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Creative Supervision Intervention Impact on School Counselors-in-Training Self-Efficacy: A Single-Case Research Design

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Creative Supervision Intervention Impact on School Counselors-in-Training Self-Efficacy: A Single-Case Research Design

Abstract

School counselors are tasked with multiple roles and responsibilities in their schools to address the needs of all students (American School Counseling Association, 2019). Due to the variety of work that school counselors are responsible for, it is vital for them to have a high belief in their ability to successfully complete their job. This belief in their ability to successfully complete their work is called counselor self-efficacy (Oh et al., 2019). The development of a school counselors self-efficacy begins in their counselor education program, which involves classroom learning and counseling supervision. Although there are multiple models of counseling supervision to meet the needs of supervisees (Bernard & Goodyear, 2019), they are not one-size fits all (Graham et al., 2014), and specialties like school counseling need special attention. There are multiple models of school counseling supervision (Bernard & Luke, 2015; Lambie & Sias, 2009; Ockerman et al., 2013); however, there should be more creativity infused in them (Koltz, 2008). It is important for school counselor supervisors to have multiple creative interventions, like bibliosupervision (Brown & Carrola, 2020; Graham et al., 2014), to utilize with their supervisees to assist them with the development of their self-efficacy. This article utilized a single-case research design to assess the impact of bibliosupervision on school counselors-in-training self-efficacy.

Keywords

school counseling, creative supervision, single-case research

Self-efficacy is a topic that has been studied across occupations and was coined by Bandura (1977). According to Bandura (1997), a person's belief in their ability to successfully complete a task is called self-efficacy. One occupation that self-efficacy has been infused into is the counseling profession. It is important for counselors to have belief in their ability to complete the responsibilities of their jobs, which has been referred to as their counselor self-efficacy (Oh et al., 2019). With the myriad of responsibilities that counselors have, it is crucial for them to learn to develop their counselor self-efficacy early on in their career, specifically during their counselor education program. Counselors-in-training's counselor self-efficacy has been shown to increase as they progress through their counselor education program (Ikonomopoulos et al., 2016; Mullens et al., 2015; Oh et al., 2019; Tang et al., 2004). An important part of developing counselor-in-training's self-efficacy during their counselor education program is counseling supervision (Bernard & Goodyear, 2019). Counseling supervision has been shown to be effective in developing a counselor's belief in their ability to complete their counseling roles (Whittaker, 2004). There are multiple counseling supervision models to provide supervisors with guidance on how to assist supervisees; however, not all counseling supervision is the same across specialties or meet all supervisees needs (Graham et al., 2014).

Multiple models have been developed specifically for school counseling supervision (Bernard & Luke, 2015; Lambie & Sias, 2009; Ockerman et al., 2013) that address the unique aspects of being a school counselor. It is imperative for school counselors to have a high self-efficacy due to the multiple responsibilities they have throughout the school. Thus, school counseling supervision is crucial in developing confident school counselors. School counselor supervisors need supervision interventions that can be utilized to address the needs of their supervisees and aid in their development. School counseling supervision models are helpful, but

they lack in creative interventions (Brown & Carrola, 2020). Koltz (2008) argued for more creativity within any counseling supervision, which could lead to an increase in supervisees development.

Although there have been multiple articles published on creativity in supervision (Carson & Becker, 2004; Deaver & Shiflett, 2011; Graham & Pehrsson, 2009; Graham et al., 2014; Hinkle, 2008; Jackson et al., 2008; Krell & Donohue, 2018; Perryman et al., 2016) most have been conceptual and there is a lack of empirical research on the effectiveness of these interventions, specifically with school counselors (Bernard & Luke, 2015; Bledsoe et al., 2019; Brown & Carrola, 2020). One of the only researched creative supervision interventions is bibliosupervision which focused on its impact on the supervisory working alliance (Graham & Pehrsson, 2008). Bibliosupervision consists of using bibliotherapy as an intervention within supervision to assist supervisees in their development (Graham & Pehrsson, 2009; Graham et al., 2014). There has been a lack of research on creative school counseling supervision interventions that can be utilized in counseling supervision to assist in the supervisees development, and there should be an increase in empirical research articles on these interventions (Bernard & Luke, 2015; Bledsoe et al., 2019). This article will explore the impact of bibliosupervision on school counselors-in-training's self-efficacy using a single-case research design.

Counselor-In-Training Self-Efficacy

Self-efficacy is described as the perceived belief that someone has the knowledge and skills to complete a task (Bandura, 1977; 1997). Bandura (1982) posited that increasing self-efficacy, knowledge, and skills comes from practice. Infusing counseling into Bandura's (1997) definition of self-efficacy, is the perceived belief that the counselor has in their skills, development, and ability to complete their work (Oh et al., 2019). Counseling self-efficacy has become an important

concept in the training of new counselors (Mullen et al., 2015). Research has been conducted on the development on counselor self-efficacy (Mullen et al., 2015; Oh et al., 2019; Tang et al., 2004), as well as instruments to measure it such as: Counselor Self-Efficacy Scale (Melchert et al., 1996) and Counselor Activity Self-Efficacy Scale (Lent et al., 2003). These previous studies and scales have been used to measure counselor-in-trainings self-efficacy throughout their counselor education program.

