

9-6-2016

Preferences For Supervisors' Characteristics By Hispanic Supervisees

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PREFERENCES FOR SUPERVISORS' CHARACTERISTICS BY HISPANIC SUPERVISEES

A Thesis

by

ALINA MARTÍNEZ

Submitted to Texas A&M International University
in partial fulfillment of the requirements
for the degree of

MASTER OF ARTS

December 2014

Major Subject: Counseling Psychology

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December 2014

Major Subject: Counseling Psychology

DEDICATION

I would like to dedicate my thesis to my parents José Santos Martínez and Martha Martínez and to my brother José Andrés Martínez who supported me and helped me to stay motivated during this process.

ABSTRACT

Preferences For Supervisors' Characteristics By Hispanic Supervisees

Alina Martinez, B. A., Texas A&M International University;

Chair of Committee: Gilberto Salinas

The purpose of this study was to identify the preferences Hispanic counseling graduate students and professional counselors have for an ideal supervisor. Acculturation and professional experience of participants were compared to their supervisory working alliance and supervisory styles preferences. Participants voluntarily completed a series of questionnaires using an online website: a demographic questionnaire, Acculturation Rating Scale for Mexican Americans II Scale 1 (ARSMA II Scale 1), Supervisory Working Alliance Inventory (SWAI) and the Supervisory Styles Inventory (SSI). The results of a series of simple linear regressions showed that Mexican oriented Hispanic supervisees focus on rapport in the supervisory working alliance. It was also found that Mexican oriented Hispanic supervisees preferred client focus in their supervisory working alliance, a factor that could have influenced this outcome was that the majority of participants consisted of Hispanic counseling graduate students. Based on the findings of this study it is important for supervisors working with Hispanics not to neglect the relational aspects of supervision when focusing on task oriented interventions.

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CHAPTER I

REVIEW OF THE LITERATURE

This chapter provides a brief introduction of the study, focusing on the perceptions Hispanic counseling graduate students and professional counselors have of an ideal supervisor. First, the researcher will discuss and define counseling supervision, followed by an overview of the supervisory relationship, the complexities that might arise in supervision, and the characteristics of a competent supervisor. Secondly, the supervisory relationship with different cultures is discussed, followed by the supervisory models and their lack of cultural sensitivity. The Hispanic culture is discussed and briefly compared with the European American culture, then experiences of working with Hispanics are discussed to provide an idea of how they differ from individuals from the dominant culture, and might have different preferences for supervisors. Lastly, the significance of the study, statement of the problem, purpose of the study, research hypotheses and a summary will be provided. Because of scarce literature on Hispanic supervisees, the literature collected for this chapter consists of a combination of empirical research of perceptions of supervisors, counselors, clients, and study participants of Hispanic descent.

Counseling Supervision

Counseling supervision is considered a highly subjective practice, which proves difficult to examine and conduct in a structured fashion. This is because, first, “skills being evaluated are highly complex, intensely personal, and difficult to measure” (Bernard & Goodyear, 2004, p. 11). Second, the supervisee could feel that the evaluation he or she is undergoing is based on

This thesis follows the style of *Hispanic Journal of Behavioral Sciences*.

unclear standards as it involves “psychological health, interpersonal skills, and therapeutic competence” (Bernard & Goodyear, 2004, p. 11). Ladany, Mori and Mehr (2013) point out that even though supervision has benevolent intentions, at times it could become problematic, counterproductive, harmful and unethical. One aspect that makes a supervisor ineffective is his or her depreciation of supervision (Ladany et al., 2013).

The process of supervision is now readily recognized as an essential skill in the counseling practice; the importance it has in psychotherapy education seems well established and well assured (Falender & Shafranske, 2007; Roth & Pilling, 2008; Watkins & Scaturro, 2013). Ideally both the supervisor and supervisee should benefit from the experience as it allows them to expand their knowledge; the supervisor is able to oversee the work of the supervisor as well as the client’s presenting problem and the supervisee gets feedback from an expert in the field and able to take the feedback and apply it with the client.

Each supervisor espouses different techniques, approaches, and interpretations to the skill of having this superior vision; “supervisors have the advantage of a clarity of perspective about counseling or therapy processes precisely because they are not an involved party” (Bernard & Goodyear, 2014, p.9). Bernard and Goodyear (2004) mention that these characteristics might be the idiosyncratic and personal definition, and that it is inevitable for the supervisor and supervisee to base these roles on their personal histories and expectations they have about the supervision process.

As a more experienced individual the supervisor clears the doubts and concerns of the supervisee, and facilitates the therapeutic work with his or her client with professional feedback. Supervision is defined by Hart (1982) as an ongoing educational process in which the supervisor helps the supervisee obtain professional behavior that is appropriate through an examination of

the quality of work the supervisee does during psychotherapy. The relationship shared is evaluative, and grows as they keep meeting over time, giving the newer member an opportunity to advance professionally. The supervisor's responsibility is monitoring the quality of the service the supervisee is providing to a client during a psychotherapy session.

Counseling supervision, in general, is relatively a new area of practice with very scarce scholarly information. Mallinckrodt (2011) reports a significant decrease in counseling supervision process and outcome research publications in influential journals from 1975 to 2009. Bernard and Goodyear (2004) mention that not much is known about clinical supervision; research of counseling and psychotherapy have a short history starting approximately at the end of World War II. A smaller area of counseling supervision focuses on multicultural counseling, with a focus on the work between client and therapist. Within that area, a narrower part focuses on the multicultural relationship of the supervisor and supervisee, providing very little information about the relationship between Hispanic counseling supervisees and their supervisors.

Supervisory Relationship

Despite obvious similarities in the relationship created between the supervisor and supervisee and that of a client and counselor that are some important differences between them. Part of the training a counseling professional obtains is to have are a non-judgmental relationship with the client, to build rapport, make clients feel comfortable and in a safe environment (Bernard & Goodyear, 2014). Supervisors are experienced counselors that have those skills imprinted; therefore, it could become difficult to change from a non-evaluative role, to the role of a supervisor where the opposite is expected (Bernard & Goodyear, 2014).

Similarities between supervision and counseling.

Supervision mimics counseling in some basic skills, such as the ones found in the *Helping Skills* book by Clara Hill. The author describes a three-stage model, which consists of exploration, insight, and action (Hill, 2009). In some ways these three stages are also implemented in supervision.

Building a good relationship is paramount in both supervisor and supervisee relationships as well as with clients. It will facilitate disclosure from supervisees, allow them to have a better learning experience, and help them clarify doubts and provide professional growth. To facilitate the development of an emotional bond with the supervisee, the supervisor would rely on basic counseling skills, listening, reflecting feelings and showing empathy would be the most salient ones (Ladany et al., 2013). In the exploration stage of the three-stage model counselors pursue to establish rapport, create a therapeutic relationship, encourage clients to tell their stories, explore thoughts and feelings, and learn about clients (Hill, 2009). Self-disclosure by the supervisor should only be presented if it benefits the supervisee (Ladany et al., 2013), which is similar to what happens in therapy.

Hill (2009) mentions that the client sometimes benefits from disclosures, but that the attention has to be kept on the client, not the counselor. Creating an ambiance of safety and trust is also reflected in supervision; bringing empathy and encouragement into supervision provides an effective foundation for additional supervisory interventions according to Ladany et al. (2013).

By setting supervisory goals and providing formative and summative feedback the supervisors will be effectively evaluating their supervisee (Ladany et al., 2013); this is similar to goal setting in therapy or the treatment plan. The action phase will be the feedback and

implementation of it by the supervisee.

Differences between supervision and counseling.

Opposite from counseling, the supervisor should work on creating a positive working relationship in which constructive criticism is acceptable and needed. The supervisor should incorporate “a balance of attractive or collegial interactions, interpersonal attentiveness, and task-oriented structure” (Ladany et al., 2013, p.43). As mentioned earlier, supervision is an evaluative process and could be experienced with some discomfort as supervisors take the evaluator role and give feedback to their supervisees (Bernard & Goodyear, 2014). Having to effectively change roles during supervision adds pressure to supervisors, which may be perceived by supervisees and could influence the relationship they establish. As opposed to clients, supervisees should offer fewer disclosures allowing a more meaningful supervision experience (Ladany et al., 2013). There are other aspects that might seem superficial but differ between the two, for example answering a phone call is acceptable in supervision, but not in counseling (Ladany et al., 2013).

Complexities in the Supervisory Relationship

Before discussing the complexities in the supervisory relationship, it is important to mention that counseling supervision has two main purposes to serve as an educator by cultivating the professional development of the supervisee and to ensure the welfare of the client who is being seen by the supervisee (Bernard & Goodyear, 2014). Supervision can be seen as a personalized opportunity for supervisees to learn from a more experienced member by exploring different therapeutic techniques and verifying that these are benefiting the client. It is also the time to clarify any doubts. Counseling supervision allows supervisees to strengthen specific areas needing improvement and discover who they want to be as therapists.

There are a number of complexities that may arise during supervision because each experience is different; some of these include factors that affect supervisees' engagement (Bernard & Goodyear, 2014), as well as factors that affect supervisors' relationship quality (Bernard & Goodyear, 2014), the place where supervision is held (Watkins & Scaturro, 2013), dual relationships (Bernard & Goodyear, 2014; Reynaga- Abiko, 2010), hierarchical power (Ayon et.al., 2010; Bernard & Goodyear, 2014; Reynaga-Abiko, 2010), and differences in culture (Nilsson & Duan, 2007; Reynaga- Abiko, 2010; Taylor et al., 2006).

Bernard and Goodyear (2014) presented supervisee's factors that affect their engagement in supervision, these include: resistance, attachment style, shame, anxiety, competence concerns, and transference. Supervisee resistance refers to the rejection of the supervisor's best advice; supervisee attachment style is the behavior that results in a person attaining or retaining proximity to an individual who is considered to be more powerful; supervisory shame appears due to evaluative components; supervisee anxiety which can affect his or her learning, demonstration of skills, and interaction with the supervisor; competence concerns specially with beginner supervisees; and transference with the supervisor (Bernard & Goodyear, 2014).

On the other hand, the supervisors' factors that affect the quality of the relationship are attachment style, exercise of power, and counter-transference (Bernard & Goodyear, 2014). For supervisors attachment style refers to his or her ability to make positive-affirmative attachments with others; the supervisor's perception of interpersonal power, it can become a problem if it is ignored, abused, or difficult to assume; and counter-transference with the supervisee (Bernard & Goodyear, 2014).

Supervision is an important factor providing two important characteristics; a safe working environment and a good working relationship (Watkins & Scaturro, 2013). A safe

working atmosphere needs to be created in order to foster good communication, trust, professional growth and better service to the client. Creating this environment for the supervisee will contribute to forming of a grounded relationship with the supervisee, which appears to be a theoretical must (Watkins & Scaturro, 2013). Some characteristics that were identified as necessary for effective supervision include receptivity, responsiveness, and internalization, which refer to making this process an integral part of the supervisee's attitudes (Watkins & Scaturro, 2013). Creating a safe working environment becomes essential, as it is associated with effective learning and the fostering of a good relationship.

Dual relationships between supervisor and supervisee can also affect the establishment of an effective working relationship. Supervisors powerfully influence the theoretical orientation, rapport, and relationship dynamics with the supervisees' clients (Reynaga-Abiko, 2010). Because there are differences between supervisors and supervisees such as experience, age, or professional roles, there will be differences in hierarchical power as well that could affect the bond or the exchange of information; "supervisors are not only admired teachers but feared judges who have real power" (Bernard & Goodyear, 2014, p.13). Other factors that interfere in the creation of a good working relationship including working with an individual from a culture that differs from the mainstream culture. Culture clash occurs when two cultures with different norms, values, and belief systems meet, this has the potential to hinder therapy (Taylor et al., 2006). Bernard and Goodyear (2014) mention that supervisory interactions involve different races or cultures represent some of the most challenging experiences for supervisors.

Characteristics of a Competent Supervisor

This section consists of a combination of studies where supervisors were evaluated on their competency and of what supervisees have reported as effective and ineffective

characteristics. In addition to this information, this review of the literature will cover effective and ineffective characteristics that are particularly important to Hispanics and minority groups in later section.

Bernard and Goodyear (2014) mention supervisees' competency is a combination of practice, systemic feedback, and guided reflection from supervisors. There are characteristics in which all supervisees agree a competent supervisor should have; openness and support, not stereotyping, fair treatment, free of bias, and believing in the supervisee's abilities regardless of their culture (Fukuyama, 1994). Bringing empathy and encouragement into supervision provides an effective foundation for additional supervisory interventions (Ladany et al., 2013). Interpersonal attributes from the supervisor appear to be essential; Ancis and Marshall (2010) mentioned that supervisees preferred when supervisors present themselves as helpful, by creating a relationship characterized by interpersonal depth instead of a task oriented approach.

