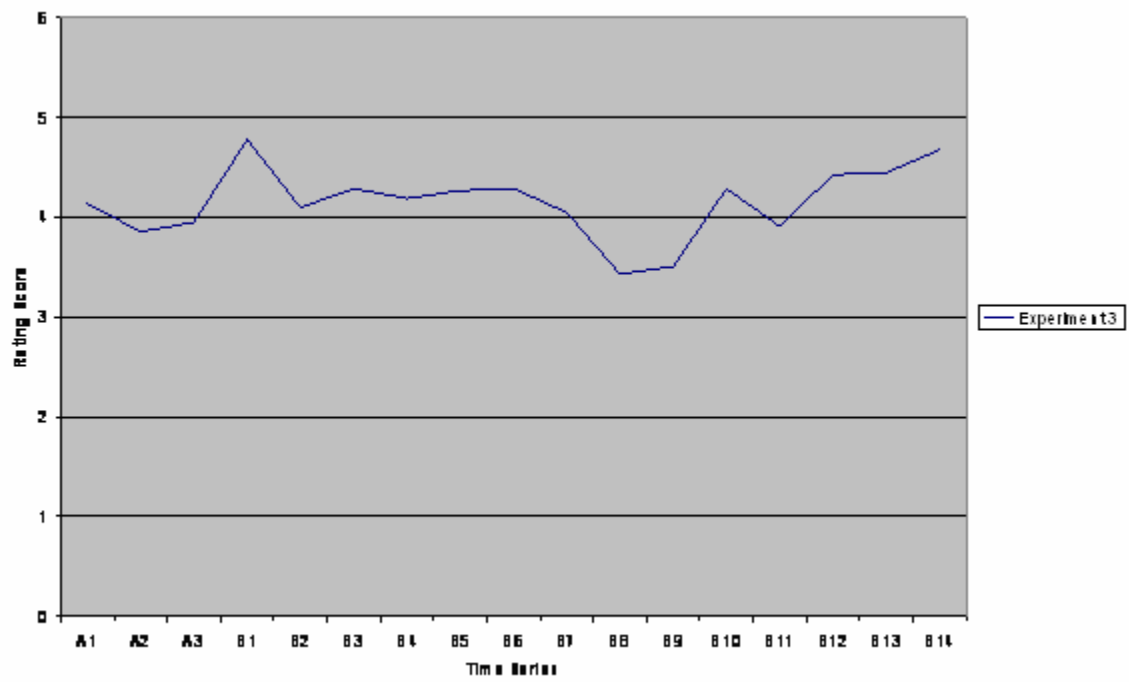


Figure 2.3 Experiment 3 Evaluation of Counseling Behaviors

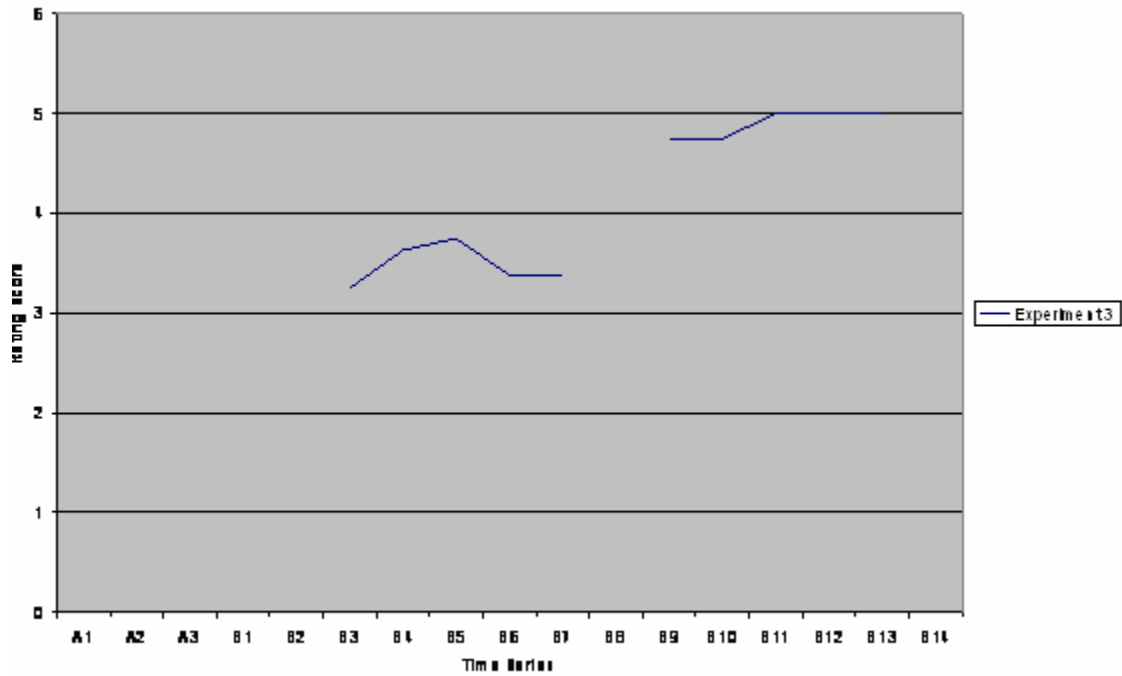


Figure 2.4 Experiment 3 Poling Scale

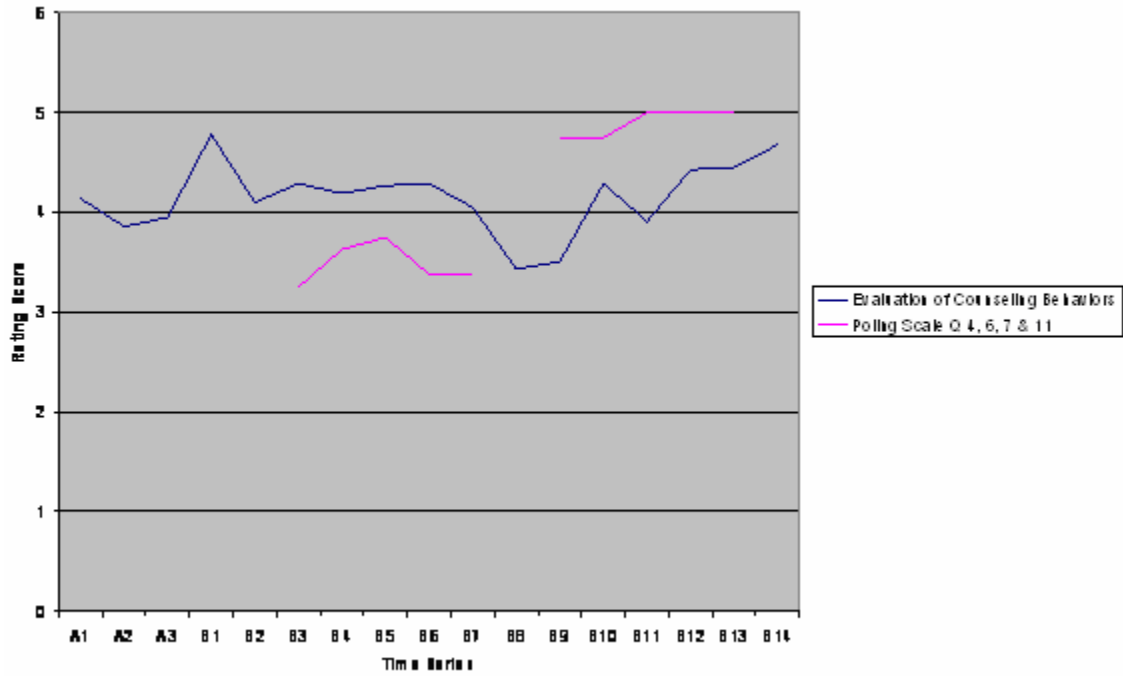


Figure 2.5 Experiment 3 Evaluation of Counseling Behaviors and Poling Scale

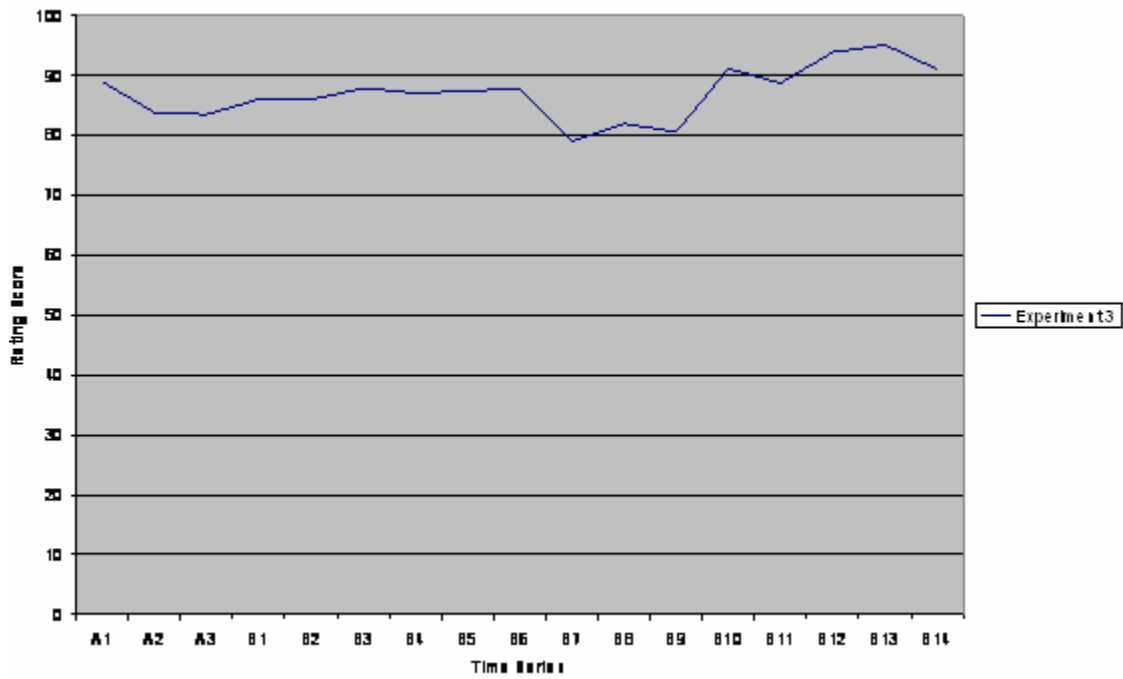


Figure 2.6 Experiment 3 Counselor Self-Efficacy Scale

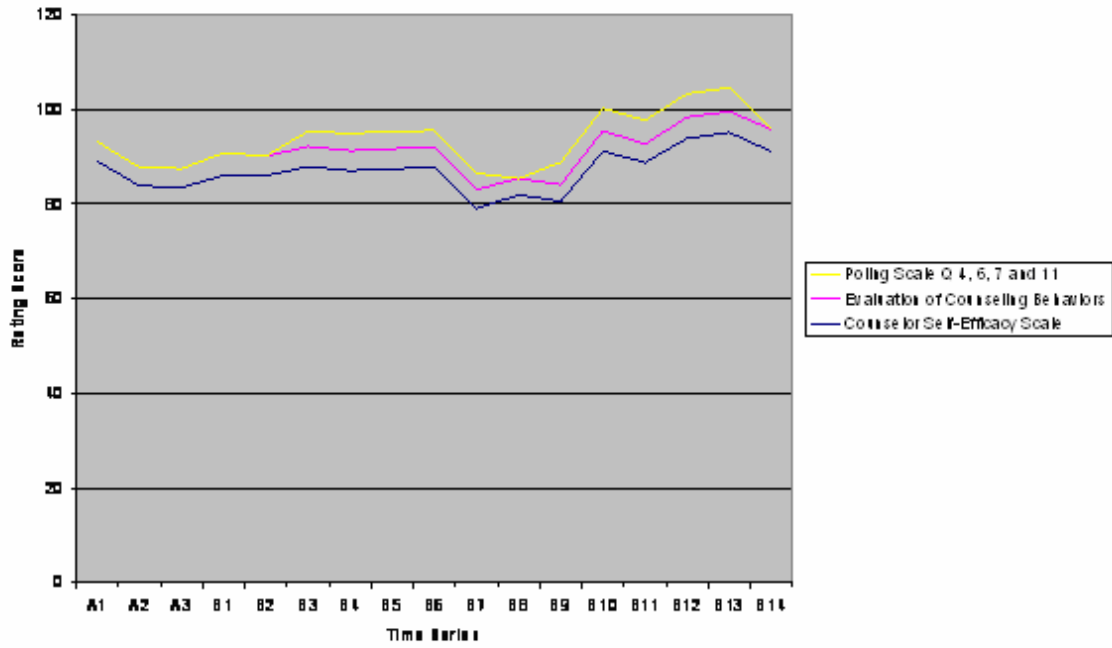


Figure 2.7 Experiment 3 Comparison Poling Scale, Evaluation of Counseling Behaviors and Counseling Self-Efficacy Scale