Studies have shown that counselors-in-training self-efficacy increases as they get more counseling experience and courses (Ikonomopoulos et al., 2016; Mullen et al., 2015; Oh et al., 2019; Tang et al., 2004). Tang et al. (2004) researched if previous work experience, age, number of courses taken, and internship hours had an impact on a counselor education student's self-efficacy. They had an $n = 116$ that completed the Self-Efficacy Inventory. They found that previous work experience and length of internship hours positively correlated with participants self-efficacy. Expanding on this work was Mullen et al. (2015) who examined the impact that a counselor education program has on the development of students self-efficacy. They used the Counselor Self-Efficacy Scale three times (new-student orientation, clinical practicum, and during final internship group supervision meeting) and had an $n = 179$ (with 55 of those being school counselors-in-training). What they found was that as students progressed through the counselor education program their self-efficacy increased at each point (Mullen et al., 2015). Oh et al. (2019) built off these results and found that students in a counselor education program self-efficacy grew as they moved through the program. They had that had an $n = 373$ (with 93 of those being school counselors-in-training) and measured counselor self-efficacy with the Counselor Self-Efficacy Scale. Similarly to Tang et al. (2004) and Mullens et al. (2015) they found that as students moved further along in their counselor education program, their self-efficacy increased (Oh et al., 2019).

Lastly, Ikonomopoulos et al. (2016) completed a single-case research design with 11 participants who were in practicum to see if their practicum experience impacted their counselor self-efficacy. They used the Counselor Activity Self-Efficacy Scale to measure the impact of practicum on their counselor self-efficacy. What they found was the practicum experience did increase participants counselor self-efficacy (Ikonomopoulos et al., 2016). These studies provided support that as counseling students' progress through their counselor education program, their counselor self-efficacy increases.

It is important to understand the development of counselors-in-training self-efficacy as they progress through a counseling program. There are multiple specialties within counseling programs (clinical mental health, school counseling, and rehabilitation counseling). Supervisors should be aware that each specialty has unique aspects to their work that affects their counseling self-efficacy. School counseling is one of the specialties and have multiple responsibilities that other specialties do not.

School Counselor Self-Efficacy

School counselors are tasked with multiple roles within a school (American School Counseling Association, 2019) that vary from other mental health professions. It is important for school counselors to have a high self-efficacy due to the diversity within their job. There are studies on school counselors self-efficacy focusing on perceptions of equity, self-efficacy and use of the American School Counseling Association (ASCA) National Model (Bodenhorn et al., 2010), and service delivery (Mullen & Lambie, 2016; Scarborough & Cullberth, 2008). The ASCA National Model calls for school counselors to define, manage, deliver, and assess their comprehensive school counseling program to ensure they are meeting the needs of all students (ASCA, 2019). Additionally, the ASCA National Model (ASCA, 2019) suggests that school counselors spend

80% of their time engaging students in direct services (small group lessons, classroom lessons, individual lessons, and counseling), and 20% of their time in indirect services (consultation, collaboration, and referrals). It is recommended that there be a student to school-counselor ratio of 250:1, but the national average is 430:1 (ASCA, 2019; 2020). School counselors have multiple roles and responsibilities within the ASCA National Model that require a high self-efficacy to complete. Bodenhorn et al. (2010) found that school counselors with higher self-efficacy had increased belief in equity for students and implementation of the ASCA National Model (ASCA, 2019). It is crucial for school counselors to have belief in their ability to implement the ASCA National Model to meet the needs of their students. Studies have found that school counselors' level of self-efficacy predicted their ability and implementation of typical school counseling programs (Mullen & Lambie, 2016; Scarborough & Cullberth, 2008). An additional study completed by Fye et al. (2020) examined the relationship of the implementation of the ASCA National Model, supervision satisfaction, and burnout. They had a total of 208 professional school counselors complete the School Counseling Program Implementation Survey, Job Satisfaction Survey, and Counselor Burnout Inventory. Their results found that school counselors who were satisfied with their counseling supervisions experienced less burnout. An additional finding was that as school counselors were more confident on their implementation on the ASCA National Model their burnout decreased (Fye et al., 2020). Their study reinforced the importance of counseling supervision and implementation of the ASCA National Model. Given this, it is vital that school counselors have high self-efficacy and maintain it to ensure the implementation of the ASCA National Model and their students' needs are being met. One way to potentially increase a school counselors self-efficacy is through counseling supervision (Bledsoe et al., 2021; Luke & Bernard, 2006).

Counseling Supervision and Self-Efficacy

Counseling supervision is an educational process that uses experienced mental health professionals to prepare less experienced ones in their professional development (Bernard & Goodyear, 2019). Mental health professionals can include clinical mental health counselors, school counselors, and rehabilitation counselors. Bernard and Goodyear's (2019) text is grounded in three main ideas:

that clinical supervision is an intervention in its own right. . . that the mental health professions are more alike than different in their practice of supervision . . . and that clinical supervision is effective in developing supervisee competence. (p.3)

Throughout the counseling supervision process, the supervisor provides feedback to the supervisee on skills, theory, counselor development, and provides a space for them to be reflective on their work. Counseling supervision plays an important role in a counselor education program and development of counselors-in-training.

Counseling supervision is introduced to counselors-in-training during their counselor education program, typically during practicum or internship. It has been shown to have a positive impact on a counselor-in-trainings self-efficacy (Whittaker, 2004). They completed a meta-analysis on 10 studies on the effect of counseling supervision on counselors-in-training self-efficacy and found an effect size of .655, indicating a large effect (Whittaker, 2004). There is a variety of specializations in counselor education programs that receive counseling supervision. It is completed with clinical mental health, school counseling, and rehabilitation counselors-in-training. School counselor supervision has similarities with other counseling supervisions but has distinct qualities that differ.

School Counseling Supervision

Within the mental health profession, school counselors hold a unique position. They receive parallel training to other mental health professionals, but post-graduation is when school counselors vary the most (Bledsoe et al., 2021; Luke & Bernard, 2006). School counselors do not always receive counseling supervision, and at times only get administrative supervision from non-mental health professionals within schools (Bledsoe et al., 2019; Bledsoe et al., 2021; Luke & Bernard, 2006). One of the reasons for this is that school counselors are credentialed through the Department of Education and are not required to obtain a clinical counseling license and post-graduation supervision is not always sought out (Bledsoe et al., 2019). Another is the cost and lack of availability of qualified supervisors for school counselors (Bledsoe et al., 2021; Luke & Bernard, 2006).

