

School Counselor Professional Identity in Relation to Post-master's Supervision

by

Melissa R. Mecadon-Mann

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Approved by

Dr. Malti Tuttle, Chair, Associate Professor Department of Special Education, Rehabilitation,
and Counseling

Dr. Jamie Carney, Humana-Germany-Sherman Distinguished Professor Department of Special
Education, Rehabilitation, and Counseling

Dr. Margie Taylor, Assistant Professor Department of Special Education, Rehabilitation, and
Counseling

Dr. David Shannon, Humana-Germany-Sherman Distinguished Professor Department of
Educational Foundations, Leadership, and Technology

Abstract

School counselors and clinical mental health counselors are trained through master's programs with similar course objectives. One major difference between school counselor and clinical counselor licensure/certification post-graduation is the requirement for continued supervision. While required for clinical counselors, school counselors may choose to pursue supervision, but are not required to do so. This quantitative study utilized Jurekovic's (2019) School Counselor Professional Identity Model and Scale to examine the differences between school counselor professional identity and post-master's clinical supervision. Results from this study indicate that there are significant differences in SCPI between those who participated in post-master's clinical supervision and those who did not. Furthermore, while not statistically significant, there is descriptive evidence that CACREP accreditation, years of experience, and level of education do impact professional identity development.

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Throughout this program, I have lived by reminding myself that *this is temporary*. I knew I was in the right place when, early on, I expressed my anxieties to my advisor, Dr. Tuttle, about working full-time and completing a doctoral program. She assured me that she and the faculty at Auburn University were committed to my success, and I have never forgotten that. The counselor education faculty's commitment to my success through commuting a long distance, through a pandemic, through the loss of my father kept me moving forward. Thank you, especially, Dr. Tuttle for your continued support and encouragement.

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List of Abbreviations

ACA	American Counseling Association
ALSCA	Alabama School Counselor Association
ASCA	American School Counselor Association
CACREP	Council for Accreditation of Counseling and Related Educational Programs
CMHC	Clinical Mental Health Counselor
CMSDS	Marlowe-Crowne Social Desirability Scale – Short form C
CPI	Counselor Professional Identity
CSCP	Comprehensive School Counseling Program
GSCA	Georgia School Counselor Association
SAMHSA	Substance Abuse and Mental Health Services Administration
SC	School Counselor
SCPI	School Counselor Professional Identity
SCPIM	School Counselor Professional Identity Model
SCPIS	School Counselor Professional Identity Scale

CHAPTER 1

Introduction

The primary purpose of this quantitative study was to explore the differences between School Counselor Professional Identity (SCPI) and post-master's engagement in clinical supervision. Additionally, the study explored specific demographic characteristics in relation to SCPI; these demographics include counseling program accreditation, years of experience, and level of education. There is existing research on counselor professional identity (CPI) (Kaplan et al., 2014; Rønnestad & Skovholt, 2003; Woo et al., 2017), however there is little existing research on the topic of SCPI. Rønnestad and Skovholt (2003) found that CPI is heavily influenced in the early professional years. While some school counselors (SCs) may opt to pursue post-master's clinical supervision and clinical licensure, supervision for SCs often discontinues upon graduation (Springer et al., 2017).

While CPI and SCPI do share certain factors (knowledge of the profession, role, ethical standards, engagement in professional membership and professional development) (Woo et al., 2017), there are factors specific to school counseling which are not mentioned in CPI research. For example, the role of the SC outlined by the American School Counselor Association (ASCA) National Model (ASCA, 2019a) includes expertise across three domains: academic, college/career, and social/emotional. School counselors are, both, counselors and educators with responsibilities not limited to planning and running small groups, core curriculum instruction, consultation and collaboration with school stakeholders, program development, and brief, situational counseling (Havlik et al., 2019b). Levy & Lemberger-Trulove (2021) argue that school counselors, rather than alternate between two identities (counselor and educator), work to develop a nondual identity of "educator-counselor". In order to develop this educator-counselor

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identity, SCs may benefit from both, administrative supervision within the school setting and clinical supervision with a counselor.

The aim of this study was to examine the differences between clinical supervision and SCPI development in the formative years of the profession. While clinical supervision is not a requirement for SCs, it has been shown to positively contribute to the SC professional development (Bledsoe et al., 2021; Slaten et al., 2013). The results of this study aim to benefit training for school counseling students and professional development initiatives for practicing SCs. Furthermore, the results may be beneficial in adapting educational training and licensure requirements for SCs and SCs in training.

Review of Relevant Scholarship

Over the span of 100 years, the role of the school counselor has evolved from that of *guidance counselor* to *professional school counselor* (Gysbers, 2010). With the terminology, so changed the professional role (ASCA, 2019a). In the early 1900's SCs utilized the term *vocational guidance* (Gysbers, 2010). This role required no specialized training, and positions were filled by teachers and administrators. In the 1920's, the focus of the role shifted to mental wellness and human development. In the 1940's and 50's a large focus was placed on the war effort and promoting vocational development based on the needs of the country. The American School Counselor Association (ASCA) was formed in 1952. This provided a governing body and consideration for standards related to the profession. Elementary school counseling was further developed in the 1960's and 70's. Additionally, there was a push for SCs to provide a comprehensive program approach in schools; a comprehensive program allows SCs to utilize data to identify the specific needs of the school and deliver services which meet the needs of all students in the school (ASCA, 2019a). In the 1980's and 90's the term *guidance counselor* was

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replaced with *school counselor* to better convey the role and requirements of the profession (ASCA, 2019a; Gysbers, 2010). The term *guidance* was associated with reactive procedures and serving only some students, while school counselors work proactively to serve all students. (ASCA, 2019a; Gysbers, 2010).

The ASCA National Model

The role of the school counselor is focused on three domains: academic, career, and social/emotional. This role is outlined and published in the ASCA National Model (2019a). First published in 2003, the National Model includes an explanation of the role of the SC and guidelines for implementation of a comprehensive school counseling program. The ASCA National Model (2019a) defines the role of the SC through four components: define, manage, deliver, and assess. Furthermore, ASCA identifies four themes which are essential to a comprehensive school counseling program: leadership, advocacy, collaboration, and systemic change; these themes are integrated throughout the four components (ASCA, 2019a).

Define

School counseling curricula are designed by identifying the standards, and competencies which align with the needs of the students being served (Nelson & Tarabochia, 2020). ASCA (2019a) suggests that comprehensive school counseling programs (CSCP) be designed around the academic, career, and social/emotional domains. Furthermore, it is suggested that SCs utilize ASCA's student standards titled Mindsets & Behaviors for Student Success: K-12 College-and Career-Readiness Standards for Every Student (ASCA, 2021a) and ASCA's counselor standards titled School Counselor Professional Standards & Competencies (ASCA, 2019b). The ASCA student standards were first developed in 2014 through a literature review at the University of Chicago. From the review, 35 standards were identified to describe the knowledge, skills, and

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attitudes students require to succeed within the three school counseling domains (Kolbert et al., 2017). The first publication of the ASCA counselor standards was released in 2012 (Kolbert et al., 2017). ASCA suggests that this list be used as a self-evaluative tool for SCs, as these competencies outline the knowledge, skills, and attitudes required of SCs to successfully implement a CSCP (Kolbert et al., 2017).

Within the *define* component of the ASCA National Model, SCs identify discrepancies or gaps in student achievement, attendance, and behavioral data and build a counseling program based on the standards which apply to the specific needs of a school (ASCA, 2019a). Program plans may include some, or all, of the following services and activities: individual counseling, group counseling, classroom lessons, positive behavioral programs, student events (such as career day or a college and career fair), and parent/guardian informational meetings (ASCA, 2019a).

Manage

ASCA suggests that SCs begin the process of building a CSCP by defining their beliefs; SC program beliefs support social justice and equity-based student support (ASCA, 2019a; Hatch & Hartline, 2021). This involves examining one's own biases and the impact this may have on how one serves students and families (ASCA, 2019a; Hatch & Hartline, 2021). The SC's own beliefs about student success should be integrated with statements from the ASCA Professional Standards & Competencies (2019a) to develop a written belief statement which guides and supports school counseling activities within a school (ASCA, 2019a).

As part of a CSCP, SCs develop a vision statement which describes future hopes for students who participate in the program and a mission statement which describes the course of action SCs will take to meet the outcomes described in the vision statement. School counseling

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vision and mission statements should highlight expected outcomes across all three school counseling domains (Ziomek-Daigle et al., 2016). Furthermore, these statements should align with the vision and mission of the school district and often describe positive student outcomes, cultural responsiveness, and student empowerment as they transition to the next stage in life (ASCA, 2019a). The mission and vision statements emphasize equity and inclusion and are shared with school faculty, staff, and stakeholders (ASCA, 2019a). Alignment with school and district vision statements provides a foundation for collaboration and program support from school administrators and stakeholders (Hatch & Hartline, 2021).

The *manage* component of the ASCA National Model (2019a) includes templates SCs can use to collect and analyze data, build student outcome goals based on the collected data, and plan lessons and activities to reach those goals. This component also describes ASCA recommendations for SC use of time; it is recommended that SCs allocate 80% of their time to direct and indirect student services (ASCA, 2019a). Direct services may include student advisement sessions, individual counseling, group counseling, and classroom lessons. Indirect services are duties and activities which are completed for the benefit of students; for example: consultation or counseling team meetings, and planning lessons or student sessions. SCs share their annual goals with a group of stakeholders who serve as an advisory council; this allows SCs to help the school community understand their role and provide space for suggestions or critique (ASCA, 2019a).

Deliver

Delivery of a CSCP involves putting the parts of the *manage* component into action. Direct services are delivered through individual and group counseling, classroom lessons, advisement sessions, or any in-person interaction with students (ASCA, 2019a; Hatch &

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Hartline, 2021; Ziomek-Daigle et al., 2016) Indirect delivery of services can include planning, support team meetings, consultation, or any activities on behalf of the students served through the CSCP (ASCA, 2019a; Hatch & Hartline, 2021; Ziomek-Daigle et al., 2016). Another indirect student service may involve referrals; SCs provide individual, short-term, situational counseling services. It is a SC's ethical duty to refer students to outside counselors when students need long-term support (ASCA, 2016; ASCA, 2019a). Referrals for community support should be given to students, parents, or guardians as a list of resources or agencies to provide multiple options for families and to avoid the appearance of endorsement or favoritism (ASCA, 2016).

Assess

To provide evidence that CSCPs are effective, SCs assess student outcomes throughout the school year, and specifically, at the end of each year (ASCA, 2019a; Hatch & Hartline, 2021; Ziomek-Daigle et al., 2016). Effective CSCPs are those which use outcome data to continually adjust delivery methods to benefit the students served. The data derived from program assessments is used to drive decision-making for future CSCP goals and adjustments (Kolbert et al., 2017). Furthermore, SCs share the results of the CSCP assessments with stakeholders; results are often shared through presentations or postings on the school or SC website (ASCA, 2019a). Evaluating a program with the input of school stakeholders allows for SCs to receive feedback from the delivery recipients, thus providing additional perspective on program outcomes and effectiveness (Stufflebeam & Coryn, 2014).

The Role and Identity of the School Counselor

The role and duties of the SC have been a long-discussed topic (Jurekovic, 2019; Lambie et al., 2019; Levy & Lemberger-Trulove, 2021; Schayot, 2008; Slaten et al., 2013; Springer et al., 2017; Upton, 2013). The professional role(s) of the SC are directly connected to SC identity

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development (Jurekovic, 2019; Upton, 2013). Therefore, it is imperative to explore and understand the school counseling role. ASCA (2019a) suggests that the role of the SC is filled 80% of the time with direct and indirect duties; this includes face-to-face interaction with students and support efforts performed on behalf of students. The remaining 20% of SC time should be spent on program evaluation or management, and a portion of the 20% can be allocated toward SCs filling a myriad of roles described by ASCA (2019a) as non-counseling duties: data entry, scheduling, hall duty, bus duty. Despite these detailed suggestions, school administrators are at the charge in organizing and allocating duties within a school (Heled & Davidovich, 2019; Slaten et al., 2013). This can lead to novice school counselors' role and identity confusion as they enter the profession.

Levy and Lemberger-Truelove (2021) report ongoing conversations about the SC's role as educators or counselors. The authors describe a dual role which requires "situatedness in an educational setting" (p.1) and refer to CMHCs as "cousins" to SCs (p. 2). SCs do not diagnose, nor do they build clinical treatment plans, rather, SCs build and deliver programs focused on prevention (Levy & Lemberger-Truelove, 2021). SCs have a holistic view of student success which focuses on three domains (academic, college/career, and social/emotional). Counseling can be viewed as an activity and as an orientation in schools (Levy & Lemberger-Truelove, 2021). As an activity, school counseling is focused on educational issues (closing achievement gaps, academic advising, testing strategies for students) (ASCA, 2019a). As an orientation, school counseling is focused on serving a large body of students and providing opportunities for future circumstances (college/career fairs, wellness fairs, guest speakers, suicide prevention

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training). Levy and Lemberger-Truelove (2021) describe the identity of a SC as an educator-counselor; both an educator and a counselor who focuses on the following roles: instruction, appraisal and advisement, counseling, consultation, collaboration, referrals, leadership, advocacy, and systemic change.

School counselors who graduate from master's programs accredited through The Council for Accreditation of Counseling and Related Educational Programs (CACREP) are trained to support students through a CSCP (CACREP, 2016). Although CACREP accredited programs encompass a variety of counseling specialties and include both core and specialized standards to encourage the differentiation of training to different specialties, there is a heavy emphasis on clinical mental health counseling skills (CACREP, 2016; CACREP, 2019). Students who graduate in clinical mental health counseling (CMHC) programs are most closely associated with meeting the standards set by the American Counseling Association (ACA) while students who graduate with a specialization in school counseling are linked with the ASCA professional standards (Kolbert et al., 2017). The ASCA Ethical Standards for School Counselor Education Faculty (ASCA, 2018a) state that faculty members who teach school counselors-in-training should be knowledgeable of the school counseling profession and prepare students to enter the current job market. However, novice SCs report feelings of confusion about training, specifically that graduate courses were focused heavily on clinical skills (Heled & Davidovich, 2019; Slaten et al., 2013). This confusion may also have connection to school administrators' perception of the SC role (Slaten et al. 2013). Because of this, SCs should be prepared to advocate for their

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role in the school setting.

Havlik et al. (2019a) outlined the process of communicating and advocating for the role of the SC through a systematic lens. At the microsystem level, SCs advocate for their role within the school. This could include working with administrators, school faculty, parents and guardians, or students. It is important to provide information on the role of the SC at this systemic level, as many may still have an antiquated view of the SC role (Havlik et al., 2019a). ASCA (2019a) recommends that the SC meet with administrators yearly to establish school-based and individual professional goals which also align with the goals of the school. SCs also work to build collaborative relationships with stakeholders in the school who may also work with them to promote appropriate SC duties and responsibilities (Havlik et al., 2019a).

The exosystemic level involves communication with those who may have a larger impact on SC programs (Havlik et al., 2019a). This may involve presentations or letters to school board members, district-level administrators, or state-level departments of education. Lastly, at the macrosystem level, the SC professional worldview is expanded toward focusing on cultural competence and social justice advocacy (Havlik et al., 2019a). Advocacy at this level may include working toward policy change and efforts to promote student equity and access.

Supervision Requirements for Clinical and School Counselors-in-Training

Clinical supervision is required in all CACREP accredited programs for all counseling specialty areas (CACREP, 2021). Counselors-in-training must complete a 100-hour supervised practicum and a 600-hour supervised internship. These practicum and internship requirements provide counseling students experiential learning opportunities with the support of a skilled professional (CACREP, 2021). Post-master's clinical supervision requirements differ by specialty area.