Cybersupervision

Table 1.2 Experiment 3 Results

Baseline A ₁₋₃	Treatment B ₁₋₁₄	CSES	CSES Means	CSES Mode	CSES Median	ECB	ECB Means	ECB Mode	ECB Median	Poling Scale	Poling Scale Means	Poling Scale Mode	Poling Scale Median
A ₁		89.03				4.14							
A ₂		83.87				3.86							
A ₃		83.55	85.45			3.95	3.98						
	B ₁	86.07				4.78							
	B ₂	86.02				4.1							
	B ₃	87.93				4.29				3.25			
	B ₄	87.1				4.19				3.63			
	B ₅	87.42				4.27				3.75			
	B ₆	87.88				4.29				3.38			
	B ₇	79.09				4.05				3.38			
	B ₈	81.97				3.43							
	B ₉	80.61				3.51				4.75			
	B ₁₀	91.21				4.29				4.75			
	B ₁₁	88.79				3.91				5			
	B ₁₂	93.94				4.43				5			
	B ₁₃	95.15				4.45				5	4.18	5	4.06
	B ₁₄	91.12	87.45	86.05	80.53	4.68	4.19	4.29	3.74				

Visual Inspection of Experiment 4

In Experiment 4 the participant showed an extremely high increase in both skill competence and self-efficacy. This increase was comparable to that increase reported in Experiment 1. All measurements appeared to increase and decrease simultaneously.

Data results-This particular novice counselor began both A₁₋₃ and B₁₋₃ lower in skill competence and CSE. Both self-report inventories illustrated the highest increase in competence and efficacy when compared to the other four participants in the study. The ECB increased from a low rating of 1.62 in baseline (A₃) to 4.0 at the end of treatment (B₁₄). The baseline and treatment mean for the ECB was reported as 2.23 and 2.89 respectively (see Figure 2.8). The multimode and median for treatment on the ECB was 3.03/3.76 and 3.03 respectively (see Figure 2.8). This participant did have a slight decrease in the ECB in B₅, but this decrease was not significant because the rating did not go below the lowest baseline measurement. There was also a steady increase recorded from B₆ through B₁₄. The Gordon Pole Rating Scale began at 3.1 in treatment B₃ and 5.0 at the end of treatment (B₁₄). The Gordon Poling Scale mean was 4.36 (see Figure 2.9). The multimode and median for the Gordon Poling Scales was 4.13/4.63/4.75 and 4.62 respectively (see Figure 2.9). There was a slight decrease in the Poling B₁₁ and B₁₃ of .12, but this decrease was not significant enough to demonstrate a lowering of counselor skill competence. The CSES began at a low of 64.83 (A₂) and increased to an experiment high of 93.48 at the end of the treatment (B₁₄). On the CSES the baseline mean was 67.01 and the treatment mean was reported at 81.07. The mode and median for CSES was 65.2 and 84.15 respectively (Figure 3.1). Specific to Experiment 4, there appeared to be a drop in all measurements only during B₅ and this coincided with the development of the psychosocial stressor of childbirth for this participant during the semester. All

measures then steadily increased from B₆ through B₁₄.

The above data indicates a steady increase in both skill competence and CSE, except with the above mentioned psychosocial stressor. Upon further examination it appears that all three measures increased and decreased approximately at the same times in both the baseline and treatment periods (see Figure 3.2). The relationship between counselor skill competence and CSE in Experiment 4 is stronger than in experiment 1. The direct relationship between internal (self-report student analysis) and external (supervisory analysis) does appear to be evident. In Figure 3.2 the data is the most congruent of all the experiments and a clear relationship can be viewed between counselor skill competence and CSE. The hypothesis of the study is clearly supported in Experiment 4.