On the other hand, ineffectiveness in supervision starts with the depreciation of supervision by supervisors, which could harm the professional growth of the supervisee (Ladany et al., 2013). A study by Nilsson and Duan (2007) concluded that high levels of role difficulties have been found to be associated with less satisfaction with supervision and weaker ratings of the supervisor working alliance. Ladany et al. (2013) concluded that supervisors who have little guidance in their training sites or accountability in their performance, translated into an ineffective supervisory skills, techniques, and behaviors.

Evaluation of the competency of supervisors is important to contribute to the professional growth of supervisees; this raised the researcher's interest in measuring the supervisory preferred characteristics of Hispanic counseling graduate students and professionals. The researcher selected inventories that focus on the supervisees' perspective, one measures the supervisory

working alliance and the other one supervisory styles. These instruments evaluate the performance of supervisors but for this exploratory study participants were asked to rate the characteristics they think an ideal supervisor should have. By phrasing the instructions this way participants had the option to select the characteristics Hispanic counseling graduate students and professionals would prefer in an effective and competent supervisor.

The researcher opted to use the Supervisory Working Alliance Inventory (SWAI) to identify the supervisory experiences Hispanic supervisees would emphasize. The focus of the SWAI is to measure the importance of the relationship in counseling supervision (Efstation, Patton & Kardash, 1990). This inventory focuses in two supervisor factors, rapport and client focus. Some of the items that measure rapport include: “My supervisor makes the effort to understand me, I feel free to mention to my supervisor any troublesome feelings I might have about him/her, and my supervisor treats me like a colleague in our supervisory sessions” (Efstation et al., 1990). Some examples of items that measure client focus include: “In supervision, my supervisor places high priority on our understanding the client’s perspective”, “My supervisor helps me work within a specific treatment plan with my clients”, and “I work with my supervisor on specific goals in the supervisory session” (Efstation et al., 1990).

The other instrument used is the Supervisory Styles Inventory (SSI) it measures the “relationship aspects, which seem to be important to supervision outcomes as the therapeutic relationship is to counseling outcomes” (Friedlander & Ward, 1984, p.541). The SSI focuses on three different factors attractive, interpersonally sensitive, and task oriented. Some items that measure the attractive factor include: friendly, supportive, and trusting (Friedlander & Ward, 1984). For the interpersonally sensitive factor some items include: intuitive, reflective, and resourceful (Friedlander & Ward, 1984). For the task oriented factor, some items include:

explicit, practical, and evaluative (Friedlander & Ward, 1984). The “supervisory styles seem to be differentially related to trainees’ level of experience” (Friedlander & Ward, 1984, p. 541); supervisees considered beginners would prefer if their supervisor was more task oriented, and if they are more experienced (i.e.interns) they would prefer more attractive and interpersonally sensitive supervisors (Friedlander & Ward, 1984).

Supervisory Relationships with Members of Different Cultures

Relationships in supervision and counseling with an individual of a different culture can be affected by each member’s current or past experiences of prejudice, racism, and oppression, or what some scholars refer to as cultural mistrust (Nilsson & Duan, 2007). In counseling, consequences of cultural mistrust include individuals of racial and ethnic minority backgrounds expecting White counselors to be less expert, accepting, and trustworthy and prematurely terminating counseling (Nilsson & Duan, 2007).

In Ancis and Marshall’s (2010) study supervisees noted that multicultural supervisors could create a safe and open supervisory climate that could allow them to be vulnerable and take risks (Ancis & Marshall, 2010). The creation of a safe and open supervisory relationship will benefit the supervisee, as it will help with the exploration of personal and professional issues (Ancis & Marshall, 2010).

Multicultural sensitivity in supervision.

Two individuals are likely to differ from one another on one or more characteristics, which make all relations multicultural at some level (Bernard & Goodyear, 2014). These other characteristics include: sexual orientation, religion, class, as well as, individual’s thoughts, assumptions and behaviors (Bernard & Goodyear, 2004). Multicultural supervision and counseling competence involves an understanding of the contextual and systemic issues that

influence the supervisor, the supervisee and the client (Inman & DeBoer Kreider, 2013).

Cultures differ from each other at different degrees, and it is important for both supervisor and supervisee to be flexible in order to work with other cultures. Supervisors who are multicultural competent in their role, are more likely to attend to multicultural dynamics within the therapy relationship and provide effective treatment for clients from different backgrounds (Inman & DeBoer Kreider, 2013). Respect for cultural differences in the supervisee-client relationship should be replicated in the supervisory relationship, as it will also help develop trust and a better working relationship.

During effective multicultural supervision both supervisor and supervisee can develop multicultural knowledge; this term refers to the understanding of different levels of the culture divided in individual, group, cultural and systemic. These levels are manipulated by “training, experience, readings, family influence, media, and so forth” (Inman & DeBoer Kreider, 2013, p. 349). A supervisor who is multicultural competent has a positive influence in counseling knowledge, is empathetic with other cultures, shows multicultural self-efficacy, establishes a supervision working alliance that provides an overall satisfaction with the supervision process (Inman & DeBoer Kreider, 2013). Supervisor and supervisee can also achieve multicultural self-awareness, and multicultural competence which refers to having the skills to intentionally act within a cultural framework (Inman & DeBoer Kreider, 2013).

Participants of Ancis and Marshall (2010) study, were half of the participants were minorities, indicated that discussions of multicultural issues in supervision appeared to affect the client in a positive way. Having this discussions increased participants’ and client's self-awareness, it also increased participants’ understanding of their own attitudes, knowledge and opinions (Ancis & Marshall, 2010). The findings of a study by Ancis and Marshall (2010)

indicated that awareness of multicultural issues and proactive exploration of them by supervisors was particularly helpful to supervisees in a personal and clinical aspect. Having multicultural competency will reflect on the encouragement of discussion of the counselor's cultural differences on client conceptualization (Ancis & Marshall, 2010). But as Bernard and Goodyear (2014) mention, showing genuine respect and accepting that culture influences counseling does not mean that the supervisee is an expert on their own culture.

Ethnocentricity in current supervisory models.

Supervisory models focus on different aspects of the supervisory relationship, all of them assuming that the supervisee is part of the mainstream European American culture; it was even mentioned that the developmental models did not consider other cultures (Bernard & Goodyear, 2014). The United States is increasingly becoming a more diverse place; there is greater exposure to other cultures, which makes multicultural sensitivity a factor that should be considered more than before (Library of Congress, 2009).

A brief description of the three major categories of supervision models will be described, followed by some critiques of how they might not be appropriate for individuals of different cultures. These categories include models grounded in psychotherapy theory, the developmental models, and the process models (Bernard & Goodyear, 2014). Psychotherapy based supervision models back to psychotherapy roots; they include psychodynamic, humanistic-relationship, cognitive-behavioral, systemic, constructivist, narrative and solution focused (Bernard & Goodyear, 2014). The concern about this approach is that supervisees might have to commit to one theoretical approach, which may confuse the supervisee about the nature of the relationship with the supervisor (Bernard & Goodyear, 2014; Thomas, 2010). Some of the theories might not be appropriate for members of collectivistic cultures.

Developmental models include Loganbill, Hardy, and Delworth; Integrated Developmental Model by Stollenberb and McNeill; Systemic Cognitive-Developmental Supervision Model by Rigazio-Digilio and Anderson; reflective; and life-span by Ronnestad and Skovholt (Bernard & Goodyear, 2014). These models focus on the development of the supervisee under the guidance of the supervisor, the advantage of using developmental models is that “it keeps the supervisor attuned to the different needs of supervisees at different levels in their training” (Bernard & Goodyear, 2014, p. 51). A disadvantage about these models is that cultural differences between supervisees are not adequately attended to (Bernard & Goodyear, 2014).

Process models include the discrimination model by Bernard; events-based model by Ladany, Friedlander, and Nelson; Hawkins and Shohet model; and Systems Approach Supervision model by Holloway (Bernard & Goodyear, 2014). These models emerged because of the interest of supervision as an educational and relationship process (Bernard & Goodyear, 2014, p. 51). Bernard and Goodyear (2014) mention that these models can be used with any psychotherapy orientation or development models, but nothing is mentioned about how effective they are with members of other cultures.

In the psychology field, people of color are underrepresented with 5.7% of American Psychology Association identifying as a member of a minority group; and even though the field needs to better reflect the sociocultural make up of their clients it is still dominated by supervisees often find themselves in supervisory relationships usually led by European American supervisors (Fong & Lease, 1997). It is important to know that for supervisors, even supervisors of color, establishing a working relationship with a supervisee of color is considered to be more challenging (Reynaga-Abiko, 2010).

Growing numbers of Hispanic counseling students and professional counselors.

The Hispanic population is the fastest growing minority in the United States, data from the 2010 Census reported 50.5 million (16%) of the people that resided in the United States were of Hispanic origin (United States Census Bureau [USCB], 2011). “The Hispanic population grew by 43%, which was four times the growth of the total population” (USCB, 2011 p.2). The largest percentage (54%) of Hispanics in the U.S. is of Mexican descent (USCB, 2011). Based on this rapid growth, of this minority group could make the number of Hispanic graduate students and Hispanic professional counselors is likely to increase. More students of racial and ethnic minority backgrounds are entering the counseling and psychology professions, making cross-racial/ cross-ethnic supervisory relationships more common (Nilsson & Duan, 2007). In Nilsson and Duan’s (2007) study about the experiences racial and ethnic minorities had when working with European American supervisors, 33% of their participants self-described as Hispanic which was the majority of their sample. Unfortunately the assumption that Hispanics are incompetent or inadequate and will not, perform well in academics because of their ethnicity exists (Ayon et al., 2010; Nilsson & Duan, 2007), this might be one of the reasons why there is not much research in the characteristics preferred by this minority group.

Characteristics of Hispanic Culture

As stated earlier, there is an incredible misrepresentation of people of color in the psychology field since the majority of psychologists are of European decent (Reynaga- Abiko, 2010). Bernard and Goodyear (2014) describe three different types of minority groups:

1. Autonomous minorities in the United States, this includes those such as Jews, Mormons, and the Amish, who are White.
2. Immigrant or involuntary minorities who chose their new country for better opportunities, freedoms, and so on.
3. Castelike or involuntary minorities who were brought into a new society against their will and typically denied opportunities to assimilate: In the United States, this includes African-Americans and Native Americans (p.112).

Most Hispanics are immigrants or involuntary minorities that tend to be in the United States looking for better opportunities, freedoms, etc. Although this description may apply to some Hispanics in this country it cannot be generalized to all Hispanics. Some may be part of the third or fourth generation immigrant and their acculturation level may significantly differ from the level of an individual who is a first generation immigrants; first generations of immigrants might have more difficulty adapting to the European American values, whereas third or fourth generations might find it easier to adopt European American values. Other Hispanic group that might have different acculturation levels from other Hispanics include those that were inhabiting the current U.S. territory before it was incorporated to the U.S. Organista and Muñoz (1996) noted that Hispanics vary from one another according to the subgroup they belong to, but despite this there are some characteristics they share including language, customs, religion and moral values, self-identity and identity attributed by others.

European American Values Versus Hispanic Values

There are differences between European American values and Hispanic values. European Americans focus on task orientation, especially to business and professional relations; they generally have an individualistic orientation. Members of this group tend to be able to express their feelings as they show more verbal expressiveness; they also tend to be more assertive. For the most part they have egalitarian and democratic relationships and use more scientific, intellectual reasoning (Organista, 2006).

On the other hand, traditional Hispanic values include *personalismo* or a personal orientation, by emphasizing the personal dimension of all human relations where business and professional relations are included. They value *familismo* or a collective familial orientation. Hispanics also value stoicism, resignation, control of emotions, and use of nonverbal

communication. Their traditional communication protocol includes deference to those in higher status (*respeto* or respect); to avoid confrontation, Hispanics prefer to use the cultural script of *simpatía* or sympathy. Hispanics are nonegalitarian: they tend to place different value on different gender and age groups; they also value religious faith (Organista, 2006). Additionally, European Americans, as the dominant cultural group in the United States, have been afforded a “White privilege” that may lead them to perceive European American culture as mainstream the standard by which to evaluate others’ behaviors. This produces a disregard for the values and preferences of members of other cultural and racial groups (Nilsson & Duan, 2007).

For the majority of supervisees of European Americans descent, punctuality is more important than extending a session to help another supervisee resolve an issue, whereas supervisees of color appreciate this gesture (Reynaga-Abiko, 2010). Reynaga-Abiko (2010) mentioned that she would focus more on the quality of the relationship with her supervisees than adhering to a rigid time schedule.

