

2013

Talking About Sexual Attraction in Supervision: Trainee Experience and Disclosure in Supervision

Elizabeth DeBoer Kreider
Lehigh University

Follow this and additional works at: <http://preserve.lehigh.edu/etd>

 Part of the [Counseling Psychology Commons](#)

Recommended Citation

Kreider, Elizabeth DeBoer, "Talking About Sexual Attraction in Supervision: Trainee Experience and Disclosure in Supervision" (2013). *Theses and Dissertations*. Paper 1528.

This Dissertation is brought to you for free and open access by Lehigh Preserve. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Lehigh Preserve. For more information, please contact preserve@lehigh.edu.

Talking About Sexual Attraction in Supervision:
Trainee Experience and Disclosure in Supervision

by

Elizabeth DeBoer Kreider

Presented to the Graduate and Research Committee

of Lehigh University

in Candidacy for the Degree of

Doctor of Philosophy

in

Counseling Psychology

Lehigh University

June, 2012

Copyright by

Elizabeth DeBoer Kreider, M.Ed.

2012

Approved and recommended for acceptance as a dissertation in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Date

Arnold R. Spokane, Ph.D.

Accepted Date

Committee Members:

Laurie Gray Evans, Ph.D.

Carol M. Richman, Ph.D.

David R. Weiskotten, Ph.D.

Robin L. Hojnoski, Ph.D.

Acknowledgements

I feel extremely blessed and lucky to have such a wonderful list of individuals to thank for support and encouragement throughout my journey towards earning my degree and in completing my dissertation.

First, many thanks to Dr. Arnie Spokane, my advisor. Thank you for taking a chance on me, believing in me, and supporting me with your constant expressions of confidence in me. Thank you for not only allowing me to complete this study, but for sharing your knowledge, expertise, and genuine excitement in it. You have given me hope and determination throughout my time at Lehigh, and I will be forever grateful.

Thank you, as well, to my dissertation committee members, Dr. Laurie Gray Evans, Dr. Carol Richman, Dr. Robin Hojnoski, and Dr. Dave Weiskotten. I thank you for your help in shaping my proposal into an achievable project and for your guidance and encouragement along the way. And to Kim Hardiman, for your research assistance.

To my supervisors, who showed me the importance of effective and meaningful supervision that promotes self-exploration and personal growth along with the learning of skills. Aaron Sterba, thank you for encouraging me to “take the risk” in my work; Laurie Gray Evans, Ian Birky, Deb Gardner, and Eric Klein you have all provided me with valuable lessons and have been amazing mentors and models. I owe so much to all of you, my UCPS family. Thank you so very much. Thank you, also, Charlie Dauerty, for your wisdom, guidance, and supportive presence during my work at Step By Step.

Throughout my time at Lehigh, I have had the fortunate opportunity to work with many talented professors. I especially thank Nick Ladany, Arpana Inman, and Cirleen DeBlaere for challenging me and supporting my growth as a person and as a professional. Thank you as well, to Mary Yotter, for keeping me in line and on the timely path at each step of the way! Your caring spirit does not go unnoticed.

To my fabulous cohort, you have all been instrumental in my development. Kristin, thank you for showing me how important fun and friendship is in this crazy process and for pulling all-nighters with me when we needed to be serious! Terrina, Jodi, and Aubrey, thank you for the many laughs that brought comic relief when we so needed a break from work. I thank you all for your honesty and genuine caring. To others who have offered friendship, support, encouragement, supervision, and advice along the way... Sam, Lauren, Dan, and Becky... thanks for paying it forward. And to Shalena and Candice, thanks for continuing the abundance of good times and sharing of yourselves.

To my incredibly amazing family, words are too small in my attempt to express my love, deep appreciation, and gratitude for all of your love and support throughout my life, and especially over the past few years. I would not have been able to accomplish my goals without your continued care and encouragement. Chad, my rock, thank you for taking this leap of faith with me and for holding my hand throughout all of it. Jaxson and Sofia, my angels, thank you for making me laugh and for showing me how precious each minute can be. I love you more than words can say. To my parents, Mom and Dad, you have always believed in me and helped me believe in myself. I love you for being continually invested, interested, and for listening when I needed it the most. Jacob and Erin, Ryan and Sara, Luke and Erin, Seth and Amy, Kristi and Mark, Kathy and Ron, Mike and Alison, and my grandparents... thank you for surrounding me with joy and fun. I thank God for my blessings and for giving me all of you, my village.

Table of Contents

a. the Title Page	i
b. Copyright Page	ii
c. the Certificate of Approval	iii
d. Acknowledgements	iv
e. the Table of Contents	v
f. List of Tables	vi
g. List of Figures	vii
h. Abstract	1
i. Chapter I - Introduction	2
j. Chapter II - Literature Review	17
k. Chapter III - Method	35
l. Chapter IV - Results	52
m. Chapter V - Discussion	60
n. List of References	76
o. Appendix A – Informed Consent	102
p. Appendix B – Recruitment Letter	105
q. Appendix C - Survey	109

List of Tables

Table 1: Agglomeration Schedule	89
Table 2: Correlation Matrix of Continuous Study Variables	90
Table 3: Re-formed Agglomeration Table Reflecting Rates of Change in Coefficients	91
Table 4: Means and Standard Deviations of Variables of Interest for Three Subject Clusters	92
Table 5: Log Determinants	93
Table 6: Discriminant Function-Variable Correlations and Standardized Coefficients	94
Table 7: Group Centroids of Three Subject Clusters	95
Table 8: Classification of Clusters in the Discriminant Plane	96
Table 9: Tests of Equality of Group Means	97
Table 10: Descriptive Statistics for Variables of Interest	98

List of Figures

Figure 1: Dendrogram Using Ward's Method	99
Figure 2: Position of Clusters in Discriminant Planes Defined by Functions 1 and 2	100
Figure 3: Reported Experience of Sexual Attraction in Supervision	101

Abstract

Graduate trainees ($n = 156$) enrolled in clinical psychology and counseling psychology programs in the United States were categorized based on responses to measures of personality (NEO-FFI-3; McCrae & Costa, 2010), social desirability (M-C SDS; Crowne & Marlowe, 1960), perceived threat of discussing sexual information (SSDS; Catania et al., 1986), development (SLQ-R; McNeill, et al., 1992), experience, and level of training in sexual issues in supervision. Subjects were clustered using Ward's hierarchical method. Data revealed the identification of three trainee clusters, described as: evolving intermediates (44%), advancing achievers (37%), and navigating novices (19%). Discriminant analysis supported the differentiation of clusters and suggested that stability and drive for success along with nervousness and inexperience accounted for a majority of the discrimination. Thirty percent of subjects reported the experience of sexual attraction for a clinical supervisor, which varied significantly across clusters. Forty-two percent of "evolving intermediates", 21% of "advancing achievers", and 17% of "navigating novices" experienced sexual attraction in supervision. Four percent of subjects who reported sexual attraction experience also reported disclosing the attraction in supervision. Self-disclosure and trainee perception of the supervisory working alliance were not related to cluster membership. Implications for practice, research, and training are discussed.

Chapter I

Introduction

Sexual boundary violations in professional psychology relationships are harmful and devastating (Conroe & Schank, 1989; Koenig & Spano, 2003). Psychologists hold a position of power over clients, supervisees, and/or students with whom they work.

Supervisory relationships are designed to benefit students by preparing them for future work as psychology professionals. Supervisees hold less power in the relationship, are in a vulnerable position in relation to the supervisor (Bernard & Goodyear, 2009; Ladany, Friedlander, & Nelson, 2005; Pope, Levenson, & Schover 1979), and suffer devastating consequences when sexual boundaries are crossed. Sexual boundary violations impede the growth and development of the individuals for whom the relationship is designed to be beneficial (Conroe & Schank, 1989; Koenig & Spano, 2003).

Neukrug, Milliken, and Walden (2001) found that the highest number of ethical complaints (24%) about credentialed counselors in the United States were filed concerning inappropriate dual relationships. Strom-Gottfried (1999) noted that the largest percentage of boundary violations occurring in professional psychology relationships consisted of a sexual nature. Defined by Gutheil and Simon (2002, p. 585), a boundary is “the ‘edge’ of appropriate or professional behavior, transgression of which involves the therapist stepping out of the clinical role”. Psychologists who engage in inappropriate dual relationships violate ethical boundaries.