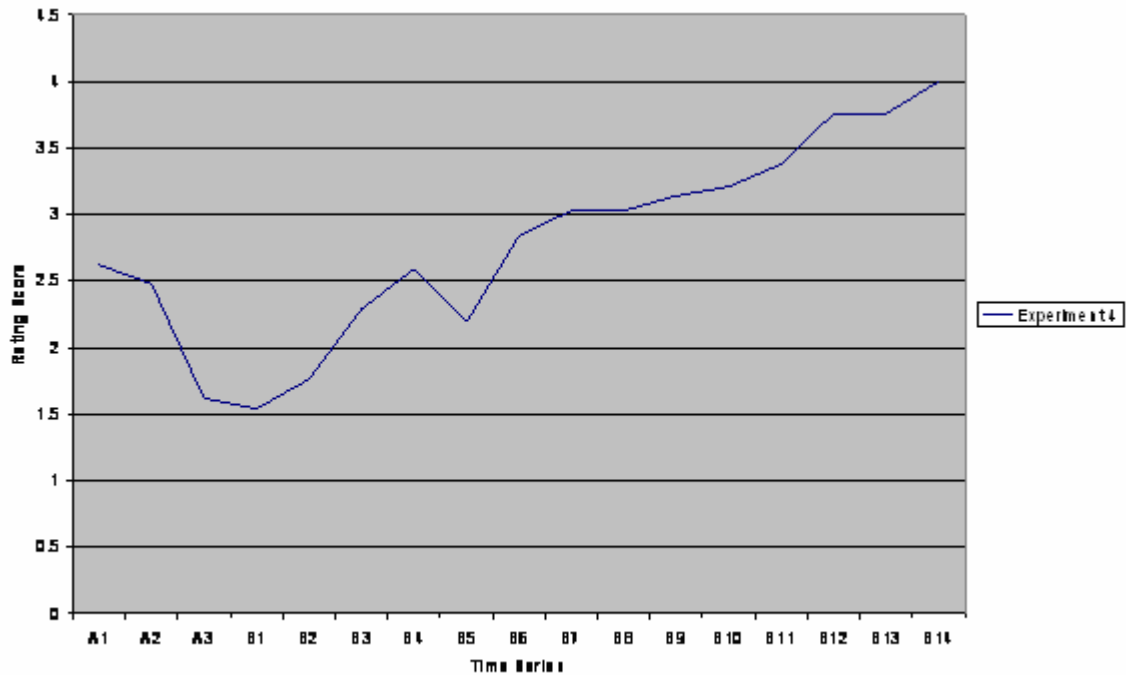


Figure 2.8 Experiment 4 Evaluation of Counseling Behaviors

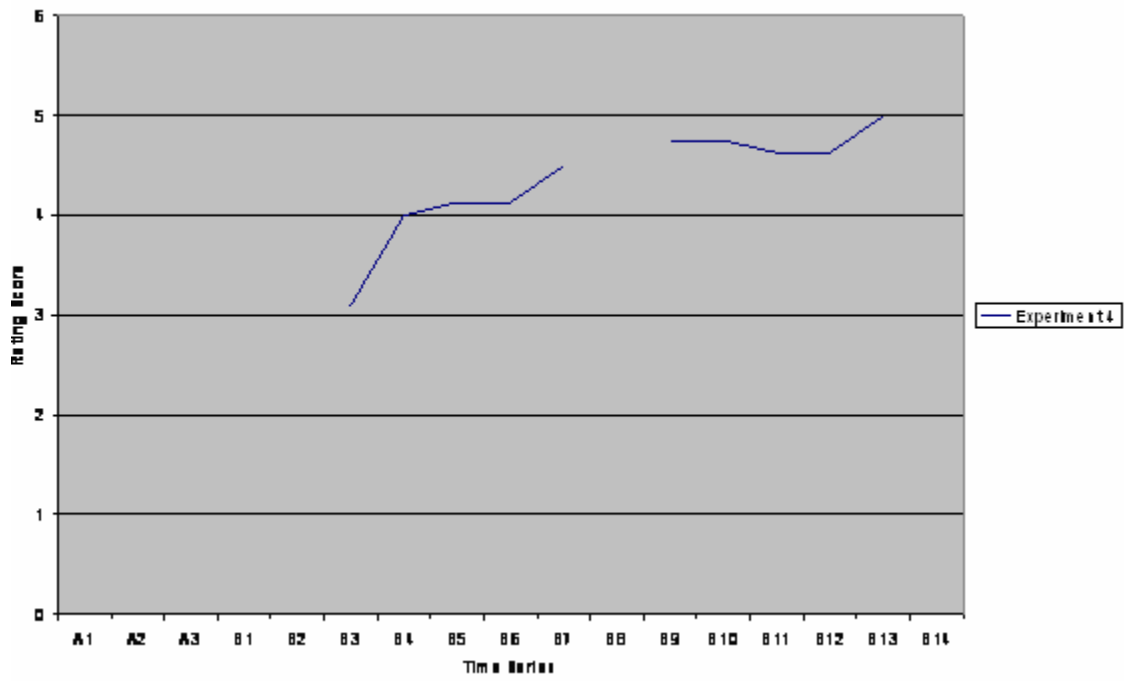


Figure 2.9 Experiment 4 Poling Scale

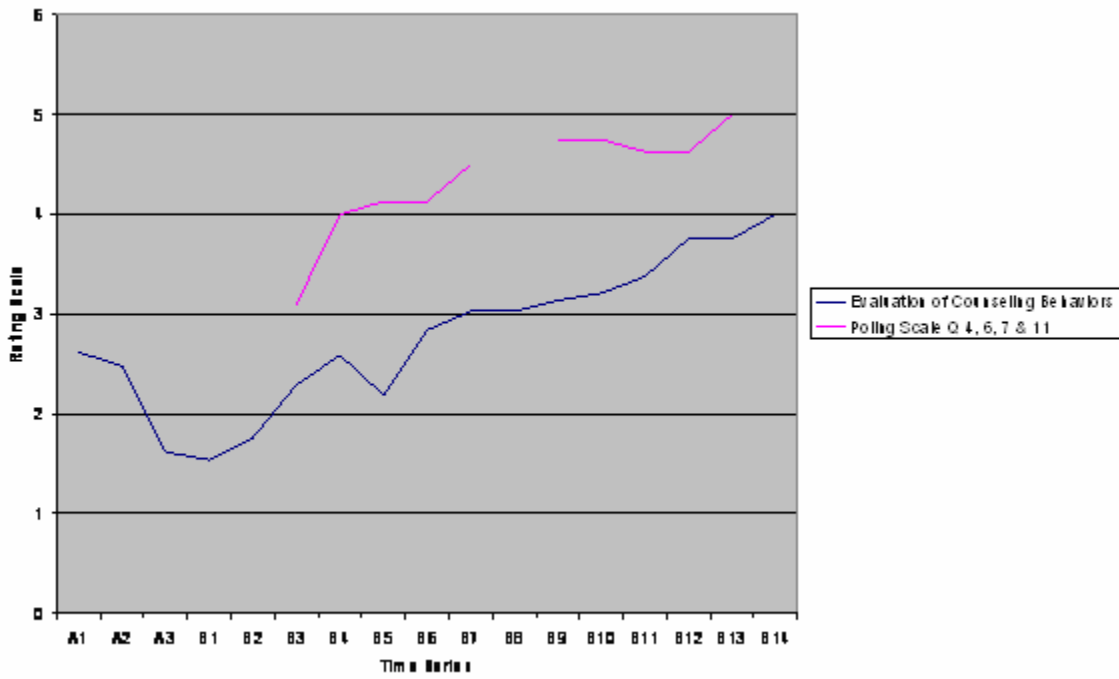


Figure 3.0 Experiment 4 Evaluation of Counseling Behaviors and Poling Scale

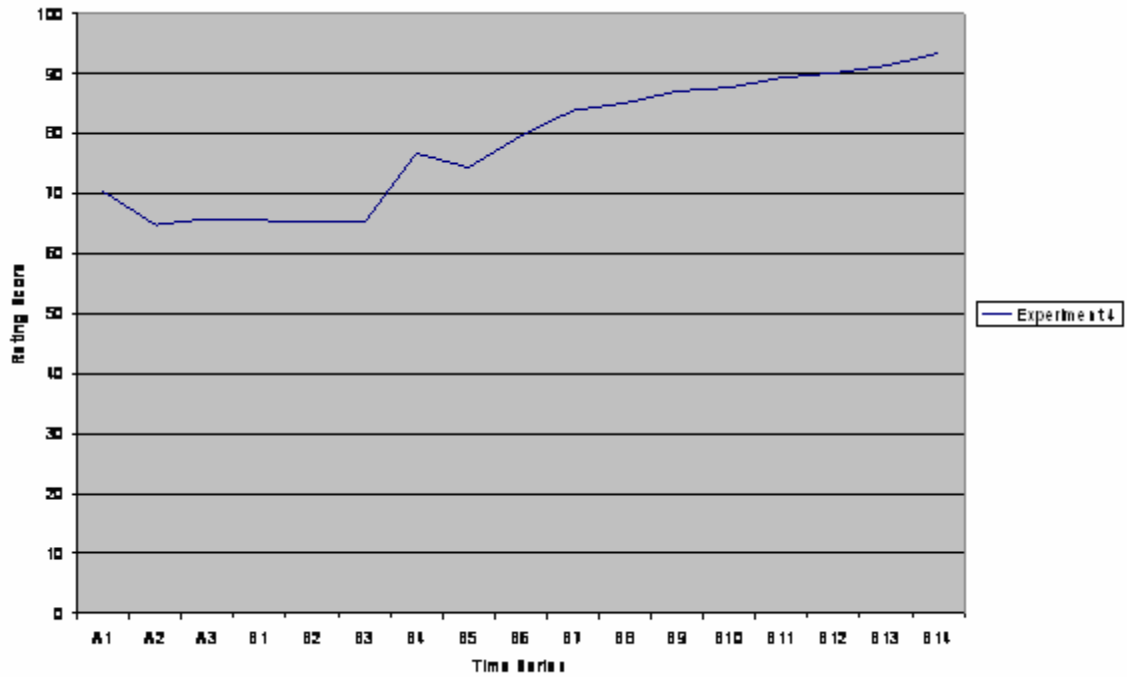


Figure 3.1 Experiment 4 Counselor Self-Efficacy Scale

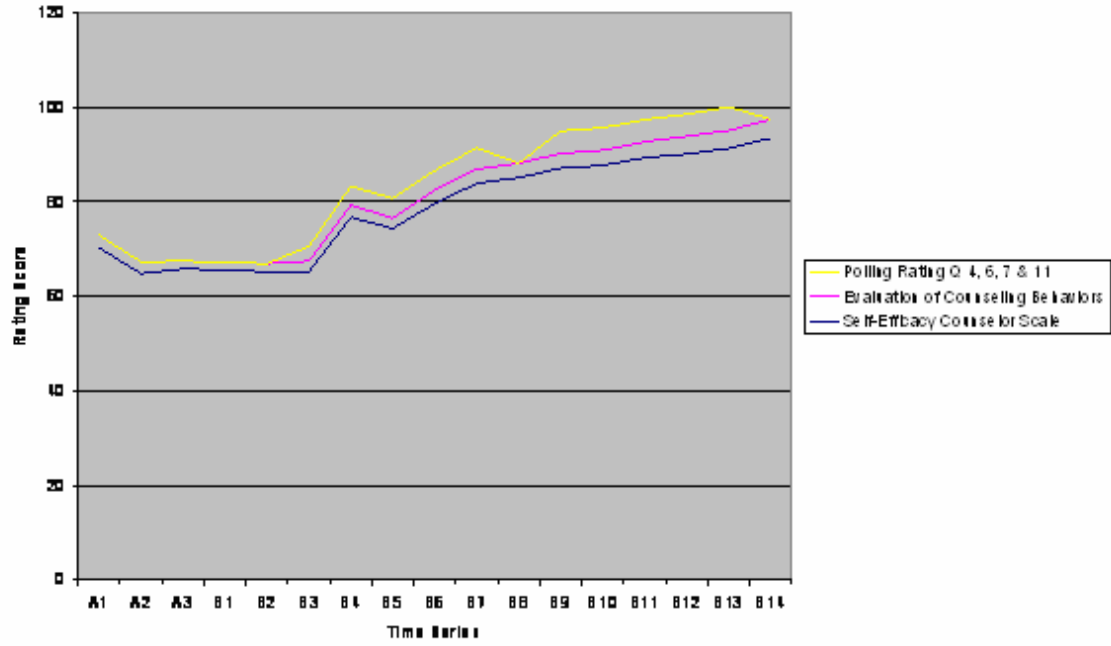


Figure 3.2 Experiment 4 Comparison Polling Scale, Evaluation of Counseling Behaviors and Counselor Self-Efficacy Scale

Cybersupervision

Table 1.3 Experiment 4 Results

Baseline A ₁₋₃	Treatment B ₁₋₁₄	CSES	CSES Means	CSES Mode	CSES Median	ECB	ECB Means	ECB Mode	ECB Median	Poling Scale	Poling Scale Means	Poling Scale Mode	Poling Scale Median
A ₁		70.34				2.62							
A ₂		64.83				2.48							
A ₃		65.86	67.01			1.62	2.23						
	B ₁	65.6				1.54							
	B ₂	65.2				1.76							
	B ₃	65.2				2.29				3.1			
	B ₄	76.74				2.59				4			
	B ₅	74.4				2.19				4.13			
	B ₆	79.69				2.84				4.13			
	B ₇	83.91				3.03				4.5			
	B ₈	85.15				3.03							
	B ₉	87.12				3.14				4.75			
	B ₁₀	87.72				3.21				4.75			
	B ₁₁	89.39				3.38				4.63			
	B ₁₂	90.15				3.76				4.63			
	B ₁₃	91.36				3.76				5	4.36	4.14/ 4.63/ 4.75	4.62
	B ₁₄	93.48	81.07	65.2	84.15	4	2.89	3.03/ 3.76	3.03				

Visual Inspection of Experiment 5

In Experiment 5 the participant showed an increase in both skill competence and self-efficacy. This increase was comparable to the increase reported in Experiment 3. All measurements appeared to increase and decrease simultaneously over the times series of the experiments.

Data results-This particular novice counselor had a decrease in the ECB beginning at B₃ and never quite raised her rating to the high of 4.41 at B₂. The end of treatment rating for this participant was 4.29 at B₁₄. The decrease in self-reported counseling behaviors continued from B₃ through B₇. Then the ECB increased to 3.86 at B₇ and subsequently decreased until B₁₂. The ECB increased from a low rating of 3.38 in baseline (A₃) to 4.29 at the end of treatment (B₁₄). The baseline and treatment mean for the ECB was reported as 3.57 and 3.7 respectively (see Figure 3.3). The mode and median for treatment on the ECB was 4.32 and 3.77 respectively (see Figure 3.3). The Gordon Pole Rating Scale began at 3.0 in treatment and 5.0 at the end of treatment (B₁₄). The Gordon Poling Scale mean was 4.12 (see Figure 3.4). The multimode and median for the Poling Scales was 4.38/4.75 and 4.38 respectively (see Figure 3.4). The poling rating steadily increased throughout the entire experiment. The CSES began at a low of 77.27 (A₃) and increased to an experiment high of 91.21 at the end of treatment (B₁₄). The CSES baseline mean was 79.45 and the treatment mean was reported at 81.73. The mode and median for CSES was 79 and 76.51 respectively (Figure 3.6). The CSES appeared to follow the ECB in that a gradual decrease was reported from B₃ through B₇. This decrease went from 85.45 to a low of 72.73 which was a lower rating than any score reported during the baseline period. There was one more data point low score which was reported at B₁₁ at 73.33. This rating was also lower than the A phase of the experiment.

The above data indicates a steady increases and decreases in both skill competence and CSE. Upon further examination it appears the ECB and CSES data points match up perfectly. The Gordon Poling also appears to support the findings of the ECB (see Figure 3.7). The relationship between counselor skill competence and CSE in experiment 5 is as strong as the finding in Experiment 3. There is a relationship between internal (self-report student analysis) and external (supervisory analysis). In Figure 3.7 the data is the most congruent of all the experiments and a clear relationship can be viewed between counselor skill competence and CSE. The results of the hypothesis are supported as true in Experiment 4.