Bledsoe et al. (2021) completed a qualitative study examining the experiences of nine early career school counselors and counseling supervision. They identified six themes through their research: challenges, support, knowledge, self-efficacy, improved professional identity, and improve counseling services. One of the more salient themes was challenges and participants not having the same access to quality counseling supervision like they had in their master's program. An additional theme of an increase in professional identity was identified from the study. Lastly, participants reported an increase in their counseling self-efficacy from receiving counseling supervision (Bledsoe et al., 2021). Their study highlighted the importance of counseling supervision for school counselors; however, not all counseling supervision models work for school counselors.

Since supervision models do not always accurately address the needs of school counselors, some have offered new models specifically on school counseling. Luke and Bernard (2006) offered a variation of Discrimination Model for school counselors called School Counseling Supervision

Model. Ockerman et al. (2013) offered a model focused on preparing students for post-secondary education called Change Agent for Equity. Lambie and Sias (2009) offered a model called Integrative Psychological Development Clinical Supervision Model focused on maturity growth within school counselors-in-training as an integrative model. Although these models offer structure to school counseling supervision, supervisors need interventions that can assist their supervisees development. One thing that is lacking in the school counseling supervision models is the discussion of utilizing creative interventions. Brown and Carrola (2020) suggested using creative bibliosupervision within the School Counseling Supervision Model to assist school counseling supervisees in their development.

Although there have been conceptual articles on models, interventions, and topics within school counseling supervision, there needs to be more empirical research completed (Bledsoe et al., 2021; Brown & Carrola, 2020; Fye et al., 2020; Krell & Donohue, 2018). Bernard and Luke (2015) completed a content-analysis of counseling supervision articles from 2005 – 2014 and found that 36 articles focused on supervision within specific settings, and 16 of those focused on school counseling. Bledsoe et al. (2019) completed a content-analysis focused on school counseling supervision and found that there was a lack of empirical research on interventions and counselor's self-efficacy. School counselors can benefit from supervision interventions being used that will assist them in their development. It is imperative that school counseling supervisors familiarize themselves with creative supervision interventions to address supervisees development issues.

Creative Supervision. Counseling supervision typically resembles most pedagogy with a focus more on logic and less on creativity (Carson & Becker, 2004). Graham et al. (2014) argued that there is not an all-inclusive supervision model that will address all supervisees needs. Koltz

(2008) suggested that counseling supervisors should infuse more creativity into supervision sessions which can lead to supervisees unlocking their creativity and becoming a more integrated professional. Carson and Becker (2004) suggested that using creativity within counseling supervision can lead to increase counselor development. They recommended implementing creative supervision techniques with counselor education students early so they understand the importance of being creative with clients. In order for there to be creative interventions utilized in school counseling supervision, there needs to be an increase on articles and research related to their efficacy.

It is important during school counseling supervision for supervisors to utilize creative interventions to help their supervisees to become more self-reflective, assist their school counselor development, and implementation of the ASCA National Model and other roles and responsibilities of their position. Some creative interventions that have been written about are art-based (Deaver & Shiflett, 2011), mandala drawing (Jackson et al., 2008), psychodrama (Graham et al., 2014; Hinkle, 2008), sand tray (Graham et al., 2014; Perryman et al., 2016), supervision mapping (Krell & Donohue, 2018), and bibliosupervision (Brown & Carrola, 2020; Graham & Pehrsson, 2009; Graham et al., 2014). These articles provided readers background information, steps to implementing the creative counseling supervision intervention, ethical concerns, justification for the intervention, and case studies (Brown & Carrola, 2020; Deaver & Shiflett, 2011; Jackson et al., 2008; Graham, et al., 2014; Hinkle, 2008; Perryman et al., 2016). All these articles highlight the need for creative counseling supervision interventions to assist their supervisees in their counseling development. Although these articles vary on their approaches to creative supervision, they all have similar goals of helping supervisees become more self-aware and develop their counselor identity. These creative counseling supervision interventions provide

a helpful framework, but there is a lack of focus on their efficacy with school counseling supervision. It is important for school counseling supervisors to have creative tools in their repertoire to address school counseling supervisees development issues.

One of the creative counseling supervision interventions that has empirical research is supervision mapping (Krell & Donohue, 2018). They completed a study with 31 school counseling intern participants on utilizing supervision mapping during group supervision. They completed their study at two universities in the Northeast. After the intervention participants completed a follow-up survey. Of the 31 participants, 27 completed the survey. What they found was that the supervision mapping allowed participants to gain more insight into their school counselor development, increase ethical decision-making skills, and witness their own growth over the semester. This study provides evidence that a creative counseling supervision intervention can assist a school counselor in their professional development. An additional creative counseling supervision intervention that has had empirical research completed is bibliosupervision (Graham & Pehrsson, 2009). Bibliosupervision is a creative supervision intervention that draws from bibliotherapy to help supervisees with their counselor development (Graham et al., 2014).

Bibliosupervision. Bibliosupervision is similar to bibliotherapy, just in a different setting. In 1916 that the term Bibliotherapy was first used by Samuel McChord Crothers (Bate & Schuman, 2016). Since then it has grown to include stories, books, and poems to help clients with their emotional and behavior issues (De Vries et al., 2017). Bibliotherapy is not only a counseling intervention, but it can also be used in counseling supervision.

Graham and Pehrsson (2009) created a model for using bibliotherapy as an intervention in supervision called the Graham Model of Bibliosupervision (GMB), specifically with children's books. This model was developed to engage counselors in unlocking their creativity to assist in

developing their counseling skills (Graham & Pehrsson, 2009). The books chosen for the GMB should focus on developmental issues of the supervisee. It is important for the supervisor to be familiar with the books being used and to be selective about their choices.