Sexual Boundary Violations in Psychology

Many terms have been used to label different types of sexual boundary violations (e.g., sexual contact, sexual intimacies, sexual relationships, etc.) in the literature. For

the purposes of this review, authors' original terms were preserved when necessary. For all other cases, the term *sexual relationship* (APA, 1992) was used. Sexual contact between therapists and clients has been a clearly stated ethical violation for decades (APA, 1977). Some have likened sexual intercourse between clients and psychologists to rape (Masters & Johnson, 1976), and several states in the U.S. have made sexual relationships between therapists and clients a felony (Neukrug et al., 2001). Sexual contact between therapists and clients is one of the most damaging of all ethical violations, yet sexual contact remains to be one of the most common violations reported (Neukrug, et al., 2001). Sexual relationships with clients made up 36% (APA, 2000) of ethical complaints made against psychologists.

Although professional ethics standards addressed the unethical nature of sexual contact with clients in the 1970's, guidelines regarding sexual contact between psychologists and their students or supervisees lacked clarity (Pope et al., 1979) until 1992. The American Psychological Association revised the "Ethical Principles" to explicitly state, "[p]sychologists do not exploit persons over whom they have supervisory, evaluative, or other authority... [and] do not engage in sexual relationships with students or supervisees in training over whom the psychologist has evaluative or direct authority, because such relationships are likely to impair judgment or be exploitative" (APA, 1992).

Sex in the Supervisory Relationship

Few empirical studies have addressed sexual issues in supervision since the APA ethical update (APA, 1992). Several studies noted the incidence of sexual boundary violations within the supervisory relationship ranging from 1% to 48% (Bartell & Rubin,

1990; Cole, 1992, as cited in Rodolfa, Rowen, Steier, Nicassio, & Gordon, 1994; Glaser & Thorpe, 1986; Lamb & Catanzaro, 1998; Lamb, Catanzaro, & Moorman, 2003; Rodolfa et al., 1994; Pope et al., 1979; Pope, Keith-Spiegel, & Tabachnick, 1986; Pope, Tabachnick, & Keith-Spiegel, 1987; Robinson & Reid, 1985). Lamb et al. (2003) suggested that studies citing lower incident rates might reflect conservative estimates. The lack of literature on sex in supervision minimizes its prevalence and the magnitude of its effect (Conroe & Schank, 1989).

Although sexual contact in supervisory relationships is prevalent, few individuals who engaged in sexual contact in supervision reported feeling that such relationships are beneficial to both parties (Pope et al., 1979). In fact, a majority of respondents reported feeling that these types of sexual relationships are harmful to one or both of the individuals involved (Glaser & Thorpe, 1986; Pope et al., 1979; Robinson & Reid, 1990). Sexual relationships in supervision are likely to have the most damaging effects on trainees, affecting them personally and professionally (Bartell & Rubin, 1990; Glaser & Thorpe, 1986; Rodolfa et al., 1994; Pope et al., 1979).

Sexual relationships in supervision differ based upon gender dynamics, with females reporting higher incidence than males of experiencing sexual boundary violations as supervisees, students, and/or clients (Bartell & Rubin, 1990; Conroe & Schank, 1989; Glaser & Thorpe, 1986; Lamb & Catanzaro, 1998; Lamb et al., 2003; Rodolfa et al., 1994; Pope et al., 1979; Pope et al., 1986; Robinson & Reid, 1985). Pope et al. (1979) reported a statistical relationship between female graduate students who engaged in sexual contact as students and those who reported later sexual contact as professionals. Twenty-three percent of women who reported having sexual contact, while they were

students, with an educator or supervisor also reported sexual contact with a student when they were professionals. Six percent of professional female respondents who did not have sex while they were students reported engaging in sexual contact with students. When supervisors violate ethical boundaries, they do not provide supervisees with appropriate role models (Conroe & Schank, 1989). Findings are mixed regarding support for the “role-modeling effect” (Lamb & Catanzarro, 1998), which suggests that a supervisee who experiences a sexual boundary violation within the supervisory relationship might abuse power and violate sexual boundaries in future therapeutic or supervisory relationships (Lamb et al., 2003).

Sexual Attraction Defined

Although sexual contact is an ethical violation, the experience of sexual attraction in professional psychology relationships is acceptable and normative (Falender & Shafranske, 2009). Sexual attraction has been loosely defined in empirical research (Bartell & Rubin, 1990). Pope et al. (1986) noted the historical consideration of sexual attraction as a transference reaction on the part of clients and therapists and reported that 87% of psychotherapists surveyed indicated feelings of sexual attraction towards their clients. The authors identified physical features, cognitive traits, personality traits, and other personal characteristics of clients to whom psychotherapists reported feeling attracted, but they did not clearly define sexual attraction. Melincoff (2001) defined sexual attraction in supervision as “the trainee’s feelings, thoughts, and behaviors related to being *sexually* drawn to the supervisor’s physical appearance, cognitive or intellectual abilities, and/or personality” (p. 3). Sexual attraction might also include “being drawn to and admiring the supervisor’s professional work” (Melincoff, 2001, p. 81).

A sense of intimate emotional contact tends to permeate professional supervisory relationships. The supervisee is expected to share personal experiences and concerns with the supervisor in order to achieve professional growth and to gain competence in working with clients (Koenig & Spano, 2003). Self-disclosure in general (on the part of the supervisee) might create significant feelings of intimacy in the supervisory relationship, and intimacy may trigger other phenomena within the relationship, like feelings of genuine caring, sexual attraction, or sexual fantasies. Supervisees might benefit from their supervisors' understanding and normalization of such feelings as typical responses in human interactions (Koenig & Spano, 2003).

Previous research has addressed the topic of sexual relationships between supervisors and supervisees (Bartell & Rubin, 1990; Glaser & Thorpe, 1986; Koenig & Spano, 2003; Ladany, 2004; Pope et al., 1979; Pope, Schover, & Levenson, 1980; Pope et al., 1987; Rodolfa et al., 1994); however less research attention has been paid to sexual attraction in supervision. Most research conducted concerning sexual attraction in psychology has focused on sexual attraction in the therapy relationship. Due to the limited coverage of sexual attraction in supervision research, this review included key studies from research addressing sexual attraction in the therapy relationship in order to establish a framework for understanding the impact and implications of sexual attraction in clinical supervision.

Sexual Attraction in the Supervisory Relationship

Although the ethical directives prohibiting sexual exploitation of trainees are clear, confusion continues to surround the topic and common experience of sexual attraction in supervision (Falender & Shafranske, 2009; Glaser & Thorpe, 1986; Ladany

et al., 2005). Theory and research suggest that a combination of both personal (e.g., personality type, developmental level, etc.) and circumstantial factors (e.g., training received, level of experience, etc.) might affect the incidence of sexual attraction within the supervisory relationship (Bartell & Rubin, 1990; Koenig & Spano, 2003; Ladany et al., 2005; Ladany, Walker, Pate-Carolan, & Gray Evans, 2008; Lamb et al., 2003; Pope et al., 1986; Pope et al., 1987; Ramos-Sanchez, Esnil, Goodwin, Riggs, Touster, Wright, Ratanasiripong, & Rodolfa, 2002; Rodolfa et al., 1994; Turchik, Garske, Probst, & Irvin, 2010).

Although research that addresses sexual attraction in the therapy relationship exists, few empirical studies have addressed sexual attraction in supervision (Robinson & Reid, 1985). Therefore, in an effort to explore sexual attraction in supervision, the first purpose of this study was to identify subtypes among therapists-in-training. Subtyping encompassed personal and circumstantial factors and was based on the following variables: personality, social desirability, perceived threat of disclosing sexual information, experience, developmental level, and training in sexual issues in supervision.