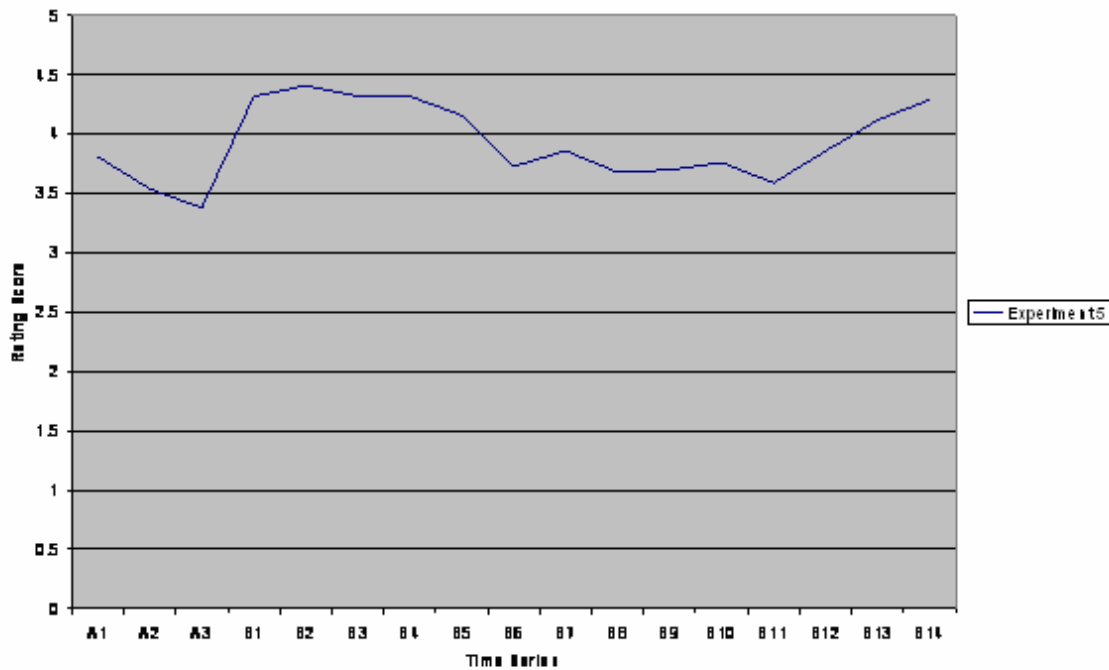


Figure 3.3 Experiment 5 Evaluation of Counseling Behaviors

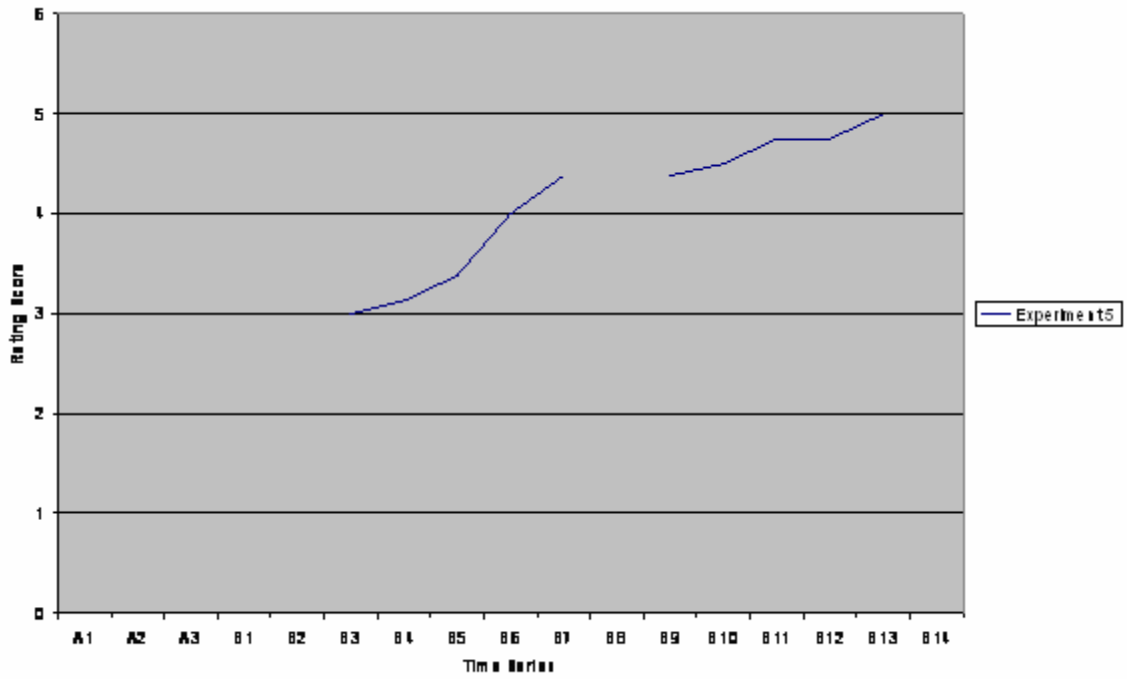


Figure 3.4 Experiment 5 Poling Scale

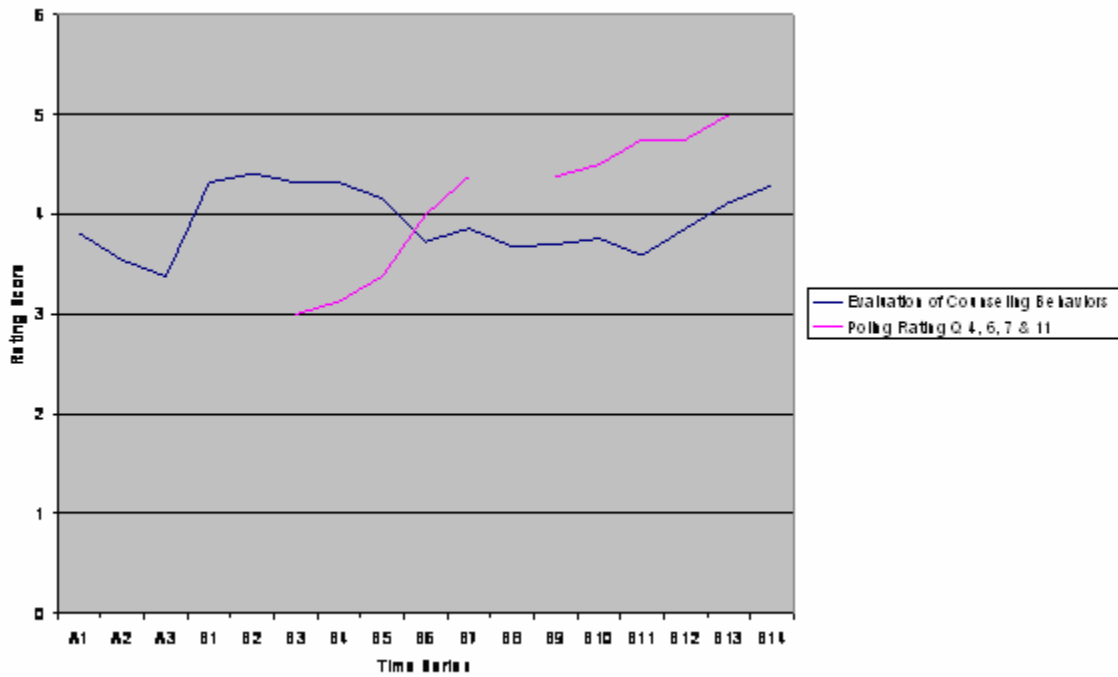


Figure 3.5 Experiment 1 Evaluation of Counseling Behavior and Poling Scale

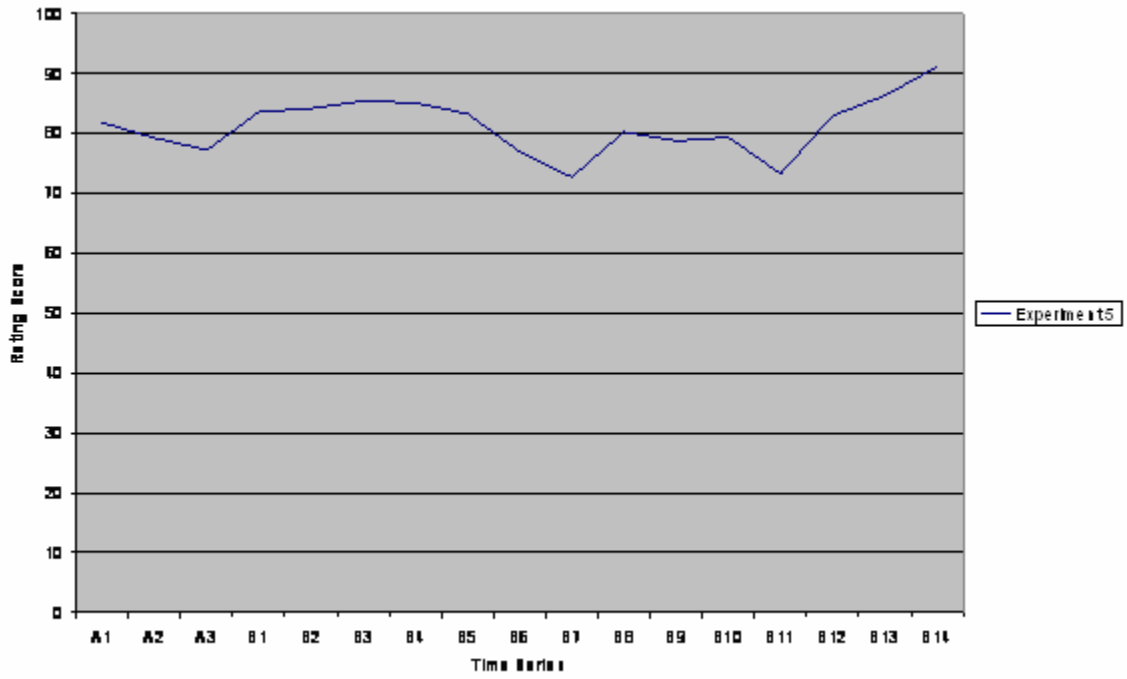


Figure 3.6 Experiment 5 Counselor Self-Efficacy Scale

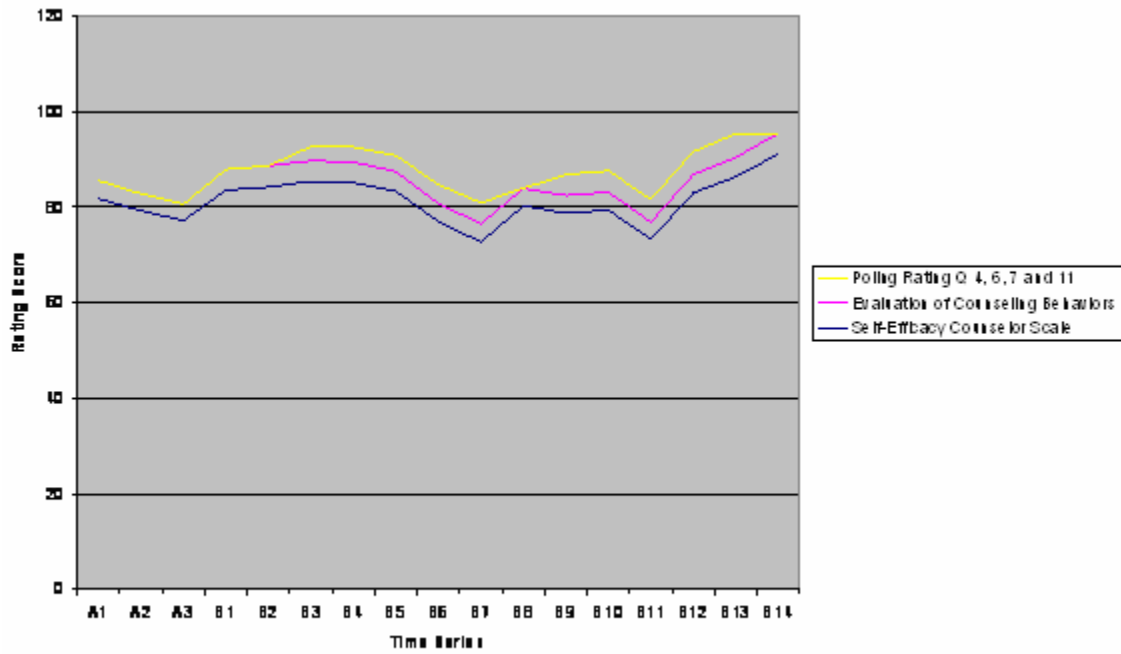


Figure 3.7 Experiment 5 Comparison Poling Scale, Evaluation of Counseling Behaviors and Counseling Self-Efficacy Scale

Cybersupervision

Table 1.4 Experiment 5 Results

Baseline A ₁₋₃	Treatment B ₁₋₁₄	CSES	CSES Means	CSES Mode	CSES Median	ECB	ECB Means	ECB Mode	ECB Median	Poling Scale	Poling Scale Means	Poling Scale Mode	Poling Scale Median
A ₁		81.82				3.81							
A ₂		79.28				3.54							
A ₃		77.27	79.45			3.38	3.57						
	B ₁	83.64				4.32							
	B ₂	84.24				4.41							
	B ₃	85.45				4.32				3			
	B ₄	85.15				4.32				3.13			
	B ₅	83.33				4.16				3.38			
	B ₆	76.97				3.73				4			
	B ₇	72.73				3.86				4.38			
	B ₈	80.3				3.68							
	B ₉	78.79				3.7				4.38			
	B ₁₀	79.39				3.76				4.5			
	B ₁₁	73.33				3.59				4.75			
	B ₁₂	83.03				3.86				4.75			
	B ₁₃	86.36				4.12				5	4.12	4.38/ 4.75	4.38
	B ₁₄	91.21	81.73	79	76.51	4.29	3.70	4.32	3.77				

The Collective Results of Counselor Competence and Self-Efficacy

In Figure 3.8 the comparison results between the ECB and Poling are reported. In Experiments 1 and 4 there are specific correlating results indicating that skill competence increased on both measurements at the same time. Specifically to Experiment 2 there are comparable factors, but no conclusive results proving a relationship between self-report analysis and supervisory analysis. All measurements indicated increases in counselor skill competence and CSE. In Experiments 3 and 5 the data points crossed over each other indicating a difference in novice counselor and supervisory perception of counselor competence.

