Effectiveness of an Online Training Video Series Pilot for School Counseling Site Supervisors

The Qualitative Caterpillar’s Initial Journey Through the Land of Quantitative Research

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Overview

- This presentation addresses the creation of a pilot, four-part online video series designed for training school counseling site supervisors and reviews the following participant knowledge outcomes:
  1. CACREP requirements for school counseling interns
  2. Supervision models to utilize with school counseling interns
  3. Providing feedback to school counseling interns
  4. Managing difficult situations with school counseling interns
  5. Overall knowledge level of working with school counseling interns
Statement of the Problem

• Effectively and efficiently training school counseling site supervisors who will be working with school counseling interns in CACREP-accredited programs is a dilemma in our profession.

• Online site supervisor training curriculum are commonly utilized.

• However, the impact of these approaches are not always assessed and outcomes from existing program evaluations are missing from the current literature.

(Bernard & Goodyear, 2009; CACREP, 2016; Magnuson, Black, & Norem, 2004)
Purpose

• This project was designed to develop an online video training series for school counseling site supervisors
• Goal was to assess the effectiveness of the training modality
• Obtained pre and post test knowledge of school counseling site supervisors to determine effectiveness of this approach
Significance

- Onsite school counselor supervisors reported limited to no training opportunities provided or offered to them by faculty or universities affiliated with the students’ program is a primary reason for inadequate supervision (Henderson & Lampe, 1992).

- Innovative online site supervisor training opportunities have been developed but without supporting empirical assessment of the programs (Swank & Tyson, 2012).

- Our profession needs development in this area.

- Goal was to complete an initial program evaluation of a newly created pilot, four-part online video series designed for training school counseling site supervisors
  - Intended to create an online video training modality for school counseling site supervisors
  - Assess effectiveness
  - Disseminate empirically based model for CACREP-faculty to utilize
  - Increase the availability of empirically based research exploring effectiveness of approaches to training school counseling site supervisors

(Bernard & Goodyear, 2009; CACREP, 2016; Magnuson, Black, & Norem, 2004)
Literature Review: ACA (2014) Requirement of Supervisors

• Supervisors have knowledge of supervision models and prepare to be fair and honest when assessing supervisees.

• Section F.1.a of the ACA Code of Ethics (2014) recommends supervisors observe clinical services provided by supervisees to ensure client welfare and supervisee performance.

• Section F.2 of the ACA Code of Ethics (2014) advises supervisors to be trained in supervision techniques, address the role of diversity within the supervisory relationship, and are competent in using online technology if offering supervision online.
Literature Review: ACES (2011) Requirement of Supervisors

- Supervisors must be trained to “offer ethical and legal protection of the rights of supervisors, supervisees, and clients; and meet the professional development needs of supervisees while protecting client welfare” (p.2)

- Supervisors are required to:
  - implement procedures for establishing a supervisory relationship
  - complete goal setting
  - give feedback
  - handle difficult situations
  - customize supervision to fit the needs of the supervisee and clients involved
Literature Review: CACREP (2016) Requirement of Supervisors

- Site supervisors are required to have the following in order to qualify as a supervisor for a CACREP accredited master’s program:
  1. a minimum of a master’s degree, preferably in counseling, or a related profession
  2. relevant certifications and/or licenses
  3. a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled
  4. knowledge of the program’s expectations, requirements, and evaluation procedures for students
  5. relevant training in counseling supervision

- During practicum, site supervisors are required to meet with practicum students one hour per week in either individual and/or triadic supervision as well as consult with the program faculty member in accordance to the supervision agreement.
Research Question

• What is the extent of the difference, if any, of school counselor site supervisors’ overall knowledge level of working with school counseling interns prior to the four-part training video series and after completion?
  (1) CACREP requirements for school counseling interns
  (2) Supervision models to utilize with school counseling interns
  (3) Providing feedback to school counseling interns
  (4) Managing difficult situations with school counseling interns
  (5) Overall knowledge level of working with school counseling interns
<table>
<thead>
<tr>
<th>Topic</th>
<th>CACREP requirements for school counseling interns</th>
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<th>Managing difficult situations with school counseling interns</th>
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</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Direct v. Indirect Required hours</td>
<td>Evidence-Based Practices in School Counseling (roles)</td>
<td>Building Supervision Relationship and Trust</td>
<td>Navigating resistance, anxiety, conflict, comportment issues</td>
</tr>
<tr>
<td>Method</td>
<td>Lecture</td>
<td>Lecture with visual aid Intern Perspective Clip</td>
<td>Lecture with visual aid Role Play with corresponding Intern and Site-Supervisor Perspective Clip</td>
<td>Lecture with visual aid Role Play with corresponding Intern and Site-Supervisor Perspective Clip</td>
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<tr>
<td>Time Length</td>
<td>5:47 minutes</td>
<td>10:39 minutes</td>
<td>6:24 minutes</td>
<td>9:55 minutes</td>
</tr>
</tbody>
</table>
Sample Recruitment