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Counselors from all counseling specialties may pursue national certification through the National Board of Certified Counselors (NBCC); this credential certifies that a counselor has met the standards of a rigorous counselor education program and/or passed the National Counselor Examination (NBCC, 2021). However, counselors are required to seek licensure/certification at the state level, as well (ACA, 2016; ASCA, 2021b). CMHCs are required to hold a minimum of a master's degree; all 50 states and Washington DC require post-master's supervision hours and counselors must pass a comprehensive counseling exam specified by the state of licensure (ACA, 2016). Forty-five US states including Washington DC, require a master's degree or higher for SC certification (ASCA, 2021b). Thirty-eight states including Washington DC, require passing scores on an exam or exams, such as the School Counseling Praxis, the National Counseling Exam, or a state-level certification exam (ASCA, 2021b). One state, South Dakota requires one year of supervision from a mentor school counselor if the individual is entering the profession with a master's degree in a counseling specialty area outside of school counseling (ASCA, 2021b). Clinical supervision for SCs is required only through specific counselor education programs prior to graduation (ASCA, 2021b).

The overarching goal of clinical supervision is to produce more competent counselors (Bernard & Goodyear, 2019). One well-known supervision model for CMHCs and SCs is Bernard's Discrimination Model (Bernard, 1979). The Discrimination Model requires the supervisor to fill the role needed in the specific moment during the supervision process. The supervisor observes the counselor and the needs of the clients and takes the role of either *teacher*, *counselor*, or *consultant*. The supervisor continually assesses three functions of counseling *process skills*, the counselor's ability to start and close sessions and use counseling skills and interventions; *conceptualization skills*, which include understanding the client,

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recognizing client goals, and evaluating client growth; *personalization skills* relate to the therapeutic relationship, listening skills, and reflecting empathy (Bernard & Goodyear, 2019).

The School Counselor Supervision Model

The School Counselor Supervision Model (SCSM) (Luke & Bernard, 2006) is modeled after Bernard's Discrimination Model (1979) and was developed under the premise that clinical supervisors may have a lack of understanding of the school setting (Luke & Bernard, 2006). Similar to the Discrimination Model, the SCSM requires the supervisor to take the role of *teacher, counselor, or consultant* at the appropriate time and requires the supervisor to consider 1) the point of entry 2) the supervisor role and 3) the focus of supervision. *Points of entry* include: large group intervention, counseling and consultation, individual and group advisement, and planning, coordination, and evaluation. *Focus of Supervision* includes: intervention, conceptualization, and personalization (Like & Bernard, 2006). Understanding the *points of entry*, specifically, allows for a more school counseling centered development. Pre-service clinical supervision may or may not be provided by a university supervisor with school counseling supervision, therefore the SCSM can assist supervisors in supporting the professional development of school counselors in training (Bernard & Goodyear, 2019).

Phases of Counselor Development

Rønnestad and Skovholt (2003) introduced a developmental model which many supervisors use to assess the progress of a counselor. This model identifies six phases of counselor development. The first phase, *the lay helper phase* may be considered the pre-training phase; the individual may display sympathy over empathy. Phase two, *the beginning student phase* emerges early in training; the student is excited to learn but may question their own ability. Students in this phase benefit from positive supervisory feedback. Phase three, *the*

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advanced student phase is often displayed in the experiences of practicum or internship students. These individuals set high standards for themselves; however, they may avoid taking risks. Phase four is titled *the novice professional phase*; characteristics of this phase are displayed in the first three to five years, post-masters. Counselors in this phase are working to define their own counseling practice. Phase five, *the experienced professional phase* is displayed after years of work and various experiences; counselors in this phase can be their authentic self in practice. Lastly, phase six, *the senior professional phase* is displayed after 20-25 years of experience. Counselors in this phase are respected in the field and highly knowledgeable (Rønnestad & Skovholt, 2003). The growth of counselor development is essentially displayed over time. Clinical supervisors are responsible for evaluating and fostering the professional identity development of counselors (Bernard & Goodyear, 2019). Therefore, post-master's clinical supervision may have a direct impact on the professional identity development of counselors and school counselors.

Post-master's Supervision Experiences of School Counselors. While it is not required for certification or licensure, some SCs choose to pursue post-master's clinical supervision. School counselors may commit to clinical supervision to obtain associate or professional clinical licensure (ALC/LPC), or they may seek clinical supervision for additional professional development and support (Bledsoe et al., 2021; Slaten et al., 2017). Bledsoe et al. (2021) conducted a qualitative phenomenological study with novice SCs who were pursuing post-master's clinical supervision. The transition from academia to the SC profession was found to be less challenging for SCs who pursued clinical supervision. SCs reported difficulties navigating an unfamiliar environment without the support of clinical supervision they had experienced in their master's program (Bledsoe et al., 2021). Additionally, clinical supervisors were able to

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provide professional and personal support for novice counselors and guide them through difficult conversations with school-based supervisors or administrators about aligning SC duties with the ASCA National Model (Bledsoe et al., 2021)

SCs do usually receive non-clinical supervision; often this is provided by a professional who is not a counselor (Bledsoe et al., 2021; Havlik et al., 2019b). These supervision experiences may be provided by an administrator and focus more on the system-wide or school-based procedural training (Bledsoe et al., 2021). Consultation with a clinical supervisor outside of the school building can provide a framework for SCs to better understand how and when to best advocate for their role in the school (Bledsoe et al., 2021). Post-master's clinical supervision for SCs has resulted in higher levels of professional identity and skill development; these supervisors can provide personal and professional support in ethical decision-making, wellness, self-care, empowerment, and higher self-efficacy in the ability to support student needs (Bledsoe et al., 2021).

Professional Identity

Professional identity, as a construct, is defined by one's personal view of their own professional abilities, beliefs, and values; professional identity has been shown to display growth over time (Slay & Smith, 2011). Counselor professional identity (CPI) development begins at the start of a master's program and continues through the entirety of counseling practice and continued professional development (Rønnestad & Skovholt, 2003; Woo et al., 2017). The criteria which are used to decipher fulfillment of CPI include: a) knowledge of the profession; b) philosophical understanding of the profession; c) counseling skill development; d) knowledge of professional standards; e) participation in professional memberships and continued education; f) collaboration and communication with other counselors (Woo et al., 2017). Existing research on

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the professional identity of SCs has shown that there are additional professional factors specific to the field of school counseling (Jurekovic, 2019; Levy & Lemberger-Truelove, 2021; Upton, 2013). Therefore, CPI measures are not sufficient in fully measuring the professional identity development of SCs.

School Counselor Professional Identity

Historically, there has been ambiguity surrounding an accepted definition for school counselor professional identity (SCPI) (Cinotti, 2014; Gibson et al., 2018; Gysbers, 2010; Jurekovic, 2019; Lambie et al., 2019; Perkins et al., 2010). Rather than two competing professional identities, that of mental health professional and educator, researchers (DeKruyf et al, 2018; Lambie et al., 2019; Levy & Lemberger-Truelove, 2021) suggest SCs adopt a joint professional identity; one of both mental health professional and educator, or *educator-counselor* (Levy & Lemberger-Truelove, 2021). Adopting a joint identity aligns with the role of the SC as described in the ASCA National Model (2019a). ASCA (2019a) states that, “school counselors are certified/licensed educators with a minimum of a master’s degree in school counseling, making them uniquely qualified to address all students’ academic, career, and social/emotional development needs” (p. xii).

Upton (2013) utilized a delphi method study to determine specific components of SCPI. Five items were identified: (a) professional and student advocacy, (b) professional development, (c) professional engagement, (d) professional ethics, and (d) professional roles. These items are similar to many of the components of CPI fulfillment (Woo et al., 2017), however *student advocacy* and *professional roles* are unique to SCPI. Student advocacy may be displayed through the SC working towards systemic change, ASCA (2019a) describes this role using the term *change agent*. Unlike CMHCs, SCs analyze data to identify school policies or programs which

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may obstruct student success (ASCA, 2019a; Hatch & Hartline, 2021). Once identified, SCs may work to remove systemic barriers through collaborative efforts within the school, district, or state level (ASCA, 2019a; Hatch & Hartline, 2021). The professional roles of SCs differ, also, from those of CMHCs. CMHCs diagnose and treat mental disorders; SCs benefit from the knowledge of diagnoses and treatment, however they do not diagnose or treat mental disorders (ASCA, 2016; Gehart, 2016). Furthermore, the delivery of classroom lessons is unique to the role of the school counselor (ASCA, 2019a). Differences, such as the aforementioned, support the need for a professional identity model specific to the field of school counseling.

School Counselor Professional Identity Model

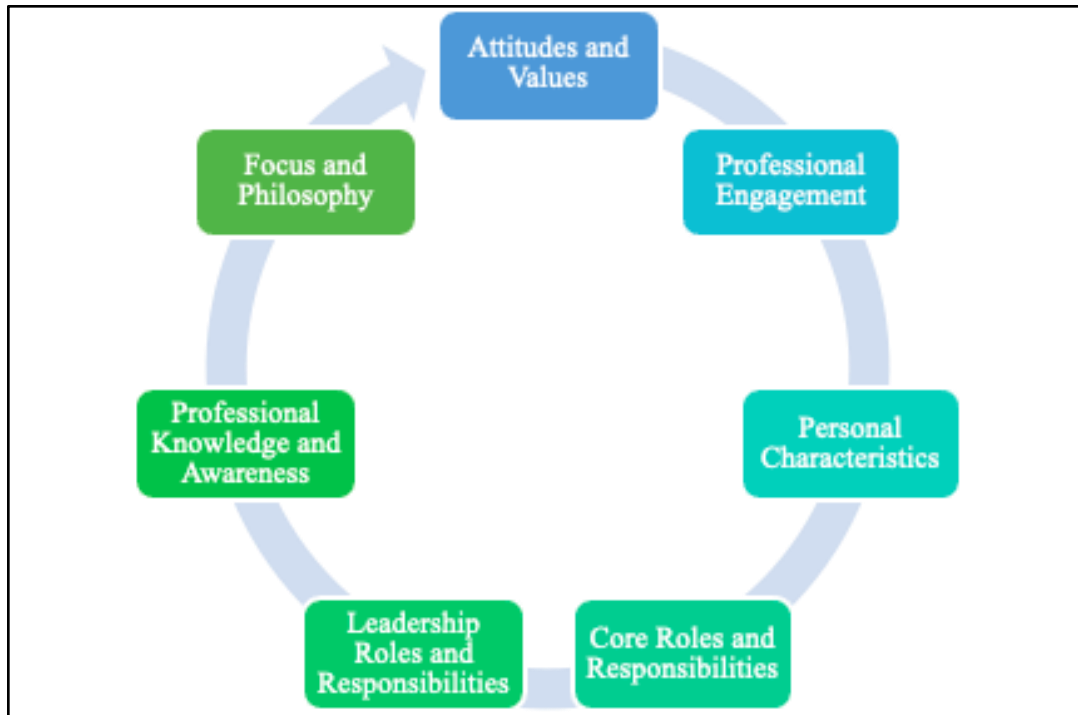
More recently, Jurekovic (2019) developed a seven-factor school counselor professional identity model (SCPIM); this information was also used to develop a scale with which to measure SCPI. The SCPIM was constructed through a four-phase study (Jurekovic, 2019). The primary research for the SCPIM was based, both, on existing SCPI research (Brott & Meyers, 1999; Upton, 2013; Woo & Henfield, 2015) and on the third edition of the ASCA National Model (2012); the fourth edition was not yet published. Jurekovic (2019) utilized exploratory factor analysis and identified evidence of factors not mentioned in previous SC identity models (Brott & Meyers, 1999; Upton, 2013; Woo & Henfield, 2015). Jurekovic (2019) originally hypothesized a five-factor professional identity model but adapted the hypothesized model to include the newly identified factors of social justice and cultural competence, thus creating the Seven-Factor School Counselor Professional Identity Model (SCPIM) (Figure 1) (Jurekovic, 2019). The factors within the SCPIM were then used to construct the School Counselor Professional Identity Scale (SCPIS) (Jurekovic, 2019). The SCPIM will be utilized in this study to outline factors of professional identity as measured by the SCPIS. The SCPIS (Jurekovic,

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2019) consists of 49 items within seven subscales which coincide with the factors identified in the SCPIM. The following sections will outline the seven factors within Jurekovic's (2019) SCPIM.

Figure 1

7-Factor School Counselor Professional Identity Model



Note. This image was used with permission from Dr. Christina Jurekovic. See Appendix F for email communication and permissions.

Factor 1: Attitudes and Values

The *Attitudes and Values* factor of the SCPIM aligns with findings of previous research on CPI (Woo & Henfield, 2015). The characteristics associated with attitudes and values of school counseling contribute to pride in the profession (Jurekovic, 2019). SC attitudes, as outlined in the ASCA School Counselor Professional Standards & Competencies (ASCA, 2019b) are written as a series of mindsets and behaviors which describe SC beliefs about student

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achievement capabilities through the delivery of a CSCP. SCs collectively share value for creating a trusting, safe environment and making ethical decisions (Upton, 2013). It is important that SCs with established professional identity find satisfaction in their work, and they recommend the profession to those interested in pursuing a future in the industry. SCs who score high in the *Attitudes and Values* subscale of the SCPIS show strong commitment to the collective profession and believe that SCs are uniquely trained to contribute to holistic student success (Jurekovic, 2019).

Factor 2: Professional Engagement

The *Professional Engagement* factor of the SCPIM is based on findings from multiple studies which outline factors consistent with a strong school counseling professional identity (Puglia, 2008; Upton, 2013; Walsh-Rock, 2018). SCs who score high in the *Professional Engagement* subscale of the SCPIS hold active membership in school counseling professional organizations, engage in mentorship opportunities, and pursue supervision (Jurekovic, 2019). Furthermore, they continually take part in professional development opportunities, they maintain up-to-date certifications and licensures, and they actively consult with other SCs (Jurekovic, 2019; Woo & Henfield, 2015). SCs should understand the need for continued participation in supervision and they utilize their professional standing as a source of advocacy for their profession (Jurekovic, 2019).

Factor 3: Personal Characteristics

The *Personal Characteristics* factor of the SCPIM includes traits relating to a counselors' disposition based on Upton's (2013) five components of SC identity: (a) professional and student advocacy, (b) professional development, (c) professional engagement, (d) professional ethics, and (d) professional roles. These components outline a SC who is trustworthy, reliable, flexible

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with their time, and empathetic toward the needs of students (Jurekovic, 2019). SCs must work to build supportive, trusting relationships with students; these relationships allow SCs to acquire information which students may not otherwise share (Holland, 2015). In the event that a student trusts the SC with sensitive or personal information about abuse or neglect, SCs adhere to the ASCA Ethical Standards (ASCA, 2016) to make ethical and informed decisions (Jurekovic, 2019). Furthermore, SCs must understand the importance of building empathetic understanding, especially with students who have experienced adversity (Kolbert et al., 2017). Empathy is displayed to others through the practice of basic counseling skills such as paraphrasing, reflecting skills, and active listening (Young, 2017).

Factor 4: Core Roles and Responsibilities

The *Core Roles and Responsibilities* factor of the SCPIM was formed in alignment with the ASCA National Model, 3rd edition (ASCA, 2012). The updated fourth edition of the ASCA National Model (2019a) was reorganized in Jurekovic's (2019) study however it was not published until after data collection. One of the primary changes between the third edition (2012) and the fourth edition (2019a) included updating the titles of each component of the model which were originally voiced as nouns to verbs (Table 1). This change was made to exemplify the action that SCs take in their daily duties and tasks (ASCA, 2019a). SCs who score high on the *core roles and responsibilities* subscale of the SCPIS collaborate with school stakeholders to build comprehensive programs which support the specific needs of the school. SCs should make data-driven decisions which support the success of all students in the school (ASCA, 2019a). Additionally, SCs must also be skilled in crisis intervention and management, and are prepared to fill various roles within the school system (i.e. advocate, collaborator, communicator) (Jurekovic, 2019).

Table 1

Title Changes Between ASCA National Model Third and Fourth Editions

Third ed. (ASCA, 2012)	Fourth ed. (ASCA, 2019a)
Foundation	Define
Management	Manage
Delivery	Deliver
Accountability	Assess

Factor 5: Leadership Roles and Responsibilities

The *Leadership Roles and Responsibilities* factor of the SCPIM was also formed in alignment with the ASCA National Model (2012). SCs are leaders in the schools; they share data with administrators, educators, and school stakeholders which supports student growth and they deliver lessons and initiatives to facilitate student growth (ASCA, 2019a). Further, SCs who score high in the *leadership roles and responsibilities* subscale of the SCPIS see themselves as leaders who work to be change-agents in the school by providing professional development to faculty and staff and may also be serving as department heads (Jurekovic, 2019). The ASCA Professional Standards and Competencies (ASCA, 2019b) state that SCs are leaders, not only in the schools where they work, but also at the district, state, and national levels. SCs must be aware of federal and state policies which may affect the well-being of students, and they often collaborate with others to advocate for improvements in college access and funding, technical career education opportunities, and mental health wellness (ASCA, 2021b).