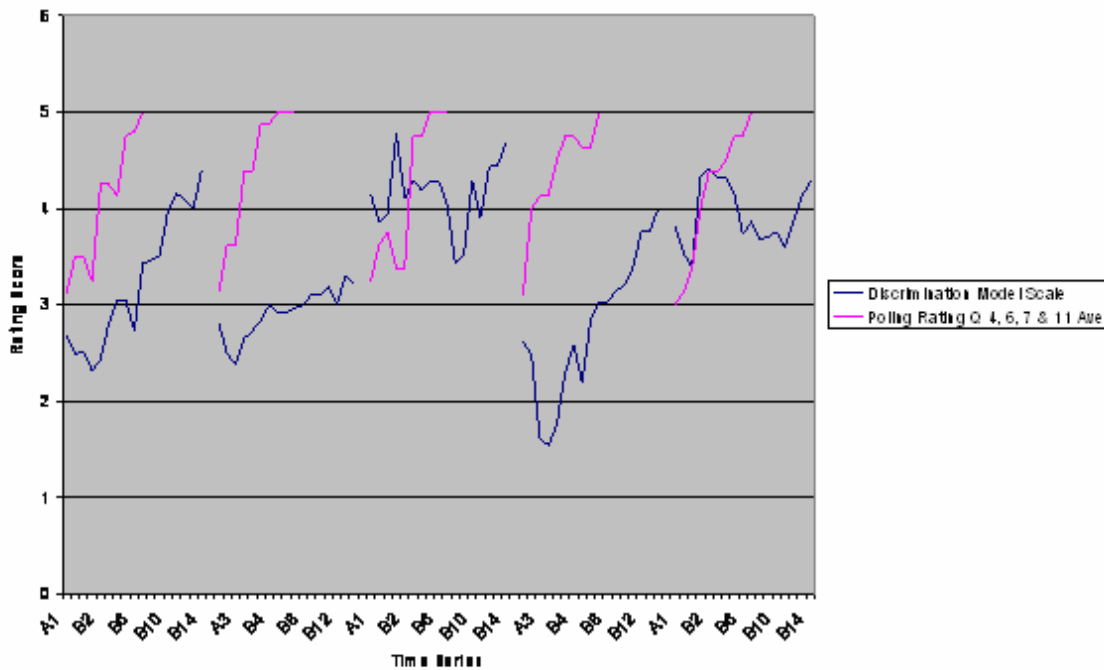


Figure 3.8 Collective Comparison Evaluation of Counseling Behaviors and Poling Rating

In Figure 3.9, the data collected and compared on the ECB and CSES match up on all five experiments. The increase and decrease data points correlate for each participant. This indicates that each participant’s rating of their own skill competence reflected the way in which they felt about their performance, i.e., CSE. It can be

concluded that all five novice counselors felt successful about the development of their individual counseling skill and their beliefs in themselves as counselors increased as well. This also correlates back to Bandura (1977) where he states that efficacy was learned from the following areas: (1) successful accomplishments in performance, (2) vicarious learning, and (3) verbal/social persuasion.

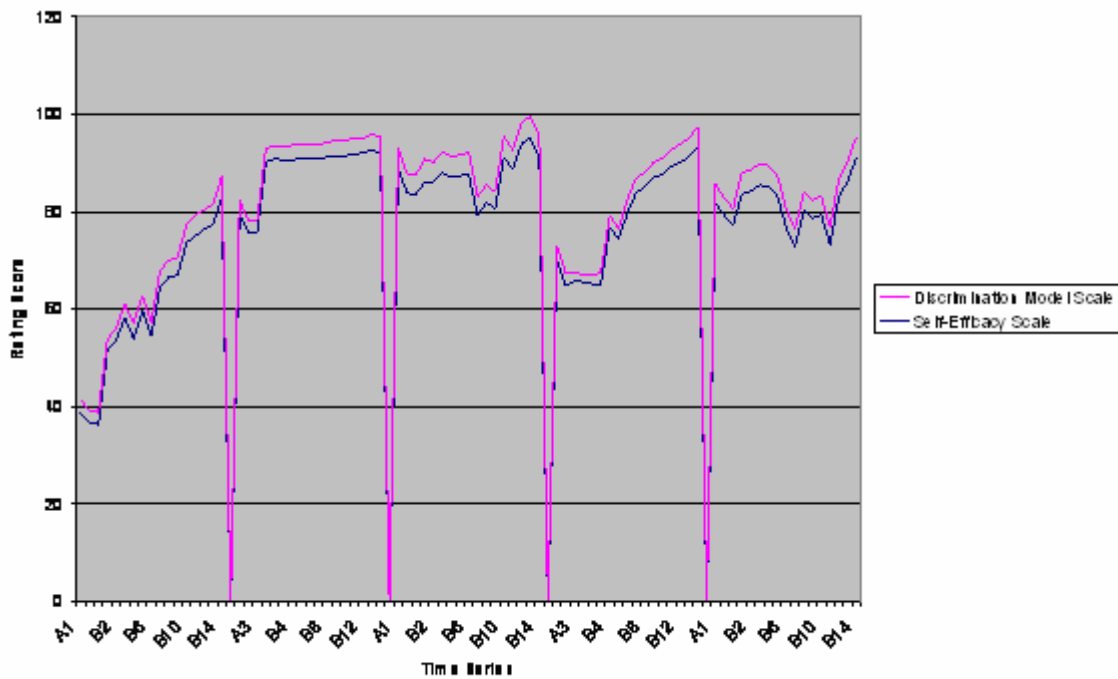


Figure 3.9 Comparison of Evaluation of Counseling Behaviors and Counselor Self-Efficacy

In Figure 4.0 the comparison of the Gordon Poling Scale and CSES is reported. There also appears to be a relationship with the supervisor’s perception and feedback given to the novice counselors which in turn positively increased CSE. Through the supervisory feedback on counselor skill competence the novice counselor made the adjustments to positively increase counseling skill and efficacy at the same time. The visual representation of the data points illustrate that there were matching increases, decreases and plateaus in counseling skill performance and CSE.

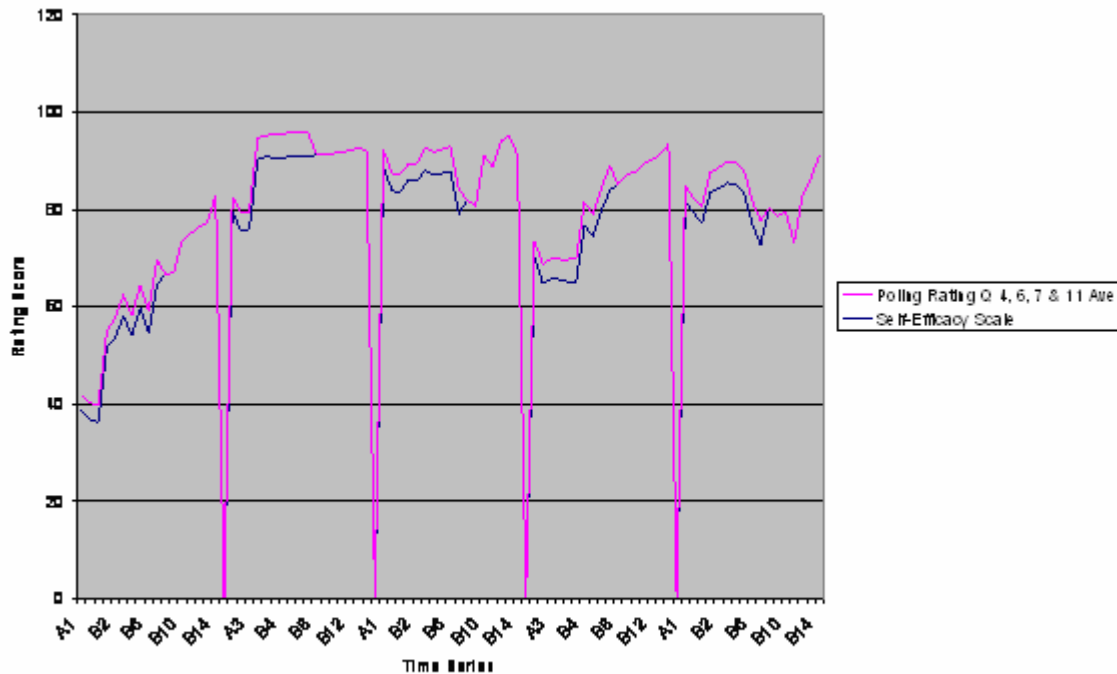


Figure 4.0 Comparison of Poling and Counselor Self-Efficacy

In viewing Figure 4.1 counselor competence and CSE, it is visually illustrated that 4 out of 5 experiments correlate completely through all three measurements. Thus, 80% of the experiment appeared to support the hypothesis of the group collectively increased their skill competence and CSE. This Cybersupervision experiment also raised the groups CSE. Only in experiment 2 did the poling supervisory rating not match with all the other data points. There were minor discrepancies in Experiments 1 and 4, but there was still a direct visual comparison which can be made. These minor discrepancies are only in the poling rating and are not illustrated in the relationship between the ECB and CSES. Only in Experiment 2 lies inconclusive results to an in skill competence and self-efficacy. There is enough data to prove that the hypothesis is true. Novice counselors did increase their counseling skills and self-efficacy through receiving the supervision through an online practicum course.

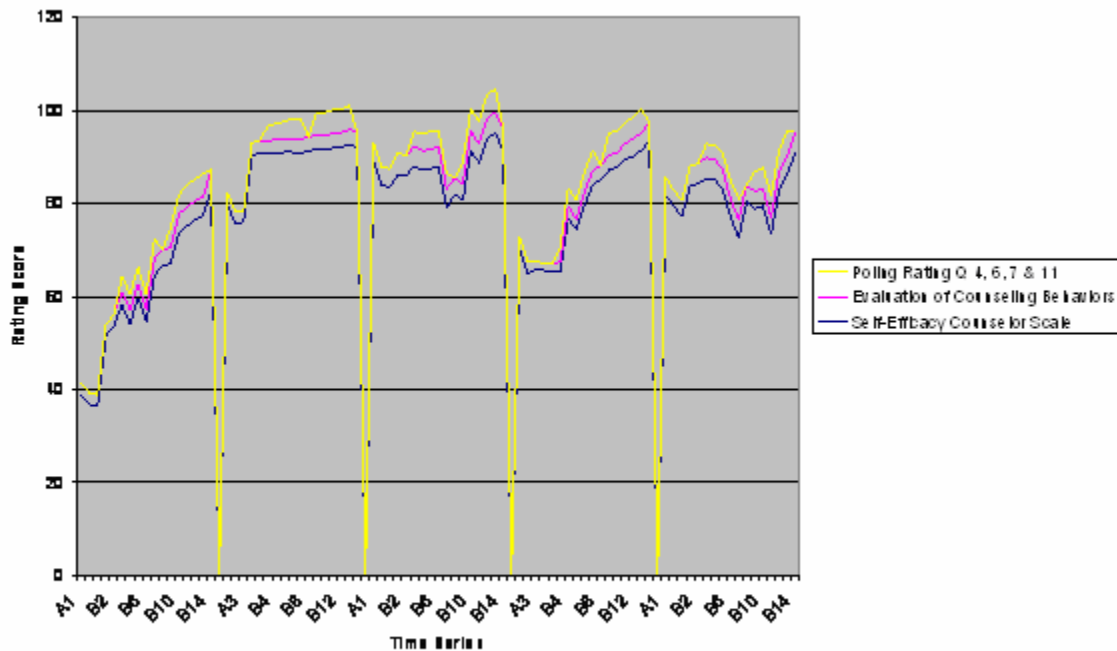


Figure 4.1 Comparison and Collective Results of Poling Scale, Evaluation of Counseling Behaviors and Counselor Self-Efficacy Scale

CCCS and DECSI Course Results

The pre/post examination of the Computer Competency and Comfort Scale (CCCS) and Distance Education Course Satisfaction Inventory (DECSI) (Chapman, 2004) was taken and the results are illustrated in Appendixes F and G. The overall beginning findings of the CCCS was the mean scores of; (a) Experiment 1: 3.1, (b) Experiment 2: 4.7, (c) Experiment 3: 4.6, (d) Experiment 4: 3.0 and (e) Experiment 5: 4.3. The overall mean was 3.94. The overall finding for the DECSI were mean scores reported as following; (a) Experiment 1: 4.6, (b) Experiment 2: 4.85, (c) Experiment 3: 4.95, (d) Experiment 4: 4.85 and (e) Experiment 5: 4.85. The overall mean was 4.83. The results here indicate that the participants were not only satisfied with the cybersupervision; they also increased in competence and comfortability. The online supervision experience was an overall success. The survey suggests that the

Cybersupervision at minimum complemented the on-site supervision and at maximum the participants would have liked an online component with their site supervisor as well. From Table 1.5, the results indicate that all 5 participants were satisfied with the experience itself.