Part of the collection of articles on research with Hispanics included the reflection of a Hispanic supervisor explained that building *confianza* or trust in supervision is different for a supervisor of color, and that the social cultural identity of the supervisee also affects this process (Reynaga-Abiko, 2010). Her study is relevant to the present study because Hispanic supervisees will most likely work with a supervisor of a different culture and could possibly share some of her experiences. She explains that the relationship she forms with her European American supervisee is more formal compared to the one she forms with African American and Hispanic supervisees (Reynaga-Abiko, 2010). Regardless of their culture, it is imperative for the supervisor to be considerate and respectful of potentially different cultural beliefs, including his or her own, the supervisee’s and the client’s (Ancis & Marshall, 2010).

Experiences of Working with Hispanics

Because acculturation encompasses many different values, the researcher dedicated this section to the reflection of Hispanics' collectivistic values in the literature. Different cultural values help people identify with other group members, and although interpersonal relationships are important in all cultures, they seem to especially be valued by Hispanics, mainly because they give great importance to the relationship they create with a person and how they feel with that person (Ancis & Marshall, 2010; Ladany et al., 2013; Nilsson & Duan, 2007; Reynaga-Abiko, 2010; Taylor, et.al, 2006).

Strengthening the working relationships with Hispanics.

For Hispanics the supervisory relationship has to be meaningful, since the supervisors' feedback will make them grow as professionals. People of color are marginalized in academic setting and struggle to find sources of support; making them more likely to form long-lasting relationships, which are not unethical, among people of color whose culture focuses on community rather than competition (Reynaga-Abiko, 2010).

As it was previously mentioned, a good supervisor should be able to create a safe environment which will allow supervisees to be vulnerable and take risks and help with the exploration of personal and professional issues (Ancis & Marshall, 2010); this personal treatment could be perceived by Hispanics as *personalismo*. In *personalismo* people are valued over things, and individual's achievements are emphasized in interpersonal relationships where closeness is expected (Taylor et al., 2006). As part of a minority group Hispanics may already have some predisposition to feel of less value, the cultural value of respect might also make it more difficult for them to explore issues with their supervisor. Many Hispanics are still in vulnerable positions and subject to discriminatory practices (Ayon et al., 2010).

Familismo is the value a Hispanic individual places on the strong ties with the members of their immediate and extended family (Ayon et al., 2010). Features of *familismo* like pride, belonging, and obligation are characteristics that are present in Hispanics regardless of the time they have lived in the U.S. (Ayon et al., 2010). It could be difficult for an individual of the predominant culture to adjust to the ideas of the Hispanic culture, for example traditional gender roles and power (Taylor et al., 2006).

It was mentioned by a Hispanic supervisor that showing support for her supervisees by presenting a tangible marker of the end of her journey together was of great importance (Reynaga-Abiko, 2010). Presenting a gift to another person simply acknowledges that the person is appreciated; it is not rare for Hispanics do this to show they are thankful and appreciative of the time they spent together with the other person. Giving is naturally a part of interpersonal relationships among many peoples of color it would be a culturally offensive to refuse a gift (Reynaga-Abiko, 2010). The researcher experienced a similar situation at completion of her internship; her Hispanic supervisor gave the researcher a small gift this situation was not negatively perceived by the supervisee at all, as she is from Hispanic descent.

It has been discussed that the working relationship, bond, environment, exposure to other cultures, *personalismo*, *familismo*, and *confianza* are important for Hispanics as some are integrated in their culture. It was particularly interesting to find that among these characteristics, social class issues are predominant than issues of race among Hispanics. According to Taylor et al. (2006) Hispanics place more weight on the qualifications, status, wealth, and appearance of the counselor rather than on their skin color. “The ideas of power, pride, privilege, are tied to family income, religion, and level of education rather than to skin color” (Taylor et al., 2006.p. 437).

Hispanics' perceptions of effective and ineffective characteristics in supervision.

The focus of this study is on Hispanics' supervisees preferred characteristics of an ideal supervisor. This section will discuss what has been found in the literature to be effective and ineffective characteristics skills with minority groups and with Hispanics. A study by Ladany et al. (2013) that looked for the most effective and ineffective supervisor skills, techniques, and behaviors, found that effective supervisors were those who demonstrated clinical knowledge by self-disclosing relevant clinical information to supervisees that was particularly helpful during supervision. Productive and relevant disclosure from supervisors has shown to be effective for any culture, but doing this can particularly benefit Hispanics as it will help them fulfill the *personalismo* factor that they might be looking for in a supervisor.

Creating a good first impression by reflecting a positive attitude will help create a good working relationship with the supervisee as it allows them to express themselves comfortably. Minority groups tend to give more importance to having a sense of support and openness, as well as a fair non-judgmental treatment (Bernard & Goodyear, 2014; Fukuyama, 1994).

Taylor et al. (2006) suggest validating Hispanic unique national heritages and cultural identities, by placing more importance in their spiritual values over material satisfaction, and on achievement instead of labels. When a supervisor validates the positives in Hispanic culture it will help to eliminate shame, regain dignity, make connections, and have a sense of community (Taylor et al., 2006). Carey and Manuppelli (2000) promote the idea to foster a collaborative. "Not knowing" attitude when working with Hispanics as it softens their own assumptions and preconceptions of the person, allowing descriptions to emerge.

Supervisees recognized that empowerment of their autonomy and facilitating openness to their ideas was of great value (Ladany et al., 2013). Positive and challenging feedback was also

identified as a positive characteristic of a competent supervisor, giving the supervisee an opportunity to face challenges (Ladany et al., 2013). Although those characteristics were widely recognized by supervisees of different cultures, it could have a greater impact on Hispanics as they are part of the minority group and may already be predisposed to feeling devalued. It was found among graduate Hispanics students that lived in the border of the Texas-Mexico that assignments that provided introspection and participatory activities were more beneficial to them (Dickson, Argus-Calvo & Tafoya, 2010).

Self-reflective assignments claimed to be effective (e.g., journal writing, exploration of personal biases and racial identity) as they promote multicultural awareness, knowledge, and skills, which also challenge negative cognitive attitudes toward racial diversity (Dickson et al., 2010). Hispanic students also mentioned benefiting from activities that allowed them to experience situations of power or powerlessness, culture clash and privilege in multicultural training (Dickson et al., 2010).

The task of a supervisor that is cultural sensitive with Hispanics is to find the balance between task oriented formality and warm and personalized attention (Organista, 2006). Hispanics value interpersonal relationships and this could represent, creating of a safe environment for the supervisee, form a trusting relationship where they feel valued.

On the other hand, some ineffective characteristics noted when working with an individual of a different culture the lack of support from the figure of power is a negative characteristic. Fukuyama's study (1994) noted that the lack of supervision cultural awareness was an issue for the counselor/supervisee relationship with the client. For example, culturally consistent behavior was interpreted as counter-transference, or supervisors expressing in an offending manner to the supervisee (i.e. supervisor's use of a slang label that offended the

supervisee especially if the word is not used in their culture).

Relationships with individuals of different cultures in supervision and counseling can be affected by each member's current or past experiences of prejudice, racism, and oppression, or what some scholars refer to as cultural mistrust (Nilsson & Duan, 2007). In counseling, consequences of cultural mistrust include individuals of racial and ethnic minority backgrounds expecting European American counselors to be less expert, accepting, and trustworthy and prematurely terminating counseling (Nilsson & Duan, 2007).

A study that investigated the experiences of ethnic minority supervisees with European American supervisors concluded that Hispanic supervisees reported feeling less liked by their supervisors. Feeling liked by supervisors emerged as a critical component, accounting for a significant amount of the variance in supervisee's satisfaction with supervision (Nilsson & Duan, 2007). Feeling comfortable self disclosing with supervisors was also viewed as a positive characteristic (Nilsson & Duan, 2007).

Factors Affecting Acculturation

For this study the researcher used participants' acculturation levels, from very Mexican oriented to strong Anglo oriented, to look for any differences in preferred characteristics. Because Hispanic traditional values might be more prominent among less acculturated individuals, or more Mexican oriented, and less perceptible among more acculturated individuals, or more Anglo oriented the researcher used acculturation as a predictor. The term acculturation refers to the concerns of an individual trying to resolve cultural identity including the culture of heritage and the one they are adapting to, these two affect each other in terms of how it influences a person's cultural identity (Bernard & Goodyear, 2014).

Acculturation of participants.

This study focuses on the characteristics Hispanic graduate counseling students and professional counselors prefer on a supervisor. The participants for this study were mostly collected from a Hispanic Serving Institution and counseling practices located in the Texas-Mexico border, making the majority of participants of Hispanic descent. A study of acculturation by Guinn, Vincent, Wang, and Villas (2011) focused on comparing both similarities and inconsistencies with border Hispanics and other Hispanic groups. The findings showed that communities in which the region's population is mostly of Mexican ancestry demonstrated to have an overall low-acculturation status. And although border Hispanics might be "unacculturated" communities they may be less prone to adopt some negative health behaviors regardless of the level of acculturation they present (Guinn et al., 2011). The researcher hypothesizes that participants of this study will have low acculturation levels in the ARSMA II Scale 1, mostly due to the geographic location and lack of exposure to other cultures.

Spanish language.

The Acculturation Rating Scale for Mexican Americans II –Scale 1 (ARMSA II- Scale 1), an instrument used for this study asks questions regarding the use of language (i.e. in which language participants do certain activities), making it apparent that language is part of acculturation. Some of the questions include "I enjoy speaking Spanish", "My thinking is done in the Spanish language", and "I enjoy Spanish language TV" (Cuellar, Arnold & Maldonado, 1995). Although the majority of Hispanics born in America can speak English and Spanish, it is important to consider that there are different language dialects between Hispanics who live in the United States depending on their acculturation level. (Taylor et al., 2006). The sample of convenience used for this study derives from border town areas with the Texas-Mexico border,

where the use of Spanish, English, and code-switching between the two languages is very common.

The importance of the bond between the supervisor and supervisee was previously mentioned; and sharing the language with the supervisee could enhance the working relationship but it might not be enough to earn the supervisors trust. Taylor et al. (2006), interviewed Hispanic counselors and asked about their experiences with Hispanic clients, they found that it was easier for therapist that grew up in Spanish-speaking households to relate to Hispanic clients compared to therapists that learned Spanish over time; they believed that their linguistic proficiency, combined with their firsthand knowledge of Hispanic culture, made it easier to be empathetic and understand their Hispanic clientele.

Although the present study does not measure the need of a Spanish speaking supervisor, as it is assumed that Hispanic graduate students and professional counselors are proficient in English, it is important to mention how having knowledge of their language seems to have an impact on the relationships and working bond they create with another person. A Hispanic supervisor noted that, once she earns her supervisees' trust they switch between formal and informal communication styles, they even use slang or Spanglish (Reynaga-Abiko, 2010).

Geographical location.

The sample used in this study consists of a community where the majority of residents are of Mexican descent, increasing the possibilities for Hispanic supervisees to have worked with Hispanic supervisors. The lack of exposure to other cultures in participants and homogeneity of the sample of this study is taken into consideration. The instructions of the questionnaires ask for the ideal characteristics and techniques of a supervisor, leaving out the participant's preferred ethnicity for the supervisor.

A study of multicultural training using a Hispanic sample by Dickson et al. (2010) found no significant changes in participants' affective racial attitudes. 93.3% of graduate students that participated of this study identified as Hispanic, and lived in the U.S.- Mexico border. It is of great importance to note that the population of Dickson and colleagues' study is very similar to the one on the present study. As an explanation of this result Dickson et al. (2010) mentioned that the student's unique life experiences influenced the results since they lived in a community where Hispanics are more predominant, giving them limited opportunities to be exposed to meaningful cross-racial interactions in school or outside of it (Dickson et al., 2010). Hispanic students lacked exposure to diverse populations to have a substantial change in their affective attitudes (Dickson et al., 2010).

Significance of the Study

The outcomes of this study may further expand the understanding of the differences and emphases in the value Hispanic counseling graduate students and professional counselors place on current aspects of supervision. These aspects will be separated by personal values or task oriented values in the supervisory working relationship as well as a rating of the ideal supervisor. Because Hispanic values focus on personal orientation and European American values focus on task orientation (Organista, 2006), the researcher used the acculturation level of each participant to predict if there are any differences in supervisory preferences among participants with different acculturation levels. Another factor will be to see if Hispanic counseling graduate students' and professionals' professional experience can predict their preferences of supervisory styles. Such findings would inform the theory and practice of clinical supervision to students at Hispanic Serving Institutions (HSI), and clinical supervisors in general. The conclusions generated by this research will impact the services available to the largest ethnic minority group

in the country. The exploratory nature of this research will also lay a foundation for further research in this under analyzed field of study.