Graham and Pehrsson (2009) identified three objectives in bibliosupervision:

1. Develop a relationship with the students that are based on acceptance and trust.
2. Assess students' abilities to understand themes and identify their own needs in the counseling supervision.
3. Help students learn new or alternative strategies for dealing with the challenges of counseling clients. (p. 368)

These goals are directly related to the development of a counselor's self-efficacy, by helping them develop their skills and knowledge to complete their tasks as counselors confidently. Additionally, Graham and Pehrsson (2009) suggest specific guidelines for the intervention. They suggest reading books that address themes the supervisee is facing, goals of counselor supervision, the development of the supervisee, and to increase knowledge of fictional literature (Graham & Pehrsson, 2009). There is a specific protocol when using the GMB in a session. The GMB model suggests completing a check-in with the supervisee, completing one book within a session, it can be repeated in other sessions, be flexible (supervisor can read the book or the supervisee can), processing happens in session, link book to developmental issues with supervisee (Graham et al., 2014). Additionally, Graham and Pehrsson (2009) suggest specific guiding questions such as:

1. What was the story about?
2. What were the important things that went on in the story?
3. What were the characters thinking or feeling?
4. Talk about what is going on with the character.

5. What themes or patterns jump out at you? What seems familiar when relating to your counselor training or work with clients?
6. What do you take away from this story?
7. Tell me what seems most relevant to you? (370).

There has been limited research on the effectiveness of bibliosupervision. Graham and Pehrsson (2008) completed a single-case research design focused on the impact of bibliosupervision on the supervisory working alliance with three participants. They found through their visual analysis of the data that there could be a functional relationship between bibliosupervision and their supervisory alliance (Graham & Pehrsson, 2008). Graham and Pehrsson (2008) call for more single-case research design focused on the effectiveness of the GMB with counselors-in-training. Additionally, Brown and Carrola (2020) posit that utilizing bibliosupervision can be a creative tool for school counseling supervisors to help school counseling supervisees with development issues, but state that there needs to be research on its efficacy in supervisee development. This study looks to add to the limited research on the impact of creative counseling supervision interventions, specifically with school counselors-in-training.

Purpose of the Study

The purpose of this study was to identify an effective supervision intervention for school counselors-in-training that addresses their counselor self-efficacy. Specifically, this study was interested in exploring the effectiveness of bibliosupervision on a school counselor-in-training's self-efficacy.

RQ: Is bibliosupervision an effective intervention in increasing a school counselor-in-training's self-efficacy?

Hypothesis:

HY: Bibliosupervision is an effective intervention to increase counselor self-efficacy for school counselors-in-training.

Methodology

Selection Criteria

The selection criteria for the study was based on school counseling students enrolled in practicum or internship within the Master of Counseling program where the researcher was a PhD student. Faculty at the university where the study took place randomly assigned school counseling practicum or internship students to the research for counseling supervision. The researcher supervised all participants and was a second year PhD student in the same counselor education and supervision program as participants. The researcher had completed a supervision course, completed multiple semesters of supervision, and received additional training in creative supervision interventions. The weekly supervision took place on campus within the counselor education and supervision department. The only criteria was that participants needed to be school counseling students who were enrolled in either practicum or internship.

Participant Characteristics

The researcher obtained university approval from the Institutional Review Board to begin the research. Informed consents were then provided to participants and explained potential risks of participating in the study. The researcher ensured all participants that whether or not they opted-in to the study, it would not affect them academically. All participants agreed to participate. There were a total of four participants, and all were enrolled in the Master of Counseling program. All participants were assigned pseudonyms for this article. For participant demographics, see Table 1.

Table 1

Participant Demographics

| Participant Pseudonym | Age | Race | Gender | Concentration | Practicum or Internship | Site Information |
|-----------------------|-----|--------|--------|-------------------|-------------------------|-------------------|
| Sherry | 25 | Latinx | Female | School Counseling | Practicum | Elementary School |
| Natalie | 27 | Latinx | Female | School Counseling | Practicum | Elementary School |
| Tegan | 24 | White | Female | School Counseling | Practicum | Elementary School |
| Pearl | 24 | White | Female | School Counseling | Internship | Middle School |

Design

To answer the research question, it was decided to use a single-case research design. This methodology was chosen due to not having a large n to run other experimental designs and its effectiveness in measuring specific interventions immediate impact (Ray, 2015). Additionally, there has been a call for more single-case research design in the counseling field (Ray, 2015). Single-case research designs are split up into phases, with the most commonly used ones in counseling being A-B-A or A-B. The A-B-A or A-B designs involve phase A where there is no intervention and phase B where an intervention is introduced (Ray, 2015). Continuous repeated measures are used during each phase of single-case research design to establish a baseline and to measure the impact of the intervention (Ray, 2015). It is suggested that three data points for each phase can create an accurate trend (Kennedy, 2005) however, others have suggested a minimum of five (Vannest et al., 2013). Additionally, Clearinghouse standards for evidence-based practice with single-case research design suggest five points for each phase (Maggin et al., 2013).

With these considerations in mind, the researcher chose an A-B design based on the time frame of the study (14 weeks) and wanted to ensure enough time to measure an accurate baseline (phase A) and intervention effectiveness (phase B). The A-B design for the study was structured for 16-week semester, with flexibility for weeks off in the semester, missed sessions, etc. which

left 14 weeks for the study. The researcher decided on a four-week phase A and eight-week phase B structure for the study.

Procedure

The procedure for each phase included weekly supervision sessions led by the researcher, who was a second-year PhD student at a university in the southern United States. To ensure an accurate baseline, the first four weeks (phase A) had no bibliosupervision intervention during weekly hour-long supervision sessions. At the end of each session during phase A each participant completed the Counselor Activity Self-Efficacy Scale to establish a baseline. For best practices with single-case research design, Maggin et al. (2013) suggests that more than three baseline measurements for a study to be reliable but based on time restrictions of the semester it was decided to complete four baseline measurements for participants.