Table 1.5
Computer Competency and Comfort Scale & Distance
Education Course Satisfaction Inventory

Experimenters	Computer Competency and Comfort Scale (CCSC)	Distance Education Course Satisfaction Inventory (DECSI)	Mean CCSC	Mean DECSI
Experiment 1	3.1	4.6		
Experiment 2	4.7	4.85		
Experiment 3	4.6	4.95		
Experiment 4	3.0	4.75		
Experiment 5	4.3	4.85	3.94	4.8

CHAPTER 5

DISCUSSION

The Purpose of the Study and Summary

This study served as an attempt to explore and address counselor supervision through what Watson (2000) discussed as Cybersupervision and to examine Bernard's (1979; 1999) Discrimination Model of Supervision (DMS) and its application to an online environment. In addition, the examination of counselor skill acquisition and Counselor Self-Efficacy (CSE) was performed and the online course management system, WebCT turned out to be positive medium to instruct a practicum course on counselor supervision. There are few studies investigating online counselor supervision and this experiment does further the research in this area of interest.

Through the quantitative analysis (see tables 1.1 – 1.4) of the data and visual examination of the graphs (figures 1.0 – 4.1) it is evident that Cybersupervision is a medium under which counselors can further their skill competence and efficacy. As an entire group of novice counselors the practicum group increased in both areas. Individually, this was only the case in 4 out of 5 participants. The experimental case study approach appeared to make the data easy to interpret, but there were definite limitations to this experiment and they are discussed in the later portion of this chapter.

Online practicum courses can provide medium for Bandura's (1977, 1986) notions of Social Cognitive Theory (SCT) and Bernard's (1979; 1999) Discrimination Model of Supervision to apply. By applying the supervision modality (DMS) and the SCT of learning, novice counselors can increase their skill competence and CSE. Cybersupervision can provide the novice counselor an educational atmosphere conducive to promoting self-organization, proactiveness, self-reflection, and self-regulation. At the

same time, they can also illustrate advancement of their counseling behaviors and skills through videos of actual counseling sessions, individual and group chat session and e-mail. Even though there was no specific framework instituted for the supervisory roles of the DMS, this research did use this social role model through the individual and group chat sessions and the use of e-mail.

Hypothesis, Research Design Analysis and Research Limitations

The hypotheses of this study were that novice counselors will increase their counseling skills and self-efficacy through receiving the supervision through an online practicum course. The null hypothesis was novice counselors will not increase their counseling skills and self-efficacy through receiving the supervision through an online practicum course. As reported in the results chapter, there were positive hypothesis results reported in all experiments except experiment 2. The relationship between the independent variables, i.e., course instruction and supervisor feedback manipulated the dependent variables of counselor skill obtainment and CSE. This can be viewed on figure 4.1 page 104. In Experiments 1, 3, 4 and 5 a direct relationship appears between these variables. The null hypothesis was not supported at any point in the experiment. In Experiment 2, although the data increased, the increase did not represent a sufficient amount to visually interpret (see Table 1.1).

The research design AB N=1, replicated five times, efficiently illustrated the data. A minimum of three baseline and fourteen treatment measurements were taken. Though the AB design does not provide the unambiguous evidence of the independent variable cause and effect as the ABAB design, it did show stability of the independent variable (instruction and supervisory feedback) over time. There was also no way to randomly assign participants in the study. Thus, this was a built-in research limitation to this

experiment. However, an important notation here is that there were multiple measures in both baseline and treatment. To further define the cause and effects of increase counselor skill acquisition causes an increase in CSE, each participant was her one control group in the baseline and treatment phases of the experiment.

The other built-in internal limitations to this AB design are; 1) history, i.e., the time the experiment was administered, 2) maturation, i.e., the normal developmental changes in participants from the beginning to end of the experiment, 3) testing, i.e., taking the measurements repeated times, selection, i.e., differences among participants before implementation of treatment, 4) mortality, i.e., participant drop out rate and 5) generalizability, i.e., the effectiveness of this concluding the results to a larger population. In this particular study it was inevitable that there would be limitations in maturation, testing, selection, and generalizability. It should be noted that the replication of the experiment does strengthen its generalizability. However, history, selection, and modality did not appear to affect this experiment. History did not appear to be an issue because there was a 10 week period of time between the end of the pre-practicum course and the practicum course which was examined for this experiment. Selection showed no significance because there the participants had different concentrations with counseling and performed their practicum duties at different sites. Mortality did not appear to be a limitation because all five participants ended the study.

The AB design provided visual displays that revealed positive and negative correlations between the skill competence measure ECB and the Poling. There were also visual illustrations of how the supervisory feedback from the Gordon Poling and the self-report feedback of the ECB affected increases and decreases in CSE from week to week in the treatment phase. It also proved to be an especially effective way to institute an

experimental design in counselor supervision. However, making sure the data is collected appropriately is a challenge and time consuming. The online environment did make the collection easier and more efficient, but two participants need to be e-mailed reminders in the beginning, middle and end of the treatment phases.

Summarization of Results and Other Limitations

The experiment indicated that effective counselor supervision can be conducted in a Cybersupervision or online environment. The WebCT course site was an online course delivery system that allowed for not only effective synchronous and asynchronous learning of supervision, but also provided a medium in which supervisor and supervisee could communicate effectively. The study resulted in positive relationships reported in all visual domains, except for experiment 2. There appeared to be a difference in supervisory perception of skill competence and the self-report of ECB. There were visual comparisons between the ECB and CSES in which increases and decreases correlated in each participant's perceived counseling performance and perceived self-efficacy.

Heppner et al. (1999) states that are three basic threats to validity: statistical, internal and external and construct. Statistical validity refers to the degree the experiment has come to the correct conclusion about the relationship between variables. Internal validity refer to amount of certainty that is reach in making statements about the existence of a causal relationship and external validity refers to the extent that the causal relationship is generalizable across people, settings, and times. Construct validity refers to the degree to which a test/assessment measures an intended hypothetical construct. There was not much statistical analysis, but rather simple computations of means, modes and medians. Also, as stated in Chapter 3 there were known limitations to the measure and no additional issues arose. All treatments were standardized, implemented, and the

measures were collected on time in all five experiments. There was no randomization in this experiment, thus an obvious limitation. The internal validity was strong throughout the experiment, because of the research design and replication. However, there was also a limitation in regards that all participants were female. Generalizability was another obvious limitation because of the measurements used in the study. The CSES's generalizability was known from the onset of the study and the CCCS, and DECSI were new measurements designed for this experiment. However, the participants did represent multiple ethnicities. The external validity in this study was strong even though generalizability was an obvious limitation. The ECB and Gordon Poling scales did strengthen the external validity more by have two measures examining the dependent variable of counselor skill obtainment. All measurement used in the experiment had moderate to high construct validity except the CCCS and DECSI.

Recommendations for Further Study

Research in the area of cybersupervision needs to focus in the areas; (a) the development or adoption of sound supervision model to institute online supervision, (b) keeping up-to-date in maximizing the use of current technologies to facilitate cybersupervision, and (c) the further development of accreditation and ethical guidelines for the use of online supervision.

Bernard & Goodyear (1998) reported several different counseling supervision models such as the Working Alliance Model, Person-centered, The Stoltenberg Model, The Holloway Model, and the Discrimination Model of Supervision (DMS). Through current day research, these models and more have been the recommended models used for face-to-face counselor supervision. However, the question which needs to be raised here is; do any of these models work in an online or cybersupervision format?

Furthermore, do any of these models need to be adapted or changed to fit online or distance learning pedagogy? There is plenty of research that suggest these models are sound in a traditional or face-to-face format, but there has been no ground breaking research performed in the area of online counselor supervision.

For instance, implementing the Bernard's (1979; 1999) Discrimination Model of Supervision online in this practicum course would be challenging and could yield important data as to the effectiveness of traditional face-to-face supervision models implemented in cybersupervision environment. The replication of Stenack and Dye's (1983) study as reported in chapter 2 in a cybersupervision format would be a beginning point to investigate these questions. The hypothesis of this author is that most of the current day models would need pedagogical adaptation in order to be effective in online counselor training. The premise of this hypothesis lies in that most traditional model of face-to-face learning has not been totally effective when applied in an online learning environment. If traditional face-to-face teaching and online instruction are not equivalent, then the same can hold true to teaching and learning in counselor supervision.

In the particular study performed here, there was unpublished qualitative data collected that support future research in the area of supervision models. This study did not look at the DSM as a construct of supervision itself because of the results found by Stenack and Dye (1982 & 1983), Goodyear, Abadie, and Efros (1984), and Ellis, Dell, and Good (1988). The DMS was used by this author as a reference point to conduct supervision through the supervisory roles of teacher, counselor, and consultant.

Secondly, since this particular study was performed in 2004, cybersupervision has already made advancements in supervising novice counselors through webcams and real time streaming video. Currently, there are many advanced technological means, such as

Micro Media Breeze, RealVideo, Skype, etc., that have and will continue to revolutionize counselor supervision in this millennium. Current technologies have advanced today's counseling laboratory with one-way mirrors and VHS cameras, to live webcam streaming video with and without inscription for patient and counselor confidentiality. These advancements in supervision techniques need to be researched and further data collected for analysis. Advancements in technologies usually go through three to five year cycles. Thus, research and data analysis in these areas needs to be swift and precise in order to use newly developed technologies to be effective in benefiting of the counseling profession.

Lastly, as reported in Chapter 1, the Association for Counselor Education and Supervision (ACES) has developed *Guidelines of Online Instruction and Technological Competencies* (1999, 2000). However, neither, the American Counseling Association (ACA), ACES or the American Psychological Association (APA) have approved or accredited cybersupervision as an official means of counselor supervision. The research in this area of counseling is of pivotal importance because more institutions of higher learning are integrating online learning into curriculums. In order for cybersupervision to be recognized as a legitimate form of counselor supervision there must be standards and codes of ethics set forth. It is this researchers opinion that these standards should address adaptation from face-to-face to cybersupervision standards in the following areas; (a) using effective online supervision models, (b) appropriate technological training for supervisors and novice counselors, (c) appropriate disclosure to counselors in training and patients regarding the uses of technology and its implications, (d) specific alterations and changes in the ACA and APA code of counseling ethics regarding the counselor patient relationship in an online environment, i.e., confidentiality, (e) implementation

standards of counseling sessions and the integrating of appropriate usage of technology and (f) using and adapting traditional counseling methodologies, i.e., client-center, cognitive-behavioral or psychoanalytic, from a face-to-face model to an online model. The age of computer technology is here to stay and educator and students alike are demanding up-to-date pedagogy, standards, and effective methodologies for teaching and learning in an online environment. There are several avenues to travel to keep counselor supervision up-to-date with current day educational beliefs and sound pedagogy, but without a doubt all of the avenues include some kind of technology or usage of technology to educate and train future counselors.

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Appendices

Appendix A

Informed Consent Form
North Carolina State University
Counselor Education
Online Supervision ECD 642

You are being asked to volunteer to participate in this supervision practicum course (ECD 642) the North Carolina State University Counselor Education Department. The university requires you give you signed agreement to participate.

The investigator, Russell A. Chapman, will explain to you, in detail, the purpose of the project at the first class session August 23, 2004. You may ask him any questions you have to help you understand the project. The basic explanation of the project is written below. Please read this explanation and discuss with the researcher any question you might have. If you decided to participate in the project, please sign and date this form at the bottom. You will be given copy of this form on or before August 23, 2004.