Investigating and classifying trainees based upon such factors has important implications for overall client welfare and also for training, education, and research purposes. For example, training directors in the Rodolfa et al. (1994) study noted the importance of assisting interns who feel sexually attracted to their supervisors, particularly to emphasize the differentiation between feelings and behavior and to help the interns manage feelings in a professional manner. The supervisory relationship has a direct impact on the supervisee-client relationship and treatment process as a whole

(Conroe & Schank, 1989). Therefore, exploration and examination of interns' sexual attraction for their supervisors has important implications regarding parallel process and the ways in which the interns related to their clients. The second purpose of this study was to explore how the incidence of trainee sexual attraction for supervisors varies across clusters, or subtypes, of therapist-trainees.

Disclosing Sexual Attraction in Supervision

The experience of sexual attraction in general causes anxiety and discomfort within supervisees (Mehr, Ladany, & Caskie, 2010). Ladany, O'Brien, Hill, Melincoff, Knox, and Petersen (1997) interviewed therapist trainees about sexual attraction towards their clients. Only about half of therapist trainees discussed feelings of sexual attraction for their clients in supervision. However, trainees reported feeling relieved when their supervisors initiated the topic of sexual attraction toward clients. Ladany, Hill, Corbett, and Nutt (1996) investigated the nature, extent, and importance of issues that trainees did not disclose in their supervisory relationships. Respondents reported nondisclosures regarding feelings of attraction for their clinical supervisors. Pre-doctoral interns in the Rodolfa et al. (1994) study reported disclosing sexual attraction for their supervisors to training directors.

Discussing sexual attraction in supervision or consultation has multiple benefits, as it might help to differentiate between experiencing feelings and acting upon them, to highlight certain parallel processes (Ladany et al., 1997; Rodolfa et al., 1994), and to strengthen the supervisory relationship (Ladany et al., 2005). Discussing attraction within supervision might work to prepare trainees to explore these concerns concerning clients or supervisors (Koenig & Spano, 2003). Paxton, Lovett, and Riggs (2001)

suggested that pathologizing normal human responses (e.g., sexual attraction) within intense human relationships increases the likelihood of sexual boundary violations. Supervisors' ability to discuss sexual issues with supervisees in a comfortable and competent manner might help reduce the occurrence of future therapist sexual boundary violations (Falender & Shafranske, 2009).

Disclosure, in general, is a key component to successful supervision, as the effectiveness of supervision is affected greatly by the willingness of supervisees to disclose their concerns with supervisors (Ladany et al., 1996). Disclosure of sexual attraction helps to normalize and demystify the feelings, as well as helps supervisees process and learn from the experience (Ladany et al., 1997). Disclosing sexual attraction in supervision also might facilitate supervisees' management of the feelings, lead to gains in personal insight (Rodolfa et al., 1994), and ultimately increase trainees' ability to work effectively with clients (Bartell & Rubin, 1990; Gray, Ladany, Walker, & Ancis, 2001; Koenig & Spano, 2003). However, it is rare for trainees to disclose feelings of sexual attraction for supervisors in supervision (Ladany et al., 1996; Mehr et al., 2010; Rodolfa et al., 1994; Walker, Ladany, & Pate-Carolan, 2007). As there is a lack of research regarding disclosure of supervisee-supervisor sexual attraction, the third purpose of this study was to explore personal characteristics and situational factors that might be associated with supervisees' willingness to disclose sexual attraction for their supervisors in supervision. No published empirical studies have examined this issue, thus there were no hypotheses for this research question.

Factors Affecting Supervisee Experience and Disclosure of Sexual Attraction for Supervisor in Supervision

Social Desirability and Ease of Disclosing Sexual Information. Sexual attraction within the supervisory relationship is a common phenomenon (Rodolfa et al., 1994); however, the hesitancy to discuss it suggests that individuals who experience sexual attraction for a supervisor or supervisee might perceive it to be abnormal (Turchik et al., 2010). Social desirability, or efforts to present oneself in a favorable manner (Thompson & Phua, 2005), might also affect one's tendency to discuss sexual issues. Impression management, a form of social desirability, has been cited as a reason that trainees do not disclose certain things to their supervisors, for fear of negative judgment (Koenig & Spano, 2003) a negative evaluation, political suicide, or other professional consequences (Ladany et al., 1996). According to Mehr et al. (2010), counselor trainees reported feeling concerned about how their supervisors viewed them in both professional and personal contexts. Willingness of trainees to disclose sexual issues, therefore, might be affected greatly by their social desirability factor.

Turchik et al. (2010) noted that self-presentation bias, especially in the form of social desirability, might limit participants' disclosure regarding issues of a sexual nature. Self-deception and impression management are features of social desirability, which is a form of self-presentation bias. The effort to maintain a positive social image, to avoid emotional distress, and/or to avoid threats to one's self-esteem might motivate individuals to distort self-disclosures or influence their willingness to disclose certain issues (e.g., sexual attraction).

Professionals are hesitant to discuss and explore personal reactions and feelings that are sexual in nature (Ladany et al., 1996; Ladany et al., 1997; Mehr et al., 2010; Pope et al., 1979; Rodolfa et al., 1994; Stake & Oliver, 1991). Supervisors who do not feel

comfortable discussing sexual issues might create an environment in which supervisees, in turn, do not feel encouraged to discuss issues or feelings of a sexual nature in supervision. Such situational factors might interact with trainees' personal style and comfort in disclosing sexual information. When feelings of attraction are not discussed, one or both parties in the relationship might become confused between intimate emotional contact and sensual contact (e.g., fantasy, direct actions) (Koenig & Spano, 2003), which could lead to sexual boundary violations.

The tendency to avoid discussion and possible exploration of sexual reactions within the supervisory relationship could hinder the possibility of personal insight gains and also could lead to inappropriate expression of feelings of sexual attraction on the parts of supervisors and supervisees (Pope et al., 1987). Supervisors who are attracted to supervisees might act upon sexual feelings by exhibiting sexually provocative behavior (e.g., harassment) if they do not address the conflicted nature of the feelings (Rodolfa et al., 1994) in consultation or supervision. Supervisees' feelings of sexual attraction towards their supervisors might cause trainees to feel confused, ashamed, or guilty and, consequently, inhibit their ability to engage fully in the supervisory relationship (Bartell & Rubin, 1990; Ladany et al., 2005). Additionally, unresolved sexual attraction in the supervisory relationship might also affect supervisees' work with clients (Gray et al., 2001).

Personality. Turchik et al. (2010) indicated that individuals' personality styles might affect different aspects of their sexual behavior (e.g., sexual risk-taking, confidence in soliciting sexual partners, etc.). Contextual factors (i.e., stressors) and personal characteristics (i.e., personality) of professionals in psychology contribute to their risk of

engaging in sexual relationships with supervisees (Conroe & Schank, 1989; Lamb et al., 2003). Additionally, Ladany et al. (1997) indicated that therapist trainees' sexual attraction towards clients consisted of both physical and interpersonal aspects. Trainees responded to personal characteristics of clients (e.g., neediness, flirtatiousness, etc.), suggesting that interpersonal dynamics exclusive to the therapy relationship might influence trainees' development of sexual attraction for their clients. Similar dynamics in supervision suggest that interpersonal characteristics might influence feelings of sexual attraction in the supervisory relationship as well (Ladany, 2004).

Personal and interpersonal factors affect supervisees' willingness to disclose general information in supervision (Ladany et al., 1996; Ladany et al., 1997; Ladany et al., 2005; Mehr et al., 2010) and the ethical development of therapists in training (Bartell & Rubin, 1990). Personality also might affect trainees' experience of sexual attraction in supervision and their willingness to disclose sexual attraction for the supervisor within the supervisory relationship.

Level of Experience and Development. The supervisory relationship is one that evolves over time and parallels developmental growth processes within the supervisee. Sexual intimacies within the supervisory relationship vary in scope and complexity depending upon the developmental level of the supervisee (Bartell & Rubin, 1990; Ramos-Sanchez et al., 2002). Trainee developmental level corresponds to trainee experience, which is related to general disclosure in supervision (Mehr et al., 2010). As trainees gain professional experience and grow in their development, the dynamics within the supervisory relationship change. Trainees with higher developmental levels and more experience interact in a more collegial manner than less experienced trainees (Ramos-

Sanchez et al., 2002). Ramos-Sanchez et al. (2002) suggested that trainee developmental level and trainee experience might be predictive of trainee sexual attraction for supervisor and willingness to disclose sexual attraction for their supervisor in supervision. Pope et al. (1986) suggested that a relationship exists between therapists' experience level and their willingness to seek professional advice regarding sexual attraction to a client. The study attempted to fill existing literature gaps regarding the effects of professional experience and personal development on supervisees' experience of and disclosure of sexual attraction for their supervisors in supervision.