The intervention phase (phase B) of the study planned for eight continuous weeks of bibliosupervision intervention within the weekly hour-long supervision sessions. The bibliosupervision was completed during the last 15 minutes of each 60-minute supervision session. Graham et al. (2014) suggests that the bibliosupervision happen within a 60-to-90-minute supervision session, with time to check-in and complete the intervention. The study followed the Graham Model of Bibliosupervision (GMB) (Graham & Pehrsson, 2009; Graham et al., 2014) protocol to ensure consistency of the intervention from week-to-week. The researcher spent the beginning of the supervisions session assessing the participants needs and themes for the week. The researcher then followed Graham et al.'s (2014) recommendation of allowing the supervisee to choose the book or the researcher chose a book based off the supervisees needs that day. The researcher then read the book to the participant and would use guiding questions suggested by Graham and Pehrsson (2009). After the bibliosupervision intervention the researcher left the room

and participants completed the Counselor Activity Self-Efficacy Scale (Lent et al., 2003) assessment to assess the effectiveness of the intervention. Participants completed the Counselor Activity Self-Efficacy Scale via an iPad linked through a secure online university system.

Instrumentation

To answer the research question regarding bibliosupervisions ability to increase a school counselors-in-training's self-efficacy, the Counselor Activity Self-Efficacy Scale (Lent et al., 2003) was used. The Counselor Activity Self-Efficacy Scale is a 41-question (Lent et al., 2003), 10-point Likert-scale from zero (no confidence at all) to nine (complete confidence), assessment that covers three areas of counselor self-efficacy: performing basic helping skills (attending, listening, etc.), managing sessions tasks (time management, setting goals, self-awareness, etc.), and negotiating challenging counseling situations and presenting issues (depressed clients, suicidal clients, anxious clients, etc.). Although Counselor Activity Self-Efficacy Scale is not the most widely used counselor self-efficacy assessment, it was decided that this was the best choice for this study based on the immediacy measurement. The Counselor Activity Self-Efficacy Scale assess participants perceived self-efficacy for the next week. Based on the repeated assessment needed in single-case research design, Counselor Activity Self-Efficacy Scale was the most appropriate choice. The Counselor Activity Self-Efficacy Scale is internally reliably and valid with a Cronbach's α of .97 for the total score (Lent et al., 2003). Furthermore, there was a range of .44 - .72 for intercorrelations of the subdomains. Additionally, there is a two-week test-retest reliability of .75 for the total score, and that subscales were stable over that period (Lent et al., 2003). The Counselor Activity Self-Efficacy Scale assessment was completed at the end of each supervision session via an iPad through a secure online university system. See Table 2 for examples of question from each of the three sections in the Counselor Activity Self-Efficacy Scale.

Table 2
Counselor Activity Self-Efficacy Scale Sample Questions

| Counselor Activity Self-Efficacy Scale Sample Questions | | | |
|---|--|--|---|
| Questions | Counselor Self-Efficacy Area | | |
| | Performing Helping Skills | Managing Session Tasks | Negotiating Challenging Counseling Situations and Presenting Issues |
| Question Stem | How confident are you that you could use these general skills effectively with most clients over the next week? | How confident are you that you could do these specific tasks effectively with most clients over the next week? | How confident are you that you could work effectively over the next week with a client who... |
| Area | Attending (orient yourself physically toward the client). Listening (capture and understand the messages that clients communicate). | Keep sessions “on track” and focused. Know what to do or say next after your client talks. | Is clinical depressed. Has been sexually abused. |

Lent et al., 2013

Note: All questions are answered on a 0 (no confidence at all) to 9 (complete confidence) Likert scale.

Procedural Deviations

There were two deviations from the original four-week phase A and eight-week phase B design. First, Tegan was assigned to the supervisor after the first week of supervision and was only able to complete three baseline measurements. Second, two of the four participants (Sherry and Pearl) completed seven-weeks of phase B due to university closing and sickness. These deviations did not affect the study due to each participant still meeting the required number of sessions for each phase in single-case research design (Maggin et al., 2013).

Bibliosupervision Materials

The researcher compiled 27 children's books (see Table 3) with a focus on three areas (performing helping skills, managing the counseling process, and handling challenging counseling situations) of the Counselor Activity Self-Efficacy Scale (Lent et al., 2003) and to support supervision process for the participants. Books were chosen based on transferability and areas of counselor self-efficacy. The researcher chose books related to empathy and feeling identification for performing helping skills due to these being important factors in the counseling relationship. Additionally, the researcher chose books related to mindfulness, anxiety, and termination for managing the counseling process. Lastly, the researcher chose books on trauma, multiculturalism, problem-solving, and resilience for handling challenging counseling situations. The books were also chosen based on Graham and Pehrsson (2009) suggestion that they cover themes that might come up in counseling supervision goals of counselor supervision, the development of the supervisee, and to increase knowledge of fictional literature. The researcher followed the suggestion from Graham and Pehrsson (2009) of reading and familiarizing themselves with the books contents.