If you have any questions at any time during this study, you may contact Russell A. Chapman at 919-515-2244 or Dr. Nassar-McMillan at 919-515-2244.

Nature of the project: The purpose of this research project is to explore whether the theories of the Discrimination Model of Supervision by Bernard (1979 & 1997) and Self-efficacy Theory by Bandura (1977, 1982, & 1986) can be used in an online supervision of novice practicum counselors. The researcher will focus on these theories in relation to compatibility with online supervision of novice master level counselors learning counseling skills and increasing their counselor self-efficacy.

Why subjects were selected: All subjects were selected by enrolling in ECD 642 and on a volunteer basis. All participants volunteered at the end of the pre-practicum counseling course in the spring semester 2004.

Explanations of the procedures: All procedures will be outlined in the course syllabus for ECD 642. Between July 5, 2004 and August 23, 2004 learners will be taking base line measures of counseling self-efficacy (CSE) and counseling skills as measured by Baker (2002) and Bernard (1998). All data collected in this project will be used for the purpose of completing and presenting the dissertation of the researcher.

Confidentiality: Confidentiality, within course requirements or research purposes, will be kept between the researcher and the masters students enrolled in the EDC 642 course. The novice counselors in training will be referred to as novice counselor one through five in the presentation of the data and or the data with the dissertation. The only reason for breaking confidentiality will be because of the rule, ethics, and standards set forth by the university and/or the ACA.

Student Signature _____ Date: _____

Researcher signature _____ Date: _____

Appendix B

**Department of Educational Leadership and Counselor Education
ECD 642 Advanced Practicum in Counseling**

6-Semester Hours
Fall Semester 2004
Sections 1-6

Program Coordinator: Dr. Nassar-McMillan, Ph.D.

Office: Poe 520

Phone: 919-515-2244

Office Hours: By Appointment Only

Instructor: Russell A. Chapman, MA.

Office: Poe 520

Phone: 919-515-2244

Office Hours: By Appointment Only

E-mail Address: russellchapman@earthlink.net

Texts:

1. **Required:** Faiver, C. Eisengart, S. & Colonna, R., 1995. *The Counselor Intern's Handbook*. 2nd edition, Pacific Grove, CA. Brooks/Cole.
2. **Recommended:** Baired, B., 1999. *The internship, practicum, and field placement handbook*. 3rd edition, Upper Saddle River, NJ: Prentice-Hall.

Course Prerequisites:

1. Completion of all **ECD, PSYCH, and STAT** courses with the exception of ECD 539 Group Counseling that may be taken concurrently.
2. Consent of appropriate concentration coordinator.

Approved Placement:

All students are required to have a placement site that has been approved by their respective concentration coordinator prior to enrolling in ECD 642. ***Students who do not have approved sites will not be able to continue in ECD 642.*** Securing verification of a site approval is the responsibility of the student. It should be noted that your concentration coordinator must approve all changes in placement sites.

Liability Insurance:

Please note that all students are required to have liability insurance while enrolled in this course. **Students who do not have liability insurance will not be allowed to continue in ECD 642.** ACA student liability insurance is available to ACA members. Forms for joining ACA and for obtaining insurance coverage are available in 520 Poe.

Course Format:

This course is the third (3rd) component of the Department's clinical experience sequence in the application of counseling theory. The course is a supervised practicum experience offered in several individual seminar sections which focus on case conceptualization, client assessment and evaluation, oral and written case reporting, and the overall evaluation of counseling performance in individual and group interventions.

Each section of the practicum uses a social role model of group supervision format or model. In this format or model students are expected to openly discuss current cases and professional issues in counseling, develop their own personal counseling styles, and participate in giving and receiving feedback. Since all supervision groups are concerns-based, all groups will develop their own style and pace for completing the course curriculum. The methods of instruction in this section of ECD 642 all will include online lectures, discussion threads, demonstrations, group discussion, and student presentations.

Material Needed:

You will need a high quality videotape recorder. The department can help you supply this if requested. Video cameras are available in the Learning Resources Library in Poe Hall. Please make sure your videotapes are of HIGH QUALITY!

Course Requirements:

1. A minimum of 100 hours of counseling and counseling related activities. The 100 hours must include a minimum of 30 hours of counseling with individual clients plus a minimum 10 hours of group guidance, group counseling or group psychotherapy. **Time spent in individual or in-group supervision with the course instructor will not count toward completion of the remaining 60 hours of "counseling-related activities".**
2. A minimum of one (1.0) hour peer week in individual supervision with the course instructor is required. **This supervision will take place via distance learning through online discussion threads and real-time chat.** The supervision is based on your videotapes. The time of this supervision will be schedule between me and the supervisee. All meeting times will need to be from Wednesday through Sunday. One hour of individual supervision is a minimum. You may request to meet with your instructor for more than one hour a week. These meeting can be an actual meeting time or may be WWW exchanges, such as e-mail, instant messaging, course chat, etc.
3. A minimum of two (2.0) hours per week of group supervision with other master's students is required. The group supervision period covers the other three (3.0) hours. **So students should be prepared to meet longer the two (2.0) hours at the discretion of the instructor. This meeting time will be decided upon on our first class meeting on August 23, 2004. This meeting time will be real time text chat format and will last approximately two (2) hours.**

4. **The completion of the two (2) field projects is required.** There is one mandatory field presentation on consultation which will be present in a power point format to the class via the course website. This power point presentation will be turned in on the date designated by the instructor on the course schedule. The field projects are in: substance abuse education, career counseling, college counseling and burnout prevention. Course instructors will provide guidelines for completing these projects.
5. A minimum of 10 taped counseling sessions will be required. **Videotapes sessions are preferable, but audiotapes will be accepted only with a full typed transcript provided by the student. If the student chooses videotapes then there is no transcription required. All tapes must be turned in on the designated dues dates on the course schedule. These dates are all Mondays and the time for turn in is by 7:00 PM. If you tape is turned in late then it will be recorded as such and you will not receive feed back to the following week. Otherwise you will receive feedback by Wednesdays.**
6. One (1) 20 –30 minute formal case presentation made to the supervision group is required. The instructor will provide the format.

Evaluation:

The course will use an S-U grading system. The student will have a formative evaluation of professional counseling behaviors that will be conducted throughout the practicum and before the end of the drop period. Final grades will be based upon the following:

1. **The student completing all required class assignments.**
2. **The student demonstrating professional behaviors consistent with the Expected Competencies attached to the syllabus and with the ACA Code of ethics.**
3. **The student receiving of at least “3’s” on ALL categories of the Poling Interview Rating Form (1980) AND a rating of at least “4’s” on 6 of the 11 categories. A copy of the interview rating form is attached to this syllabus.**
4. **Completion of the weekly self-efficacy and discrimination model inventories.**
5. **Completing the pre and post distance learning surveys.**
6. **Completing discussion threads on case studies and questions relating to counseling theory and practice.**

Attendance Policy:

You are required to attend all group and individual supervision sessions. If you must miss a class or supervision session, please notify your instructor by e-mail (russellchapman@earthlink.net) at least 48 hours in advance. Announcements regarding schedule delays or the closing of the university due to adverse weather conditions will be broadcasted on local radio and television and posted on the university home page on the Internet. If a class meets while the university is operating under Adverse Weather Policy, individual students will not be penalized for non-attendance and will be allowed to make up any missed work.

In case of an emergency, please contact the Department Office and leave a message. ***If for any reason, you miss more than three (3) group meetings or individual sessions, you will be unable to receive a satisfactory grade (S) in this course.***

Disability Statement:

If you have a documented disability and wish to discuss academic or other accommodations, please contact your instructor and or Dr. Baker as soon as possible.

Semester Schedule

Monday August 23, 2004	Introduction/Syllabus/Q & A
Monday August 30, 2004	Text Readings Faiver, Eisengart, and Colonna, pages 1-11 & 13-19
Monday September 6, 2004	Labor Day Holiday
Monday September 13, 2004	Text Readings Faiver, Eisengart, and Colonna, pages 21-27/Tape #1
Monday September 20, 2004	Faiver, Eisengart, and Colonna, pages 28-45/Tape #2
Monday September 27, 200	Text Readings/Faiver, Eisengart, and Colonna, pages 46-55/Tape #3/Student Topic
Monday October 4, 2004	Text Readings/Faiver, Eisengart, and Colonna, pages 56-69/Tape #4
Monday October 11, 2004	Text Readings/Faiver, Eisengart, and Colonna, pages 71-97/ Tape #5
Monday October 18, 2004	Field Project #1/Make-up Tapes 1-5
Monday October 25, 2004	Text Readings/Faiver, Eisengart, and Colonna, pages 99-122/Tape #6/Student Topic
Monday November 1, 2004	Text Readings/Faiver, Eisengart, and Colonna, pages 128-137/Tape #7
Monday November 8, 2004	Text Readings/Faiver, Eisengart, and Colonna, pages 139-142/Tape #8/Student Topic
Monday November 15, 2004	Text Readings/Faiver, Eisengart, and Colonna, pages 143-196/Tape #9/Student Topic
Monday November 22, 2004	Text Readings/Tape #10/Student Topic Make-up Tapes 6-10/Student Topic
Monday November 29, 2004	Field Project #3 Due/Final Presentations
Monday December 6, 2004	Last Class Session: All last minute written material is due no later than this class session

Appendix C
Interviewing Rating

Rating of a Counseling Session Conducted by a Student Counselor

Gordon Poling*

Client Name or Identification:

Student Counselor Name:

CHECK ONE

_____ **Audio Tape**

Signature of Supervisor or Observer

_____ **Video Tape**

_____ **Observation**

_____ **Other (Specify)** _____

Date of Interview: _____

DIRECTIONS: Supervisor or peer of the student counselor is to mark a rating for each item and as much as possible is to provide remarks that will help the student counselor in his/her development.

SPECIFIC CRITERIA	RATING (best to least)	REMARK
<p>1. OPENING: Was the opening unstructured, friendly, and pleasant? Any introduction necessary?</p>	<p>5 4 3 2 1</p>	
<p>2. RAPPORT: Did student counselor establish good rapport with the client? Was the stage set for a productive interview?</p>	<p>5 4 3 2 1</p>	

SPECIFIC CRITERIA	RATING (best to least)	REMARK
3. INTERVIEW RESPONSIBILITY: If not assumed by the client, did the student counselor assume appropriate level of responsibility for interview conduct? Did student counselor or client take initiative?	5 4 3 2 1	
4. INTERACTION: Were the client and student counselor really communicating in a meaningful manner?	5 4 3 2 1	
5. ACCEPTANCE/ PERMISSIVENESS: Was the student counselor Accepting and permissive of the client's emotions, feelings, and expressed thoughts?	5 4 3 2 1	
6. REFLECTIONS OF FEELINGS: Did the student counselor reflect and react to feelings or did the interview remain on an intellectual level?	5 4 3 2 1	

SPECIFIC CRITERIA	RATING (best to least)	REMARK
<p>7. STUDENT COUNSELOR RESPONSES: Were student counselor responses appropriate in view of what the client was expressing or were responses concerned with trivia and minutia? Meaningful questions?</p>	5 4 3 2 1	
<p>8. VALUE MANAGE- MENTS: How did the student counselor cope with values? Were attempts made to impose counselor values during the interview?</p>	5 4 3 2 1	
<p>9. COUNSELING RELATIONSHIP: Were student counselor-client relationships conducive to productive counseling? Was a counseling relationship established?</p>	5 4 3 2 1	
<p>10. CLOSING: Was closing student counselor or client initiated? Was it abrupt or brusque? Any follow-up or further interview scheduling accomplished?</p>	5 4 3 2 1	

SPECIFIC CRITERIA	RATING (best to least)	REMARK
11. GENERAL TECHNIQUES: How well did the student counselor conduct the mechanics of the interview?	5 4 3 2 1	
a. Duration of the interview: Was the interview too long or too short? Should interview have been terminated sooner or later?		
b. Vocabulary level: Was student counselor vocabulary appropriate for the client?		
c. Mannerisms: Did the student counselor display any mannerisms which might have conversely affected the interview or portions thereof?		
d. Verbosity: Did the student counselor dominate the interview, interrupt, override, or become too wordy?		
e. Silences: Were silences broken to meet student counselor needs or were the dealt with in an effectual manner?		