Level of Training/Exposure to Sexual Issues in Therapy and Supervision.

Although experience from training and education on sexual issues appear to be the most valuable means to prevent sexual boundary violations in supervision and therapy (Bartell & Rubin, 1990), sexual issues do not receive adequate coverage in training programs (Conroe & Schank, 1989; Ladany et al., 1997; Pope et al., 1986; Pope & Tabachnick, 1993; Rodolfa et al., 1994). Bartell and Rubin (1990) suggested that "training is a key factor in handling sexual feelings towards clients" (p. 444), and as supervision involves similar processes as therapy, education about sexual attraction involving clients might be an effective strategy in helping therapists manage sexual feelings in the supervisory relationship. Although sexual attraction within the supervisory relationship is natural (Koenig & Spano, 2003), it is important that supervisees differentiate between experiencing feelings of attraction and acting upon such feelings (Rodolfa et al., 1994). The "taboo" nature of discussing sexual attraction within the therapy relationship might affect trainees' willingness to disclose sexual attraction toward clients in supervision (Bartell & Rubin, 1990). Correspondingly, discomfort surrounding the topic of sex might

also affect trainees' willingness to disclose feelings of sexual attraction for the supervisor within supervision.

Supervisees manage feelings of a sexual nature in a number of ways. Individuals who received training about sexual intimacies were more likely to consult with colleagues regarding sexual attraction than those who did not receive related training (Pope et al., 1986). Trainees have reported disclosing sexual attraction for their supervisor to training directors (Rodolfa et al., 1994). Pope et al. (1987) reported that psychologists relied on colleagues and their own experiences, more than their graduate training, when seeking information regarding ethical practices (Pope et al., 1987).

Supervisory Working Alliance. Just as successful outcomes in therapy depend largely on the therapeutic working alliance between the client and therapist, positive supervision outcomes stem from a strong relationship between the supervisor and supervisee (Ladany et al., 2005; Mehr et al., 2010; Reese, Usher, Bowman, Norsworthy, Halstead, Rowlands, et al., 2009). A strong working alliance, defined as an agreement on the goals and tasks of supervision along with a strong emotional bond between supervisor and supervisee (Bordin, 1983), has been shown to predict many positive factors in supervision, including supervisee growth and development (Ladany et al., 2005), satisfaction with supervision (Ladany, Ellis, & Friedlander, 1995; Lehrman-Waterman & Ladany, 2001), an effective evaluation approach (Lehrman-Waterman & Ladany, 2001), and supervisee self-efficacy (Efstation, Patton, & Kardash, 1990; Reese et al., 2009).

Disclosure in supervision of sexual attraction within the supervisory relationship has not been addressed in previous research. Ladany et al. (1997), however, found that the supervisory relationship was a key factor in supervisees' decision to disclose sexual

attraction for clients in supervision. Trainees who disclosed sexual attraction for clients in supervision noted positive aspects of the supervisory relationship (e.g., honest, supportive, good) and in some cases, discussing the attraction helped to strengthen the supervisory relationship. Trainees who did not disclose sexual attraction for clients to their supervisors reported several reasons for not disclosing (e.g., poor supervisory relationship, perceived incompetence of supervisor, perceived unimportance of sexual attraction, and discussion of attraction with others). A good alliance is important if supervisees are to feel comfortable revealing significant information to their supervisors (Ladany et al., 1996; Mehr et al., 2010). The fourth purpose of this study was to explore the relationship between cluster membership and trainees' perceptions of the supervisory working alliance for those clusters containing members who reported sexual attraction towards their supervisors.

Overall Purpose and Research Questions

The overall purpose of this investigation was to explore the issue of sexual attraction within the supervisory relationship, as it relates specifically to psychotherapy trainees and their experience of sexual attraction for their clinical supervisors. The study aimed to answer the following research questions:

1. Can graduate therapist-trainees be grouped into clusters based upon personal characteristics (i.e., personality, social desirability, perceived threat of discussing sexual information, developmental level, experience, and training in sexual issues in supervision)?;
2. How does the incidence of trainees' experience of sexual attraction for their supervisors vary across clusters?;

3. For clusters containing trainees who reported feelings of sexual attraction for their supervisors, how does trainees' disclosure of sexual attraction for their supervisors in supervision vary across clusters?; and
4. For clusters containing trainees who reported feelings of sexual attraction for their supervisors, how does cluster membership predict trainees' perceptions of the supervisory working alliance?

Chapter II

Literature Review

Although attempts have been made to address sexual attraction in supervision through theoretical means, there is modest empirical attention paid to the topic. Little empirical evidence exists regarding sexual attraction in supervision and the disclosure of sexual attraction in supervision (Robinson & Reid, 1985). Existing studies are outdated and might not provide a comprehensive description of current phenomena. The main focus of this chapter was to review theoretical literature and empirical studies that highlight the importance of addressing the topic of sexual attraction in supervision while giving support to claims mentioned in chapter one.

This chapter offers a review of literature and research regarding the importance of the supervisory relationship and its effect upon the occurrence of sexual attraction in supervision, general supervisee disclosure in supervision, and disclosure of sexual attraction in supervision. The chapter addresses evidence supporting the claims that (a) therapists-in-training might be clustered into subtypes based on personality, social desirability, perceived threat of discussing sexual information, developmental level, experience, and training in sexual issues in supervision; (b) incidence of trainee sexual attraction for supervisors might vary across these clusters; (c) trainee disclosure of attraction in supervision might vary across clusters and (d) might be impacted by the trainees' perceptions of the supervisory working alliance.

Supervisory relationship

The supervisory working alliance is one of the most important aspects of valuable supervision (Efstation et al., 1990; Ellis, 2001; Ladany & Friedlander, 1995; Ladany &

Inman, 2008; Ladany et al., 2005; Reese et al., 2009) and, thus, factors related to the working alliance have a strong influence on the effective process of supervision and successful outcomes in supervision (Farber, 2006; Ladany et al., 1996; Wallace & Alonso, 1994).

Supervisory relationship as professional and personal

First, the supervisory relationship is a professional yet human relationship, and so may resemble acquaintanceship, friendship, and/or a love relationship in that, “at least part of the supervisor-supervisee relationship exists as a function of the human condition and the need for social interaction” (Bartell & Rubin, 1990, p. 446). According to the Discrimination Model (Bernard, 1979), supervisors act as teachers, counselors, and consultants in relation to their supervisees. Bartell and Rubin (1990) reviewed several survey studies that addressed sexual intimacies in educational and supervisory relationships and stated that the purpose of the professional relationship of supervision is to benefit the clients of the supervisee, primarily, and secondarily for the educational benefit of the supervisee. There is an implicit contract or agreement between the members of the supervisory dyad, wherein supervisees trust that the relationship is one that operates in their best interest. Bartell and Rubin asserted that any sexual intimacy within the supervisory relationship, (i.e., harassment, involvement, and/or discrimination), violates the trust of the professional relationship.

The supervisor is responsible for evaluating the work of the supervisee, formally and informally, by integrating various sources of information gathered throughout the supervision process. As the supervisory relationship bears similarities to an educational relationship and a therapeutic relationship (Bartell & Rubin, 1990; Pope et al., 1980),

supervisors evaluate growth and performance of supervisees based upon how well they apply learning in practice and also based upon their mental, emotional, and behavioral functioning. Like an educational relationship, supervisors are responsible for imparting knowledge to their supervisees, and supervisees must be able to apply that learning in their work (e.g., use certain interventions, conceptualize clients based upon theory, etc.). Evaluations are influential in directing the professional paths of supervisees. Favorable evaluations could lead to promising opportunities, whereas unfavorable evaluations might limit supervisees' potential opportunities. When sexual intimacies are present within the supervisory relationship, evaluations contain inherent bias (Bartell & Rubin, 1990).