Table 3
Book List for Study

| Book | Author | Topic |
|---|------------------------|-----------------|
| A Perfectly Messed up Story | McDonnell, 2014 | Resilience |
| A Terrible Thing Happened | Holmes, 2000 | Trauma |
| A World of Kindness | Featherstone, 2018 | Multicultural |
| After the Fall: How Humpty Dumpty got back up again | Santat, 2017 | Resilience |
| Double-Dip Feelings | Cain, 2001 | Empathy |
| F is for Feelings | Millar & Berger, 2014 | Empathy |
| I am Human | Verde, 2018 | Empathy |
| I am Peace: A Book of Mindfulness: | Verde, 2017 | Mindfulness |
| I like myself! | Beaumont, 2004 | Self-Esteem |
| I'm Gonna Like Me: Letting off a Little Self-Esteem | Curtis & Cornell, 2002 | Self-Esteem |
| Introducing Teddy | Walton, 2016 | Gender Identity |

| | | |
|--|---------------------|-----------------|
| It's Okay to Make Mistakes | Parr, 2014 | Resilience |
| Jamaica's Find | Havill, 1986 | Problem Solving |
| Knuffle Bunny: A Cautionary Tale | Willems, 2004 | Problem Solving |
| Oh The places You'll Go | Dr. Seuss, 1990 | Termination |
| Puppy Mind | Nance, 2016 | Mindfulness |
| Ruby's Worry | Percival, 2018 | Anxiety |
| Stand in my Shoes: Kids Learning about Empathy | Sornson, 2013 | Empathy |
| Stuck | Jeffers, 2011 | Problem Solving |
| The Bad Seed | John, 2017 | Resilience |
| The Big Umbrella | Bates & Bates, 2018 | Multicultural |
| The Goodbye Book | Parr, 2015 | Termination |
| The Heart and the Bottle | Jeffers, 2010 | Trauma |
| The Little Engine That Could | Piper, 1976 | Resilience |
| The Skin You Live In | Tyler, 2005 | Multicultural |
| What Was I Scared Of? | Dr. Seuss, 1989 | Resilience |
| When I'm Feeling Nervous | Moroney, 2017 | Anxiety |
| Wilma Jean the Worry Machine | Cook, 2012 | Anxiety |

Analyses

Following Kazdin (2011) and Ray's (2015) suggestion, a visual analysis of the data was completed as it is the preferred method for single-case research design. There were a total of five variables examined during the visual analysis. Due to single-case research design looking at only one participants data, each of the following steps are completed for each participant individually. First, the level (mean) of each phase and look for differences between each phase. Second, the trend and slope within phase A and phase B is assessed by looking at the graphed data to assess a positive or negative trend. Third, standard deviations and range were calculated in each phase to analyze variability. Fourth, the immediacy of effect from phase A to phase B was analyzed by looking at the last session in phase A and first in phase B to see if there is an increase, decrease,

or no change at introduction of intervention. Fifth, the consideration of overlap, effect size, was completed by calculating the Tau- $U_{a \text{ vs } b}$ (τ) score for each participant.

Researchers have not agreed on the best way to calculate overlapping data within single case research (Brossart et al., 2018), thus Tau- $U_{a \text{ vs } b}$ was chosen for it being the most robust, good for small data sets, uses all the data, and can control for trend issues within the data in phase A (Parker et al., 2011; Vannest & Ninci, 2015). Tau- $U_{a \text{ vs } b}$ is a correlation coefficient that generates a score between -1 and 1 to assess concordant and discordant relationship between data (Brossart et al., 2018). When using Tau- $U_{a \text{ vs } b}$, it is a pairwise comparison and generates one of three results from each pair: concordant, discordant, and tie (Brossart et al., 2018; Parker et al., 2011). For this study, concordant means an increase in counselor self-efficacy and discordant means a decrease. Vannest and Ninci (2015) report that the effect size range for Tau-U as the following: .20 small change, .20 - .60 moderate change, .60 - .80 large change, and above .80 large to very large.

Results

The visual analysis of data for single case research design was completed for all participants, see Table 4 for full data results. The results look at the previously stated data points in each phase: level (mean), trend, variability (standard deviation and range), immediacy of effect from phase A to phase B, and Tau- $U_{a \text{ vs } b}$. Completing a visual analysis of data from these measurements allowed for the researcher to assess the impact of GMB on participants counselor self-efficacy.

Table 4
Visual Analysis of Data for Counselor Self-Efficacy

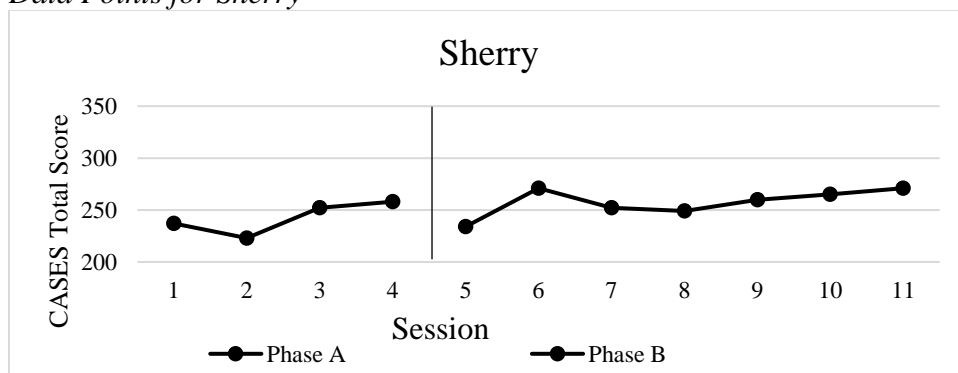
| Metric | Phase | Sherry | Natalie | Tegan | Pearl |
|--------|-------|--------|---------|--------|--------|
| Level | A | 230 | 213.50 | 291.67 | 292.75 |
| | B | 255.57 | 232 | 314.63 | 315.14 |

| | | | | | |
|----------------------------|--------|-----------|-----------|-----------|-----------|
| Trend | A | Positive | Positive | Positive | Positive |
| | B | Positive | Positive | Negative | Positive |
| Variability (SD, Range) | A | 18.85, 44 | 6.61, 16 | 8.96, 16 | 16.52, 38 |
| | B | 12.07, 37 | 13.06, 38 | 28.42, 89 | 6.79, 17 |
| Immediacy of Effect | A to B | +6 | +35 | +16 | +11 |
| τ | A to B | .75 | .75 | .75 | 1.00 |

$$\tau = \text{Tau} - U$$

The results for Sherry indicated that GMB had a positive effect on their counselor self-efficacy. She had an increase in her level (mean) from phase A and phase B, a positive trend in phase B, and large effect size ($\tau=.75$). These data points provide evidence that GMB was effective for Sherry's counselor self-efficacy. She had interesting results in that she showed an increase, then a decrease over time. This could be due to Sherry having increased responsibility at her site during the week of the increase. Additionally, once it decreased it had a gradual increase each week. See Figure 1 for Sherry's full results.