• Researcher utilized existing data obtained from one year of NYIT school counselor site supervisors participating in the training
• Training was mandatory for school counselor site supervisors
• Site supervisors received a link that contained the videos and pre and post tests prior to the start of the semester the student would be on-site
• All supervisors participated but not all completed OR chose to stop and restart
Sample Description

• 32 school counseling site supervisors working with school counseling interns from New York Institute of Technology (NYIT)

• Current grade level practicing as a school counselor
  • 8 elementary schools
  • 7 middle school
  • 16 high school
  • 5 multilevel school

• Years of experience ranged from 5 to 30 years, $M = 13.5$ $SD = 7.29$

• Number of Previous Supervisees
  • 0 to 4 school counseling interns from NYIT, $M = 1.56$ students, $SD = 1.37$
  • 0 to 20 school counseling interns from other universities, $M = 4.16$. $SD = 4.55$

• School counselor supervision training
  • 17 participants reported not having any formal training in counselor supervision
  • 5 participants received an in service training on counselor supervision
  • Other participants reported some training via: graduate level course in supervision, online videos, or readings
Knowledge Based Assessment

• Developed a knowledge based assessment to measure change in four areas based on the experience of watching the content videos:
  • CACREP: 4 Multiple Choice (2 multiple barrel)
  • Supervision Models: 5 Multiple Choice (1 multiple barrel)
  • Providing Feedback: 5 Multiple Choice (3 multiple barrel)
  • Managing Difficult Situations: 5 Multiple Choice (1 multiple barrel)
  • Overall Knowledge: 19 Multiple Choice (7 multiple barrel)

• The assessment was created by content experts in the field, was reviewed by an expert in school counseling, was reviewed by an expert in counselor education, and was piloted to assess for complications – face and content validity was confirmed….or was it??

• Reliability was not assessed for the knowledge assessment

• The scales were scored with a +1 for a correct answer and a 0 for incorrect

• Four subscales and one overall score were the total number correct
Knowledge Based Assessment

- CACREP Subscale
  - 4 items (2 multiple barrel)
  - Lowest Score is 0 = no accurate knowledge on items assessed
  - Highest Score is 4 = all accurate knowledge of items assessed

- Supervision Models Subscale
  - 5 items (1 multiple barrel)
  - Lowest Score is 0 = no accurate knowledge on items assessed
  - Highest Score is 5 = all accurate knowledge of items assessed

- Providing Feedback Subscale
  - 5 items (3 multiple barrel)
  - Lowest Score is 0 = no accurate knowledge on items assessed
  - Highest Score is 5 = all accurate knowledge of items assessed

- Managing Difficult Situations Subscale
  - 5 items (1 multiple barrel)
  - Lowest Score is 0 = no accurate knowledge on items assessed
  - Highest Score is 5 = all accurate knowledge of items assessed

- Overall Knowledge
  - 19 items (7 multiple barrel)
  - Lowest Score is 0 = no accurate knowledge on items assessed
  - Highest Score is 19 = all accurate knowledge of items assessed
CACREP Subscale Example and Item Complications

1. How many total hours should practicum students serve?
   - 50 hours (60% direct services / 40% indirect services)
   - 100 hours (40% direct services / 60% indirect services)
   - 100 hours (70% direct services / 30% indirect services)
   - 150 hours (30% direct services / 70% indirect services)

2. How many total hours should internship students serve?
   - 200 hours (60% direct services / 40% indirect services)
   - 300 hours (70% direct services / 30% indirect services)
   - 400 hours (30% direct services / 70% indirect services)
   - 600 hours (40% direct services / 60% indirect services)

3. Which of the following qualifies as examples of direct services? (Please check all that apply)
   - Working with students and their families
   - Observation of sessions or meetings
   - Collaborating and consulting with teachers
   - Active participation in school counseling related meetings and activities
   - Making referrals

4. Which of the following qualifies as examples of indirect services? (Please check all that apply)
   - Observation of sessions or meetings
   - Collaborating and consulting with teachers
   - Keeping records
   - Making referrals
   - Planning guidance lessons or tasks that are not face-to-face with an individual or group
Data Clean Up

- The data was downloaded from the online system, put into an excel format, and saved in a secure file.
- The data was cleaned:
  - Removed any missing data
  - Removed incorrect data
  - Removed outliers discovered by surface scanning the data, reviewing measures of central tendency, assessing Z scores greater than 3 or less than 3.
- Demographic information was dummy coded as needed.
- Model assumptions were assessed and met.
- Each model was scored individually then combined for overall knowledge assessment.

