

# Supervising Confident Professionals: Exploring the Link Between Supervisory Relationships and Trainee Self-Efficacy

Hye In Chung, B.A., Erin McAuliffe, M.Ed. & Darla Scott, Ph.D.



**Trainers of School Psychologists 2023**

## Introduction

### Background:

Supervised field experiences are an integral part of the training of school psychologists. These field experiences vary in requirements, supervisor/trainee matching, and expectations (Newman et al., 2019), but have important implications for trainee self-efficacy. Self-efficacy is defined as an individual's perception of their own skills and abilities in a specific domain that can affect actual performance on related tasks (Bandura 1995). In school psychology graduate students, self-efficacy has been shown to be impacted by trainee satisfaction with the supervisor/trainee relationship (Trant 2000).

### Poster Objectives:

- Examine trainee perception of relationship quality between trainee/supervisor in the practicum/internship setting
- Determine how supervisory relationship quality may be related to trainee self-efficacy
- Hypothesize how to increase trainee self-efficacy through the supervisory process.

### Hypotheses:

- There will be a positive correlation between supervisory relationship and trainee self-efficacy

### References

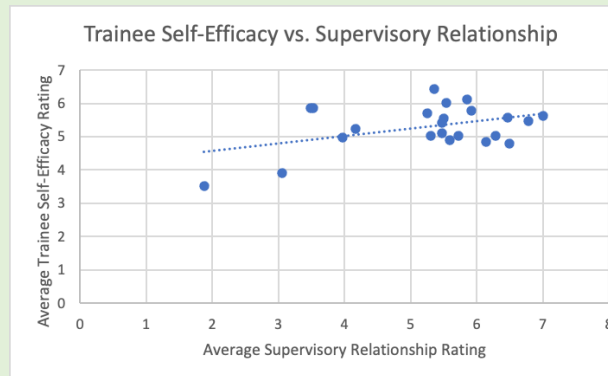
- Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. *Self-efficacy in changing societies*, 15, 334.
- Newman, D. S., Simon, D. J., & Swerdlik, M. E. (2019). What we know and do not know about supervision in school psychology: A systematic mapping and review of the literature between 2000 and 2017. *Psychology in the Schools*, 56(3), 306-334.
- Trant, R. P. (2000). *Elements and outcome of school psychologist internship supervision: A retrospective study*. Northeastern University.

## Results & Discussion

Table 1.1

Subscale	Average Rating	Range
S-SQR Safe Base	5.96	2.22-7
S-SQR Reflective Education	5.14	2.6-7
S-SQR Structure	5.48	1-7
<b>S-SQR Total</b>	<b>5.22</b>	<b>1.87-7</b>
HITS Counselling Skills	5.22	2-6.14
HITS Interventions and Consultation Skills	2	1.42-6
HITS Multidimensional Assessment Skills	5.6	2.86-7
HITS Professional Interpersonal Skills	6.22	5.14-7
HITS Research Skills	4.88	1-6.57
<b>HITS Total</b>	<b>5.29</b>	<b>3.51-6.43</b>

Figure 1.2



**Results:** Trainee ratings of supervisory relationship and trainee self-efficacy were found to be moderately positively correlated ( $r(21) = .44, p = .036$ ). Results are significant at  $p < .05$ . Average trainee ratings on measure subscales are reported in table 1.1 to compare areas of relative strength and weakness in supervisory relationship quality and trainee self-efficacy as reported by trainees.

**Discussion:** The results supported the hypothesis that those who report a positive supervisory relationship also generally have higher perceived self-efficacy. Results suggest the importance of supervision in developing trainee's practical skills such as counseling, intervention, consultation, assessments, interpersonal skills, and research skills. Supervisors and trainees may choose to focus on areas of weakness in supervisory relationship or where the trainee may lack in self-efficacy to guide the supervision process. Limitations of this research include a relatively small sample size and moderate correlation between variables. There may be other variables that contribute to differences in trainee self-efficacy which future research should explore.

### Acknowledgements

BSU Graduate Student Association, Office of Research & Sponsored Programs, & Dr. Kim Daniel  
For more information, contact ChungH0803@students.bowiestate.edu

## Methodology

### Participants:

□ School psychology practicum and internship students and early career school psychologists with 1-2 years of experience in the field

- n=23 (23 Females, 0 Males)
- 39% White (n=9), 43% African American (n=10), 4% Hispanic (n=1), 4% Asian (n=1), 9% two or more race (n=2)
- 57% practicum students (n=13), 4% interns (n=1), 39% early career (n=9)
- Age: range= 23-39, avg=27.2,

### Materials:

- Computer
- Qualtrics software
- Huber Inventory of Trainee Self-Efficacy (HITS): 35 7-point Likert scale questions
- Short Supervisory Relationship Questionnaire (S-SRQ): 18 7-point Likert scale questions
- Excel and SPSS software

### Procedures

School psychology practicum students, interns, or early career professionals were recruited to complete the S-SRQ and HITS via Qualtrics which took about 30 minutes to complete. Participants were recruited via word of mouth and snowballing strategies to participate in this study. After giving informed consent, participants provided demographic information including race, age, gender, and current status as a practicum or internship student, early career school psychologist, or none of the above. Responses were scored on a 7-point Likert scale and individual subscale averages were calculated as well as total scale averages on each measure. Researchers used SPSS software to calculate Pearson's R correlations between total averages on the S-SQR and HITS.