Statement of the Problem

This study will identify Hispanic supervisees' perceptions of preferred characteristics of an ideal competent supervisor focusing on the working alliance and the characteristics of the supervisor; knowledge of these characteristics will provide guidance to counseling supervisors who work with Hispanic supervisees. The study will also establish if there are any changes in the emphasis Hispanic participants place on the relational aspect or on the task oriented aspect of supervision according to their acculturation level. It will also establish if the participants' professional experience affect their preferred supervisory styles. Awareness of the previously mentioned preferred characteristics could enhance the working relationship of a supervisor working with a supervisee of Hispanic descent and ultimately deliver a better service to the supervisees' clients.

Purpose of the Study

The outcomes from this study are of considerable importance to the field of multicultural supervision theory and practice, not to mention the future of psychotherapy in the United States. Ladany et al. (2013) mentioned that future research should include variables such as supervisor multicultural competence. Reynaga-Abiko (2010) suggested that future research should focus on what implies establishing credibility or who is considered a "good" supervisor? The purpose of this study is to identify the preferred characteristics Hispanic supervisees have of an ideal competent counseling supervisor and see if their acculturation level predicts their emphasis on either the personal values or task oriented values. The preferred supervisory style was also considered in this study.

Research Hypotheses

H1: Hispanic counseling graduate students and professional counselors with low levels of acculturation will have significantly higher rapport scores, than Hispanic counseling graduate students and professional counselors with high acculturation levels on the SWAI.

H2: Hispanic counseling graduate students and professional counselors with high levels of acculturation will have significantly higher client focus scores, than Hispanic counseling graduate students and professional counselors with low acculturation levels on the SWAI.

H3: Hispanic counseling graduate students' scores will be significantly higher on the task oriented subscale on the SSI.

H4: Hispanic counseling professional counselors' scores will be significantly higher on the attractive and interpersonally sensitive subscales on the SSI.

Summary

Counseling supervision is one of the most important components that ensure the future of psychology (Reynaga-Abiko, 2010). According to Bernard and Goodyear (2004) some definitions found in the literature are too broad or too narrow describing the supervision process, leading them come up with the idea that supervision is an intervention in which an experienced member on the same field provides guidance to a newer member.

The relationship supervisors build with their Hispanic supervisees is the base of competent supervision. It is imperative for the supervisor to be considerate and respectful of potentially different cultural beliefs, including his or her own, the supervisee's and the client's (Ancis & Marshall, 2010). Supervisees reported that feeling liked by supervisors emerged as a critical component in their satisfaction with supervision (Nilsson & Duan, 2007). Taylor et al. (2006) concluded "if therapists are willing to be flexible, to learn from their clients, to constantly

monitor themselves concomitantly with the clinical conversation, then meaning can be negotiated and co-constructed alongside clients”(p.437). Having that flexibility is what constitutes being cultural competent. Ladany et al. (2013) questioned if the working relationship or bond created with the supervisee will be enough to endure the problematic behaviors of supervisors when they do not perform competently.

Considering that Hispanics place great value on interpersonal relationships (Organista, 2006; Reynaga-Abiko, 2010) the researcher looked at the preferences Hispanic counseling graduate students and professional counselors have for an ideal supervisor. The researcher’s assumption is that Hispanics will place greater value on the interpersonal skills of the supervisor. The levels of acculturation and professional experience of the participants were taken into consideration as a factor that could change their perceptions of the supervisory working alliance and supervisory styles.

CHAPTER II

METHODS

This chapter explains the methodology used in this study. A description of the participants will be discussed first, followed by a section discussing the instruments utilized. The procedures will be then discussed, followed by a brief review of the research design, and data analysis.

Participants

Participants for this study were recruited from different master's level Hispanic counseling classes at a Hispanic Serving Institution, mainly composed of Mexican Americans located in the Texas-Mexico border. Doctoral level students were contacted from a border town university and a border town doctoral program in professional counseling hosted by Mississippi College through e-mail. Counselor interns, licensed professional counselors (i.e. LPC, LCDC), and licensed professional counselor- supervisors were contacted through e-mail and in person at different counseling agencies located in a Texas-Mexico border town. The careful distribution of the survey guaranteed that participants had exposure to supervision and were aware of the characteristics that an ideal competent supervisor should have.

The researcher collected data through an online website dedicated to the development of customized online surveys (surveymonkey.com). A total of 89 participants logged in to complete the online survey. The researcher excluded seven participants in total, five due to incompleteness of the survey and two because they did not self-identify as Hispanic leaving a total of Hispanic ($n = 82, 97.62\%$) and other ($n = 2, 2.38\%$). Two participants did not respond to the sex-identifying question giving the following totals, females ($n = 66, 79.52\%$) and males ($n = 17, 20.48\%$).

All participants were living in Texas-Mexico border town areas. The age of participants ranged from 21 years of age to 59 years of age, with a mode of 24 years of age, and an average

of 29 years of age. All participants were from a sample of convenience and were invited to voluntarily participate in the study. Participants were recruited via e-mail and by promoting the study in counseling psychology graduate classes at a HSI and at local counseling agencies; the e-mail included a brief explanation of the study, the nature of the questionnaire, and the approximate time that it would take to complete.

Materials

The purpose of this study is to investigate the perceptions Hispanic counseling graduate students and professional counselors have of an ideal competent counselor. In order to obtain demographic information from the participants, a series of questions were asked: the participants' age, sex, ethnicity (Hispanic/Latino, or other), to identify themselves as (Master level student, Doctoral level student, Professional Counselor Intern (CI), Licensed Professional Counselor (LPC), and Professional Counselor Supervisor (LPC-S) which will be referred as professional experience, years of experience ranging from (less than a year, 1-5 years, 5-10 years, 10-15 years, 20 or more years), an opportunity to list the licenses they have, and finally to choose their primary theoretical orientation from a given list with the option to type in their own if it was not presented (see Appendix B).

The information that was directly used in the analyses of this study includes: ethnicity, professional experience, and years of experience. The researcher used a simple linear regressions and ANOVAs using participants' years of experience as an independent variable but no significant differences were found. Therefore, the researcher only used participants' professional experience as a predictor for the SSI. Participants' age was one factor that helped the researcher understand higher scores on the client focus subscale of the SWAI, which will be explained with more detail in the following chapter. The sex-identifying question was intended to compare

rapport scores on the SWAI and attractive and interpersonally sensitive scores on the SSI were between males and females; this item was not used because the majority of participants were females (n = 66) compared to males (n = 17). The primary theoretical orientation item was not used in this study.

With the demographic information the researcher separated participants by their levels of acculturation and professional experience and years of experience to later be compared to the answers on the subscales of the Supervisory Working Alliance Inventory: Trainee Form (SWAI) (Efstation et al., 1990) (see Appendix C) and the Supervisory Styles Inventory (SSI) (Friedlander & Ward, 1984) (see Appendix D).

The Acculturation Rating Scale for Mexican Americans – II Scale 1 (ARSMA II scale 1) measures acculturation; it has been shown useful with clinical and non-clinical populations increasing its popularity (Cuellar et al., 1995). Cuellar and colleagues (1995) operationalize the term acculturation as “phenomena which results when groups of individuals having different cultures come into continues first-hand contact, with subsequent change in the original cultural patterns of either or both groups” (p.278). It is important to note that the sample selected to create this instrument was composed of “five generations levels of Mexicans, Mexican Americans, and White non-Hispanic living in a border region (South Texas)” (Cuellar et al., 1995, p.283).

This instrument has an orthogonal approach and allows for four basic quadrants from which derive bicultural typologies (Cuellar et al., 1995). The quadrants are separated as I – high integrated bicultural, II – Mexican oriented bicultural, III – low integrated bicultural, IV – assimilated bicultural (Cuellar et al., 1995). There is a total of 30 items and the scale uses a five-point Likert scale of frequency rating each item. It has two sub-scales: Anglo Orientation

Subscale (AOS) and the Mexican Orientation Subscale (MOS). The construct of ARSMA II Scale 1 measures “four factors: (a) language use and preference, (b) ethnic identity and classification, (c) cultural heritage and ethnic behaviors, and (d) ethnic interaction” (Cuellar et al., 1995, p.282). The two cultural orientation scales AOS and MOS have good internal reliabilities, the AOS Chronbach’s Alpha was .86 and the MOS Chronbach’s Alpha was .88. It also has strong construct validity by using a sample of 379 individuals that represented different generations from 1 to 5 (Cuellar et al., 1995). The cut off scores for determining acculturation level using the ARSMA II Scale 1 are as follows: Level I (very Mexican oriented) less than - 1.33; level II (Mexican oriented to approximately balanced bicultural) greater than or equal to - 1.33 and less than or equal to -.07; level III (slightly Anglo oriented bicultural) greater than -.07 and less than 1.19; level IV (strongly Anglo oriented) greater than or equal to 1.19 and less than 2.45; and level V (very assimilated or Anglicized) greater than 2.45 (Cuellar et al., 1995).

The Supervisory Working Alliance Inventory (SWAI) is a 19-item tool which measures the perceived alliance from the supervisee’s perspective. Efstation et al. (1990) operationalizes the term working alliance as the relationship in counselor supervision and the set of actions supervisors and supervisees use to facilitate the learning of the trainee. This instrument consists of “a set of identifiable activities or tasks performed by each participant in the relationship” (Efstation et al., 1990, p.323). It includes two subscales: rapport and client focus, and it uses a seven-point Likert scale of frequency rating each item used. The SSI proves to be reliable with alpha coefficients of .90 for rapport and .77 for client focus (Efstation et al., 1990).

The Supervisory Styles Inventory (SSI) is a 33-item tool in which each item is a descriptor of the supervisor’s attitudes and has four sub scales: attractive, interpersonally sensitive, task oriented, and filler items. A seven-point Likert scale of importance is used to rate

each item. Friedlander and Ward (1984) operationalized supervisory style as the “supervisor’s distinctive manner of approaching and responding to trainees and of implementing supervision” (p. 541). This instrument uses a model of the supervisor’s interrelated sources of variability, and these include: assumptive world, theoretical orientation, style-role, strategy-focus, format, and technique (Friedlander & Ward, 1984). This instrument has high internal consistency estimating alpha form .70 to .93. Test-retest reliability coefficients between a two- week period range from .78 to .94 for the total inventory and each scale (Efstation et al., 1990).

The outcome variables of primary importance are the participant’s concepts of desired characteristics of a culturally appropriate supervisor, operationalized as scores on the SWAI and the SSI. The independent variables are the levels of acculturation as measured by the ARSMA II Scale 1 and of professional experience measured by the participants’ responses on the demographic questionnaires.

Procedure

The procedure of the current study was approved and carried out in accordance with the Institutional Review Board protocol. This section will discuss the places of recruitment of participants as well as the process of how they were invited to participate in the study.

A convenience sample of Hispanic graduate students and professional counselors was recruited from a Hispanic Serving Institution (HSI) and counseling agencies, located in the Texas-Mexico border. A former student of another university with Hispanic students was contacted by the researcher to discuss the study and asked for contact information of psychology professors that could also help to distribute the survey at their university, more participants were recruited via e-mail (see Appendix F) from that institution. The researcher contacted professors from those universities and requested permission to promote the study in their classes. For one

university, the researcher was able to attend the counseling graduate classes and distribute a paper with a brief description of the study and the web-link to the questionnaires (see Appendix G), this was done at the beginning of class time. An e-mail to request participation of current and former students of one of these institutions was also sent (see Appendix F).

Different counseling agencies in the Texas-Mexico border area were contacted and invited to complete the survey via e-mail. The researcher selected those places to gather participants, as there is a high number of Hispanics living in these areas who would comply with the requirements needed in this study. Data collection lasted four months. Participation in this study was voluntary; graduate students were not offered any incentive to complete the questionnaire (i.e. extra credit), nor were the rest of the participants.

Once the participants decided to log in to the survey, they first encountered a consent form (see Appendix A), with an “I agree” option. If the participant clicked on this option it opened the rest of the survey for them allowing them to continue, but were not allowed to move on to the next page if that option was not selected. Participants were reminded in the consent form that the records will be kept in a locked file; and only the researchers will have access to them. They were also reminded that participation was completely voluntary. Participants were also notified in the consent form that they had the right to skip any questions that they did not want to answer or to withdraw from the study without being penalized. After running a pilot test with ten participants, the researcher estimated a completion time of approximately seven to ten minutes.