Factor 6: Professional Knowledge and Awareness

The *Professional Knowledge and Awareness* factor of the SCPIM aligns with the ASCA Ethical Standards (2016) and the ASCA National Model (2012; 2019a). SCs who score high on

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the *professional knowledge and awareness* subscale of the SCPIS understand the legal and ethical implications of the profession. These SCs use the ASCA Ethical Standards (2016 and the ASCA National Model (2012; 2019a) to make ethical and evidence-based decisions for the benefit of the school community. SCs should understand the process of creating and implementing a comprehensive school counseling program which aligns with the ASCA National Model (Jurekovic, 2019). Additionally, SCs who score high on this subscale may have graduated from a CACREP accredited school counseling program. CACREP accreditation requires that students receive instruction based on learning standards which align with the counseling profession (CACREP, 2021).

Factor 7: Focus and Philosophy

The characteristics in the *Focus and Philosophy* factor of the SCPIM are not previously mentioned in other professional identity models (Jurekovic, 2019). These characteristics include the implementation of social justice advocacy and cultural understanding into the school counseling program. While the ASCA National Model, third edition (2012) did not include these factors, the ASCA National Model (2019a), in its fourth edition, does include the characteristics which are assessed in this section of the SCPIS. ASCA (2019a) promotes cultural competence and understanding of systemic barriers which may affect student mental health and academic success. High scores on this subscale of the SCPIS show understanding of trauma-informed practices and promotion of student self-advocacy and empowerment (Jurekovic, 2019). Trauma-informed practices, as defined by the Substance Abuse and Mental Health Services Administration (SAMHSA, 2014), are practices that realize the effects and signs of trauma and incorporate the implications in the educational setting. Furthermore, SCs who score high on this subscale should practice regular self-reflection of personal biases and beliefs which may impede

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them from advocating for all students (ASCA, 2019a). School counselors should feel confident in promoting the equitable treatment of students in the school through recognition of group differences and encouraging appreciation for diversity (ASCA, 2018b).

Statement of the Problem

Counselor Professional Identity and School Counselor Professional Identity have identified similarities (knowledge of the profession, role, ethical standards, engagement in professional membership and professional development) (Jurekovic, 2019; Upton, 2013; Woo et al., 2017). However, there are specific SC factors not mentioned in CPI research which are associated with SCPI. These factors include expertise across three domains: academic, college/career, and social/emotional (ASCA, 2019a); student advocacy, and professional roles (Jurekovic, 2019; Upton, 2013). School counselors are, both, counselors and educators with responsibilities not limited to planning and running small groups, core curriculum lessons, consultation and collaboration with school stakeholders, program development, and brief, situational counseling (Havlik et al., 2019b; Kolbert et al., 2017; Levy & Lemberger-Truelove, 2021; Slaten et al., 2013).

Clinical supervision promotes the professional identity development of counselors (Bernard & Goodyear, 2019). While there are requirements for CMHCs to pursue post-master's supervision in all 50 states and Washington, DC (ACA, 2016), there is no requirement for SC post-master's clinical supervision. This may be a significant factor which leads to SC role and identity confusion (Heled & Davidovich, 2019). The professional development of counselors continues well into the profession (Rønnestad & Skovholt, 2003). Without the support of clinical supervision, SC professional identity development may be delayed.

Significance of the Study

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School counselors, while not required to accrue post-master's clinical supervision hours for certification/licensure, report positive experiences when they choose to pursue clinical supervision (Bledsoe et al., 2021; Slaten et al., 2013). Rønnestad & Skovholt (2003) identified six phases of counselor development; when counselors and school counselors graduate from a master's program, they enter into phase four of counselor development, *the novice professional stage*. Clinical supervision is required for CMHCs as they progress from the novice stage to the *experienced professional stage* (ACA, 2016; Rønnestad & Skovholt, 2003). The clinical supervision process provides much support for counselor identity development (Bernard & Goodyear, 2019). Therefore, it is important that SCs recognize post-master's clinical supervision as a component which supports positive professional identity development.

Purpose of the Study

The aim of this quantitative study was to explore the differences between School Counselor Professional Identity (SCPI) and engagement in post-master's clinical supervision. Additionally, the study explored specific demographic characteristics in relation to SCPI; these demographics can be found in the demographic survey (Appendix C). Currently, there is little existing research related to SCPI; the results of this study aim to benefit training for school counseling students and professional development initiatives for practicing SCs.

Research Questions

Two major research questions guided the data analysis in this study:

1. Is there a difference in SCPI for those who participated in post-master's supervision and those who did not?
2. What are the differences on the SCPI subscales based on program accreditation, years of experience, and level of education?

Definition of Terms

- *American Counseling Association (ACA)*: The American Counseling Association is a professional organization which focuses on education and professional development within the counseling profession. ACA consists of 56 branches within four regions. In addition, members have the opportunity to include their counseling specialty area in membership through 18 divisions (ACA, 2021).
- *American School Counselor Association (ASCA)*: The American School Counselor Association (ASCA), originally a division of the American Personnel and Guidance Association, was formed in 1952. Currently, as an individual organization, ASCA provides professional development opportunities and publications which support consistency for school counseling programs across the United States (ASCA, 2019a; Gysbers, n.d.).
- *ASCA National Model*: The ASCA National Model was first published in 2003 in order to promote consistency and standardization for school counseling programs. The ASCA National Model supports school-family-community partnerships and holistic student support through data-driven interventions and programs. The current, fourth edition of the ASCA National Model was published in 2019 (ASCA, 2019a).
- *Clinical supervision*: Clinical supervision is an intervention delivered by an experienced profession to a lesser experienced professional. The supervisor evaluates the services provided by the supervisee and acts as a gatekeeper to the profession. Supervision is different from teaching, as it is not curriculum-based, rather it is driven by the specific needs of the supervisee (Bernard & Goodyear, 2019).
- *Council for Accreditation of Counseling and Related Educational Programs (CACREP)*:

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CACREP was established in 1981 with a focus on developing educational standards which prepare counselors to practice competently and ethically. As of October 2021, the CACREP website lists 906 accredited university counseling programs in the United States (CACREP, 2021).

- *Comprehensive school counseling program (CSCP)*: The idea of a comprehensive school counseling program was first introduced in the 1960's. ASCA supports the objective that school counseling programs should be “comprehensive in scope, preventative in design and developmental in nature” (ASCA, 2017, p. 72). School counselors work to build data-informed CSCPs based on the specific needs of the school. The components of a CSCP are outlined in the ASCA National Model (ASCA, 2019a).
- *Counselor professional identity (CPI)*: Professional identity involves one's personal view of their own professional abilities, beliefs, and values (Slay & Smith, 2011). CPI is characterized by the following factors: knowledge of the profession, role, ethical standards, engagement in professional membership, and professional development (Woo et al., 2017).
- *School counselor (SC)*: School counselors are professionals with unique training to support student success and college/career planning. School counselors are trained across three domains: academic, college/career, and social/emotional. School counselors are state certified/licensed educators who plan and delivery comprehensive programs which support the success of all students. School counselors are leaders in the school who perform a number of duties, not limited to academic planning, classroom lessons, short-term counseling, community collaboration programs, and postsecondary planning (ASCA, 2019a).

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- *School counselor professional identity (SCPI)*: Professional identity is characterized by one's personal view of their own professional abilities, beliefs, and values (Slay & Smith, 2011). Jurekovic's (2019) 7-Factor School Counselor Professional Identity Model characterizes SCPI through the following factors: attitudes and values, professional engagement, personal characteristics, core roles and responsibilities, leadership roles and responsibilities, professional knowledge and awareness, and focus and philosophy (Jurekovic, 2019).
- *Stakeholders*: Stakeholders are those persons who hold an interest in the school counseling program. Stakeholders for a school counseling program are often, but not limited to: parents, administrators, teachers, school board members, and community leaders (ASCA, 2019a).

Summary

This study explored the differences between SCPI and post-master's clinical supervision. Additionally, the study explored specific demographic characteristics in relation to SCPI. Much research exists on the topic of counselor professional identity; however, little research, specifically quantitative research, has been conducted on school counselor professional identity. This chapter reviewed the literature about school counselor professional roles and identity development and provided implications which support post-master's clinical supervision as a supporting factor in school counselor professional identity.

CHAPTER 2

Methodology

The purpose of this quantitative study was to explore the differences between School Counselor Professional Identity (SCPI) and engagement in post-master's clinical supervision. Additionally, the study explored specific demographic characteristics in relation to SCPI; these demographics can be found in the demographic survey (Appendix C). Currently, there is little existing research related to SCPI; the results of this study aim to benefit training for school counseling students and professional development initiatives for practicing SCs. Two major research questions guided the data analysis in this study: 1) Is there a difference in SCPI for those who participated in post-master's supervision and those who did not? 2) What are the differences on the SCPI subscales based on program accreditation, years of experience, and level of education?

The researcher implemented a non-experimental, survey research design utilizing multivariate analysis of variance (MANOVA) to identify the differences between groups (Ross & Shannon, 2011). Survey research provides a basis through which to collect data from multiple participants over a short period of time. The benefit of electronic surveys allowed the researcher to reach a larger representative sample population at low-cost and high efficiency (Dillman et al., 2014).

Participants

The participants of this study were individuals who graduated from a master's in counseling program, were current, certified/licensed SCs in their state of residence, and were employed full-time or part-time as a school counselor. The researcher collected demographic information specific to describing the sample. The following demographic variables were used in

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the analysis of research question one (RQ1): participation in post-master's clinical supervision.

The following demographic variables were used in the analysis of research question two (RQ2):

counseling program accreditation, years of experience, and level of education. Participants were

asked one open-ended question if they did not pursue post-master's clinical supervision: Please

explain the reason(s) you chose not to pursue post-master's clinical supervision. Participants who

did pursue post-master's clinical supervision were asked the following questions: 1) Please

explain the reason(s) you chose to pursue post-master's supervision. 2) Please describe any

positive aspects of your post-master's clinical supervision. 3) Please describe any negative

aspects of your post-master's clinical supervision. 4) How has your post-master's clinical

supervision experience contributed to your professional identity growth as a school counselor?

The open-ended question responses were not used to address the research questions; rather,

responses were used to further inform participant description.

Procedures

As part of the study, data was not collected until Institutional Review Board (IRB)

approval was obtained. Upon IRB approval, email invitations were sent through the American

School Counselor Association (ASCA) Scene, Georgia School Counselor Association (GSCA)

listserv, Alabama Counselor Association (ALCA) listserv American Counselor Association

(ACA) Connect, and the Counselor Education and Supervision Network (CESNET) listserv.

Additionally, invitations to participate were posted on school counseling social media pages.

Snowballing was allowed and participants were encouraged to share the survey link with

colleagues. Based on G-power statistical software (Faul et al., 2007) version 3.1.9.6 it was

calculated that the number of participants required for this study was 153.

The researcher provided an informational letter for participants, which was included at

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the beginning of the Qualtrics survey (Appendix A). Participants were invited to participate through email listservs which described the study and participants (Appendix B). All sections of the Qualtrics survey, the demographic questionnaire (Appendix C) the SCPIC, version seven (Appendix D), and the Marlow-Crowne Social Desirability Scale, Short form C (CMSDS) (Appendix E), can be found in the appendix section.

Instruments

Participants were invited to participate in the study through email listservs and were asked to complete a demographic survey, the SCPIS, and the CMSDS through a Qualtrics survey link.

Demographic Questionnaire

Demographic information was collected to gather information regarding gender, age, race, years of experience, grade level experience, clinical licensure status, and participation in post-master's clinical supervision. Additionally, participants were asked if they graduated from a CACREP accredited university. University accreditation through The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires continued program self-assessment and identifies specific standards to be included in course curriculum (CACREP, 2021). Therefore, those counselors who did graduate from a CACREP accredited university will have had similar masters-level education experiences. The researcher has provided the complete demographic survey in Appendix C.

School Counselor Professional Identity Scale

Permission to use The School Counselor Professional Identity Scale (SCPIS) (Jurekovic, 2019) was granted for use in the current study through email communication (Appendix F). The SCPIC is a 49-item self-report scale which is based on the ASCA National Model (Juekovic,

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2019). The SCPIS has seven subscales which may be administered individually or together. Each subscale corresponds with an individual construct from the SCPIM (Jurekovic, 2019). The current research study was the first to utilize the SCPIS outside of Jurekovic's (2019) original pilot study. As part of the pilot study, Jurekovic (2019) calculated Cronbach's coefficient alpha to determine internal consistency of the SCPIS and each subscale (Jurekovic, 2019). Jurekovic's (2019) calculations for Cronbach's coefficient alpha can be viewed in Table 2. The overall scale had excellent reliability (0.96), subscales one – six had good reliability, and subscale seven had acceptable reliability.

Table 2

Internal Consistency of Jurekovic's (2019) SCPIS and Subscales

SCPI Scale or Subscale	Cronbach's alpha
SCPIS Overall	0.96
Attitudes and Values Subscale	0.89
Professional Engagement Subscale	0.879
Personal Characteristics Subscale	0.862
Core Roles and Responsibilities Subscale	0.841
Leadership Roles and Responsibilities Subscale	0.848
Professional Knowledge and Awareness Subscale	0.845
Focus and Philosophy Subscale	0.708

The *Attitudes and Values* subscale consists of eight items and asks the participant to report enthusiasm and pride in the school counseling profession, job satisfaction and commitment to the career (Jurekovic, 2019). The *Professional Engagement* subscale consists of nine items which

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measure professional engagement and networking participation as well as advocacy efforts for the school counseling profession (Jurekovic, 2019). The *Personal Characteristics* subscale consists of nine items which measure characteristics such as trustworthiness, reliability, flexibility, empathy, and ethical decision-making (Jurekovic, 2019). The *Core Roles and Responsibilities* subscale consists of six items and measures the many roles a SC may fill such as student advocate, school-family-community partner, mediator, or educator (Jurekovic, 2019). The *Leadership Roles and Responsibilities* subscale consists of seven items which measure the participants commitment as a leader in the school. This is showcased through the sharing of data with school stakeholders, and coordinating programs and events based on the needs of the school (Jurekovic, 2019). The *Professional Knowledge and Awareness* subscale consists of six items that measure familiarity with the ASCA Ethical Standards (ASCA, 2016), the ASCA National Model (ASCA 2012; 2019a) and the importance of making data-driven decisions (Jurekovic, 2019). The *Focus and Philosophy* subscale consists of four items which measure social justice and multicultural competency (Jurekovic, 2019).

The SCPIIS (Jurekovic, 2019) was normed using a sample of participants who were either working as SCs were SCs-in-training enrolled in a master's program. Therefore, the SCPIIS is meant to measure on a continuum and can be taken at any stage in the school counseling career or SC training process (Jurekovic, 2019). Each item on the SCPIIS requires the participant to rate their response using a six-point Likert scale ranging from one (*strongly disagree*) to six (*strongly agree*). Jurekovic (2019) utilized a six-point scale over a five-point scale in order to push forced-choice answers over the neutral option; thus, resulting in lessened central tendency bias. Furthermore, the items in the SCPIIS consist of positive-only statements; this was intentional in order to reduce response error (Jurekovic, 2019).

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The SCPI (Jurekovic, 2019) is scored by averaging all answers; participants can have an overall score ranging from one to six, with six representing the highest level of professional identity development (Jurekovic, 2019). Subscale scores may also be averaged individually. Jurekovic (2019) examined the internal consistency of the SCPI; Cronbach's alpha was .70 or higher for each of 7 subscales. Convergent validity was demonstrated with the Professional Identity Scale in Counseling (Woo & Henfield, 2015). A copy of the SCPI, version seven, can be found in Appendix D.