Appendix D
Evaluation of Counselor Behaviors*

1 = needs improvement; 2 = adequate; 3 = good;
 4 = a strength of the student; 5 = excels in this area

Student _____ Semester _____

Faculty Supervisor _____ Individual Supervisor _____

Relationship/attending skills

1.	Listens carefully and communicates an understanding of the client.	1	2	3	4	5
2.	Is genuine and warm with client.	1	2	3	4	5
3.	Is immediate with the client.	1	2	3	4	5
4.	Is respectful of, and validates, the client.	1	2	3	4	5
5.	Is appropriate regarding the cultural context of the client.	1	2	3	4	5
6.	Is appropriate regarding the developmental context of the client.	1	2	3	4	5
7.	Uses interpersonal strengths appropriately, including humor and self-disclosure.	1	2	3	4	5
8.	Is comfortable with a variety of feelings and/or issues shared by the client.	1	2	3	4	5
9.	Provides support to the client when appropriate.	1	2	3	4	5
10.	Challenges the client when appropriate.	1	2	3	4	5

11.	Tracks the main issues presented by the client.	1	2	3	4	5
12.	Is able to organize session data into meaningful frameworks.	1	2	3	4	5
Assessment Skills						
13.	Appreciates cultural and/or developmental issues that may affect assessment.	1	2	3	4	5
14.	Is able to recognize normative from problematic behavior during assessment.	1	2	3	4	5
15.	Can assist the client in considering different components and sequences that make up and sustain problems.	1	2	3	4	5
16.	Is able to identify cognitive components of client issues.	1	2	3	4	5
17.	Is able to identify affective components of client issues.	1	2	3	4	5
18.	Is able to identify behavioral components of client issues.	1	2	3	4	5
19.	Is able to identify systematic components of client issues.	1	2	3	4	5
20.	Identifies appropriate process goals.	1	2	3	4	5
21.	Can assist client in translating problems into realistic outcome goals.	1	2	3	4	5
22.	Can asses one's own performance in counseling.	1	2	3	4	5

Intervention Skills

23.	Maintains an appropriate pace during sessions.	1	2	3	4	5
24.	Uses questions skillfully.	1	2	3	4	5
25.	Uses nondirective interventions skillfully.	1	2	3	4	5
26.	Can direct the session in a meaningful manner.	1	2	3	4	5
27.	Can deliver appropriate confrontations.	1	2	3	4	5
28.	Can demonstrate an appropriate use of affective interventions.	1	2	3	4	5
29.	Can demonstrate an appropriate use of cognitive interventions.	1	2	3	4	5
30.	Can demonstrate an appropriate use of behavioral interventions.	1	2	3	4	5
31.	Can demonstrate use of appropriate systemic interventions.	1	2	3	4	5
32.	Is able to work effectively with multiple clients.	1	2	3	4	5

Professional Skills

33.	Is aware of personal issues (counter-transference/parallel processes) that might impact counseling.	1	2	3	4	5
34.	Demonstrates openness to and use of supervision.	1	2	3	4	5

35.	Appreciates own limits without overacting to them.	1	2	3	4	5
-----	--	---	---	---	---	---

Additional aspects of practicum

36.	Participation is group supervision.	1	2	3	4	5
-----	-------------------------------------	---	---	---	---	---

37.	Written work.	1	2	3	4	5
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Comments relevant to areas of strength:

Comments relevant to areas of weakness:

*Developed by Janine Bernard (1998)

<http://soeweb.syr.edu/chs/OnlineField/supervision/evaluationcounselor.htm>

Appendix E

Counselor Self-Efficacy Scale

Stanley B. Baker

Directions: Listed below are 33 desirable counseling behaviors. Imagine you are about to sit down and counsel a real client in a helping relationship where that person expects you to provide professional counseling for him/her.

Which of the following counselor behaviors could you perform as of right now? Please go through the list and place a check to the left of each behavior, in your judgment, you could perform as of now. Next, think about your level of confidence in your ability to perform each behavior that you checked, and place a number in the blank to the right of the item indicating the degree of confidence in your ability to successfully perform that behavior. Use the following scale to make your ratings.

0	10	20	30	40	50	60	70	80	90	100
No				Moderate					Complete	
Confidence				Confidence					Confidence	

You must one of the numbers listed above (i.e., 0, 10, 20, etc.) to make your ratings. Notice that all ratings after “0” represent increasing levels of confidence.

Counseling a Role-playing “Client” During a Staged Interview

Left Column

Strength Column

- | | |
|---|---|
| <p>_____ 1. Verbally invite the client to talk about what ever he or she wants to share.</p> <p>_____ 2. Sit facing the client squarely during the interview.</p> <p>_____ 3. Maintain a open body posture during the interview (e.g., arms and legs uncrossed).</p> <p>_____ 4. Sit with your upper body leaning slightly toward the client during the interview.</p> <p>_____ 5. Behave in a free and spontaneous manner during the interview.</p> <p>_____ 6. Use smiles and nods to encourage the client to talk.</p> <p>_____ 7. Use verbal “um-hmms” to encourage the client to talk.</p> <p>_____ 8. Accurately perceived (in your mind) the “themes” in what the client is talking about.</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|---|---|

- _____ 9. State to the client briefly your understanding of the content of his/her "themes." _____
- _____ 10. Ask questions in an "open-ended" manner that encourage the client to _____
_____ client to explore thoughts and feelings.
- _____ 11. Accurately perceived (in your mind) the feelings the client is experiencing. _____
- _____ 12. State to the client your understanding of his/her feelings. _____
- _____ 13. When you get confused, get the client to clarify things in a manner that does _____
_____ Not cause the client's thought pattern to change.
- _____ 14. Remember what the client has said earlier in the interview. _____
- _____ 15. Summarize the client's thought and feelings for him/her. _____
- _____ 16. Help your client to be specific rather than general or vague in his/her _____
_____ comments.
- _____ 17. Notice nonverbal client behaviors that will help you better understand his/her _____
_____ feelings.
- _____ 18. Notice what a client is implying from things he/she is saying. _____
- _____ 19. Accurately inform the client of what you think was implied. _____
- _____ 20. Share experiences from your life in a manner that will not interfere with _____
_____ the client's attempt to clarify his/her problems.
- _____ 21. Notice discrepancies among the client comments and behaviors when they _____
_____ occur.
- _____ 22. Constructively confront the client with discrepancies among comments and _____
_____ behaviors.
- _____ 23. Notice when something between you and the client is interfering with _____
_____ communications between the two of you.
- _____ 24. Inform clients about your observations on the interferences mentioned above _____
_____ (item 22) in a manner that expresses your feelings and also enhances the counselor-client relationship.
- _____ 25. Share information with clients in a manner that informs them while not _____
_____ insulting their intelligence.

- _____ 26. Help the client to establish outcome goals for the counseling relationship. _____
- _____ 27. Figure out a treatment plan for the client once the goals have been set. _____
- _____ 28. Understand the source of irrational thoughts expressed by the client. _____
- _____ 29. Help the client to reconstruct irrational thoughts. _____
- _____ 30. Help the client to make a rational decision when more than one choice occurs. _____
- _____ 31. Role play someone in the client's life in order to help the client to practice responses during a counseling session. _____
- _____ 32. Respond to client resistance effectively. _____
- _____ 33. Close an interview in a manner that sets up a follow-up interview successfully. _____

Appendix F

Computer Competency and Comfort Scale
Russell A. Chapman (2004)

Please answer the following questions below on your computer competency and comfortability. Use the below scale to indicate your answers.

1 = needs improvement; 2 = adequate; 3 = good;
4 = a strength of the student; 5 = excels in this area

1. What is your proficiency in sending and e-mail?
1 2 3 4 5
2. What is your proficiency in sending an e-mail with an attachment?
1 2 3 4 5
3. What is your proficiency using and instant messaging (IM) software?
1 2 3 4 5
4. What is your proficiency with chatting or chat rooms online or in a distance learning course delivery system like WebCT or Blackboard?
1 2 3 4 5
5. What is your proficiency of using Microsoft Word?
1 2 3 4 5
6. What is your proficiency in copying and past in Microsoft Word?
1 2 3 4 5
7. What is your proficiency with using power point?
1 2 3 4 5
8. How comfortable are you when using computers and computer software?
1 2 3 4 5

9. How comfortable are you in performing the describe duties in this online, i.e., sending e-mails, loading attachments, using instant messaging, working on the WebCT platform, using group and individual chat rooms, and using Microsoft word and power point.

1 2 3 4 5

10. How comfortable are you in participating with this study?

1 2 3 4 5

Appendix G

Distance Education Course Satisfaction Inventory
Russell A. Chapman (2004)

Please answer the following questions below on your computer competency and comfortability and cybersupervision satisfaction. Use the below scale to indicate your answers.

1 = needs improvement; 2 = adequate; 3 = good;
4 = a strength of the student; 5 = excels in this area

1. What is your proficiency in sending and e-mail after taking the cybersupervision practicum course?

1 2 3 4 5

2. What is your proficiency in sending an e-mail with an attachment after taking the cybersupervision practicum course?

1 2 3 4 5

3. What is your proficiency using and instant messaging (IM) software after taking the cybersupervision practicum course?

1 2 3 4 5

4. What is your proficiency with chatting/chat rooms/Discussion Threads online or in a distance learning course delivery system like WebCT or Blackboard, after taking the cybersupervision practicum course?

1 2 3 4 5

5. What is your proficiency of using Microsoft Word after taking the cybersupervision practicum course?

1 2 3 4 5

6. What is your proficiency in “copy and past” in Microsoft Word after taking the cybersupervision practicum course?

1 2 3 4 5

7. What is your proficiency with using power point after taking the cybersupervision practicum course?

1 2 3 4 5

8. What is your comfortability level now after taking the cybersupervision practicum course when using computers and computer software?

1 2 3 4 5

9. What is your comfortability level now after taking the cybersupervision practicum course in performing the describe duties in this course, i.e., sending e-mails, loading attachments, using instant messaging, working on the WebCT platform, using group and individual chat rooms, and using Microsoft word and power point.

1 2 3 4 5

10. Was participating in this cybersupervision practicum course what you expected technologically and educationally.

1 2 3 4 5

11. From your perspective as a participant in this cybersupervision experience how would you rate the structure and implementation of the discussion threads in the course?

1 2 3 4 5

12. From your perspective as a participant in this cybersupervision experience how would you rate the usage of e-mail in the course?

1 2 3 4 5

13. From your perspective as a participant in this cybersupervision experience how what would you rate the use, structure, and learning experience using chats for individual supervision.

1 2 3 4 5

14. From your perspective as a participant in this cybersupervision experience how what would you rate the use, structure, and learning experience using chats for group supervision.

1 2 3 4 5

15. From your perspective as a participant in this cybersupervision experience how what would you rate the use, structure, and technological abilities of Web CT as a course delivery system for your supervision experience?

1 2 3 4 5

16. How effective and productive was supervisory sessions (chats & e-mail dialogue) for you in regards to convenience of scheduling?

1 2 3 4 5

17. For your learning purposes, how convenient and helpful was the cybersupervision course site while you were located at your practicum site?

1 2 3 4 5

18. From your perspective as a participant in this cybersupervision experience how what would you rate the use, structure, and effectiveness of your supervision time?

1 2 3 4 5

19. From your perspective as a participant in this cybersupervision experience how would you rate the availability of your supervisor?

1 2 3 4 5

20. What was your overall satisfaction on this cybersupervision practicum course?

1 2 3 4 5