Research Design and Data Analysis

This study employed a casual-comparative research design. This type of design is used when it is not possible or desirable to manipulate the independent variable to attempt making

casual connections, such characteristics could include gender, or educational attainment (Schenker & Rumrill, 2004). Often, the variables in casual- comparative design cannot be experimentally manipulated (Schenker & Rumrill, 2004). The independent variable for this research design is acculturation. Acculturation was measured by the ARSMA II Scale I, this inventory separates participants into five levels but only four will be considered for this study as there were no participants for the level V. Participants of this study were Hispanics and their scores were not high enough to classify them as very assimilated or Anglicized (Level V). The rest of the levels were included, level I (very Mexican oriented); level II (Mexican oriented to approximately balanced bicultural); level III (slightly Anglo oriented bicultural); level IV (strongly Anglo oriented); and level V (very assimilated or Anglicized) (Cuellar et al., 1995).

A series of single linear regressions were conducted to predict if there was a relationship between variables. The acculturation scores of participants were used as the independent variable and compared to scores on the SWAI subscales (i.e., rapport and client focus), which served as the independent variable. Additionally, individual analyses of variance (ANOVA) tests were conducted with acculturation scores as the independent variable and SWAI subscale scores as the dependent variable.

Additional simple linear regressions were used to compare participant's professional experience, the other independent variable to the dependent variable that constituted the three subscales of SSI (attractive, interpersonal sensitive and task oriented) (Efstation et al., 1990; Friedlander & Ward, 1984). With the use of ANOVAs the researcher was able to compare group means and look for patterns.

CHAPTER III

RESULTS

The following chapter will describe the analyses of the data gathered in this study. First, a series of simple linear regressions analyses will be discussed, followed by a series of one-way analyses of variance (ANOVA). The researcher found high internal consistency in the instruments used in the study by analyzing the Chronbach's Alpha for each scale. The ARSMA II Scale 1 had α of .778; the SWAI had α .972; and the SSI had α .976.

Procedure of Analyses

Regressions.

Regression is a set of statistical procedures that help explain or predict the values of a dependent variable based on the independent variable values (Christensen, Johnson & Turner, 2014). A series of simple linear regression analyses allowed the researcher to predict the relationship between one quantitative independent variable and one quantitative dependent variable.

Simple linear regressions were the main research analyses performed to examine how acculturation levels predicted SWAI subscale scores and how professional experience predicted SSI subscale scores. Analyses were performed using IBM SPSS Statistics 20 version. The next section will discuss the variables used to test the first two hypothesis using simple linear regressions.

The variables used for the first two simple linear regressions examined how acculturation levels measured by ARSMA II Scale 1 (on a 1-5 Likert scale) predicted rapport and client focus scores on the SWAI (on a 1-7 Likert scale). The independent variable used for the first two regressions was the participant's level of acculturation measured by the 30 items of the ARSMA

II- scale 1. Typically the ASMA II Scale 1 is categorized into the following levels of acculturation: level I (very Mexican oriented); level II (Mexican oriented to approximately balanced bicultural); level III (slightly Anglo oriented bicultural); level IV (strongly Anglo oriented) (Cuellar et al., 1995). Table 1 shows the cutting scores in the ARSMA II Scale 1 to determine participants' acculturation levels. The dependent variable was the participant's scores on the subscales of rapport and client focus on the SWAI. The levels of acculturation are used for the ANOVA. For the simple regression analyses below, the ratings from the ARSMA II Scale 1 scale (1-5) were used. As it was previously mentioned the researcher opted to measure acculturation levels of participants based on the idea that Hispanic traditional values differ from European American values (Organista, 2006).

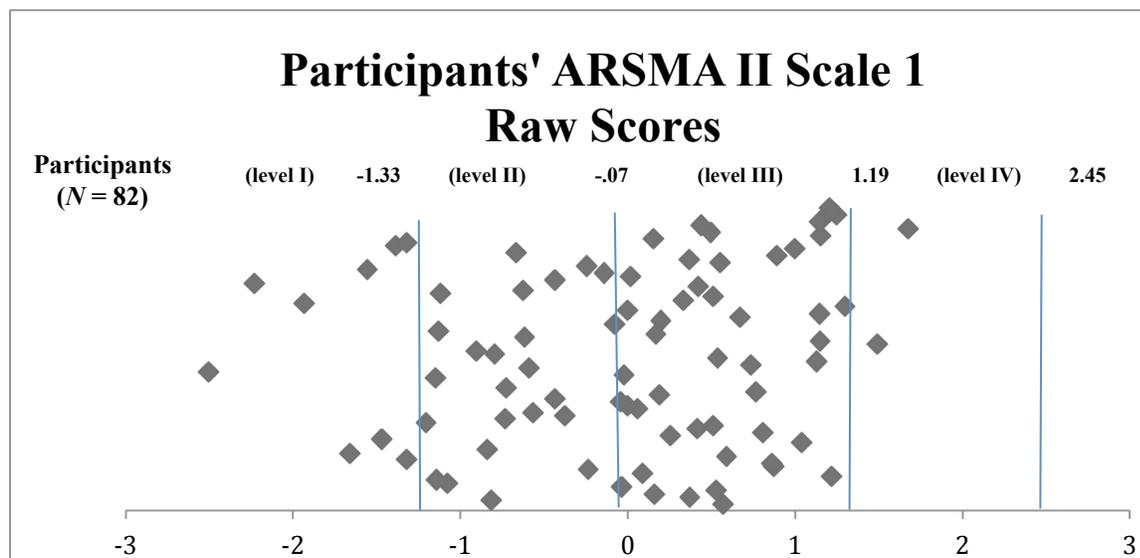
Table 1. Cut Off Scores for Determining Acculturation Level Using ARSMA II Scale 1 (adapted from Cuellar et al., 1995).

Acculturation levels	ARSMA II Acculturation Score
Level I (Very Mexican Oriented)	< -1.33
Level II (Mexican oriented to approximately balanced bicultural)	≥ -1.33 and $\leq -.07$
Level III (Slightly Anglo oriented bicultural)	$> -.07$ and < 1.19
Level IV (Strong Anglo oriented)	≥ 1.19 and < 2.45

Figure 1.1 shows the homogeneity of the sample, separating participants' ARSMA II Scale 1 raw scores into levels. The majority (n = 44) of participants were classified as level III (slightly Anglo oriented bicultural); it is important to notice that level III scores are low, or

closer to level II (Mexican oriented to approximately balanced bicultural). The concentration of the scores on the center of the table, level II and III is what keep the sample very similar.

Figure 1.1



Note. Lines that separate levels are not to scale.

Hypothesis one states that Hispanic counseling graduate students and professional counselors with low levels of acculturation would have significantly higher rapport scores, than Hispanic counseling graduate students and professional counselors with high acculturation levels on the SWAI. Throughout this study, the .05 level of significance is used as the criterion to accept or reject the null hypothesis. Simple linear regression results where the independent variable was the participants' acculturation score and the dependent variable rapport revealed a significant effect, $F(1, 80) = 3.95$, $MSE = 3.797$, $p < .05$; showing that the rapport on the SWAI was a good predictor ($\beta = -.217$, $p < .05$), with a regression intercept of 5.269 and a slope of -

.463. Thus, $\hat{Y} = 5.269 + -.463(\text{acculturation})$, represents the regression equation or prediction model for the first analysis, where \hat{Y} = the predicted rapport score. Moreover, the regression equation showed an R^2 of .047 and an adjusted R^2 of .035. This suggested that the regression equation model accounted for 3.5 percent of the variance; therefore this model explains very little of the variability of the responses around its mean. Table 2 summarizes the results on the simple linear regression for ARSMA II Scale 1 and rapport. Moreover, the overall results from the analysis ($\beta = -.217, p. < .05$) suggest that there was a negative relationship between ARSMA II Scale 1, the predictor variable, and rapport on the SWAI as the dependent variable. As scores on the ARSMA II Scale 1 (IV) decreased, there was a tendency for the SWAI rapport (DV) scores to increase. (Please note that lower scores in the ARSMA II Scale 1, ranging from less than -1.33 to -.07, are associated with Mexican orientation and higher scores, ranging from -.07 to 2.45 and greater, are associated with Anglo orientation (see Table 1). In other words, the more Mexican oriented the participant was the more he or she focused on rapport in the working alliance with their supervisor. Again these results are consistent with the hypothesis, as ARSMA II Scale 1 scores decreased; there was a tendency for rapport to increase. That is, Mexican oriented participants had higher rapport scores.

Table 2. Summary of Simple Linear Regression for ARSMA II Scale 1 Scores and SWAI Rapport Scores. (N = 82)

Variable	<i>b</i>	β	<i>t</i>	Significance
ARSMA II Scale 1	-0.463	-0.217	-1.989	— 0.05*

Note. $R^2 = .047$

* $p < .05$

A second simple linear regression was performed to test the second hypothesis using the participants' acculturation score and client focus scores as the independent variable. Hypothesis two states that Hispanic counseling graduate students and professional counselors with high levels of acculturation would have significantly higher client focus scores, than Hispanic counseling graduate students and professional counselors with low acculturation levels on the SWAI. Simple linear regression results revealed a significant effect, $F(1, 80) = 5.451$, $MSE = 5.398$, $p < .05$; showing that client focus on the SWAI was a good predictor ($\beta = -.253$, $p < .05$), with a regression intercept of 6.046 and a slope of -.648. Thus, $\hat{Y} = 6.046 + -.648(\text{acculturation})$, represents the regression equation or prediction model for the analysis, where \hat{Y} = the predicted client focus score. Moreover, the simple linear regression equation showed an R^2 of .064 and an adjusted R^2 of .052. This suggests that the regression model accounted for 5.2 percent of the variance; therefore this model explains more of the variability of the responses around its mean compared to rapport. Client focus was the best fit accounting for 5.2 percent of the variance. Table 3 summarizes the results on the simple linear regression for ARSMA II Scale 1 and client focus. Moreover, contrary to what was expected, the overall results of the analysis ($\beta = -.253$, $p < .05$) suggests that there was a negative relationship between ARSMA II Scale 1, the predictor variable, and client focus on the SWAI as the dependent variable. As scores on the ARSMA II Scale 1 (IV) decreased, there was a tendency for the SWAI client focus (DV) scores to increase. In other words, the more Mexican oriented the participant was the higher client focus preferences in the supervisory working alliance. To clarify, lower scores on the ARSMA II Scale 1 denote more Mexican orientation and higher scores denotes more Anglo orientation. A possible factor that could have contributed is that the majority of participants were Hispanic counseling graduate

students, who might show inclination towards the learning aspect of supervision. This is explained with more detail in the discussion.

Table 3. Summary of Simple Linear Regression for ARSMA II Scale 1 Scores and SWAI Client Focus Scores. (N = 82)

Variable	<i>b</i>	β	<i>t</i>	Significance
ARSMA II Scale 1	-0.648	-0.253	-2.335	0.022*

Note. $R^2 = .064$

* $p < .05$

The variables used to test the next two hypotheses using simple linear regressions include the professional experience of participant as the independent variable, collected from the demographic questionnaire: (Master level student, Doctoral level student, Professional Counselor Intern (CI), Licensed Professional Counselor (LPC), and Professional Counselor Supervisor (LPC-S). Participants that self-described as Master level student and Doctoral level student were classified by the researcher as Hispanic counseling students. The researcher classified participants that self-described as CI, LPC, and LPC-S as Hispanic professional counselors. The dependent variable was participants' scores in the SSI (from 1-7) subscales; task oriented, attractive and interpersonally sensitive (Friedlander & Ward, 1984). As it was previously mentioned the researcher opted to measure professional experience of participants based on the idea that more beginner supervisees prefer task oriented supervisory styles, whereas more experienced supervisees prefer attractive and interpersonally sensitive supervisory styles (Friedlander & Ward, 1984).

Hypothesis three states that Hispanic counseling graduate students' scores will be significantly higher in the task oriented subscale on the SSI. The results of the simple regression where the independent variable was the participant's professional experience and the dependent variable task oriented subscale did not show a significant effect, $F(1, 76) = .432$, $MSE = 2.714$, $p > .05$; showing that professional experience was not a good predictor ($\beta = .075$, $p > .05$), with a regression intercept of 5.432 and a slope of .272. Thus, $\hat{Y} = 5.432 + .272$ (professional experience), represents the regression model for the analysis, where \hat{Y} = the predicted task oriented score. Moreover, the simple regression equation showed an R^2 of .006, and an adjusted R^2 of -.007. This suggests that the regression model accounted for 0.7 percent of the variance; therefore this model explains very little of the variability of the responses around its mean. Table 4 summarizes the results on the simple linear regression for professional experience and task oriented scores on the SSI. In other words, Hispanic counseling graduate students did not show higher preferences for task oriented supervisory styles.