Marlowe-Crowne Social Desirability Scale - Short Form C

The Marlowe-Crowne Social Desirability scale was originally developed by Crowne & Marlowe in 1960; the scale consisted of 33 items. In 1982, Reynolds (1982) developed three short forms (A, B, and C) using the original 33 items and found favorable reliability in short form C ($r = .76$). The Marlowe-Crowne Social Desirability Scale - Short Form C (CMSDS), available for use through public domain, contains 13 true/false items which examine personal attitude and social desirability response with self-report scales. Reynolds (1982) found high concurrent validity between short form C, the original 1960 version, and another social desirability scale, the Edwards Social Desirability Scale ($r = .93$). The items within the CMSDS are scored as T = 1, F = 2; items 5, 7, 9, 10, and 13 are reverse scored as T = 2, F = 1. The sum of scores is then calculated. High scores indicate social desirability response tendency (Reynolds, 1982). The researcher utilized the CMSDS to determine discriminant validity and participant bias. A copy of the CMSDS can be found in Appendix E.

Data Collection and Analysis

The researcher implemented a survey research design utilizing multivariate analysis of variance (MANOVA) to examine the differences between SCPI and involvement in post-

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master's supervision experiences as well as the differences between SCPI and specific descriptive criteria. The researcher utilized Qualtrics survey software to collect and store data until it was ready to be analyzed. SPSS statistical analysis software was used to analyze the collected data.

Research Question one (RQ1) was: *Is there a difference in SCPI for those who participated in post-master's supervision and those who did not?* To answer this question the researcher examined the differences between experience in post-master's clinical supervision and each subscale score of the SCPIS.

Using SPSS statistical analysis software, the researcher used MANOVA to examine the differences on the seven subscales of SCPIS between those who participated in post-master's supervision and those who did not. Wilks' Lambda was used to examine the multivariate effect using an alpha level of .05 and univariate ANOVAS were conducted to determine the nature of the difference.

Research Question two (RQ2) was: *What are the differences on the SCPIS subscales based on program accreditation, years of experience, and level of education?* Descriptive criteria were determined through questions four, five, and seven on the demographic questionnaire: Q4, program accreditation; Q5, years of experience; Q7, level of education. To answer RQ2 the researcher examined the differences between demographic variables and each subscale score of the SCPIS.

For each demographic variable, respectively, the researcher used MANOVA to examine the differences between the dependent variable (SCPI) and the independent variable (Q4, Q5, Q7). Wilks' Lambda was used to examine the multivariate effect using an alpha level of .05.

Summary

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The purpose of this quantitative study was to explore the differences between School Counselor Professional Identity (SCPI) and engagement in post-master's clinical supervision. Additionally, the study explored specific demographic characteristics in relation to SCPI. Two major research questions guided the data analysis in this study: 1) Is there a difference in SCPI for those who participated in post-master's supervision and those who did not? 2) What are the differences on the SCPI subscales based on program accreditation, years of experience, and level of education? Additionally, the study explored specific demographic characteristics in relation to SCPI; these demographics can be found in the demographic survey (Appendix C). The researcher administered the School Counselor Professional Identity Scale (Jurekovic, 2019) to obtain data on SCPI and the Marlowe-Crowne Social Desirability Scale - Short form C to measure discriminant validity. This non-experimental, survey research design utilized MANOVA and correlational analysis to identify the differences between groups (Ross & Shannon, 2011).

Chapter 3

Results

Introduction

The purpose of this quantitative study was to explore the differences between School Counselor Professional Identity (SCPI) and engagement in post-master's clinical supervision. Additionally, the study explored specific demographic characteristics in relation to SCPI. The researcher administered the School Counselor Professional Identity Scale (Jurekovic, 2019) to obtain data on SCPI and the Marlowe-Crowne Social Desirability Scale - Short form C to measure discriminant validity. Two major research questions guided the data analysis in this study: 1) Is there a difference in SCPI for those who participated in post-master's supervision and those who did not? 2) What are the differences on the SCPI subscales based on program accreditation, years of experience, and level of education? Data was obtained through Qualtrics survey software and IBM SPSS analysis software version 28 was used to run statistical analysis. Multivariate analysis of variance (MANOVA) was used to determine if SCPI was related to post-master's supervision (research question 1). Additional MANOVA was used to determine the differences between SCPI and specific demographic criteria (research question 2).

Demographics

As reported in Table 3, a total of 172 school counselors completed the Qualtrics survey. Of the 172 participants seven (4.0%) participants indicated their gender identity as male, 162 (93.6%) participants indicated they identify as female, two (1.2%) participants indicated they identified as non-binary, and one participant preferred not to answer this survey question. This is somewhat indicative of the national school counselor population; according to the ASCA State of the Profession Report (ASCA, 2021b), 87% of school counselors identify as female, 11%

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identify as male, and less than 1% identify as non-binary or a third gender. All 172 participants disclosed race/ethnicity. One hundred and thirty-eight participants (79.8%) were White or Caucasian, 17 (9.8%) were Black or African American, one participant (0.6%) was Asian, 10 (5.8%) were multi-racial, and six participants (3.5%) selected the "other" option. These race/ethnicity demographics are representative of the national school population: White (77%), Black or African American (10%), Asian (1%) Latinx (5%), Two or more races (3%) (ASCA, 2021b). Participant age ranged from 25-67; the average (*M*) age of participants was 41.91 with a median (*Mdn*) age of 41 and a standard deviation (*SD*) of 10.27.

Participants reported the primary grade level(s) with which they worked; 68 (39.9%) reported working primarily with elementary students (grades K-5), 70 (40.5%) reported working primarily with middle school students (grades 6-8), 63 (36.4%) reported working primarily with high school students (grades 9-12), and 11 (6.14%) reported "other" as primary grade level. An open option to type explanation was offered with the "other" option; these explanations were as follows: grades 4-8, grades 7-12, alternative school (grade 5-12), grades 4-6, grades K-12, grades P-12, preschool, and community college.

Of the 172 participants, 140 (81.39%) graduated from a CACREP accredited program and 31 (18%) graduated from a non-CACREP accredited program; one participant chose not to answer this question. One hundred and sixty-five participants (95.4%) were working full-time as school counselors and 7 (4%) were working part-time as school counselors. Sixty-three participants (36.4%) reported their years of experience in the profession as 1-5 years, 37 (21.4%) reported 6-10 years of experience, 16 (9.2%) reported 11-14 years of experience, 31 (17.9%) reported 15-20 years of experience, and 25 participants (14.5%) reported working as a school counselor for more than 20 years.

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One hundred and sixty-nine responses were collected in response to the survey question about highest level of education/degree held; 132 participants (78.1%) held a master's degree, 26 participants (15.3%) held a specialist degree, 11 participants (6.5%) held a doctorate degree. When asked about credentials 43 participants (24.9%) held National Certified Counselor (NCC) credential, 12 participants (6.9%) held National Certified School Counselor (NCSC) credential, 10 participants (5.8%) held associate counseling licensure, and 37 (21.5%) held full counseling licensure. Of the 172 participants 48 (27.7%) had chosen to pursue post-master's clinical supervision and 124 (71.7%) had chosen not to pursue post-master's clinical supervision.

The mean, standard deviation, and reliability statistics are reported in Table 4 for the School Counselor Professional Identity Scale (SCPIS) and subscales and the Marlowe-Crowne Social Desirability Scale Short Form C (CMSDS). Cronbach's Alpha was used to determine reliability (r); all seven SCPI subscales and the SCPIS in entirety had a reliability coefficient above 0.7 with the exception of the *Focus and Philosophy* subscale ($r = 0.627$). The CMSDS had a reliability coefficient of 0.656.

Table 3

Demographic Information

Characteristic	n	Percentage
Gender		
Male	7	4.0%
Female	162	93.6%
Transgender	0	0.0%
Non-binary	2	1.2%
Prefer not to answer	1	0.6%
Race		
White or Caucasian	138	79.8%
Black or African American	17	9.8%
Am. Indian or Alaska Native	0	0.0%
Asian	1	0.6%

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Native Hawaiian or Pacific Islander	0	0.0%
Multi-racial	10	5.8%
Other	6	3.5%
Program Accreditation		
CACREP accredited	140	81.39%
Non-CACREP accredited	31	18%
Work Setting		
Full-time	165	95.4%
Part-time	7	4%
Experience		
1-5 years	63	36.4%
6-10 years	37	21.4%
11-14 years	15	9.2%
15-20 years	31	17.9%
20+ years	25	14.5%
Grade Level		
Elementary (k-5)	68	39.9%
Middle (6-8)	70	40.5%
High (9-12)	63	36.4%
Other	11	6.4%
Degree Earned		
Masters	132	78.1%
Specialist	26	15.3%
Doctorate/Ph. D.	11	6.5%
Other Credentials		
NCC	43	24.9%
NCSC	12	6.9%
APC/LAPC or equivalent	10	5.8%
LPC or equivalent	37	21.5%
Post-master's clinical supervision		
Yes	48	27.7%
No	124	71.7%

Table 4

Scale Reliability Statistics

Scale/Subscale	<i>N</i>	Cronbach's Alpha (Original)	<i>M</i>	<i>SD</i>
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School Counselor Professional Identity Scale (SCPIS)	49	.924 (.96)	5.367	.424
Attitudes and Values	8	.907 (.89)	5.329	.730
Professional Engagement	9	.866 (.879)	5.132	.729
Personal Characteristics	9	.901 (.862)	5.615	.473
Core Roles and Responsibilities	6	.793 (.841)	5.673	.368
Leadership Roles and Responsibilities	7	.837 (.848)	5.110	.649
Professional Knowledge and Awareness	6	.837 (.845)	5.315	.598
Focus and Philosophy	4	.627 (.708)	5.479	.489
Marlowe-Crowne Social Desirability Scale – Short Form C	13	.656	21.73	2.396

Research Question 1: Is there a difference in SCPI for those who participated in post-master’s supervision and those who did not?

Multivariate analysis of variance (MANOVA) was used to examine the differences between SCPI and post-master’s supervision. First, the score from the SCPIS subscales were entered as the dependent variables (DV) and the survey response from Q29 *Did you choose to pursue post-master’s clinical supervision?* was entered as the independent variable (IV) with 1 = *yes* and 2 = *no*. The results of the MANOVA resulted in a Wilks’ Lambda of .892, $p = .008$, indicating an overall multivariate difference between the two groups. Follow-up univariate analysis of variance (ANOVAS) were conducted to determine the specific nature of this difference. These results, along with descriptive statistics are summarized in Table 5. Overall, those who participated in post-master’s clinical supervision reported higher levels of professional identity in five of the seven subscales. Three of the seven comparisons were statistically significant: *Core Roles and Responsibilities* ($p = .021$), *Leadership Roles and Responsibilities* (p

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= .013), and *Focus and Philosophy* ($p = .002$).

Table 5

A Comparison of Those With and Without Post-Master’s Supervision Experience on the SCPIS

Subscale	Post-master’s Clinical Supervision		F	p
	No (n = 123)	Yes (n = 48)		
	<i>Mean (SD)</i>	<i>Mean (SD)</i>		
1. Attitudes and Values	5.334 (.65)	5.316 (.913)	.023	.881
2. Professional Engagement	5.096 (.672)	5.216 (.864)	.932	.336
3. Personal Characteristics	5.627 (.335)	5.58 (.723)	.334	.564
4. Core Roles and Responsibilities	5.633 (.379)	5.778 (.323)	5.461	.021*
5. Leadership Roles and Responsibilities	5.031 (.578)	5.307 (.531)	6.374	.013*
6. Professional Knowledge and Awareness	5.286 (.589)	5.389 (.627)	1.018	.314
7. Focus and Philosophy	5.409 (.524)	5.662 (.336)	9.609	.002*

Note: a multivariate comparison resulted in a Wilks’ Lambda of .829, $p = .008$

* $p < .05$

Research Question 2: What are the differences on the SCPIS subscales based on program accreditation, years of experience, and level of education?

MANOVA was used to examine the differences between SCPI and the following demographic survey questions: program accreditation; years of experience; level of education. First, the score from the SCPIS subscales were entered as the dependent variables (DV) and the survey response from each demographic questions, respectively, was entered as the independent

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variable (IV).

Program Accreditation

The results of the MANOVA for program accreditation, resulted in a Wilks' Lambda of .963, $p = .52$, indicating no overall multivariate difference between the two groups. The descriptive statistics are summarized in Table 6. Overall, those who graduated from CACREP accredited programs reported higher levels of professional identity in five of the seven subscales: *Professional Engagement*, *Personal Characteristics*, *Core Roles and Responsibilities*, *Leadership Roles and Responsibilities*, and *Professional Knowledge and Awareness*.

Years of Experience

The results of the MANOVA for years of experience, resulted in a Wilks' Lambda of .852, $p = .559$, indicating no overall multivariate difference between the groups. The descriptive statistics are summarized in Table 7. Overall, the highest reported scores for the *Focus and Philosophy* subscale were from participants with 1-5 years of experience ($M = 5.564$). The highest reported scores for the *Attitudes and Values* subscale were from participants with 6-10 years of experience ($M = 5.389$). The highest reported scores for the *Professional Engagement* subscale were from participants with 11-14 years of experience ($M = 5.17$). The highest reported scores for the *Leadership Roles and Responsibilities* subscale were from participants with 15-20 years of experience ($M = 5.249$). The highest reported scores for the *Personal Characteristics*, *Core Roles and Responsibilities*, and *Professional Knowledge and Awareness* subscales were from participants with 20 or more years of experience ($M = 5.806$, $M = 5.727$, $M = 5.467$).

Level of Education

The results of the MANOVA for highest level of education, resulted in a Wilks' Lambda of .929, $p = .61$, indicating no overall multivariate difference between the groups. The descriptive

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statistics are summarized in Table 8. Overall, those who held a doctorate degree (Ed. D or Ph. D.) reported higher levels of professional identity in six of the seven subscales: *Attitudes and Values* ($M = 5.693$), *Professional Engagement* ($M = 5.636$), *Personal Characteristics* ($M = 5.589$), *Leadership Roles and Responsibilities* ($M = 5.416$), *Professional Knowledge and Awareness* ($M = 5.682$), *Focus and Philosophy* ($M = 5.614$). Participants who held a specialist (Ed. S.) degree reported higher levels of professional identity in the *Core Roles and Responsibilities* subscale ($M = 5.744$).

Table 6

Program Accreditation

	CACREP Program Accreditation	
	No (n = 31)	Yes (n = 140)
Subscale	<i>Mean (SD)</i>	<i>Mean (SD)</i>
1. Attitudes and Values	5.352 (.666)	5.324 (.746)
2. Professional Engagement	5.029 (.63)	5.152 (.701)
3. Personal Characteristics	5.559 (.35)	5.626 (.498)
4. Core Roles and Responsibilities	5.613 (.425)	5.687 (.356)
5. Leadership Roles and Responsibilities	5.014 (.755)	5.13 (.626)
6. Professional Knowledge and Awareness	5.108 (.784)	5.361 (.534)
7. Focus and Philosophy	5.484 (.433)	5.479 (.505)

Note: a multivariate comparison resulted in a Wilks' Lambda of .963, $p = .52$

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Table 7

Years of Experience

Subscale	Years of Experience				
	1-5 (n = 63)	6-10 (n = 37)	11-14 (n = 15)	15-20 (n = 31)	20+ (n = 25)
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	<i>Mean (SD)</i>	<i>Mean (SD)</i>	<i>Mean (SD)</i>
1. Attitudes and Values	5.343 (.544)	5.389 (.576)	5.192 (.71)	5.259 (1.144)	5.376 (.75)
2. Professional Engagement	5.086 (.599)	5.15 (.747)	5.17 (.566)	5.165 (1.017)	5.139 (.724)
3. Personal Characteristics	5.573 (.306)	5.584 (.401)	5.641 (.221)	5.566 (.895)	5.806 (.186)
4. Core Roles and Responsibilities	5.648 (.389)	5.685 (.388)	5.633 (.322)	5.689 (.395)	5.727 (.288)
5. Leadership Roles and Responsibilities	4.996 (.629)	5.135 (.719)	5.038 (.475)	5.249 (.729)	5.223 (.572)
6. Professional Knowledge and Awareness	5.230 (.622)	5.338 (.599)	5.222 (.474)	5.382 (.657)	5.467 (.531)
7. Focus and Philosophy	5.564 (.433)	5.446 (.457)	5.483 (.547)	5.387 (.584)	5.43 (.528)

Note: a multivariate comparison resulted in a Wilks' Lambda of .852, $p = .559$

Table 8

Highest Level of Education

	Highest Degree Held		
	M. Ed.	Ed. S.	Ed. D. or Ph. D.