Additionally, supervisees are expected to engage in self-exploration of feelings, experiences, personal identity, and personal biases in order to understand themselves and their role as therapists better (Bartell & Rubin, 1990). Although it is clear that supervision should never become personal therapy (McNeill & Worthen, 1989), supervisees might disclose personal information to supervisors that is pertinent to therapeutic and supervisory interactions (e.g., parallel process), which bears resemblance to the therapeutic relationship (Bartell & Rubin, 1990). As the most effective and positive supervisory relationships include a strong alliance and a bond that inherently promotes intimacy through mutual trust and liking (Bordin, 1983; Ladany et al., 2005), it is reasonable that sexual attraction might develop between supervisors and supervisees.

Sexual Intimacies in the Supervisory Relationship

Koenig and Spano (2003) suggested that human sexuality is central in shaping regular interactions with others. They refer to sexuality as “those instances in which a person responds in an emotional way to another person” (p. 6). These emotional

instances affect behavior and interpersonal interactions. Aspects of human sexuality are, in part, shaped by social and cultural contexts. The interactions along with individuals' personal perceptions of such interactions assist in understanding sexual dynamics within professional relationships. Few researchers have conducted empirical studies that address supervisor-supervisee sexual intimacies (Bartell & Rubin, 1990) and even fewer empirical studies exist that directly address sexual attraction in the supervisory relationship (Rodolfa et al., 1994).

Sexual intimacies in the supervisory relationship have been categorized as sexual involvement, sexual harassment, sexual discrimination, and sexual attraction (Bartell & Rubin, 1990; Rodolfa et al., 1994). Sexual contact and sexual harassment within the supervisory relationship are unethical behaviors that have damaging effects on trainees (Bartell & Rubin, 1990). The American Psychological Association (APA) warns against sexual harassment, which "is characterized by sexual advances, sexual contacts, or both, that are *unwanted by the recipient*" (Bartell & Rubin, 1990, p. 444). APA Ethical Principles state: "Psychologists do not exploit their professional relationships with clients, supervisees, students, employees, or research participants sexually or otherwise. Psychologists do not condone or engage in sexual harassment". The APA defined sexual harassment as "deliberate or repeated comments, gestures, or physical contacts of a sexual nature that are unwanted by the recipient" (APA, 1981, p. 636).

Sexual involvement, on the other hand, is a consensual relationship. Bartell and Rubin (1990) noted that it is common for individuals who engage in sexual involvement within the supervisory relationship to use their mutual agreement and consent to lessen the perceived severity of sexual involvement. However, they cautioned that professionals

must remain accountable for their interactions with supervisees, students, and clients, noting that the power dynamics within such relationships affect the freedom to consent of the less powerful member of the dyad.

Sexual discrimination refers to the unfair treatment of individuals that might be caused by sexual intimacies or sexual contact between the supervisor and other supervisee(s), as sexual intimacies between supervisor and supervisee may affect those outside of the relationship in negative ways (e.g., denied opportunities, decreased attention, etc.) (Bartell & Rubin, 1990). Sexual discrimination might occur in both the presence and absence of sexual intimacies (Bartell & Rubin, 1990). Students may avoid working with certain professionals or enrolling in courses taught by specific educators due to real or perceived threats of unwanted sexual advances by those professionals (Bartell & Rubin, 1990).

In order to spur awareness on the topic of sex in psychology, Pope et al. (1979) set out to gather information on the practices of psychologists concerning sexual contact with clients, students, and supervisees by surveying psychologists from APA Division 29 (Psychotherapy). This study was comprehensive in scope, but the study is outdated. Participants were selected from the Psychotherapy division because of the likelihood that they had also served as trainers, educators, or supervisors at some point in their career. A total of 481 participants responded by filling out a survey aimed to gather demographic information and descriptive information regarding sexual contact in their professional or training relationships with clients, students, administrators, supervisors, or educators. They were also asked about their beliefs of the benefits of sexual contact in such

professional relationships. For the purposes of their study, Pope et al. (1979) defined sexual contact as “genital stimulation or intercourse” (p. 685).

Pope et al. (1979) reported that almost 10% of respondents had experienced sexual contact with psychology educators (i.e., psychology teachers, clinical supervisors, and administrators) during their time as students. More women reported sexual contact as students (16.5%) than men (3%), more men reported sexual contact as educators (19%) than women (8%). Of the females who reported sexual contact as students, 75% of them reported sexual contact with a psychology educator and 47% with clinical supervisors. Males, on the other hand, were more likely to report sexual contact with clinical supervisors (86% of those who reported sexual contact as students) than educators (29%) (Pope et al., 1979).

Of participants, in Pope et al.'s (1979) study, who indicated that they had acted as professional educators, administrators, supervisors, or therapists, 20% reported having had sexual contact with their clients or students. Twelve percent of educators and 3% of administrators reported having engaged in sexual relations with their students, and 4% of supervisors reported sexual contact with their supervisees. Two percent of respondents reported the opinion that sexual relationships could be beneficial to both parties (Pope et al., 1979).

Pope et al. (1987) surveyed 456 members of Division 29 (Psychotherapy). Three percent of respondents reported engaging in sexual contact with supervisees. Findings suggested that sexual contact with clients is perceived as slightly more objectionable than sexual contact with supervisees.

As women were more likely to report sexual intimacies as the less powerful member of the dyad (i.e., student, supervisee) (Pope et al., 1979), some researchers focused on female participants' experiences in their studies. Robinson and Reid (1985) surveyed 287 female members of APA and found that 13 % had engaged in sexual contact with psychology educators during their time as graduate students. Five percent of participants reported sexual involvement with training supervisors. In turn, a small percentage (1.4%) of these women reported engaging in sexual relations with their supervisees.

Almost half of the women (48%) reported having experienced sexual harassment (e.g., in the form of joking, flirting, excessive attention, etc.) while they were graduate students, with supervisors being responsible for a large portion of that harassment. A majority (95.7%) of women who reported having experienced sexual contact or sexual harassment during their time as graduate students also reported believing that the relationships were detrimental to one or both individuals involved (Robinson & Reid, 1985).

Glaser and Thorpe (1986) surveyed 464 female members of APA Division 12 (Clinical Psychology). Seventeen percent reported that they had engaged in sexual contact with a psychology educator (i.e., course instructor, research/academic advisor, clinical supervisor, and other educator) during their time in graduate training. Incidence of sexual involvement was significantly higher among recent graduates. Thirty-one percent of women indicated that they had received sexual propositions, advances, and overtures that were initiated by educators that did not lead to sexual contact.

In Glaser and Thorpe (1986), 51% of women who reported sexual contact with educators during their time in graduate training retrospectively viewed the contact as having been coerced at the time of contact. Although supervisees might not understand the detrimental effects of sexual involvement with supervisors, research has demonstrated that although sexual contact may seem consensual at the time of engagement, it is often perceived negatively when considered in retrospect. Less than 40% of professionals who engaged in sexual intimacies with educators or supervisors during their time as graduate trainees perceived it negatively at the time of contact. However, 95% of individuals perceived sexual involvement to be unethical and/or harmful when reflecting back on the experience (Glaser & Thorpe, 1986).

Six years following APA's (1992) revisions of supervisory ethics code, Lamb and Catanzarro (1998) surveyed psychologists identified by the APA Office of Research and Demographics regarding sexual and nonsexual boundary violations that occurred during their graduate training. Six percent of the 596 participants reported the experience of at least one sexual boundary violation during their time as a supervisee. It is possible that a portion of reported boundary violations occurred prior to the update (APA, 1992).

Although the reviewed studies provide important data regarding the occurrence of sexual relationships in supervision, there is a need for updated research with more sophisticated methodologies that also addresses sexual attraction.

Sexual Attraction in the Supervisory Relationship

Rodolfa et al. (1994) surveyed training directors and interns of sites affiliated with the Association of Psychology Postdoctoral and Internship Centers Directory (APPIC) to explore issues surrounding sexual relationships and sexual attraction in supervision.