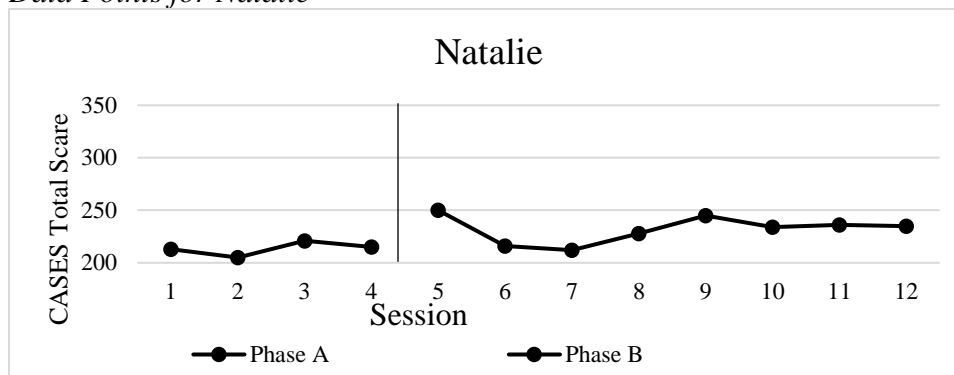
Figure 1
Data Points for Sherry



The results for Natalie indicated that GMB had a positive effect on their counselor self-efficacy. She had an increase in her level (mean) from phase A and phase B, positive trend in phase

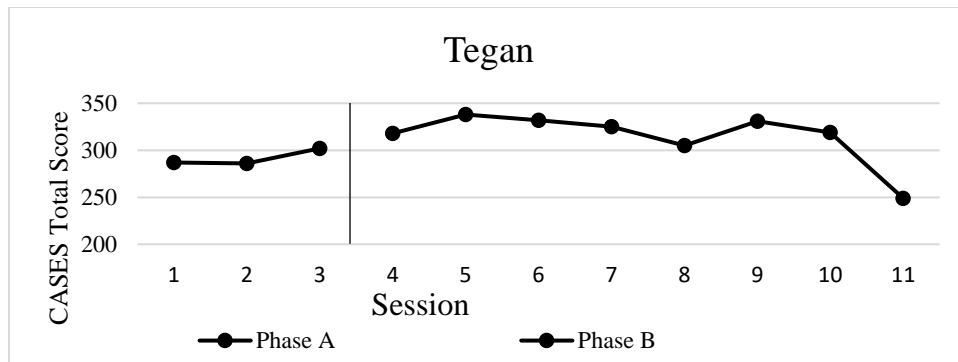
B, and a large effect size ($\tau=.75$). These data points provide evidence that GMB was effective for Natalie's counselor self-efficacy. She had interesting in that there was never a huge increase, it was a gradual increase throughout the study. This could be indicative of bibliosupervision not having an immediate impact and needing time to see the results. See Figure 2 for Natalie's full results.

Figure 2
Data Points for Natalie



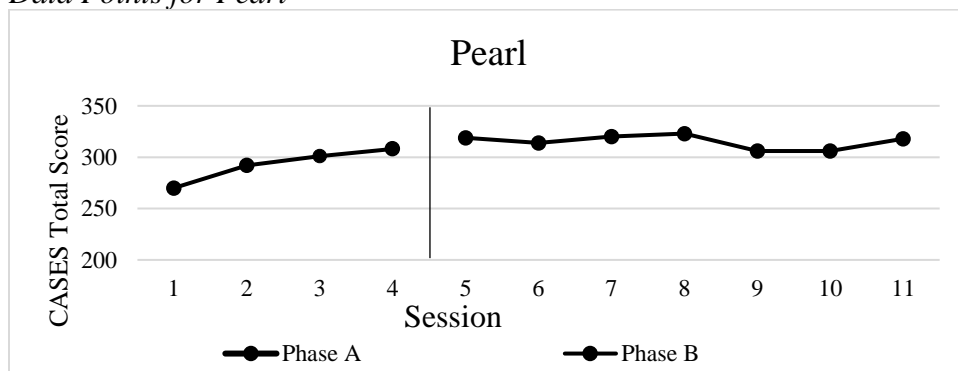
The results for Tegan indicated that GMB had a positive effect on their counselor self-efficacy. She had an increase in her level (mean) from phase A and phase B and a large effect of ($\tau=.75$). However, Tegan did have a decrease in her trend in phase B due to an outlier in the last session. Despite this, these data points provide evidence that GMB was effective for Tegan's counselor self-efficacy. She had interesting results due to the outlier at the end of phase B. This could be due to the increased stress from her site that occurred towards the end of the semester, which could have negatively impacted her self-efficacy. See Figure 3 for Tegan's full results.

Figure 3
Data Points for Tegan



The results for Pearl indicated that GMB had a positive effect on their counselor self-efficacy. She had an increase in her level (mean) from phase A and phase B, positive trend in phase B, and very large effect size ($\tau=1.00$). These data points provide evidence that GMB was effective for Pearl's counselor self-efficacy. Pearl's effect size being very large could be due to the fact that she was further along in the counseling program (internship) than the other participants. Studies have shown that as counselor education students progress through the program, their counselor self-efficacy increases (Mullen et al., 2015; Oh et al., 2019; Tang et al., 2014). See Figure 4 for Pearl's full results.