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Subscale	Mean (SD)	Mean (SD)	Mean (SD)
1. Attitudes and Values	5.296 (.78)	5.366 (.558)	5.693 (.287)
2. Professional Engagement	5.077 (.751)	5.18 (.685)	5.636 (.407)
3. Personal Characteristics	5.587 (.511)	5.664 (.325)	5.589 (.165)
4. Core Roles and Responsibilities	5.655 (.384)	5.744 (.317)	5.727 (.336)
5. Leadership Roles and Responsibilities	5.068 (.662)	5.17 (.65)	5.416 (.509)
6. Professional Knowledge and Awareness	5.269 (.608)	5.43 (.486)	5.682 (.535)
7. Focus and Philosophy	5.477 (.481)	5.423 (.556)	5.614 (.517)

Note: a multivariate comparison resulted in a Wilks’ Lambda of .929, $p = .61$

Summary

The purpose of this quantitative study was to explore the differences between School Counselor Professional Identity (SCPI) and engagement in post-master’s clinical supervision. Additionally, the study explored specific demographic characteristics in relation to SCPI. Two major research questions guided the data analysis in this study: 1) Is there a difference in SCPI for those who participated in post-master’s supervision and those who did not? 2) What are the differences on the SCPI subscales based on program accreditation, years of experience, and level of education? The researcher administered the School Counselor Professional Identity Scale (Jurekovic, 2019) to obtain data on SCPI and the Marlowe-Crowne Social Desirability

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Scale - Short form C to measure discriminant validity in addition to a brief demographic questionnaire. Multivariate analysis of variance (MANOVA) was used to determine in SCPI was related to post-master's supervision (research question 1). Additional MANOVA was used to determine the differences between SCPI and specific demographic criteria (research question 2). Results from this study indicate that there is significant difference in SCPI between those who choose to pursue post-master's clinical supervision and those who do not. Furthermore, while not statistically significant, there is descriptive evidence that CACREP accreditation, years of experience, and level of education do impact professional identity development.

Chapter 4

Discussion and Implications

The purpose of this study was to explore the differences between School Counselor Professional Identity (SCPI) and engagement in post-master's clinical supervision. Additionally, the study explored specific demographic characteristics in relation to SCPI. Two major research questions guided the data analysis in this study: 1) Is there a difference in SCPI for those who participated in post-master's supervision and those who did not? 2) What are the differences on the SCPI subscales based on program accreditation, years of experience, and level of education? Results from the demographic questionnaire, the School Counselor Professional Identity Scale, and the Marlowe-Crowne Social Desirability Scale - Short Form C will be discussed in this chapter.

Overview

While Counselor Professional Identity (CPI) and School Counselor Professional Identity (SCPI) have identified similarities (knowledge of the profession, role, ethical standards, engagement in professional membership and professional development) (Jurekovic, 2019; Upton, 2013; Woo et al., 2017), there are specific school counseling duties and responsibilities not mentioned in CPI research. Expertise across three domains: academic, college/career, and social/emotional (ASCA, 2019a); student advocacy, and professional roles within the school system (Jurekovic, 2019; Upton, 2013) are factors unique to SCPI development. School counselors hold responsibilities of both *counselors* and *educators* (ASCA, 2019a; Levy & Lemberger-Truelove, 2021). These responsibilities may include planning and running small groups, core curriculum lessons, consultation and collaboration with school stakeholders, program development, and brief, situational counseling (Havlik et al., 2019b; Kolbert et al.,

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2017; Levy & Lemberger-Truelove, 2021; Slaten et al., 2013).

School Counselors usually receive non-clinical supervision from a school administrator (Bledsoe et al., 2021; Havlik et al., 2019b). These supervision experiences focus more on the system-wide or school-based procedural training (Bledsoe et al., 2021). This shift in focus as school counselors enter the profession can lead to role and identity confusion (Heled & Davidovich, 2019; Slaten et al., 2013). Consultation with a clinical supervisor outside of the school building can provide a framework for SCs to better understand how and when to best advocate for their role in the school (Bledsoe et al., 2021). Post-master's clinical supervision for SCs has resulted in higher levels of professional identity and skill development. Clinical supervisors can provide personal and professional support in ethical decision-making, wellness, self-care, empowerment, and higher self-efficacy in the ability to support student needs (Bledsoe et al., 2021).

Clinical supervision promotes the professional identity development of counselors (Bernard & Goodyear, 2019). Clinical supervision is required as a component of many SC education programs prior to graduation (ASCA, 2021b). CMHCs are required to pursue post-master's supervision in all 50 states and Washington, DC (ACA, 2016). However, there is no requirement for SC post-master's clinical supervision (ASCA, 2020). SCs who choose to pursue post-master's supervision report positive experiences (Bledsoe et al., 2021; Slaten et al., 2013).

Six phases of counselor development were identified by Rønnestad & Skovholt (2003). When counselors graduate from a master's program, they enter into phase four of counselor development, *the novice professional stage*. Clinical supervision is required for CMHCs as they progress from the novice stage to the *experienced professional stage* (ACA, 2016; Rønnestad & Skovholt, 2003). The professional development of counselors continues well into the profession

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(Rønnestad & Skovholt, 2003). Without the support of clinical supervision, SC professional identity development may be delayed; it is important that SCs recognize post-master's clinical supervision as a component which supports positive professional identity development, ethical decision-making, wellness, self-care, empowerment, and higher self-efficacy in the ability to support student needs (Bledsoe et al., 2021).

School counselor professional identity is a complex construct which has been outlined by few studies. Upton (2013) identified five factors of SCPI through a delphi study: (a) professional and student advocacy, (b) professional development, (c) professional engagement, (d) professional ethics, and (e) professional roles. These characteristics were further explored in Jurekovic's (2019) study which utilized exploratory factor analysis to determine seven factors unique to SCPI. Jurekovic (2019) developed a seven-factor school counselor professional identity model and a school counselor professional identity scale; each factor within the model corresponds with a subscale within the SCPI. The factors/subscales are (a) attitudes and values, (b) professional engagement, (c) personal characteristics, (d) core roles and responsibilities, (e) leadership roles and responsibilities, (f) professional knowledge and awareness, and (g) focus and philosophy.

This study utilized the SCPI and was designed to determine the differences between SCPI and post-master's supervision. Additionally, the researcher examined the differences between SCPI and specific descriptive criteria. Results from the study can be used to provide evidence to encourage post-master's clinical supervision for school counselors.

Discussion

School counselor professional identity development can be positively impacted through post-master's clinical supervision. Supervision from a school administrator may support growth

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in school culture and involvement, however there are factors outside of the school administrator viewpoint which support school counselor professional identity development (Jurekovic, 2019; Upton, 2013). The current study identified three factors from the SCPIM which benefit from post-master's clinical supervision. The following section will address implications drawn from those three factors: *core roles and responsibilities*, *leadership roles and responsibilities*, and *focus and philosophy*.

Implications

Core Roles and Responsibilities

The *Core Roles and Responsibilities* subscale of the SCPIS outlines factors unique to the role of the school counselor (Jurekovic, 2019). School counselors fill many roles in the school system such as counselor, educator, consultant, and advocate (ASCA, 2019a). Furthermore, school counselors must be trained and prepared to help manage school crises and intervene as necessary (ASCA, 2019a). Clinical supervision can provide a space for school counselors to gain confidence in their decision-making skills. Through clinical supervision, school counselors can continue to build a greater understanding of the risk factors and indicators of abuse, neglect, and suicidality. This understanding can lead to earlier prevention and intervention practices.

Furthermore, supervision can provide an objective space for school counselors to navigate the nuances of the school setting and build professional advocacy skills.

Leadership Roles and Responsibilities

The *Leadership Roles and Responsibilities* subscale of the SCPIS is based on the leadership roles of the school counselor according to the ASCA National Model (ASCA, 2019a). School counselors use data as a tool to advocate for the programs which they implement. Additionally, school counselors work as collaborators and consultants within the school; they are a liaison

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between home, school, and the community. Supervision can provide a space for new school counselors to build their leadership skills, or even recognize leadership potential one may not see in themselves. The supervision session can be a safe space to practice difficult conversations that may arise with faculty and staff and problem-solve to prevent confrontation or uncomfortable conversation. A supervisor well versed in school counseling may also be able to provide guidance on building or improving a data-driven comprehensive school counseling program.

Focus and Philosophy

The *Focus and Philosophy* subscale of the SCPIM supports a social justice-focused school counseling lens and a trauma-informed approach to counseling. School counseling programs address cultural considerations for counseling and trauma-informed practices; however, these practices may require continued personal reflection and training (Fisher, 2020). Supervision can provide a space for counselors to further reflect on power and privilege and how it may affect the counseling relationship and student outcomes (Fisher, 2020; Gregory & Roberts, 2017).

Further Implications

While not statistically significant, school counselors who pursued post-master's supervision scored higher on the *Professional Engagement* and *Professional Knowledge and Awareness* subscales. These subscales center on professional memberships and the importance of building a network of counselors and school counselors with whom to consult. Group supervision can provide a network of professionals to build ethical decision-making skills, consult on data-driven initiatives, and access peer-mentorship opportunities.

Furthermore, there are trends identified in the results from RQ2, while not statistically significant, worth noting. Those who graduated from CACREP accredited programs reported higher levels of professional identity in five of the seven subscales: *Professional Engagement*,

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Personal Characteristics, Core Roles and Responsibilities, Leadership Roles and Responsibilities, and Professional Knowledge and Awareness. This provides evidence that CACREP accredited programs may provide a more standardized counselor education experience which emphasizes professional identity development.

The highest reported scores for the *Focus and Philosophy* subscale were from participants with 1-5 years of experience; this implies that current school counselor education programs are implementing the newer editions of the ASCA National Model (2019a). The fourth edition of the model is the first to include factors from this subscale. The highest reported scores for the *Personal Characteristics, Core Roles and Responsibilities, and Professional Knowledge and Awareness* subscales were from participants with 20 or more years of experience; this aligns with Rønnestad and Skovholt's (2003) developmental model. These school counselors have entered the *senior professional phase* of counseling; therefore, they are experienced and confident in the factors included in these three subscales.

Those who held a doctorate degree (Ed. D or Ph. D.) reported higher levels of professional identity in six of the seven subscales: *Attitudes and Values, Professional Engagement, Personal Characteristics, Leadership Roles and Responsibilities, Professional Knowledge and Awareness, Focus and Philosophy.* This also provides evidence that school counselor and counselor education programs are successfully implementing the training based on the ASCA National Model (2019a).

Limitations

The study sample in this current study is representative of the nation's SC population (ASCA, 2021b), however there is no way to determine if the study sample is representative of SCs who pursue post-master's supervision. If this number were accessible, the study could be

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further strengthened.

Due to the self-report nature of this study, the researcher included the CMCSO (Reynolds, 1982) in this survey to measure social desirability bias. Scores from the CMCSO ($M = 21.76$) indicate high levels of social desirability bias. While the survey was anonymous, responses may still have been based on social desirability to avoid embarrassment or personal discomfort.

Lastly, the SCPI (Jurekovic, 2019) was used with permission under the caveat that confirmatory factor analysis (CFA) had not yet been completed. A follow-up study is planned to determine construct validity of the SCPI and SCPI.

Recommendations for Future Research

School administrators often assign the duties and responsibilities of SCs (Heled & Davidovich, 2019; Slaten et al., 2013); this may be a factor which leads to role and identity confusion. Further research on administrator training and perception of the SC role is needed to better understand the role confusion identified in novice school counselors (Slaten et al., 2013). School counselors also report confusion based on their pre-service training (Heled & Davidovich, 2019). Further research on the experiences of SCs as they enter the profession may benefit curriculum development for SC educators.

Based on the open-ended questions included in the current study, some further implications for future research were identified. Participants indicated that some supervisors were well versed in the roles and responsibilities of the school counselor, however others disclosed the difficulty in finding a supervisor who understood school counseling. Additional research may be needed on the supervisory training and models used by supervisors of school counselors. Furthermore, current school counselor supervision models, such as the School Counselor Supervision Model (Luke & Bernard, 2006) may require updates based on current trends in school counseling and

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the most recent edition of the ASCA National Model.

Summary

This study established an understanding of the differences between school counselor professional identity and post-master's supervision experiences. Additionally, the study indicated possible connections between SCPI and program accreditation, years of experience, and level of education. The study determined that SCPI is positively impacted by post-master's supervision, specifically in the areas of core roles and responsibilities, leadership roles and responsibilities, and focus and philosophy. Additional research may be required to determine supervisor understanding of the role of the school counselor. The findings of this study may be used to encourage post-master's supervision for novice school counselors.

Chapter 5

Manuscript

Introduction to the Problem and Review of Literature

The primary purpose of this study was to explore the differences between School Counselor Professional Identity (SCPI) and post-master's engagement in clinical supervision. There is existing research on counselor professional identity (CPI) (Kaplan et al., 2014; Rønnestad & Skovholt, 2003; Woo et al., 2017), however there is little existing research on the topic of SCPI. Rønnestad and Skovholt (2003) found that CPI is heavily influenced in the early professional years. While some school counselors (SCs) may opt to pursue post-master's clinical supervision and clinical licensure, supervision for SCs often discontinues upon graduation (Springer et al., 2017).

While CPI and SCPI do share certain factors (knowledge of the profession, role, ethical standards, engagement in professional membership and professional development) (Woo et al., 2017), there are factors specific to school counseling which are not mentioned in CPI research. For example, the role of the SC outlined by the American School Counselor Association (ASCA) National Model (ASCA, 2019) includes expertise across three domains: academic, college/career, and social/emotional. School counselors are, both, counselors and educators with responsibilities not limited to planning and running small groups, core curriculum lessons, consultation and collaboration with school stakeholders, program development, and brief, situational counseling (Havlik et al., 2019). Levy and Lemberger-Trulove (2021) argue that school counselors, rather than alternate between two identities (counselor and educator), work to develop a nondual identity of "educator-counselor". In order to develop this educator-counselor

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identity, SCs may benefit from both, administrative supervision within the school setting and clinical supervision with a counselor.

The aim of this study was to examine the differences between post-master's clinical supervision and SCPI. While clinical supervision is not a requirement for SCs, it has been shown to positively contribute to the SC professional development (Bledsoe et al., 2021; Slaten et al., 2013). The results of this study aim to benefit training for school counseling students and professional development initiatives for practicing SCs. Furthermore, the results may be beneficial in adapting educational training and licensure requirements for SCs and SCs in training.

The Role and Identity of the School Counselor

The role and duties of the SC have been a long-discussed topic (Jurekovic, 2019; Lambie et al., 2019; Levy & Lemberger-Trulove, 2021; Schayot, 2008; Slaten et al., 2013; Springer et al., 2017; Upton, 2013). The professional role(s) of the SC are directly connected to SC identity development (Jurekovic, 2019; Upton, 2013). Therefore, it is imperative to explore and understand the school counseling role. ASCA (2019) suggests that the role of the SC is filled 80% of the time with direct and indirect duties; this includes face-to-face interaction with students and support efforts performed on behalf of students. The remaining 20% of SC time should be spent on program evaluation or management, and a portion of the 20% can be allocated toward SCs filling a myriad of roles described by ASCA (2019a) as non-counseling duties: data entry, scheduling, hall duty, bus duty. Despite these detailed suggestions, school administrators are at the charge in organizing and allocating duties within a school (Heled & Davidovich, 2019; Slaten et al., 2013). This can lead to novice school counselors' role and identity confusion as they enter the profession.

Supervision Requirements for Clinical and School Counselors-in-Training

Clinical supervision is required in all counselor education programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). (CACREP, 2021). Counselors-in-training must complete a 100-hour supervised practicum and a 600-hour supervised internship. These practicum and internship requirements provide counseling students experiential learning opportunities with the support of a skilled professional (CACREP, 2021). Post-master's clinical supervision requirements differ by specialty area.