Forty training directors (75% male) returned the questionnaires. The average age of responding directors was 44 years and about 70% identified as counseling psychologists. Training directors reported instances of intern trainees disclosing sexual attraction for their supervisors, sexual harassment by their supervisors, and sexual involvement with their supervisors. Although issues of a sexual nature within therapy and supervision tend to be underreported phenomena, (Pope et al., 1979), 13% of training directors reported having discussed interns' feelings of sexual attraction towards their clinical supervisor (Rodolfa et al., 1994). Twenty percent of training directors reported that interns had reported feeling sexually harassed by their clinical supervisor, and 10% reported encountering sexual involvement between an intern and a clinical supervisor (Rodolfa et al., 1994). A majority of the training directors indicated feelings of discomfort regarding addressing sexual harassment of interns by their clinical supervisors as well as sexual contact between interns and supervisors (Rodolfa et al., 1994).

Interns from Rodolfa et al.'s (1994) study who returned the questionnaire ($n = 118$; 66% female) ranged in age from 24 to 55 years, with the average age of 35 years. Interns identified themselves as counseling psychologists (61%) and clinical psychologists (39%). Of the interns who responded, 25% reported feeling sexually attracted to their clinical supervisor, 7% reported being sexually harassed by their clinical supervisor, and 3% reported having a sexual relationship with their clinical supervisor. Although interns disclosed sexual attraction for their supervisors to their training directors, it is unknown if any disclosed these feelings directly to their supervisors (Rodolfa et al., 1994). This study provided comprehensive statistics regarding the occurrence of sexual attraction and relationships in supervision as disclosed by trainees to

training directors. However, the scope of the study did not include any attempts to explore differences in trainees who did experience these feelings and relationships and those who did not. The present study aimed to determine patterns of characteristics (e.g., personality, development, experience) across subgroups of trainees that might relate to their tendency to be sexually attracted to their supervisors.

Disclosure of Sexual Attraction in the Supervisory Relationship

Sexual attraction between supervisor and supervisee is common (Pope, 1989; Rodolfa et al., 1994). However, managing feelings of sexual attraction is difficult for supervisors and supervisees. Thus, there is a tendency to avoid addressing feelings of attraction in supervision. “The resulting confusion and discomfort may have the unintended effect of driving the issue of sexual attraction underground. Rather than exploring personal reactions and gaining self-insight, the issues become shrouded in secrecy” (Rodolfa et al., 1994, p. 22). Clinical supervision is a key component of effective and comprehensive training for psychotherapy trainees (Reese et al., 2009). Prior research has demonstrated that in order for supervision to be most effective, it should be delivered within the context of a strong supervisory relationship (Ladany & Inman, 2008), one in which supervisees feel comfortable disclosing information to supervisors (Ladany et al., 1996).

Although discussing issues of a sexual nature in supervision may be beneficial to the growth and competence of supervisees (Hartman & Brieger, 1992; Koenig & Spano, 2003; Ladany et al., 1997), sexual issues are not commonly disclosed in supervision (Ladany et al., 1996; Ladany et al., 1997; Mehr et al. 2010). Ladany et al. (1997) interviewed 13 pre-doctoral psychology interns regarding an experience of sexual

attraction to a client. All of the trainees were receiving regular supervision, but only about half of the supervisees disclosed their feelings of sexual attraction to their supervisors.

Ladany et al. (1996) conducted a discovery-oriented study aimed to understand what supervisees do not disclose to their supervisors and the reasons for these nondisclosures. They surveyed 108 counseling trainees, and found that sexual attraction issues in supervision were a type of nondisclosure. Some common reasons given for nondisclosures were that concerns were perceived to be unimportant or too personal, and/or that supervisees reported a weak alliance with supervisors.

Mehr et al. (2010) also examined trainee nondisclosures in supervision. Uniquely, this study surveyed 204 trainees and examined their reported nondisclosures in one supervision session. Similar to Ladany et al. (1996), trainees reported withholding information from their supervisors regarding sexual attraction issues within the supervisory triad (supervisor-supervisee-client). High levels of trainee anxiety were also related to an increase in nondisclosures and less willingness to disclose in supervision. Reasons for nondisclosures were impression management, deference to supervisor, and perceived negative consequences of disclosing certain information.

The present study aimed to explore how different trainee characteristics cluster trainees into subtypes and how trainees' experience of sexual attraction for their supervisors and their willingness to disclose sexual attraction for their supervisors in supervision varied across those subtypes. Trainees were clustered according to their differences and similarities on the following personal characteristics: social desirability,

perceived threat of disclosing sexual information, personality, developmental level, experience, and training in sexual issues in therapy and supervision.

Social Desirability and Threat of Disclosing Sexual Information

Nondisclosures affect the process and outcome of supervision. Nondisclosures also might influence the effectiveness of clinical work, the quality of the supervisory relationship, and the amount of learning the supervisee experiences in supervision (Farber, 2006; Wallace & Alonso, 1994). Supervisees reported feeling less satisfied with supervision when they did not disclose to supervisors (Ladany et al., 1996). However, supervisee nondisclosure is a common phenomenon (Ladany et al., 1996; Mehr et al., 2010). When supervisees fear judgment from their supervisors or negative consequences due to certain disclosures, they might be less likely to discuss difficult issues in supervision (Ladany et al., 2008).

Turchik et al. (2010) conducted a study examining the effects of personality, sexuality, and substance use on sexual risk-taking behaviors in 310 undergraduate college students. The researchers also assessed the impact of participants' levels of social desirability and their perceptions of threat of disclosing sexual information on their responses in order to control for those two factors. The Marlowe-Crowne Social Desirability Scale (Crowne & Marlowe, 1960) and Sexual Self-Disclosure Scale (Catania, McDermott, & Pollack, 1986) were used. Results showed that lower social desirability was related to the higher reporting of sexual risk behaviors for women. Lower threat of sexual disclosure was related to higher sexual risk-taking in men (Turchik et al., 2010).

Social desirability, composed of impression management and self-deception, might cause individuals to distort self-disclosures in order to maintain or enhance their social image (Turchik et al., 2010). As impression management has been indicated by supervisees as a reason for withholding information from supervisors (Mehr et al., 2010), social desirability might affect the incidence of trainees' experience of sexual attraction for their supervisors and trainees' willingness to discuss issues of a sexual nature in supervision. However, social desirability has not been assessed as a factor affecting supervisee nondisclosures in supervision.

Further, certain questions, especially those dealing with issues of a sexual nature, might cause emotional distress in certain individuals, thus affecting their willingness to disclose (Turchik et al., 2010). As high levels of trainee anxiety were related to their willingness to disclose in supervision (Mehr et al., 2010), the threat of disclosing sexual information in supervision also might affect trainees' willingness to discuss sexual issues with their supervisors. Disclosing sexual attraction for one's supervisor in supervision poses a perceived threat, on some level, to trainees (Turchik et al., 2010).

Personality

It seems likely that trainees' personality would influence their interactions with their supervisors, the supervisory relationship, the likelihood of developing sexual attraction for their supervisors, and their willingness to disclose sexual attraction for their supervisors to their supervisors. Personality has not been researched directly with relation to trainee disclosure in supervision. Turchik et al. (2010) found that personality predicted sexual risk behavior in college students. Researchers used the NEO Five Factor Inventory (NEO-FFI; Costa & McRae, 1992) to measure personality. Costa and McRae

identified five personality factors, commonly referred to as “The Big Five”, as neuroticism, extraversion, openness, agreeableness, and conscientiousness. In men, high extraversion and lower agreeableness predicted sexual risk-taking. The Big Five personality factors were not significantly related to sexual risk-taking in women. Researchers suggested that results warranted further exploration, as findings might have been influenced by researchers’ efforts to control for social desirability and threat of disclosure of sexual information (Turchik et al., 2010).

Trainee Experience and Development

Bartell and Rubin (1990) frame the interplay of supervisee development and effect of sexual intimacies within the context of Stoltenberg and Delworth’s (1987) model of supervision, which suggests that supervisees move through specific developmental levels. A novice supervisee at the beginning stages of development as a professional, and as a therapist, relies upon the supervisor for help in working with clients and also in alleviating anxiety. Beginning supervisees tend to depend upon their supervisors without fully questioning the nature of supervisor guidance, and might be vulnerable to sexual advances or suggestive behavior of an unethical supervisor (Bartell & Rubin, 1990).