Table 4. Summary of Simple Linear Regression for Professional Experience and SSI Task Oriented Scores. (N = 82)

Variable	<i>b</i>	β	<i>t</i>	Significance
ARSMA II Scale 1	0.272	0.075	0.657	0.513

Note. $R^2 = .006$

* $p < .05$

Hypothesis four states that Hispanic counseling professional counselors' scores would be significantly higher in the attractive and interpersonally sensitive subscales on the SSI. The

results of the simple regression where the independent variable was the participant's professional experience and the dependent variable was attractive did not reveal a significant effect, $F(1, 76) = 2.486$, $MSE = 4.448$, $p > .05$, showing that professional experience was not a good predictor ($\beta = .178$, $p > .05$), with a regression intercept of 5.763 and a slope of .837. Thus, $\hat{Y} = 5.735 + .837$ (professional experience), represents the regression equation or predictor model for the analysis where \hat{Y} = the predicted attractive score. Moreover, the regression equation showed an R^2 of .032 and an adjusted R^2 of .019. This suggested that the regression model accounted for 1.9 percent of the variance; with nonsignificant results this was a bad predictor. Table 5 summarizes the results on the simple linear regression for professional experience and attractive scores on the SSI. In other words, Hispanic professional counselors did not show higher preferences for attractive supervisory styles.

Table 5. Summary of Simple Linear Regression for Professional Experience and SSI Attractive Scores. (N = 82)

Variable	b	β	t	Significance
ARSMA II Scale 1	0.837	0.178	1.577	0.119

Note. $R^2 = .032$

* $p < .05$

The results of the simple regression where the independent variable was the participant's professional experience and the dependent variable was interpersonally sensitive scores did not reveal a significant effect, $F(1, 76) = .356$, $MSE = 2.982$, $p > .05$, showing that professional experience was not a good predictor ($\beta = 0.68$, $p > .05$), with a regression intercept of 5.763 and

a slope of .259. Thus, $\hat{Y} = 5.763 + .259(\text{professional experience})$, represents the regression equation or prediction model for the analysis where \hat{Y} = the predicted interpersonally sensitive score. Moreover, the regression equation showed an R^2 of .005 and an adjusted R^2 of .008. This suggested that the regression model accounted for .8 percent of the variance. Table 6 summarizes the results on the simple linear regression for professional experience and interpersonally sensitive scores on the SSI.

Table 6. Summary of Simple Linear Regression for Professional Experience and SSI Interpersonally Sensitive Scores. (N = 82)

Variable	<i>b</i>	β	<i>t</i>	Significance
ARSMA II Scale 1	0.259	0.068	0.597	0.552

Note. $R^2 = .005$

* $p < .05$

ANOVA

To further analyze the data, the researcher used ANOVAs to find any differences between group means. The following section consists of the results of the hypothesis testing of the first two hypotheses using a series of ANOVA. Analyses were performed using IBM SPSS Statistics 20 version. This research analysis compared the means of the participants' acculturation levels and participants' subscale scores on the SWAI (rapport and client focus; Efstation et al., 1990). The means of the participants' professional experience and participants' subscale scores on the SSI (attractive, interpersonally sensitive, and task oriented; Friedlander & Ward, 1984) were also compared. The variables used for the first two ANOVA include

participants' acculturation levels as the independent variable measured by ARSMA II Scale 1: level I (very Mexican oriented); level II (Mexican oriented to approximately balanced bicultural); level III (slightly Anglo oriented bicultural); level IV (strongly Anglo oriented; Cuellar et al., 1995). For the first set of ANOVAs, the independent variable will include four levels, and then it will be reduced to two levels to increase statistical power. The dependent variable was the participant's scores on the subscales of rapport and client focus on the SWAI. The next section will discuss the ANOVA where the independent variable included the four levels of acculturation.

ARSMA II Scale 1 with four levels of acculturation orientation: very Mexican oriented to strong Anglo oriented.

Hypothesis one states that Hispanic counseling graduate students and professional counselors with low levels of acculturation would have significantly higher rapport scores, than Hispanic counseling graduate students and professional counselors with high acculturation levels on the SWAI. One-way ANOVAs were performed to compare the group means and test the hypotheses. The results of a one-way ANOVA, where the independent variable was the four levels of acculturation and the dependent variable the rapport scores showed a nonsignificant effect, $F(3, 78) = .711$, $MSE = 3.987$, $p = .548$. Table 7 shows the mean scores for participants in all levels. The results suggest a pattern in which more Mexican oriented participants tend to score higher on rapport than more Anglo oriented participants. Although the results are in the right direction, the ANOVA was not reliable. A possible reason for these results could be that the number of participants was not big enough to provide significant results, more detailed information can be found on the following chapter.

Table 7. Summary of ANOVA for ARSMA II Scale 1 and SWAI Rapport Scores.
(N = 82)

Variable	<i>n</i>	<i>M</i>	<i>SD</i>
Level I (Very Mexican Oriented)	11	5.92	2.07
Level II (Mexican oriented to approximately balanced bicultural)	20	5.52	1.52
Level III (Slightly Anglo oriented bicultural)	44	5.07	2.11
Level IV (Strong Anglo oriented)	7	4.93	2.28

Hypothesis two states that Hispanic counseling graduate students and professional counselors with high levels of acculturation would have significantly higher client focus scores, than Hispanic counseling graduate students and professional counselors with low acculturation levels on the SWAI. The results of ANOVA, where the independent variable was the four levels of acculturation and the dependent variable the task oriented scores showed a nonsignificant effect, $F(3, 78) = .926$, $MSE = 5.710$, $p = .432$. Table 8 shows the mean scores of participants in all four levels. The results suggest a pattern in which more Mexican oriented participants tend to score higher on client focus than more Anglo oriented participants. This pattern contradicts the researcher hypothesis. The professional experience of participants could be a factor that influenced the results, which will be further explained on the discussion chapter.

ARSMA II Scale 1 with two levels of acculturation: Mexican oriented and Anglo oriented.

To increase statistical power the researcher reduced the number of levels of the ARSMA II – Scale 1 from four to two. Because some of the levels had very small *n*'s, the researcher

joined level I and II (very Mexican oriented and Mexican oriented to approximately balanced bicultural) and level III and IV (slightly Anglo oriented bicultural and strongly Anglo oriented). The researcher had a Mexican oriented group and an Anglo oriented group. The following section consists of the results of the hypothesis testing of the first two hypotheses using a series of ANOVAs. Analyses were performed using IBM SPSS Statistics 20 version. This research analysis compared the means of the participants' acculturation levels, separated in two groups Mexican oriented and Anglo oriented, and participants' subscale scores on the SWAI (rapport and client focus; Efstation et al., 1990). And compared means of the participants' acculturation levels, separated in two groups Mexican oriented and Anglo oriented, and participants' subscale scores on the SSI (attractive, interpersonally sensitive, and task oriented) (Friedlander & Ward, 1984). For the first two ANOVAs, the independent variable was participants' acculturation group: Mexican oriented group and Anglo oriented group measured by ARSMA II Scale 1. The dependent variable was the participant's scores on the subscales of rapport and client focus on the SWAI.

Table 8. Summary of ANOVA for ARSMA II Scale 1 and SWAI Client Focus Scores. (N = 82)

Variable	<i>n</i>	<i>M</i>	<i>SD</i>
Level I (Very Mexican Oriented)	11	6.91	2.39
Level II (Mexican oriented to approximately balanced bicultural)	20	6.43	1.84
Level III (Slightly Anglo oriented bicultural)	44	5.74	2.56
Level IV (Strong Anglo oriented)	7	5.71	2.63

Hypothesis one states that Hispanic counseling graduate students and professional counselors low levels of acculturation would have significantly higher rapport scores, than Hispanic counseling graduate students and professional counselors with high acculturation levels on the SWAI. The results of ANOVA, with two acculturation groups as the independent variable and rapport scores as the dependent variable showed a nonsignificant effect, $F(1, 80) = 1.846$, $MSE = 3.894$, $p = .178$. Table 9 shows the mean scores of participants in two levels. Mexican oriented participants show preferences to rapport in the supervisory working alliance, but not significantly $p = .178$. Although the results are in the right direction, the ANOVA was not reliable. Even with the combination of both Mexican oriented levels (I and II) the small number of participants did not permit a significant result.

Table 9. Summary of ANOVA for ARSMA II Scale 1 and SWAI Rapport Scores Using Two Levels. (N = 82)

Variable	<i>n</i>	<i>M</i>	<i>SD</i>
Mexican oriented group	31	5.66	1.71
Anglo oriented group	51	5.05	2.11

Hypothesis two states that Hispanic counseling graduate students and professional counselors with high levels of acculturation would have significantly higher client focus scores, than Hispanic counseling graduate students and professional counselors with low acculturation levels on the SWAI. The results of ANOVA, with two acculturation groups as the independent variable and client focus scores as the dependent variable showed a nonsignificant effect, $F(1,$

80) = 2.541, MSE = 5.588, $p = .115$. Table 10 shows the mean scores of participants in two levels. Mexican oriented participants show preferences to client focus interventions in the supervisory working alliance, but not significantly $p = .115$. The majority of the sample consisted of Hispanic counseling graduate students ($n = 56$), which could have influenced the results, contradicting the hypothesis. Task oriented preferences for this population are discussed in the following chapter.

Table 10. Summary of ANOVA for ARSMA II Scale 1 and SWAI Client Focus Scores Using Two Levels. (N = 82)

Variable	<i>n</i>	<i>M</i>	<i>SD</i>
Mexican oriented group	31	6.6	2.03
Anglo oriented group	51	5.74	2.54

Professional Experience

The following section consists of the results of the hypothesis testing of the last two hypotheses using a series of ANOVA. Analyses were performed using IBM SPSS Statistics 20 version. This research analysis compared the means of the participants' professional experience and participants' subscale scores on the SSI (attractive, interpersonally sensitive, task oriented; Friedlander & Ward, 1984). The variables used to test the last hypothesis using ANOVA include participants' professional experience of participant as the independent variable, collected from the demographic questionnaire: (Master level student, Doctoral level student, Professional

Counselor Intern (CI), Licensed Professional Counselor (LPC), and Professional Counselor Supervisor (LPC-S). Participants that self-described as Master level student and Doctoral level student were classified by the researcher as Hispanic counseling students. The dependent variable was participants' scores in the SSI (from 1-7) subscales; task oriented, attractive and interpersonally sensitive (Friedlander & Ward, 1984).

Hypothesis three states that Hispanic counseling graduate students' scores will be significantly higher in the task oriented subscale on the SSI. The results of ANOVA, where the independent variable was the participant's professional experience and the dependent variable task oriented subscale showed a nonsignificant effect, $F(1, 76) = .432$, $MSE = 2.714$, $p = .513$. Table 11 shows participants' task oriented SSI mean scores. Contrary from what was expected, Hispanic professional counselors had slightly higher scores in the task oriented scores on the SSI, but not significantly $p = .513$. In other words, Hispanic counseling graduate students did not show higher preferences for task oriented supervisory styles. Possible reasons for these results are that the majority of the sample consisted of Hispanic counseling graduate students ($n = 56$); another factor could be the sample's homogeneity in the ARSMA II Scale 1 scores.

Table 11. Summary of ANOVA for Professional Experience and SSI Task Oriented Scores. ($N = 78$)

Variable	<i>n</i>	<i>M</i>	<i>SD</i>
Hispanic counseling graduate students	56	5.43	1.79
Hispanic professional counselors	22	5.7	1.19

Hypothesis four states that Hispanic counseling professional counselors' scores would be significantly higher in the attractive and interpersonally sensitive subscales on the SSI. The results of ANOVA where the independent variable was the participant's professional experience and the dependent variable were the scores on the attractive and interpersonally sensitive subscales showed a nonsignificant effect: attractive, $F(1, 76) = 2.486, p = .119, MSE = 4.448$. Table 12 shows participants' SSI attractive mean scores. Although the results are in the right direction, the ANOVA was not reliable, probably for lack of a bigger sample. Based on the mean scores only, it can be noted that Hispanic professional counselors look for attractive supervisory styles.

Table 12. Summary of ANOVA for Professional Experience and SSI Attractive Scores. (N = 78)

Variable	<i>n</i>	<i>M</i>	<i>SD</i>
Hispanic counseling graduate students	56	5.73	1.89
Hispanic professional counselors	22	6.57	2.59

There was also a nonsignificant effect: interpersonally sensitive subscale, $F(1, 76) = .356, MSE = 2.982, p = .552$. Table 13 shows the participants' interpersonally sensitive mean scores on the SSI. Although the results are in the right direction, the ANOVA was not reliable, probably for lack of a bigger sample. Based on the mean scores only, it can be noted that Hispanic professional counselors look for interpersonally sensitive supervisory styles.