Counselors from all counseling specialties may pursue national certification through the National Board of Certified Counselors (NBCC); this credential certifies that a counselor has met the standards of a rigorous counselor education program and/or passed the National Counselor Examination (NBCC, 2021). However, counselors are required to seek licensure/certification at the state level, as well (ACA, 2016; ASCA, 2021b). CMHCs are required to hold a minimum of a master's degree; all 50 states and Washington DC require post-master's supervision hours and counselors must pass a comprehensive counseling exam specified by the state of licensure (ACA, 2016). Forty-five US states including Washington DC, require a master's degree or higher for SC certification (ASCA, 2021b). Thirty-eight states including Washington DC, require passing scores on an exam or exams, such as the School Counseling Praxis, the National Counseling Exam, or a state-level certification exam (ASCA, 2021b). One state, South Dakota, requires one year of supervision from a mentor school counselor if the individual is entering the profession with a master's degree in a counseling specialty area outside of school counseling (ASCA, 2021b). Clinical supervision for SCs is required only through specific counselor education programs prior to graduation (ASCA, 2021b).

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The overarching goal of clinical supervision is to produce more competent counselors (Bernard & Goodyear, 2019). The supervisor continually assesses the counselor's ability to start and close sessions and use counseling skills and interventions. Supervisors work to further develop counselors' conceptualization skills, understanding the client, recognizing client goals, and evaluating client growth. Further, supervisors assist in the development of personalization skills related to the therapeutic relationship, listening skills, and reflecting empathy (Bernard & Goodyear, 2019).

Phases of Counselor Development

Rønnestad and Skovholt (2003) introduced a developmental model which identifies six phases of counselor development. The first phase, *the lay helper phase* may be considered the pre-training phase; the individual may display sympathy over empathy. Phase two, *the beginning student phase* emerges early in training; the student is excited to learn but may question their own ability. Students in this phase benefit from positive supervisory feedback. Phase three, *the advanced student phase* is often displayed in the experiences of practicum or internship students. These individuals set high standards for themselves; however, they may avoid taking risks. Phase four is titled *the novice professional phase*; characteristics of this phase are displayed in the first three to five years, post-masters. Counselors in this phase are working to define their own counseling practice. Phase five, *the experienced professional phase* is displayed after years of work and various experiences; counselors in this phase can be their authentic self in practice. Lastly, phase six, *the senior professional phase* is displayed after 20-25 years of experience. Counselors in this phase are respected in the field and highly knowledgeable (Rønnestad & Skovholt, 2003). The growth of counselor development is essentially displayed over time. Clinical supervisors are responsible for evaluating and fostering the professional identity

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development of counselors (Bernard & Goodyear, 2019). Therefore, post-master's clinical supervision may have a direct impact on the professional identity development of counselors and school counselors.

Post-master's Supervision Experiences of School Counselors. While it is not required for certification or licensure, some SCs choose to pursue post-master's clinical supervision (Bledsoe et al., 2021). School counselors may commit to clinical supervision to obtain professional clinical licensure, or they may seek clinical supervision for additional professional development and support (Bledsoe et al., 2021; Slaten et al., 2017). Bledsoe et al. (2021) conducted a qualitative phenomenological study with novice SCs who were pursuing post-master's clinical supervision. The transition from academia to the SC profession was found to be less challenging for SCs who pursued clinical supervision. SCs reported difficulties navigating an unfamiliar environment without the support of clinical supervision they had experienced in their master's program (Bledsoe et al., 2021). Additionally, clinical supervisors were able to provide professional and personal support for novice counselors and guide them through difficult conversations with school-based supervisors or administrators about aligning SC duties with the ASCA National Model (Bledsoe et al., 2021)

SCs do usually receive non-clinical supervision; often this is provided by a professional who is not a counselor (Bledsoe et al., 2021; Havlik et al., 2019). These supervision experiences may be provided by an administrator and focus more on the system-wide or school-based procedural training (Bledsoe et al., 2021). Consultation with a clinical supervisor outside of the school building can provide a framework for SCs to better understand how and when to best advocate for their role in the school (Bledsoe et al., 2021). Post-master's clinical supervision for SCs has resulted in higher levels of professional identity and skill development; these

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supervisors can provide personal and professional support in ethical decision-making, wellness, self-care, empowerment, and higher self-efficacy in the ability to support student needs (Bledsoe et al., 2021).

School Counselor Professional Identity

Historically, there has been ambiguity surrounding an accepted definition for school counselor professional identity (SCPI) (Cinotti, 2014; Gibson et al., 2018; Gysbers, 2010; Jurekovic, 2019; Lambie et al., 2019; Perkins et al., 2010). Rather than two competing professional identities, that of mental health professional and educator, researchers (DeKruyf et al., 2018; Lambie et al., 2019; Levy & Lemberger-Truelove, 2021) suggest SCs adopt a joint professional identity; one of both mental health professional and educator, or *educator-counselor* (Levy & Lemberger-Truelove, 2021). Adopting a joint identity aligns with the role of the SC as described in the ASCA National Model (2019). ASCA (2019) states that, “school counselors are certified/licensed educators with a minimum of a master’s degree in school counseling, making them uniquely qualified to address all students’ academic, career, and social/emotional development needs” (p. xii).

Upton (2013) utilized a Delphi method study to determine specific components of SCPI. Five items were identified: (a) professional and student advocacy, (b) professional development, (c) professional engagement, (d) professional ethics, and (d) professional roles. These items are similar to many of the components of CPI fulfillment (Woo et al., 2017), however *student advocacy* and *professional roles* are unique to SCPI. Student advocacy may be displayed through the SC working towards systemic change, ASCA (2019) describes this role using the term *change agent*. Unlike CMHCs, SCs analyze data to identify school policies or programs which may obstruct student success (ASCA, 2019; Hatch & Hartline, 2021). Once identified, SCs may

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work to remove systemic barriers through collaborative efforts within the school, district, or state level (ASCA, 2019; Hatch & Hartline, 2021). The professional roles of SCs differ, also, from those of CMHCs. CMHCs diagnose and treat mental disorders; SCs benefit from the knowledge of diagnoses and treatment, however they do not diagnose or treat mental disorders (ASCA, 2016; Gehart, 2016). Furthermore, the delivery of classroom lessons is unique to the role of the school counselor (ASCA, 2019). Differences, such as the aforementioned, support the need for a professional identity model specific to the field of school counseling.

School Counselor Professional Identity Model

Jurekovic (2019) developed a seven-factor school counselor professional identity model (SCPIM). The SCPIM was constructed through a four-phase study (Jurekovic, 2019). The primary research for the SCPIM was based, both, on existing SCPI research (Brott & Meyers, 1999; Upton, 2013; Woo & Henfield, 2015) and on the third edition of the ASCA National Model (2012). Jurekovic (2019) utilized exploratory factor analysis and identified evidence of factors not mentioned in previous SC identity models (Brott & Meyers, 1999; Upton, 2013; Woo & Henfield, 2015). The factors within the SCPIM were then used to construct the School Counselor Professional Identity Scale (SCPIS) (Jurekovic, 2019). The SCPIM was utilized in this study to outline factors of professional identity as measured by the SCPIS. The SCPIS (Jurekovic, 2019) consists of 49 items within seven subscales which coincide with the factors identified in the SCPIM. The following sections will outline the seven factors within Jurekovic's (2019) SCPIM.

Factor 1: Attitudes and Values

The *Attitudes and Values* factor of the SCPIM aligns with findings of previous research on CPI (Woo & Henfield, 2015). The characteristics associated with attitudes and values of

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school counseling contribute to pride in the profession (Jurekovic, 2019). SC attitudes, as outlined in the ASCA School Counselor Professional Standards & Competencies (ASCA, 2019) are written as a series of mindsets and behaviors which describe SC beliefs about student achievement capabilities through the delivery of a CSCP. SCs collectively share value for creating a trusting, safe environment and making ethical decisions (Upton, 2013). SCs who score high in the *Attitudes and Values* subscale of the SCPIS show strong commitment to the collective profession and believe that SCs are uniquely trained to contribute to holistic student success (Jurekovic, 2019).

Factor 2: Professional Engagement

The *Professional Engagement* factor of the SCPIM is based on findings from multiple studies which outline factors consistent with a strong school counseling professional identity (Puglia, 2008; Upton, 2013; Walsh-Rock, 2018). SCs who score high in the *Professional Engagement* subscale of the SCPIS hold active membership in school counseling professional organizations, engage in mentorship opportunities, and pursue supervision (Jurekovic, 2019). Furthermore, they continually take part in professional development opportunities, they maintain up-to-date certifications and licensures, and they actively consult with other SCs (Jurekovic, 2019; Woo & Henfield, 2017). SCs should understand the need for continued participation in supervision and they utilize their professional standing as a source of advocacy for their profession (Jurekovic, 2019).

Factor 3: Personal Characteristics

The *Personal Characteristics* factor of the SCPIM includes traits relating to a counselors' disposition based on Upton's (2013) five components of SC identity: (a) professional and student advocacy, (b) professional development, (c) professional engagement, (d) professional ethics,

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and (d) professional roles. These components outline a SC who is trustworthy, reliable, flexible with their time, and empathetic toward the needs of students (Jurekovic, 2019). SCs must work to build supportive, trusting relationships with students; these relationships allow SCs to acquire information which students may not otherwise share (Holland, 2015). SCs adhere to the ASCA Ethical Standards (ASCA, 2016) to make ethical and informed decisions (Jurekovic, 2019) and they understand the importance of building empathetic understanding, especially with students who have experienced adversity (Kolbert et al., 2017).

Factor 4: Core Roles and Responsibilities

The *Core Roles and Responsibilities* factor of the SCPIM was formed in alignment with the ASCA National Model, 3rd edition (ASCA, 2012). SCs who score high on the *core roles and responsibilities* subscale of the SCPIS collaborate with school stakeholders to build comprehensive programs which support the specific needs of the school. SCs should make data-driven decisions which support the success of all students in the school (ASCA, 2019). Additionally, SCs must also be skilled in crisis intervention and management, and are prepared to fill various roles within the school system (i.e. advocate, collaborator, communicator) (Jurekovic, 2019).

Factor 5: Leadership Roles and Responsibilities

The *Leadership Roles and Responsibilities* factor of the SCPIM was also formed in alignment with the ASCA National Model (2012). SCs are leaders in the schools; they share data with administrators, educators, and school stakeholders which supports student growth, and they deliver lessons and initiatives to facilitate student growth (ASCA, 2019). Further, SCs who score high in the *leadership roles and responsibilities* subscale of the SCPIS see themselves as leaders who work to be change-agents in the school by providing professional development to faculty

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and staff and may also be serving as department heads (Jurekovic, 2019). SCs must be aware of federal and state policies which may affect the well-being of students, and they often collaborate with others to advocate for improvements in college access and funding, technical career education opportunities, and mental health wellness (ASCA, 2021b).

Factor 6: Professional Knowledge and Awareness

The *Professional Knowledge and Awareness* factor of the SCPIM aligns with the ASCA Ethical Standards (2016) and the ASCA National Model (2012; 2019). SCs who score high on the *professional knowledge and awareness* subscale of the SCPIS understand the legal and ethical implications of the profession. These SCs use the ASCA Ethical Standards (2016) and the ASCA National Model (2012; 2019) to make ethical and evidence-based decisions for the benefit of the school community. SCs should understand the process of creating and implementing a comprehensive school counseling program which aligns with the ASCA National Model (Jurekovic, 2019).

Factor 7: Focus and Philosophy

The characteristics in the *Focus and Philosophy* factor of the SCPIM are not previously mentioned in other professional identity models (Jurekovic, 2019). These characteristics include the implementation of social justice advocacy and cultural understanding into the school counseling program. While the ASCA National Model, third edition (2012) did not include these factors, the ASCA National Model (2019), in its fourth edition, does include the characteristics which are assessed in this section of the SCPIS. High scores on this subscale of the SCPIS show understanding of trauma-informed practices and promotion of student self-advocacy and empowerment (Jurekovic, 2019). School counselors should feel confident in promoting the

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equitable treatment of students in the school through recognition of group differences and encouraging appreciation for diversity (ASCA, 2018b).

Research Questions

The aim of this study was to explore the differences between School Counselor Professional Identity (SCPI) and engagement in post-master's clinical supervision. Additionally, the study explored specific demographic characteristics in relation to SCPI. Currently, there is little existing research related to SCPI; the results of this study aim to benefit training for school counseling students and professional development initiatives for practicing SCs. Two major research questions guided the data analysis in this study:

1. Is there a difference in SCPI for those who participated in post-master's supervision and those who did not?
2. What are the differences on the SCPI subscales based on program accreditation, years of experience, and level of education?

Participants

The participants of this study were 172 individuals who graduated from a master's in counseling program, were current, certified/licensed SCs in their state of residence, and were employed full-time or part-time as a school counselor. The researcher collected demographic information specific to describing the sample: gender, age, race. The following demographic variables were used in the analysis of research question one (RQ1): participation in post-master's clinical supervision. The following demographic variables were used in the analysis of research question two (RQ2): counseling program accreditation, years of experience, and level of education.

Procedures

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Upon Institutional Review Board (IRB) approval, email invitations were sent through various counseling and school counseling professional organization email listserv networks. Additionally, invitations to participate were posted on school counseling social media pages. Snowballing was allowed and participants were encouraged to share the survey link with colleagues. Based on G-power statistical software (Faul et al., 2007) version 3.1.9.6 it was calculated that the number of participants required for this study was 153. Participants completed a Qualtrics survey which included a demographic questionnaire, the SCPIS, version seven, and the Marlow-Crowne Social Desirability Scale - Short form C (CMSDS).

Demographic Questionnaire

Demographic information was collected to gather information regarding gender, age, race, years of experience, grade level experience, clinical licensure status, and participation in post-master's clinical supervision. Additionally, participants were asked if they graduated from a CACREP accredited university. University accreditation through The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires continued program self-assessment and identifies specific standards to be included in course curriculum (CACREP, 2021). Therefore, those counselors who did graduate from a CACREP accredited university will have had similar masters-level education experiences.

School Counselor Professional Identity Scale

Permission to use The School Counselor Professional Identity Scale (SCPIS) (Jurekovic, 2019) was granted for use in the current study through email communication with Dr. Jurekovic. The SCPIC is a 49-item self-report scale which is based on the ASCA National Model (Juekovic, 2019). The SCPIS has seven subscales which may be administered individually or together. Each subscale corresponds with an individual construct from the SCPIM (Jurekovic, 2019). The

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current research study was the first to utilize the SCPIS outside of Jurekovic's (2019) original pilot study. The SCPIS (Jurekovic, 2019) is scored by averaging all answers; participants can have an overall score ranging from one to six, with six representing the highest level of professional identity development (Jurekovic, 2019).

The *Attitudes and Values* subscale consists of eight items and asks the participant to report enthusiasm and pride in the school counseling profession, job satisfaction and commitment to the career (Jurekovic, 2019). The *Professional Engagement* subscale consists of nine items which measure professional engagement and networking participation as well as advocacy efforts for the school counseling profession (Jurekovic, 2019). The *Personal Characteristics* subscale consists of nine items which measure characteristics such as trustworthiness, reliability, flexibility, empathy, and ethical decision-making (Jurekovic, 2019). The *Core Roles and Responsibilities* subscale consists of six items and measures the many roles a SC may fill such as student advocate, school-family-community partner, mediator, or educator (Jurekovic, 2019). The *Leadership Roles and Responsibilities* subscale consists of seven items which measure the participants commitment as a leader in the school. This is showcased through the sharing of data with school stakeholders, and coordinating programs and events based on the needs of the school (Jurekovic, 2019). The *Professional Knowledge and Awareness* subscale consists of six items that measure familiarity with the ASCA Ethical Standards (ASCA, 2016), the ASCA National Model (ASCA 2012; 2019) and the importance of making data-driven decisions (Jurekovic, 2019). The *Focus and Philosophy* subscale consists of four items which measure social justice and multicultural competency (Jurekovic, 2019).