(Perepiczka & Flamez, 2011)
Data Analysis

• Multiple t-test were conducted to compare school counselor site supervisors’ baseline knowledge level to knowledge following completing the online training video
  • Pre and Post of CACREP Subscale
  • Pre and Post of Supervision Models Subscale
  • Pre and Post of Providing Feedback Subscale
  • Pre and Post of Managing Difficult Situations Subscale
  • Pre and Post of Overall Knowledge

• The alpha level was set at 0.05

• Cohen’s d was utilized to measure practical significance
<table>
<thead>
<tr>
<th>Topic</th>
<th># Item</th>
<th>Range of Scores</th>
<th>Baseline Knowledge</th>
<th>Post Training Knowledge</th>
<th>Statistical Significance</th>
<th>Practical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CACREP</strong></td>
<td>4 **2</td>
<td>0 = No accurate knowledge 4 = All accurate knowledge</td>
<td>M = 2</td>
<td>M = 1.97</td>
<td>t(31) = 0.154, p&gt;.05</td>
<td>d = 0.03 no effect</td>
</tr>
<tr>
<td>Supervision Models</td>
<td>5 **1</td>
<td>0 = No accurate knowledge 5 = All accurate knowledge</td>
<td>M = 2.69</td>
<td>M = 3.52</td>
<td>t(31) = -3.544, p&lt;.05*</td>
<td>d = 0.79 large effect</td>
</tr>
<tr>
<td>Providing Feedback</td>
<td>5 **3</td>
<td>0 = No accurate knowledge 5 = All accurate knowledge</td>
<td>M = 3.31</td>
<td>M = 3.5</td>
<td>t(31) = -1.139, p&gt;.05</td>
<td>d = 0.27 small effect</td>
</tr>
<tr>
<td>Managing Difficult Situations</td>
<td>5 **1</td>
<td>0 = No accurate knowledge 5 = All accurate knowledge</td>
<td>M = 2.66</td>
<td>M = 3.97</td>
<td>t(31) = -6.171, p&lt;.05*</td>
<td>d = 1.44 large effect</td>
</tr>
<tr>
<td>Overall</td>
<td>19 **7</td>
<td>0 = No accurate knowledge 19 = All accurate knowledge</td>
<td>M = 10.66</td>
<td>M = 12.13</td>
<td>t(31) = -3.468, p&lt;.05*</td>
<td>d = 0.70 moderate effect</td>
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</tbody>
</table>

Note: The knowledge scales were scored with at +1 for each correct answer and 0 for each incorrect answer.

Note: Interpretation for Cohen’s d scale for practical significance: d ≥ .20 small, d ≥ .50 moderate, d ≥ .80 large.

*indicates statistical significance at p = 0.05 where post training knowledge was higher than baseline knowledge.

**indicates number of multiple barrel questions present in the subscale.
Knowledge Assessment Item Analysis

• Overall Knowledge
  • 19 questions total
  • 12 questions allowing participants to provide one answer
  • 7 questions allowing participants to check all that apply (multiple barrel)

• 7 Multiple Barrel Review of Pre and Post Test
  • Inconsistency in pre-test and posttest circled around these questions

• 12 One Answer Review of Pre and Post Test
  • One answer had consistent positive progression between pre and posttests

• Test item construction
  • Check all that apply questions (aka multiple barrel answers to the question) may have weak test item construction, which may have caused confusion that interfered with the test item reliability and then therefore, validity.
Data Outcome Reflection

- Supervisor scores increased in the application and “how to” type training modules
- Supervisor scores were flat with CACREP requirements
- The videos may have positive impact but methods and assessment were littered with errors that can be corrected for the next round
Suggestions for Second Round

• Flow of the Project
  • Set objectives & Research Questions -> Create Modules -> Create Assessment with Correct Answer Key

• Participant Procedure
  • Participants need ability to start and stop the modules for increased flexibility and higher completion rates
  • Possibly issue one module at a time
  • Provide continuing education credit to site supervisors

• Instrumentation
  • Revise items and ask for help
  • Complications of group think, lack of expertise, fear of providing feedback between tenure and non-tenure faculty

• Have fresh set of eyes to assess the online platform for errors
  • One item was left off of the post test in the Managing Difficult Situations module

• Increase sample size and diversity
Questions and Comments