Table 13. Summary of ANOVA for Professional Experience and SSI Interpersonally Sensitive Scores. (N = 78)

Variable	<i>n</i>	<i>M</i>	<i>SD</i>
Hispanic counseling graduate students	56	5.76	1.87
Hispanic professional counselors	22	6.02	1.27

CHAPTER IV

DISCUSSION

The following chapter includes a discussion of the homogeneity of the sample, the results of the hypothesis testing, limitations of the study, implications for counseling supervisors and implications for future additional studies. Finally, a brief summary of the entire study will be provided.

Sample Homogeneity

The sample of the study was unexpectedly very homogeneous in terms of levels of acculturation and education; both factors were used as independent variables in the study. All participants were graduate students or professionals; this increases the probability of them being more acculturated and provide more Anglo oriented responses in the ARSMA II Scale 1. For example, some of the ARSMA II Scale 1 questions include participants' use of English and Spanish languages when they speak, read, write, think, etc. Although the majority of participants were classified as level III, (slightly Anglo oriented bicultural) ($n = 44$) they reported low scores that were closer to level II (Mexican oriented to approximately balanced bicultural), the cut off scores for determining acculturation levels using ARSMA II Scale is provided in Table 1. Figure 1.1 provides a visual of the participants' ARSMA II Scale 1 raw scores

To differentiate participants' professional experience the researcher separated them into two levels Hispanic counseling students and Hispanic counseling professionals in their responses on the SSI. Four participants had to be excluded because they omitted the professional experience question leaving a total of $n = 78$ participants. The number of Hispanic counseling students ($n = 56$) outnumbered Hispanic counseling professionals ($n = 22$). The number of

Hispanic counseling students skewed the sample, reducing the possibilities to find significant results in the study.

This study focused on the preferred characteristics Hispanic counseling graduate students and professional counselors have of an ideal supervisor. The researcher expected to find significant differences between the responses of participants according to their levels of acculturation and professional experience. The instrument used to measure acculturation separated participants into four levels: Level I (very Mexican oriented); level II (Mexican oriented to approximately balanced bicultural); level III (slightly Anglo oriented bicultural); level IV (strongly Anglo oriented); and level V (very assimilated or Anglicized) (Cuellar et al., 1995). Based on the idea that Hispanics are collectivistic and place great value on interpersonal relationships (Organista, 2006; Reynaga-Abiko, 2010) the researcher hypothesized that participants with lower acculturation levels, or more Mexican oriented, would score higher on rapport on the SWAI. On the other hand, it was hypothesized that participants with higher acculturation levels, or more Anglo oriented, would score higher on the subscales of client focus on the SWAI.

The results of simple regression analyses using the ARSMA III Scale 1 and the SWAI showed significant differences. From those analyses it can be concluded that more Mexican oriented Hispanic counseling graduate students and professional counselors preferred a supervisory alliance that values rapport.

It was also found among the same group of participants that a client focused supervisory working alliance was significantly valued by more Hispanic oriented participants. It is important to mention that the majority of the ARSMA II Scale 1 scores were skewed to the Mexican oriented side, even when the number was high enough to categorize them as Anglo oriented (see

Figure 1.1). Another factor that should be taken into consideration is that the majority of participants were Hispanic counseling graduate students, which may lead them to focus on the learning aspect of supervision as suggested by Bernard and Goodyear (2014) and Friedlander and Ward (1984).

Hypotheses three and four were based on Friedlander and Ward's (1984) idea that more beginner supervisees will have a preference for task oriented supervisory styles whereas more experienced supervisees will have a preference for attractiveness and interpersonal sensitive style of the supervisor. Based on this idea the researcher separated participants into two groups based on their professional experience, Hispanic counseling graduate students which represented the beginners and Hispanic professional counselors which represented more experienced individuals or interns.

After conducting a series of simple linear regressions and ANOVAs the researcher found that professional experience was not a good predictor, as it did not provide any significant results. However, the researcher wants to note that although there were no significant differences the mean scores on some of the ANOVAs were going into the predicted direction. Hispanic counseling professionals showed slightly higher scores on the relational values of the supervisory styles (attractive and interpersonally sensitive).

Some factors that possibly influenced these results could be that the majority of participants were classified as Hispanic counseling graduate students; another factor could be that the scores of the largest acculturation group (slightly Anglo oriented bicultural) were not high enough to make a distinction between participants (see Table 1).

The researcher invited Hispanic counseling students and professionals to participate in the study equally. To obtain an equal amount of Hispanic counseling professionals, the

researcher distributed the study to multiple counseling agencies. One of the reasons the researcher might have collected more Hispanic counseling students could be because the university setting provided an opportunity to engage more participants compared to counseling agencies. The collection of the data was particularly difficult as the target population that was required was very specific and scarce.

Limitations of the Study

One of the limitations of this study is that the small number of participants ($N = 82$) did not provide enough statistical power once the analyses were conducted. Other limitation is the unexpected homogeneity of the sample, the researcher expected to have more differences between participants in the ARSMA II Scale 1 scores. Although the ARSMA II Scale 1 was created using individuals residing in border areas of South Texas, similar to the population of this study, this sample was very specific and consisted of participants with higher professional experience, which may have contributed to the homogeneity. It could be expected to see higher acculturation levels in Hispanic counseling graduate students and professional counselors, due to their level of professional experience as they probably read, write, and speak, in English very often. The homogeneity of the sample decreased the possibilities to find significant differences between participants. Closeness to Mexico and lack of exposure to different cultures might have contributed to the homogeneity of the sample. The results from this study cannot be generalized to other Hispanic groups in the country.

Implications for Supervisors

Based on the findings of this study it is important for a supervisor not to neglect the relational aspects of supervision when focusing on task oriented interventions when working

with Hispanics. It is important for supervisors to not be exclusive with the approach they take (interpersonal or task oriented).

Based on the findings of the study that looked at the acculturation levels and professional experience of Hispanic counseling graduate students and professional counselors, a supervisor could expect the Hispanic supervisee placing great value on the rapport aspect of the working alliance specially if they are less acculturated or more Mexican oriented. On the other hand, depending on the Hispanic supervisees' experience in the field their preferences will slightly vary; if the professional experience of the Hispanic supervisee is scarce the supervisor could provide more client focus into supervision.

Implications for Future Research

The researcher suggests to other professionals who work with Hispanics to expand this study using a larger cross cultural sample that includes Hispanics from border town areas, Hispanics from other areas of the United States where they have exposure to a different cultures, and Mexicans from Mexico. A sample with participants from those areas could show greater variation in their ARSMA II Scale 1 scores.

Another pertinent factor for future studies would be securing a similar number of Hispanic counseling student and Hispanic counseling professionals before proceeding with the data analysis. Cross cultural comparison with other groups of supervisees, including Anglo and other minorities would also be an additional contribution to the literature on this subject.

Summary

The aim of this study was to identify the preferred characteristics Hispanics counseling graduate students and professional counselors have of an ideal supervisor. The instruments that were selected to measure these characteristics focused on interpersonal and on task oriented

aspects of the working alliance with the supervisor and supervisory skills. By using the ARSMA II Scale 1 to measure participants' acculturation, the researcher expected to see high rapport scores on the SWAI subscale based on the idea that Hispanics are collectivistic and focus on interpersonal relationships. On the other hand, due to their individualistic values it was expected to find participants with high acculturation levels or more Anglo oriented to score higher on the client focus subscale of the SWAI. Participants' professional experience was compared with the scores of the SSI subscales to determine if Hispanics counseling graduate students preferred task oriented supervisory styles and if Hispanic professional counselors preferred a more attractive and interpersonally sensitive style of supervision.

The researcher found two significant results on the simple linear regressions conducted with the ARSMA II Scale 1 scores and the SWAI. More Mexican oriented participants scored higher on rapport as well as on client focus. The rapport scores were expected whereas the client focus were not, a factor that could have influenced the client focus scores are a majority group of Hispanic counseling graduate students.

The researcher concluded that the sample collected was very homogeneous and small which limited the statistical power and possibilities of finding more significant differences when the hypotheses were tested. Even with these limitations the researcher found significant differences in rapport scores of participants that were more Mexican oriented as well as on the client focus subscale. The professional experience of the participants could be the factor that possibly influenced the client focus preferences of supervisees, because the majority of participants were Hispanic counseling graduate students, who are more beginners and prefer to focus on the learning aspects of supervision.

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APPENDICES

APPENDIX A
STATEMENT OF INFORMED CONSENT



Texas A&M International University
Hispanic Graduate Students' Conceptualization of A Culturally
Competent Counselor Supervision Model

You are being asked to take part in a research study of how Hispanic graduate students and Hispanic counselors conceptualize a culturally competent counselor because you meet the characteristics required. Your responses will be used in a Master's thesis dissertation. Please read this form carefully. The purpose of this study is to learn about the preferred factors that Hispanics seek in a supervisor. If you agree to be in this study, you will be asked to fill out some questionnaires that will take an approximate time of 7-10 minutes. We do not anticipate any risks to you participating in this study other than those encountered in day-to-day life. The benefit obtained by participating is a better understanding of preferences for supervisors. The records of this study will be kept private. In any sort of report we make public we will not include any information that will make it possible to identify you. Research records will be kept in a locked file; only the researchers will have access to the records. Taking part in this study is completely voluntary. You may skip any questions that you do not want to answer. If you decide to withdraw you can do so at any time. The researchers conducting this study are Dr. Gilberto Salinas and Alina Martinez. If you have questions, you may contact Dr. Gilberto Salinas at gsalinas@tamiu.edu or at (956) 326-2636, CH 312B. You can reach Alina Martinez at alina_mtz@dusty.tamiu.edu. If you have any questions or concerns regarding your rights as a subject in this study, you may contact Dr. Jennifer Coronado, Chair of the TAMIU Institutional Review Board at (956) 326-2673 or via email to irb@tamiu.edu. You will be given a copy of this form to keep for your records.

I have read the above information, and have received answers to any questions I asked. I consent to take part in the study.

Your Signature _____ Date _____

Your Name (printed) _____

In addition to agreeing to participate, I also consent to having the interview video-recorded.

Your Signature _____ Date _____

Signature of person obtaining consent _____ Date _____

Printed name of person obtaining consent _____ Date, _____

This consent form will be kept by the researcher for at least three years beyond the end of the study and was approved by the IRB on [December 19, 2013].

APPENDIX B
DEMOGRAPHIC INFORMATION QUESTIONNAIRE

Demographic Information Questionnaire

Please read the following questions carefully and mark the box that applies to you, or fill in the blank when required.

Age: _____

Sex: Female Male

Ethnicity: Hispanic/Latino Other

I am currently a (select all that apply)

- Counseling Master level student
- Counseling Doctoral level student
- Professional Counselor Intern
- Licensed Professional Counselor (LPC)
- Licensed Professional Counselor – Supervisor

Years of experience:

- Less than 1 year
- 1-5 years
- 5-10 years
- 10-15 years
- 20 or more years

Licenses held:

Primary theoretical orientation (please select one)

- Cognitive-behavioral therapy
- Dialectical behavioral therapy
- Eye Movement Desensitizing and Reprocessing (EMDR)
- Family systems therapy
- Feminist therapy
- Gestalt therapy
- Humanistic approaches
- Integrative therapy
- Narrative therapy

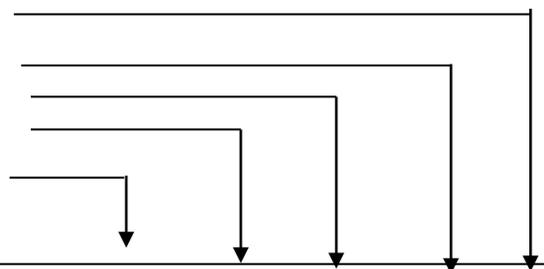
- Psychodynamic/Psychoanalytic
 - Adlerian therapy
 - Existential therapy
 - Behavior therapy
 - Reality therapy
 - Other _____
-
-

APPENDIX C
ACCULTURATION RATING SCALE FOR MEXICAN AMERICANS – SCALE 1
(ARSMA – SCALE 1)

ARSMA-II-Scale 1

Please read each statement and then circle the number corresponding to the appropriate point on the following five-point scale.