Bartell and Rubin (1990) posited that as supervisees gain more experience, they begin to grow in ability but might also begin to question their own competence. When struggling with fluctuations in self-efficacy, confidence, and motivation, they might also experience conflicting feelings regarding their own autonomy and their dependence upon their supervisor. The supervisory relationship tends to address personal feelings, which increases the level of intimacy within the relationship. Supervisees might look for

validation from their supervisors, leaving supervisees vulnerable to sexual advances or suggestions on the part of an unethical supervisor (Bartell & Rubin, 1990).

The point at which supervisees begin to operate relatively free from struggles of self-doubt typically is a result of increased experience and higher levels of development (Bartell & Rubin, 1990). The supervisory relationship becomes more balanced and reciprocal, and begins to take on more of a collegial nature (Bartell & Rubin, 1990; Stoltenberg & Delworth, 1987). Supervisors and supervisees might share personal experiences and act more as friends than teacher/student, therapist/client, relative to earlier stages of supervisee development. Thus, with an equal balance of power, sexual intimacies might not appear to be harmful or abusive in nature (Bartell & Rubin, 1990).

Ramos-Sanchez et al. (2002) surveyed 126 trainees (54% pre-doctoral interns, 46% practicum students) to determine the relationship between supervisee developmental level, attachment, supervisory working alliance, and negative experiences in supervision. They used the Supervisee Levels Questionnaire - Revised (SLQ-R) developed by McNeill, Stoltenberg, and Romans (1992) to assess developmental level of the trainees and the Working Alliance Inventory (Horvath & Greenberg, 1989) to measure the supervisory working alliance. Researchers found a significant positive relationship between trainee developmental level and strength of the supervisory working alliance and a significant positive relationship between trainee self-awareness (a subscale of the SLQ-R) and the supervisory working alliance (Ramos-Sanchez et al., 2002).

As supervisees exhibit different characteristics and abilities based on the amount of experience they have gained (Bernard & Goodyear, 2009), Ramos-Sanchez et al. (2002) assumed that trainees with more experience have a higher developmental level.

Based upon these results, they suggested that the relationship between experienced trainees and their supervisors is more collegial, more focused on broader aspects of supervision (e.g., supervisory relationship, therapeutic relationship between trainee and clients, etc.), has a higher level of trust, and allows for greater emphasis on transference work and higher-level counseling skills. Research is needed to determine the effects of trainee experience and development along with the supervisory alliance on sexual attraction and disclosure of sexual attraction in supervision.

Psychology interns surveyed by Rodolfa et al. (1994) had an average of 5 years of counseling experience during their doctoral training. About one quarter of interns reported feelings of sexual attraction for their supervisor. However, there is no research that directly explores the relationship between trainee experience and sexual attraction disclosure in supervision.

Training in Sexual Issues relating to Psychotherapy and Supervision

Previously, training programs have not addressed adequately issues of a sexual nature in psychology (Bartell & Rubin, 1990; Conroe & Schank, 1989; Glaser & Thorpe, 1986; Ladany et al., 1997; Pope et al., 1979; Pope et al., 1986). Pope et al. (1979) noted the lack of literature on ethics, standards, research, theory, and practice regarding sexual contact in graduate training programs (i.e., between students and educators, between supervisors and trainees) and suggested that clear guidelines do not exist. Seventy-nine percent of participants reported receiving “very little education” or “no education” about sexual attraction to clients (Pope et al., 1986). Glaser and Thorpe (1986) stated that 12% of participants reported receiving training regarding sexual intimacies between educators and students; 67% reported having received training about sexual contact with clients.

In 1992, the APA clarified ethical standards, stating that sexual contact in supervisory relationships is unethical; however, research is needed to examine subsequent changes in the field of psychology (i.e., the extent to which training programs address sexual issues, the manner by which professionals manage sexual attraction, etc.). Rodolfa et al. (1994) surveyed training directors and pre-doctoral interns. Directors reported personally receiving training on the topic of sexual dilemmas from coursework (15%), internship (20%), and continuing education (40%). Eighty-eight percent of directors reported that they did not offer specific training to interns about sexual dilemmas. Interns, however, reported that they had received training on the topic of sexual dilemmas in their doctoral program (65%) and during internship (35%).

In Pope et al.'s (1986) study, 57% of therapists sought supervision or consultation after becoming aware of their attraction to a client. Younger therapists, therapists who experienced discomfort as a result of the feelings of sexual attraction, and therapists who had received some graduate training on the issue of sexual attraction in therapy were more likely than their counterparts (older therapists, therapists who did not experience discomfort, and therapists who had not received graduate training on the issue of sexual attraction in therapy) to seek professional advice. Training and education seem to be important factors in helping psychologists understand sexual issues and manage sexual attraction, and in preventing the occurrence of sexual intimacies in supervision (Bartell & Rubin, 1990).

Studies have shown that when individuals believe that their behavior is abnormal, they are less likely to disclose that behavior (Catania et al., 1986). Education might help to normalize supervisees' feelings of sexual attraction so that they are more comfortable

exploring those feelings within supervision. It also might help supervisees feel more prepared to recognize sexual attraction and then take necessary steps to avoid acting upon the attraction. This study explored the impact of training in sexual issues on supervisees' experience of sexual attraction and willingness to disclose sexual attraction for their supervisor in supervision.

Conclusion

Sexual attraction in supervision has not been studied sufficiently in current research. Evidence indicates that sexual attraction is a natural phenomenon that occurs in many supervisory relationships. However, sexual issues are greatly under-addressed in supervision and training programs, thus creating a conundrum regarding how to discuss sexual attraction in supervision. The present study explored the incidence of trainee sexual attraction for supervisors by investigating characteristics of therapist-trainees (a) that cluster them into subgroups, and (b) that might affect their experience of sexual attraction for their supervisors and their willingness to disclose the attraction in supervision. Information regarding sexual attraction in supervision might also aid in increasing the discussion of uncomfortable, yet relevant, topics in the training of psychologists.

Chapter III

Method

Participants

Participants were 156 master's and doctoral level practicum and intern trainees enrolled in graduate level counseling psychology or clinical psychology programs who have been providing supervised counseling for at least one month. Aldenderfer and Blashfield (1984) provided a thorough guide for using cluster analysis, demonstrating its application and use with data sets with a variety of topics and samples. However, there were no clear recommendations for sample size. The following studies provided evidence demonstrating the wide range of typically-used sample sizes for cluster analysis: $n = 58$ (Mason & Kalevi, 2009); $n = 115$ (Durán & Iglesias, 2008); $n = 120$, (Berven, Habeck, & Malec, 1985); $n = 156$, (Dixon, Cross, & Adams, 2001); $n = 194$, (Ulstein, Wyller, & Engedal, 2007); and $n = 963$ (Berry, 2008). Ward's (1963) method for clustering is effective with smaller samples (Berven et al., 1985; Dixon et al., 2001). The concern regarding sample size was primarily related to interest in ensuring a fair distribution of subjects in each cluster in order to indicate representativeness of distinct groups and to allow for proper follow-up statistical analyses. The present analysis yielded three clusters with $n = 69$, $n = 58$, and $n = 29$ for the three clusters, indicating a sufficient number of participants in each group (Aldenderfer & Blashfield, 1984; Berven et al., 1985; Dixon et al., 2001).

A total of 221 individuals began the survey, however 60 participants exited the survey program before completing the survey and were, therefore, excluded from the analysis due to incomplete data (Ulstein et al., 2007; Wong, Owen, Tran, Collins, &

Higgins, 2011). Data from 5 additional participants were not included in the analysis because they did not meet the requirements for participation (e.g., they were not enrolled in clinical or counseling psychology graduate programs or had no experience providing counseling).

In order to determine differing characteristics between participants who completed the entire survey and those who did not, a one-way multivariate analysis of variance (MANOVA) was conducted. Forty-three of the 60 participants who did not complete the entire survey provided enough data to compare completers and non-completers on personality, using their scores on the five subscales of the NEO-FFI-3. Results indicated that scores from participants who completed the entire survey ($n = 156$) were not significantly different from scores of participants ($n = 43$) who did not complete the entire survey, $Wilks' \Lambda = .96$, $F(5, 193) = 1.56$, $p = .173$.