Marlowe-Crowne Social Desirability Scale – Short form C

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The Marlowe-Crowne Social Desirability scale was originally developed by Crowne & Marlowe in 1960; the scale consisted of 33 items. In 1982, Reynolds (1982) developed three short forms (A, B, and C) using the original 33 items and found favorable reliability in short form C ($r = .76$). The Marlowe-Crowne Social Desirability Scale - Short Form C (CMSDS), available for use through public domain, contains 13 true/false items which examine personal attitude and social desirability response with self-report scales. Reynolds (1982) found high concurrent validity between short form C, the original 1960 version, and another social desirability scale, the Edwards Social Desirability Scale ($r = .93$). The items within the CMSDS are scored as T = 1, F = 2; items 5, 7, 9, 10, and 13 are reverse scored as T = 2, F = 1. The sum of scores is then calculated. High scores indicate social desirability response tendency (Reynolds, 1982). The researcher utilized the CMSDS to determine discriminant validity and participant bias.

Data Analysis

A survey research design was implemented utilizing multivariate analysis of variance (MANOVA) to examine the differences between SCPI and involvement in post-master's supervision experiences as well as the differences between SCPI and specific descriptive criteria. Qualtrics survey software was utilized to collect and store data until it was ready to be analyzed. SPSS statistical analysis software was used to analyze the collected data.

RQ1: *Is there a difference in SCPI for those who participated in post-master's supervision and those who did not?* To answer this question the researcher examined the differences between experience in post-master's clinical supervision and each subscale score of the SCPI.

Using SPSS statistical analysis software, the researcher used MANOVA to examine the differences between the dependent variable (SCPI) and the independent variable (participation in

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post-master's clinical supervision). Wilks' Lambda was used to examine the multivariate effect using an alpha level of .05 and univariate ANOVAS were conducted to determine the nature of the difference.

RQ2 is: *What are the differences on the SCPIS subscales based on program accreditation, years of experience, and level of education?* Descriptive criteria were determined through questions four, five, and seven on the demographic questionnaire: Q4, program accreditation; Q5, years of experience; Q7, level of education. To answer RQ2 the researcher examined the differences between demographic variables and each subscale score of the SCPIS.

For each demographic variable, respectively, the researcher used MANOVA to examine the differences between the dependent variable (SCPI) and the independent variable (Q4, Q5, Q7). Wilks' Lambda was used to examine the multivariate effect using an alpha level of .05.

Results

As reported in Table 1, a total of 172 school counselors completed the Qualtrics survey. The gender and racial demographics of this sample population is somewhat indicative of the national school counselor population; according to the ASCA State of the Profession Report (ASCA, 2021b), 87% of school counselors identify as female, 11% identify as male, and less than 1% identify as non-binary or a third gender. The race/ethnicity demographics of the national school population include White (77%), Black of African American (10%), Asian (1%) Latinx (5%), Two or more races (3%) (ASCA, 2021b). Participant age ranged from 25-67; the average (*M*) age of participants was 41.91 with a median (*Mdn*) age of 41 and a standard deviation (*SD*) of 10.27.

Of the 172 participants, 140 (81.39%) graduated from a CACREP accredited program and 31 (18%) graduated from a non-CACREP accredited program; one participant chose not to

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answer this question. One hundred and sixty-five participants (95.4%) were working full-time as school counselors and 7 (4%) were working part-time as school counselors. Sixty-three participants (36.4%) reported their years of experience in the profession as 1-5 years, 37 (21.4%) reported 6-10 years of experience, 16 (9.2%) reported 11-14 years of experience, 31 (17.9%) reported 15-20 years of experience, and 25 participants (14.5%) reported working as a school counselor for more than 20 years.

One hundred and sixty-nine responses were collected in response to the survey question about highest level of education/degree held; 132 participants (78.1%) held a master's degree, 26 participants (15.3%) held a specialist degree, 11 participants (6.5%) held a doctorate degree. Of the 172 participants 48 (27.7%) had chosen to pursue post-master's clinical supervision and 124 (71.7%) had chosen not to pursue post-master's clinical supervision.

The mean, standard deviation, and reliability statistics are reported in Table 2 for the School Counselor Professional Identity Scale (SCPIS) and subscales and the Marlowe-Crowne Social Desirability Scale Short Form C (CMSDS). Cronbach's Alpha was used to determine reliability (r); all seven SCPI subscales and the SCPIS in entirety had a reliability coefficient above 0.7 with the exception of the *Focus and Philosophy* subscale ($r = 0.627$). The CMSDS had a reliability coefficient of 0.656.

Table 1

Participant Demographic Information

Characteristic	<i>n</i>	Percentage
Gender		
Male	7	4.0%
Female	162	93.6%
Transgender	0	0.0%
Non-binary	2	1.2%
Prefer not to answer	1	0.6%

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Race		
White or Caucasian	138	79.8%
Black or African American	17	9.8%
Am. Indian or Alaska Native	0	0.0%
Asian	1	0.6%
Native Hawaiian or Pacific Islander	0	0.0%
Multi-racial	10	5.8%
Other	6	3.5%
Program Accreditation		
CACREP accredited	140	81.39%
Non-CACREP accredited	31	18%
Experience		
1-5 years	63	36.4%
6-10 years	37	21.4%
11-14 years	15	9.2%
15-20 years	31	17.9%
20+ years	25	14.5%
Degree Earned		
Masters	132	78.1%
Specialist	26	15.3%
Doctorate/Ph. D	11	6.5%
Post-master's clinical supervision		
Yes	48	27.7%
No	124	71.7%

Table 2

Scale Reliability Statistics

Scale/Subscale	<i>N</i>	Cronbach's Alpha (Original)	<i>M</i>	<i>SD</i>
School Counselor Professional Identity Scale (SCPIS)	49	.924 (.96)	5.367	.424
Attitudes and Values	8	.907 (.89)	5.329	.730
Professional Engagement	9	.866 (.879)	5.132	.729
Personal Characteristics	9	.901 (.862)	5.615	.473
Core Roles and Responsibilities	6	.793 (.841)	5.673	.368

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Leadership Roles and Responsibilities	7	.837 (.848)	5.110	.649
Professional Knowledge and Awareness	6	.837 (.845)	5.315	.598
Focus and Philosophy	4	.627 (.708)	5.479	.489
Marlowe-Crowne Social Desirability Scale – Short Form C	13	.656	21.73	2.396

Research Question 1: Is there a difference in SCPI for those who participated in post-master’s supervision and those who did not?

Multivariate analysis of variance (MANOVA) was used to examine the differences between SCPI and post-master’s supervision. First, the score from the SCPIS subscales were entered as the dependent variables (DV) and the survey response from Q29 *Did you choose to pursue post-master’s clinical supervision?* was entered as the independent variable (IV). The results of the MANOVA resulted in a Wilks’ Lambda of .892, $p = .008$, indicating an overall multivariate difference between the two groups. Follow-up univariate analysis of variance (ANOVAS) were conducted to determine the specific nature of this difference. These results, along with descriptive statistics are summarized in Table 3. Overall, those who participated in post-master’s clinical supervision reported higher levels of professional identity in five of the seven subscales. Three of the seven comparisons were statistically significant: *Core Roles and Responsibilities* ($p = .021$), *Leadership Roles and Responsibilities* ($p = .013$), and *Focus and Philosophy* ($p = .002$).

Table 3

A Comparison of Those With and Without Post-Master’s Supervision Experience on the SCPIS

	Post-master’s Clinical
	Supervision

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Subscale	No (n = 123)	Yes (n = 48)	F (η_p^2)	p
	Mean (SD)	Mean (SD)		
1. Attitudes and Values	5.334 (.65)	5.316 (.913)	.023 (.000)	.881
2. Professional Engagement	5.096 (.672)	5.216 (.864)	.932 (.005)	.336
3. Personal Characteristics	5.627 (.335)	5.58 (.723)	.334 (.002)	.564
4. Core Roles and Responsibilities	5.633 (.379)	5.778 (.323)	5.461 (.031)	.021*
5. Leadership Roles and Responsibilities	5.031 (.578)	5.307 (.531)	6.374 (.036)	.013*
6. Professional Knowledge and Awareness	5.286 (.589)	5.389 (.627)	1.018 (.006)	.314
7. Focus and Philosophy	5.409 (.524)	5.662 (.336)	9.609 (.054)	.002*

Note: a multivariate comparison resulted in a Wilks' Lambda of .829, $p = .008$

* $p < .05$

Research Question 2: What are the differences on the SCPIS subscales based on program accreditation, years of experience, and level of education?

MANOVA was used to examine the differences between SCPI and the following demographic survey questions: program accreditation; years of experience; level of education. First, the score from the SCPIS subscales were entered as the dependent variables (DV) and the survey response from each demographic questions, respectively, was entered as the independent variable (IV). The results of the MANOVA for program accreditation, years of experience, and level of education indicated no overall multivariate difference between groups (Table 4).

Table 4

MANOVA Results: Differences between SCPI and program accreditation, years of experience,

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and level of education.

Independent Variable	Wilks' Lambda	<i>p</i>
Program accreditation	.963	.52
Years of experience	.852	.559
Level of education	.929	.61

Overall, those who graduated from CACREP accredited programs reported higher levels of professional identity in five of the seven subscales: *Professional Engagement*, *Personal Characteristics*, *Core Roles and Responsibilities*, *Leadership Roles and Responsibilities*, and *Professional Knowledge and Awareness*. Regarding years of education, the highest reported scores for the *Focus and Philosophy* subscale were from participants with 1-5 years of experience ($M = 5.564$). The highest reported scores for the *Attitudes and Values* subscale were from participants with 6-10 years of experience ($M = 5.389$).

The highest reported scores for the *Professional Engagement* subscale were from participants with 11-14 years of experience ($M = 5.17$). The highest reported scores for the *Leadership Roles and Responsibilities* subscale were from participants with 15-20 years of experience ($M = 5.249$). The highest reported scores for the *Personal Characteristics*, *Core Roles and Responsibilities*, and *Professional Knowledge and Awareness* subscales were from participants with 20 or more years of experience ($M = 5.806$, $M = 5.727$, $M = 5.467$).

Those who held a doctorate degree (Ed. D or Ph. D.) reported higher levels of professional identity in six of the seven subscales: *Attitudes and Values* ($M = 5.693$), *Professional Engagement* ($M = 5.636$), *Personal Characteristics* ($M = 5.589$), *Leadership Roles and Responsibilities* ($M = 5.416$), *Professional Knowledge and Awareness* ($M = 5.682$), *Focus*

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and Philosophy ($M = 5.614$). Participants who held a specialist (Ed. S.) degree reported higher levels of professional identity in the *Core Roles and Responsibilities* subscale ($M = 5.744$).

Discussion and Implications

School counselor professional identity development can be positively impacted through post-master's clinical supervision. Supervision from a school administrator may support growth in school culture and involvement, however there are factors outside of the school administrator viewpoint which support school counselor professional identity development. The current study identified three factors from the SCPIM which benefit from post-master's clinical supervision.

Core Roles and Responsibilities

The *Core Roles and Responsibilities* subscale of the SCPIS outlines factors unique to the role of the school counselor (Jurekovic, 2019). School counselors fill many roles in the school system such as counselor, educator, consultant, and advocate. Furthermore, school counselors must be trained and prepared to help manage school crises and intervene as necessary (ASCA, 2019). Clinical supervision can provide a space for school counselors to gain confidence in their decision-making skills. Through clinical supervision, school counselors can continue to build a greater understanding of the risk factors and indicators of abuse, neglect, and suicidality. This understanding can lead to earlier prevention and intervention practices. Furthermore, supervision can provide an objective space for school counselors to navigate the nuances of the school setting and build professional advocacy skills.

Leadership Roles and Responsibilities

The *Leadership Roles and Responsibilities* subscale of the SCPIS is based on the leadership roles of the school counselor according to the ASCA National Model (ASCA, 2019). School counselors use data as a tool to advocate for the programs which they implement. Additionally,

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school counselors work as collaborators and consultants within the school; they are a liaison between home, school, and the community. Supervision can provide a space for new school counselors to build their leadership skills, or even recognize leadership potential one may not see in themselves. The supervision session can be a safe space to practice difficult conversations that may arise with faculty and staff and problem-solve to prevent confrontation or uncomfortable conversation. A supervisor well versed in school counseling may also be able to provide guidance on building or improving a data-driven comprehensive school counseling program.

Focus and Philosophy

The *Focus and Philosophy* subscale of the SCPIM supports a social justice-focused school counseling lens and a trauma-informed approach to counseling. School counseling programs address cultural considerations for counseling and trauma-informed practices; however, these practices may require continued personal reflection and training (Fisher, 2020). Supervision can provide a space for counselors to further reflect on power and privilege and how it may affect the counseling relationship and student outcomes (Fisher, 2020; Gregory & Roberts, 2017).

Further Implications

While not statistically significant, school counselors who pursued post-master's supervision scored higher on the *Professional Engagement* and *Professional Knowledge and Awareness* subscales. These subscales center on professional memberships and the importance of building a network of counselors and school counselors with whom to consult. Group supervision can provide a network of professionals to build ethical decision-making skills, consult on data-driven initiatives, and access peer-mentorship opportunities.

Furthermore, there are trends identified in the results from RQ2, while not statistically significant, worth noting. Those who graduated from CACREP accredited programs reported

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higher levels of professional identity in five of the seven subscales: *Professional Engagement*, *Personal Characteristics*, *Core Roles and Responsibilities*, *Leadership Roles and Responsibilities*, and *Professional Knowledge and Awareness*. This provides evidence that CACREP accredited programs may provide a more standardized counselor education experience which emphasizes professional identity development.

The highest reported scores for the *Focus and Philosophy* subscale were from participants with 1-5 years of experience; this implies that current school counselor education programs are implementing the newer editions of the ASCA National Model (2019a). The fourth edition of the model is the first to include factors from this subscale. The highest reported scores for the *Personal Characteristics*, *Core Roles and Responsibilities*, and *Professional Knowledge and Awareness* subscales were from participants with 20 or more years of experience; this aligns with Rønnestad and Skovholt's (2003) developmental model. These school counselors have entered the *senior professional phase* of counseling; therefore, they are experienced and confident in the factors included in these three subscales.

Those who held a doctorate degree (Ed. D or Ph. D.) reported higher levels of professional identity in six of the seven subscales: *Attitudes and Values*, *Professional Engagement*, *Personal Characteristics*, *Leadership Roles and Responsibilities*, *Professional Knowledge and Awareness*, and *Focus and Philosophy*. This also provides evidence that school counselor and counselor education programs are successfully implementing the training based on the ASCA National Model (2019a).

Limitations

The study sample in this current study is representative of the nation's SC population (ASCA, 2021b), however there is no way to determine if the study sample is representative of

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SCs who pursue post-master's supervision. If this number were accessible, the study could be further strengthened.

Due to the self-report nature of this study, the researcher included the CMCSB (Reynolds, 1982) in this survey to measure social desirability bias. Scores from the CMCSB ($M = 21.76$) indicate high levels of social desirability bias. While the survey was anonymous, responses may still have been based on social desirability to avoid embarrassment or personal discomfort.

Lastly, the SCPIS (Jurekovic, 2019) was used with permission under the caveat that confirmatory factor analysis (CFA) had not yet been completed. A follow-up study is planned to determine construct validity of the SCPIM and SCPIS.

Recommendations for Future Research

School administrators often assign the duties and responsibilities of SCs (Heled & Davidovich, 2019; Slaten et al., 2013); this may be a factor which leads to role and identity confusion. Further research on administrator training and perception of the SC role is needed to better understand the role confusion identified in novice school counselors (Slaten et al., 2013). School counselors also report confusion based on their pre-service training (Heled & Davidovich, 2019). Further research on the experiences of SCs as they enter the profession may benefit curriculum development for SC educators.

Based on the open-ended questions included in the current study, some implications for future research were identified. Participants indicated that some supervisors were well versed in the roles and responsibilities of the school counselor, however others disclosed the difficulty in finding a supervisor who understood school counseling. Additional research may be needed on the supervisory training and models used by supervisors of school counselors. Furthermore, current school counselor supervision models, such as the School Counselor Supervision Model

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(Luke & Bernard, 2006) may require updates based on current trends in school counseling and the most recent edition of the ASCA National Model.