- (5) Almost Always/Extremely Often**
(4) Much/Very Often
(3) Moderately
(2) Very Little/Not very Much
(1) Not at all



- | | | | | | |
|--|-----|-----|-----|-----|-----|
| 1. I speak Spanish..... | (1) | (2) | (3) | (4) | (5) |
| 2. I speak English.....
(5) | | (1) | (2) | (3) | (4) |
| 3. I enjoy speaking Spanish..... | (1) | (2) | (3) | (4) | (5) |
| 4. I associate with Anglos..... | (1) | (2) | (3) | (4) | (5) |
| 5. I associate with Latinos and/or
Latino Americans | (1) | (2) | (3) | (4) | (5) |
| 6. I enjoy Spanish language
music..... | (1) | (2) | (3) | (4) | (5) |
| 7. I enjoy listening to English
language music..... | (1) | (2) | (3) | (4) | (5) |
| 8. I enjoy Spanish language TV..... | (1) | (2) | (3) | (4) | (5) |
| 9. I enjoy English language TV..... | (1) | (2) | (3) | (4) | (5) |
| 10. I enjoy English language movies..... | (1) | (2) | (3) | (4) | (5) |
| 11. I enjoy Spanish language movies..... | (1) | (2) | (3) | (4) | (5) |
| 12. I enjoy reading books in Spanish..... | (1) | (2) | (3) | (4) | (5) |
| 13. I enjoy reading books in English..... | (1) | (2) | (3) | (4) | (5) |

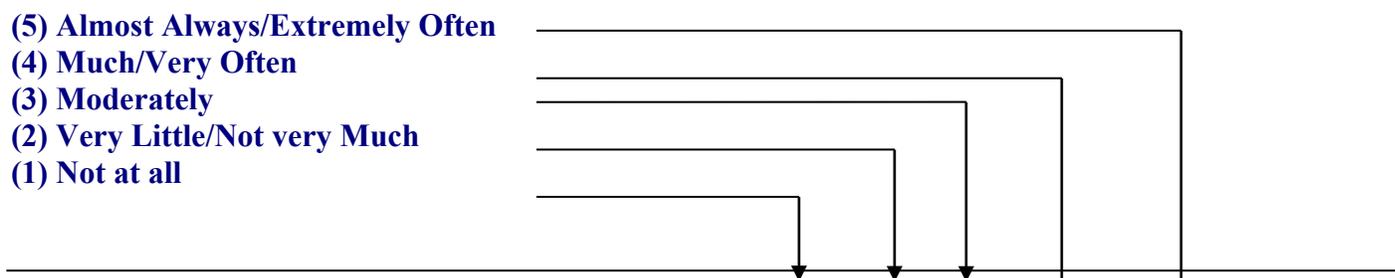
(5) Almost Always/Extremely Often

(4) Much/Very Often

(3) Moderately

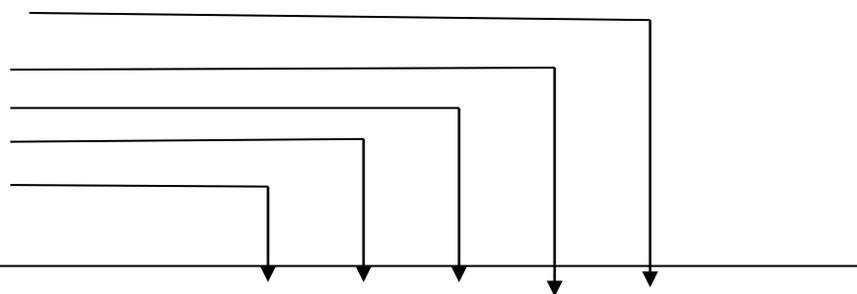
(2) Very Little/Not very Much

(1) Not at all



14. I write letters in Spanish.....	(1)	(2)	(3)	(4)	(5)
15. I write letters in English	(1)	(2)	(3)	(4)	(5)
16. My thinking is done in the English language.....	(1)	(2)	(3)	(4)	(5)
17. My thinking is done in the Spanish language.....	(1)	(2)	(3)	(4)	(5)
18. My contact with Mexico/Puerto Rico, or another Latin American country has been.....	(1)	(2)	(3)	(4)	(5)
19. My contact with the USA has been.....	(1)	(2)	(3)	(4)	(5)
20. My father identifies or identified himself as “Latino”.....	(1)	(2)	(3)	(4)	(5)
21. My mother identifies or identified herself as “Latina’.....	(1)	(2)	(3)	(4)	(5)
22. My friends while I was growing up were of Latino origin	(1)	(2)	(3)	(4)	(5)
23. My friends while I was growing up were of Anglo origin	(1)	(2)	(3)	(4)	(5)
24. My family cooks Latino foods	(1)	(2)	(3)	(4)	(5)

- (5) Almost Always/Extremely Often
 (4) Much/Very Often
 (3) Moderately
 (2) Very Little/Not very Much
 (1) Not at all



-
25. My friends now are of Anglo origin..... (1) (2) (3) (4) (5)
26. My friends now are of Latino origin..... (1) (2) (3) (4) (5)
27. I like to identify myself as an Anglo
 American.....(1) (2) (3) (4) (5)
28. I like to identify myself as Latino
 American.....(1) (2) (3) (4) (5)
29. I like to identify myself as Latino..... (1) (2) (3) (4) (5)
30. I like to identify myself as American (1) (2) (3) (4) (5)

APPENDIX D

**SUPERVISORY WORKING ALLIANCE INVENTORY (SWA) – SUPERVISEE FORM
(SWAI)**

SUPERVISORY WORKING ALLIANCE INVENTORY: TRAINEE FORM

Please indicate the frequency with which the behavior described in each of the following items seems characteristic of your work with your ideal supervisor. After each item, circle the number corresponding, to the appropriate point on the following seven-point scale:

	1						7
	Almost						Almost
	Never						Always
1. I feel comfortable working with my supervisor.	1	2	3	4	5	6	7
2. My supervisor welcomes my explanations about the client's behavior.	1	2	3	4	5	6	7
3. My supervisor makes the effort to understand me.	1	2	3	4	5	6	7
4. My supervisor encourages me to talk about my work with clients in ways that are comfortable for me.	1	2	3	4	5	6	7
5. My supervisor is tactful when commenting about my performance.	1	2	3	4	5	6	7
6. My supervisor encourages me to formulate my own interventions with the client.	1	2	3	4	5	6	7
7. My supervisor helps me talk freely in our sessions.	1	2	3	4	5	6	7
8. My supervisor stays in tune with me during supervision.	1	2	3	4	5	6	7
9. I understand client behavior and treatment technique similar to the way my supervisor does.	1	2	3	4	5	6	7
10. I feel free to mention to my supervisor any troublesome feelings I might have about him/her.	1	2	3	4	5	6	7
11. My supervisor treats me like a colleague in our supervisory sessions.	1	2	3	4	5	6	7
12. In supervision, I am more curious than anxious when discussing my difficulties with clients.	1	2	3	4	5	6	7
13. In supervision, my supervisor places a high	1	2	3	4	5	6	7

1
Almost Never

7
Almost Always

priority on our understanding the client's perspective.

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 14. My supervisor encourages me to take time to understand what the client is saying and doing. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. My supervisor's style is to carefully and systematically consider the material I bring to supervision | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. When correcting my errors with a client, my supervisor offers alternative ways of intervening a client. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. My supervisor helps me work within a specific treatment plan with my clients. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. My supervisor helps me stay on track during our meetings. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. I work with my supervisor on specific goals in supervisory session. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

APPENDIX E
SUPERVISORY STYLES INVENTORY (SSI)

SUPERVISORY STYLES INVENTORY

Please indicate your perception of the style of the ideal supervisor of psychotherapy/counseling on each of the following descriptors. Circle the number on the scale from 1 to 7, which would best reflect your view of him or her.

	1						7
	not						very
	very						much
1. goal-oriented	1	2	3	4	5	6	7
2. perceptive	1	2	3	4	5	6	7
3. concrete	1	2	3	4	5	6	7
4. explicit	1	2	3	4	5	6	7
5. committed	1	2	3	4	5	6	7
6. affirming	1	2	3	4	5	6	7
7. practical	1	2	3	4	5	6	7
8. sensitive	1	2	3	4	5	6	7
9. collaborative	1	2	3	4	5	6	7
10. intuitive	1	2	3	4	5	6	7
11. reflective	1	2	3	4	5	6	7
12. responsive	1	2	3	4	5	6	7
13. structured	1	2	3	4	5	6	7
14. evaluative	1	2	3	4	5	6	7
15. friendly	1	2	3	4	5	6	7
16. flexible	1	2	3	4	5	6	7
17. prescriptive	1	2	3	4	5	6	7
18. didactic	1	2	3	4	5	6	7
19. thorough	1	2	3	4	5	6	7
20. focused	1	2	3	4	5	6	7
21. creative	1	2	3	4	5	6	7
22. supportive	1	2	3	4	5	6	7
23. open	1	2	3	4	5	6	7
24. realistic	1	2	3	4	5	6	7
25. resourceful	1	2	3	4	5	6	7
26. invested	1	2	3	4	5	6	7
27. facilitative	1	2	3	4	5	6	7
28. therapeutic	1	2	3	4	5	6	7
29. positive	1	2	3	4	5	6	7
30. trusting	1	2	3	4	5	6	7
31. informative	1	2	3	4	5	6	7
32. humorous	1	2	3	4	5	6	7
33. warm	1	2	3	4	5	6	7

APPENDIX F**RESEARCH PARTICIPATION INVITATION (E-MAIL VERSION)**

Recruitment E-mail (Quantitative data)

To: (participant's e-mail addresses)

From: martinez.alina@live.com/gsalinas@tamiu.edu

BCC: martinez.alina@live.com/gsalinas@tamiu.edu

Subject: Research Participation Invitation: Conceptualization of an Ideal Supervisor

You are being asked to take part in a research study of how Hispanic graduate students and Hispanic counselors conceptualize an ideal supervisor. If you agree to be part of this study, you will have to fill out the questionnaires found in the link below. Completing the survey will take approximately 7-10 minutes of your time.

<https://www.surveymonkey.com/s/NNCHWS8>

Taking part in this study is completely voluntary. You may skip any questions that you do not want to answer. If you decide not to take part or to skip some of the questions you are free to withdraw at any time.

Contact information

Questions about this research should be addressed to Dr. Gilberto Salinas at gsalinas@tamiu.edu or at (956) 326-2636. Or you can reach Alina Martinez at alina_mtz@dusty.tamiu.edu. Questions or concerns about the research, research participants' rights, and/or research-related injuries to participants should be directed to the TAMIU IRB chair, Dr. Jennifer Coronado, at (956) 326-2673 or via email to irb@tamiu.edu.

This email message is an approved request for participation in research that has been approved or declared exempt by the Texas A&M International University Institutional Review Board (IRB) # 2013-10-24.

APPENDIX G**RESEARCH PARTICIPATION INVITATION (PRINTED VERSION)**

Research Participation Invitation: Conceptualization of an Ideal Supervisor

You are being asked to take part in a research study of how Hispanic graduate students and Hispanic counselors conceptualize an ideal supervisor. If you agree to be part of this study, you will have to fill out the questionnaires found in the link below. Completing the survey will take approximately 7-10 minutes of your time.

<https://www.surveymonkey.com/s/NNCHWS8>

Taking part in this study is completely voluntary. You may skip any questions that you do not want to answer. If you decide not to take part or to skip some of the questions you are free to withdraw at any time.

Contact information

Questions about this research should be addressed to Dr. Gilberto Salinas at gsalinas@tamiu.edu or at (956) 326-2636. Or you can reach Alina Martinez at alina_mtz@dusty.tamiu.edu. Questions or concerns about the research, research participants' rights, and/or research-related injuries to participants should be directed to the TAMIU IRB chair, Dr. Jennifer Coronado, at (956) 326-2673 or via email to irb@tamiu.edu.

This email message is an approved request for participation in research that has been approved or declared exempt by the Texas A&M International University Institutional Review Board (IRB) # 2013-10-24.

VITA

Alina Martinez received her Bachelor of Arts degree in psychology with a minor in studio arts, cum laude, from Texas A&M International University in December 2011. She entered the Master of Arts of Counseling Psychology at Texas A&M International University in January 2012. Her research interests include Hispanic Graduate Students' Conceptualization of a Culturally Competent Supervisor. Past research interest was on development through academic mentoring experiences. Her conference presentations include Pathways Student Research Symposium at Texas A&M University –Kingsville where she did a poster presentation: Hispanic Graduate Students' Conceptualization of a Culturally Competent Counselor Supervision Model in 2013; the Lamar Bruni Vergara Conference at Texas A&M International University where she did a poster presentation: Hispanic Graduate Students' Mentoring Experiences: What Influences Their Development? in 2013; the Mentoring Institute Conference at University of Mexico she did an oral presentation: Hispanic Graduate Students' Mentoring Experiences: What Influences Their Development? in 2012.

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Education: B.A., Psychology/Studio Arts, Cum Laude, Texas A&M International University, 2011.
M.A., Texas A&M International University, 2014.