Figure 4
Data Points for Pearl



Discussion

Bandura (1977, 1982, 1997) discussed that a person's perceived self-efficacy is affected by their knowledge and skills to complete a task. Infusing counseling into self-efficacy, Oh et al. (2019) added that a counselor's self-efficacy comes from a belief in their skills and development.

Three of the four participants' scores indicated a large effect (.75) and one of the four participants had a large to very large effect (1.00), suggesting that bibliosupervision was an effective supervision intervention at increasing their counselor self-efficacy. These findings are relevant because school counselors have multiple roles to fulfill and studies have shown that having higher counselor self-efficacy helps them ensure equity for their students, implement the American School Counseling Association (ASCA) National Model (Bodenhorn et al., 2010), and complete their school counseling duties (Mullen & Lambie, 2016; Scarborough & Cullberth, 2008).

The results of the three practicum students having lower counselor self-efficacy than the one internship participant is interesting. These results are consistent with previous research that students who progressed further in their graduate program have higher rates of counselor self-efficacy than others who have not (Mullens et al., 2015; Oh et al., 2019; Tang et al., 2004). This supports research that the more experience a person gets, the greater the impact on their self-efficacy (Bandura, 1982).

These results are also consistent with previous literature that posited creative supervision interventions could increase a counselor's development (Carson & Becker, 2004). Additionally, these results are consistent on the effectiveness of the Graham Model of Bibliosupervision (GMB) (Graham & Pehrsson, 2008), however; this is the first study to look at the impact on counselor's self-efficacy. There has been many articles on creative interventions in supervision (Brown & Carrola, 2020; Deaver & Shiflett, 2011; Hinkle, 2008; Graham et al., 2014; Graham & Pehrsson, 2009; Jackson et al., 2008; Perryman et al., 2016), but limited empirical research studies on their impact. Many of the conceptual articles posit that creative supervision interventions can assist supervisees in their counselor development, unlock new levels of creativity and insight, and to learn new skills to use with clients (Deaver & Shiflett, 2011; Graham et al., 2014; Koltz, 2008).

The results of this study are consistent with those assumptions and show a positive relationship between creative interventions and increase in counselor self-efficacy. The primary goal of counseling supervision is to assist counselors with their development, these results show that using a creative intervention can positively impact that process.

Lastly, these results indicate that the GMB can be an effective school counseling intervention that supervisors can utilize to assist supervisees development. Brown and Carrola (2020) indicated that there should be an increase in research on GMB within the School Counseling Supervision Model. Although this study did not utilize the School Counseling Supervision Model, it does provide some evidence that GMB can be an effective supervision interventions to implement with school counseling supervisees to assist in their development.

Implications

This study found that a creative counseling supervision intervention increased school counseling practicum and internship students counselor self-efficacy. These findings provide considerations for school counselor educators and school counseling supervisors. First, when training supervisors, it is important to educate them on the differences between school counseling and clinical mental health supervision, as both have similar, but different needs. Additionally, when training supervisors, it is important to include training in creative counseling supervision interventions, since not all supervision models will meet the needs of all their supervisees. Bibliosupervision could be an effective intervention to infuse within supervision models when working with school counselors that could increase their self-efficacy. The GMB should be one of the creative counseling supervision interventions that counseling supervisors are trained in. Furthermore, there are implications for school counseling supervisors. If school counselors supervisors are working with a supervisee who is struggling with their counselor self-efficacy, the

GMB could be an effective intervention to implement with them. Beyond the GMB, school counseling supervisors should educate themselves on different creative counseling supervision interventions that might assist with their school counselors counseling self-efficacy.

Limitations and Future Research

Although the results of this study are important, there are limitations with this study. A few of the limitations are lack of control group and there being no consensus of most accurate effect size. The researcher addressed these limitations through establishing a stable baseline and using the most robust effect size calculation of Tau-U. Additionally, although there were attempts to have each participant have the same number of sessions in phase A and phase B, outside circumstances (campus closing, sickness) led to variances within phases for participants. In spite of these limitations, each participant met the criteria of having at least three data points in each phase recommended by Maggin et al. (2013). Furthermore, the convenience sampling process for participants is a limitation. Lastly, the study did not control for the normal development of counselor self-efficacy during practicum and internship, thus it is difficult to discern if the results are from bibliosupervision or maturation.

The A-B design is easy to replicate by future researchers, and additional phases can be added. Future researchers can utilize different single-case research design structures, such as A-B-A in the future to add more validity. Additionally, future research should look for a larger n to have a control group and complete a different experimental design with a more reliable data analysis. Furthermore, additional research should include review and feedback of supervisees recorded tapes with clients to compare their perceived counselor self-efficacy to the effectiveness of their skill usage.

Conclusion

Counseling supervision plays an important role in the development of counselors and counselors-in-training. There are multiple models to meet supervisees needs and specific models to address specialty areas within the counseling field, such as school counseling. One thing these models do not include is creativity. Creative supervision interventions can be an important part of the counseling supervision process to assist supervisees in unlocking their creativity and become a more well-rounded professional (Koltz, 2008). There have been multiple publications on creative interventions in supervision, but most are conceptual and not focused on counselor self-efficacy (Bledsoe et al., 2019). Creativity in school counseling supervision for is important to assist them in their self-efficacy to implement the American School Counseling Association National Model, other roles and duties of their job. School counselor self-efficacy is an important aspect in determining in how effective they will complete the tasks required of them (Mullen & Lambie, 2016; Scarborough & Cullberth, 2008). Additionally, this study provides some evidence for school counseling supervisors that Graham Model of Bibliosupervision can be an effective supervision intervention to assist their supervisees in their development. Using a single-case research design, this study explored the impact of bibliosupervision on school counselors-in-training's counselor self-efficacy. Results indicated that bibliosupervision has a positive impact on school counselor's self-efficacy.

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