Summary and Conclusion

This study established an understanding of the differences between school counselor professional identity and post-master's supervision experiences. Additionally, the study indicated possible connections between SCPI and program accreditation, years of experience, and level of education. The study determined that SCPI is positively impacted by post-master's supervision, specifically in the areas of core roles and responsibilities, leadership roles and responsibilities, and focus and philosophy. Additional research may be required to determine supervisor understanding of the role of the school counselor. The findings of this study may be used to encourage post-master's supervision for novice school counselors.

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Appendix A

Informational Letter and IRB Approval



COLLEGE OF EDUCATION

DEPARTMENT OF
SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS IRB APPROVAL INFORMATION WITH CURRENT DATES HAS BEEN ADDED TO THIS DOCUMENT.)

INFORMATION LETTER
for a Research Study entitled

“School Counselor Professional Identity in Relation to Post-master’s Supervision”

You are invited to participate in a research study to explore the relationship between School Counselor Professional Identity (SCPI) and engagement in post-master’s clinical supervision. The study is being conducted by Melissa R. Mecadon-Mann under the direction of Dr. Malti Tuttle in the Auburn University Department of Special Education, Rehabilitation, and Counseling. You are invited to participate because you have graduated from a master’s in counseling program, are a current, certified/licensed school counselors in your state of residence, are employed full-time or part-time as a school counselor and are age 19 or older.

What will be involved if you participate? Your participation is completely voluntary. If you decide to participate in this research study, you will be asked to complete an online questionnaire which consists of three sections: 1) demographic information (no names of contact information will be collected) 2) self-report survey of professional identity 3) true/false questions about social desirability response. Your total time commitment will be approximately 20-25 minutes.

Are there any risks or discomforts? There are no risks associated with this study. Participant names will not be collected, nor will contact information.

Are there any benefits to yourself or others? The results of this study will contribute to a greater understanding of the development of professional identity in school counselors and can support the improvement of educational training for school counselors.

If you change your mind about participating, you can withdraw at any time by closing your browser window. Closing the browser window will not result in the submission of data. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Once you’ve submitted anonymous data, it cannot be withdrawn since it will be unidentifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Special Education, Rehabilitation, and Counseling or Auburn University.

Version 3: 12/13/2021

Center, Auburn, AL 36849-5222; Telephone: 334-844-7676; Fax: 334-844-7677
www.auburn.edu/serc

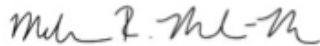
The Auburn University Institutional
Review Board has approved this
Document for use from
12/06/2021 to _____
Protocol # 21-546 EP 2112

Any data obtained in connection with this study will remain anonymous. We will protect your privacy and the data you provide by storing all data in a password-protected Auburn University cloud storage program. Information collected through your participation may be used to fulfill an educational requirement published in a professional journal, presented at a professional meeting or conference, and/or shared with other researchers for use in further research studies.

If you have questions about this study, please contact me via email at mrm0143@auburn.edu. You may also contact my research advisor, Dr. Malti Tuttle at mst0022@auburn.edu.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBAdmin@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION ABOVE, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, PLEASE CLICK ON THE LINK BELOW. YOU MAY PRINT A COPY OF THIS LETTER TO KEEP.



Melissa R. Mecedon-Mann 12/7/2021

The Auburn University Institutional Review Board has approved this document for use from 12/7/2021 to -----, Protocol # 21-546 EP 2112

[LINK TO SURVEY](#)

<p>The Auburn University Institutional Review Board has approved this Document for use from <u>12/06/2021</u> to ----- Protocol # <u>21-546 EP 2112</u></p>

Appendix B

Recruitment Email

Feel Free to pass on the survey to qualifying participants

CALL FOR PARTICIPANTS Thank you in advance for your support.

Study Title: School Counselor Professional Identity in Relation to Postgraduate Supervision

Principal Investigator: Melissa R. Mecadon-Mann

Dissertation Chair: Dr. Malti Tuttle

Dear School Counselor,

My name is Melissa Mecadon-Mann and I am a doctoral candidate with Auburn University. I am completing my research dissertation titled School Counselor Professional Identity in Relation to Post-master's Supervision. I plan to examine the relationship between school counselor professional identity and experiences in postgraduate clinical supervision.

I am inviting you to participate in a research study about school counselor professional identity.

You are being asked to participate because you are a school counselor. The procedure involves completing a survey that will take approximately 20-25 minutes. The survey questions will be about your role as a school counselor; you will have the opportunity to rate yourself in regard to how much you agree or disagree with specific statements. Through your participation I hope to understand school counselor professional identity in relation to formal supervision experiences.

You must be at least 19 years old to participate. [Please click here to participate in this research study.](#)

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Your privacy will be protected and confidentiality will be maintained to the extent possible.

Your responses will be treated as anonymous and will not be linked to your identity. I might use the survey data for future research studies and I might share the non-identifiable survey data with other researchers for future research studies without additional consent from you.

If you have any questions about completing the survey or about being in this study, you may contact me via email at mrm0143@auburn.edu. You may also contact my research advisor, Dr. Malti Tuttle at mst0022@auburn.edu. If you have further questions or concerns about your rights as a participant in this study, contact the Auburn University Office of Research Compliance at (334) 844-5966 or irbadmin@auburn.edu.

By completing this survey, you are indicating that you are at least 19 years old, have read this document, have had any questions answered, and voluntarily agree to take part in this research study. You may print a copy of this consent agreement for your records.

Sincerely,

Melissa R. Mecadon-Mann, M. Ed., APC, NCC

Doctoral Candidate, Auburn University

Appendix C

Demographic Survey

- 1) What is your gender?
 - a) Male
 - b) Female
 - c) Transgender
 - d) Non-binary
 - e) Prefer not to answer
- 2) What is your age?
- 3) How would you describe yourself? Please select all that apply.
 - a) White
 - b) Black or African American
 - c) American Indian or Alaskan Native
 - d) Asian
 - e) Native Hawaiian or Pacific Islander
 - f) Multi-racial
 - g) Other
- 4) Select the option below which best reflects your current academic or professional standing.
 - a) Graduated from a CACREP accredited program and working full-time as a school counselor.
 - b) Graduated from a CACREP accredited program and working part-time as a school counselor

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- c) Graduated from a non-CACREP accredited program and working full-time as a school counselor.
 - d) Graduated from a non-CACREP accredited program and working part-time as a school counselor.
- 5) Select the answer which best describes your years of experience working as a school counselor.
- a) 1-5 years
 - b) 6-10 years
 - c) 11-14 years
 - d) 15-20 years
 - e) 20+ years
- 6) Select the grade level(s) with which you primarily work (may select multiple).
- a) Elementary (k-5)
 - b) Middle (6-8)
 - c) High (9-12)
 - d) Other (please explain)
- 7) Select the answers which best describes your highest level of education.
- a) M. Ed.
 - b) Ed. S.
 - c) Ed. D./Ph. D.
 - d) Other (please explain)

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8) Select the answers which best describe your credentials. Please select all that apply.

- a) NCC
- b) NCSC
- c) APC/LAPC
- d) LPC

9) Select the answer which best describes your participation in post-master's clinical supervision.

- a) Yes
- b) No

10) **(if answered (b) on question 9)** Please explain the reason(s) you chose not to pursue post-master's clinical supervision.

(if answered (a) on question 9) Please explain the reasons(s) you chose to pursue post-master's supervision.

11) Please describe any positive aspects of your post-master's clinical supervision experience.

12) Please describe any negative aspects of your post-master's clinical supervision experience.

13) How has your post-master's clinical supervision experience contributed to your professional identity growth as a school counselor?

Appendix D

School Counselor Professional Identity Scale, Version 7

Instructions: Please complete the SCPIS by rating yourself in regard to how much you agree or disagree with the following statements.

Rating scale for the SCPIS:

1 = strongly disagree

2 = disagree

3 = slightly disagree

4 = slightly agree

5 = agree

6 = strongly agree

Factor 1: Attitudes and Values

1) I am proud to be a member of the school counseling profession.

1 2 3 4 5 6

2) I express my enthusiasm about the school counseling profession to others.

1 2 3 4 5 6

3) I find satisfaction in my work.

1 2 3 4 5 6

4) I would recommend school counseling to someone considering a helping profession.

1 2 3 4 5 6

5) I believe my attitudes and values are congruent with the school counseling profession.

1 2 3 4 5 6

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6) I am committed to the advancement of the school counseling profession.

1 2 3 4 5 6

7) I am passionate about my work.

1 2 3 4 5 6

8) I believe professional development activities are vital to my continued professional growth.

1 2 3 4 5 6

Factor 2: Professional Engagement

9) I participate in school counseling conferences and workshops.

1 2 3 4 5 6

10) I pursue ongoing school counseling professional development.

1 2 3 4 5 6

11) I network with other school counselors.

1 2 3 4 5 6

12) I dialogue with others about the vision and direction of school counseling.

1 2 3 4 5 6

13) I maintain regional, state, and/or national school counseling association memberships.

1 2 3 4 5 6

14) I advocate on behalf of the school counseling profession.

1 2 3 4 5 6

15) I mentor or share my school counseling expertise with other school counselors.

1 2 3 4 5 6

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16) I have or will participate in school counseling supervision as needed.

1 2 3 4 5 6

17) I consult with peers and colleagues as needed.

1 2 3 4 5 6

Factor 3: Personal Characteristics

18) I am a trustworthy and safe person.

1 2 3 4 5 6

19) I am a reliable employee.

1 2 3 4 5 6

20) I am flexible when needed.

1 2 3 4 5 6

21) I make ethical decisions at work.

1 2 3 4 5 6

22) I am supportive of others.

1 2 3 4 5 6

23) I am a self-starter.

1 2 3 4 5 6

24) I am empathetic towards all students.

1 2 3 4 5 6

25) I am positive despite difficult circumstances.

1 2 3 4 5 6

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26) I am self-aware and reflective.

1 2 3 4 5 6

Factor 4: Core Roles and Responsibilities

27) I advocate for students' needs, safety, and wellbeing.

1 2 3 4 5 6

28) I collaborate with families and school staff to support students.

1 2 3 4 5 6

29) I help manage crises (i.e. suicide, threats, etc.).

1 2 3 4 5 6

30) I am a mediator who supports the needs of various individuals.

1 2 3 4 5 6

31) I fulfill various roles such as counselor, educator, consultant, and advocate.

1 2 3 4 5 6

32) I holistically support students' academic, career, and social/emotional development.

1 2 3 4 5 6

Factor 5: Leadership Roles and Responsibilities

33) I provide program accountability by sharing data with stakeholders.

1 2 3 4 5 6

34) I consider myself to be a leader in the school setting.

1 2 3 4 5 6

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35) I am a liaison for families.

1 2 3 4 5 6

36) I serve as a consultant for teachers, staff, and other professionals.

1 2 3 4 5 6

37) I am a change agent who advocates for systemic changes to support students.

1 2 3 4 5 6

38) I coordinate programs, initiatives, and other events related to school counseling as needed.

1 2 3 4 5 6

39) I can successfully fulfill my roles and responsibilities based on my knowledge and skills.

1 2 3 4 5 6

Factor 6: Professional Knowledge and Awareness

40) I am familiar with the ASCA Ethical Standards for School Counselors.

1 2 3 4 5 6

41) I am familiar with ASCA publications such as the ASCA National Model.

1 2 3 4 5 6

42) I am familiar with professional school counseling associations such as the American School Counselor Association (ASCA).

1 2 3 4 5 6

43) I know how to implement a comprehensive, developmental school-counseling program.

1 2 3 4 5 6

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44) I understand how to make data-driven decisions.

1 2 3 4 5 6

45) I am aware of laws pertinent to school counseling.

1 2 3 4 5 6

Factor 7: Focus and Philosophy

46) I view my work through a social justice lens.

1 2 3 4 5 6

47) I believe multicultural competence is necessary for supporting the needs of all students.

1 2 3 4 5 6

48) I believe school counselors should support students using a trauma-informed approach when needed.

1 2 3 4 5 6

49) I empower students by emphasizing students' personal strengths.

1 2 3 4 5 6

Appendix E

Marlowe-Crowne Social Desirability Scale - Short form C

Listed below are a number of statements concerning attitudes and traits. Read each item and decide how it pertains to you. Please respond either TRUE (T) or FALSE (F) to each item. Be sure to answer all items.

1. It is sometimes hard for me to go on with my work if I am not encouraged. T F
2. I sometimes feel resentful when I don't get my way. T F
3. On a few occasions, I have given up on doing something because I thought too little of my ability. T F
4. There have been times when I felt like rebelling against people in authority even though I knew they were right. T F
5. No matter who I'm talking to, I'm always a good listener. T F
6. There have been occasions when I took advantage of someone. T F
7. I'm always willing to admit to it when I make a mistake. T F
8. I sometimes try to get even rather than forgive and forget. T F
9. I am always courteous, even to people who are disagreeable. T F
10. I have never been irked when people expressed ideas very different from my own. T F
11. There have been times when I was quite jealous of the good fortune of others. T F
12. I am sometimes irritated by people who ask favors of me. T F
13. I have never deliberately said something that hurt someone's feelings. T F

Appendix F

Communication with Dr. Christina Jurekovic

Thursday, October 28, 2021 at 10:47:57 Eastern Daylight Time

Subject: [EXT] Re: SCPIS

Date: Wednesday, October 27, 2021 at 8:23:26 PM Eastern Daylight Time

From: Christina Jurekovic

To: Melissa Mecadon-Mann

CAUTION: Email Originated Outside of Auburn.

Hi Melissa,

That is so exciting to hear. Yes you're welcome to use it in your dissertation. Best of luck to you with your proposal. I hope everything goes well!

Christina N. Jurekovic
719.323.8909

On Oct 23, 2021, at 8:53 AM, Melissa Mecadon-Mann <mrm0143@auburn.edu> wrote:

Hello Dr. Jurekovic –

I hope you are well. I wanted to let you know that I will be proposing my dissertation this coming month, and I want to thank you for your permissions to use the scale. In my first email I had also asked about using the graphic for your 7-Factor School Counselor Professional Identity Model, however I meant to ask if I could use this also for my dissertation? With your permission, I would like to use, both, the scale and the image for the model in my research.

I look forward to your response,

Melissa R. Mecadon-Mann, M. Ed., LAPC, NCC
Doctoral Student | Counselor Education and Supervision
Graduate Assistant | Department of Special Education, Rehabilitation, and Counseling
President | Iota Delta Sigma Chapter, Chi Sigma Iota
Auburn University – War Eagle!

Pronouns: she/her/hers
--

From: Christina Jurekovic <jurekovic@wellnessassociatesllc.org>

Date: Thursday, March 18, 2021 at 9:14 PM

To: Melissa Mecadon-Mann <mrm0143@auburn.edu>

Subject: Re: SCPIS

Hi Melissa,

That is so exciting to hear! Yes, of course you are welcome to use the scale for your research. I hope it helps to support the school counseling profession. It would be wonderful to hear your results someday. Let's stay in touch!

SCPI IN RELATION TO POST-MASTER'S SUPERVISION

Christina N. Jurekovic
719.323.8909

On Mar 18, 2021, at 6:45 PM, Melissa Mecadon-Mann <mrm0143@auburn.edu> wrote:

Hello Dr. Jurekovic,

I hope you are well! I'm not sure if you remember me reaching out this past summer regarding your School Counselor Professional Identity Scale? I want to thank you again for giving us permission to use your scale in our research proposal for our research design course. I have an additional request; the idea from the research design course has "morphed" into my dissertation idea. I am hoping for your permission to use the scale in my dissertation, which will focus on finding a relationship between school counselor professional identity and clinical supervision post-graduation.

I would be so grateful to use your scale. Additionally, my school gives the option of a modified structure to the dissertation which involves the fifth chapter in the form of a manuscript. I would hope to publish this manuscript and bring further attention to your scale.

Thank you for your consideration,

Melissa R. Mecadon-Mann, M. Ed., LAPC, NCC
Doctoral Student | Counselor Education and Supervision
Graduate Assistant | Department of Special Education, Rehabilitation, and Counseling
Auburn University

Pronouns: she/her/hers

—

From: Christina Jurekovic <jurekovic@wellnessassociatesllc.org>
Date: Friday, July 3, 2020 at 12:52 PM
To: Melissa Mecadon-Mann <mrm0143@auburn.edu>
Cc: Heather Windham <had0005@auburn.edu>
Subject: Re: Dr. Jurekovic - SCPIs