The 156 participants averaged 28.8 years ($SD = 5.4$) of age, ranging from 22 to 51 years with an average of 24.3 months ($SD = 19.4$) of experience providing supervised counseling. Participants self-identified as female (85%) and male (15%); European American or Caucasian (81.5%), Multi-racial (7%), Black or African American (3.8%), Hispanic or Latino/a (2.5%), Asian American or Pacific Islander (1.9%), Middle Eastern American (1.3%), American Indian/Alaskan Native (0.6%) and Other (1.3%). Eighty-four percent of participants self-identified as heterosexual, 5.8% bisexual, 3.8% queer, 2.6% gay, 2.6% lesbian, 1.3% other, and 0.6% questioning.

Participants self-reported ascribing to the following theoretical orientations: CBT (35.9%), Integrative (21.8%), Psychodynamic (9.6%), Eclectic (7.1%), Systems (5.1%), Interpersonal-Process (4.5%), Gestalt/Existential (4.5%), Humanistic (2.6%), Behavioral

(2.6%), Cognitive (1.3%), Feminist (1.3%), and other (3.8%). Participants reported their current clinical setting as community mental health agency (26.3%), college counseling center (25%), academic setting (12.8%), private hospital (10.3%), state hospital (6.4%), private practice (1.9%), Veterans Administration hospital (1.9%), and other (15.4%). Seventy-one percent of participants were enrolled in clinical psychology programs, 27% in counseling psychology programs, and 2% in combined counseling/clinical psychology programs. Approximately 5% of participants were in their first year of graduate training, 27% in their second, 24% in their third, 15% in their fourth, 17% in their fifth, and 12% were beyond their fifth year of training.

Of the 156 participants, one did not provide required demographic data for an aspect of one independent variable (i.e., number of months of supervised counseling experience); therefore, median replacement was used to complete the data for this participant.

Procedure

Recruitment. The primary researcher recruited participants through contact with training directors of American Psychological Association (APA) accredited Clinical and Counseling Psychology programs and Association of Psychology Postdoctoral and Internship Centers (APPIC) training sites across the United States and Canada. Directors were solicited by electronic mail and asked to distribute an invitation to participate to students in their program. Approximately seven to ten days after the initial recruitment email was sent, the researcher sent a follow-up recruitment email to training directors (See Appendix A). The invitation email included a link to the website where potential participants could access the questionnaire.

An explanatory cover letter served as the informed consent, and participants were informed that the act of navigating from the informed consent to the survey indicated their consent to participate. In order to calculate an estimated response rate, the recruitment emails requested that directors who chose to send the invitation to participate to their students also respond to the researcher via email with an estimation of the number of graduate students in their program. One hundred twenty-six directors responded out of 737 directors contacted, or roughly 17% of training directors.

Ethical Considerations. The study proposal was submitted to and approved by Lehigh University's Institutional Review Board. The informed consent stated that participants could withdraw consent and discontinue participation in the study at any time by exiting the survey or closing the browser. Additionally, the informed consent explained the confidential and anonymous nature of the study as well as the potential risks and benefits for participating. The informed consent provided participants with the contact information of the author, the author's advisor, and the Office of Research Sponsored Programs. Due to the sensitive nature of the topic of sexual attraction, the last page of the survey served to debrief participants by providing information and research concerning attraction in supervision, outlining the purpose of the study, providing the contact information of the researchers and a representative from Lehigh University's research office, and offering resources for finding a psychologist in the case of discomfort resulting from participation.

Measures

NEO Five Factor Inventory-3 (NEO-FFI-3). The NEO Five Factor Inventory-3 (NEO-FFI-3; McCrae & Costa, 2010), a 60-item self-report instrument, is the shortened

version of the NEO Personality Inventory-3 (NEO-PI-3). The NEO-FFI-3 is a revised version of the NEO-FFI-R (McCrae & Costa, 2004) and has demonstrated improved readability and psychometric properties from the earlier version. The NEO-FFI-3 provides a profile of the five personality domains developed by Costa and McCrae. Twelve items combine to form each of the five subscales, thus representing each of the five factors. The items are scored on a Likert-type scale ranging from 0 (*strongly disagree*) to 4 (*strongly agree*). Higher raw scores indicate a greater endorsement of each personality domain. The five domains/subscales are: *Neuroticism* (e.g., emotional stability; sample item: “I am not a worrier”), *Extraversion* (e.g., sociability; sample item: “I like to have a lot of people around me”), *Openness to Experience* (e.g., receptivity to new ideas; sample item: “I have a lot of intellectual curiosity”), *Agreeableness* (e.g., altruism; sample item: “I try to be courteous to everyone I meet”), and *Conscientiousness* (e.g., dutifulness; sample item: “I work hard to accomplish my goals”). Reported means and standard deviations for the NEO-FFI-3 scales for adults over the age of 21 are: $M = 20.8$, $SD = 7.7$ for the N scale; $M = 28.2$, $SD = 6.2$ for E; $M = 28.4$, $SD = 6.3$ for the O scale; $M = 32.1$, $SD = 6.0$ for A; and $M = 32.5$, $SD = 6.3$ for C (McCrae & Costa, 2010). Sample means and standard deviations for the variables of interest in this study are represented in Table 10.

The NEO inventories measure basic personality dispositions of adults. Costa and McCrae (1992) conducted an exploratory factor analysis and assigned the 12 items with the highest loading to each of the five personality factors. Costa and McCrae (1992) reported significant correlations (*Pearson r*) among the factors on the Revised NEO-PI-R and the NEO-FFI: .93 (Neuroticism), .90 (Extraversion), .94 (Openness), .88

(Agreeableness), and .89 (Conscientiousness). The scales from the NEO-FFI and the NEO-FFI-R demonstrated correlations ranging from .87 to .99. Correlations of observer and self-report administrations (cross-observer correlations) between NEO-FFI-3 scales and corresponding NEO-PI-3 domains ranged from .49 to .60. NEO-FFI-3 scales have slightly lower consensual validity when compared to the full scales, as they explain approximately 90% of the variance due to their reduced length. Additionally, correlations between the NEO-FFI-3 scales and the corresponding full NEO-PI-3 scales, administered to the same respondents using the same form, ranged from .87 to .95, indicating that the NEO-FFI-3 can be considered adequate approximations of the full domain scales (McCrae & Costa, 2010).

Test-retest reliability coefficients (*Pearson r*) for the NEO-FFI have ranged from .80 to .90 (Murray, Rawlings, Allen, & Trinder, 2003; Robins, Fraley, Roberts, & Trzesniewski, 2001). Costa and McCrae (1992) established strong convergent and discriminant validity for the NEO-FFI when compared with the Big Five Adjective set (Goldberg, 1992), the California Q-Set (CQS; Block, 1961/1978), and the Hogan Personality Inventory (Hogan, 1986). The NEO-FFI has also been shown to be significantly correlated with Alden, Wiggins, and Pincus' (1990) Inventory of Interpersonal Problems (IIP-64C) (Nysaeter et al., 2009). Validity evidence for the NEO-FFI scales is applicable to NEO-FFI-3 scales (McCrae & Costa, 2010).

McCrae and Costa (2010) reported coefficient alphas for the NEO-FFI-3 administered to adults as .86 (Neuroticism), .79 (Extraversion), .78 (Openness), .79 (Agreeableness), and .82 (Conscientiousness). Past studies have demonstrated high internal consistency for the NEO-FFI subscales, ranging from .86 to .87 for Neuroticism,

.71 to .78 for Extraversion, .73 to .78 for Openness, .65 to .80 for Agreeableness, and .80 to .88 for Conscientiousness (Costa & McCrae, 1992; Nysaeter et al., 2009; Roth & von Collani, 2007; Swagler & Jome, 2005). Internal consistency alpha reliability coefficients for the current study were .87 for Neuroticism, .80 for Extraversion, .81 for Openness, .76 for Agreeableness, and .86 for Conscientiousness.

Marlowe-Crowne Social Desirability Scale (M-C SDS). The Marlowe-Crowne Social Desirability Scale (M-C SDS; Crowne & Marlowe, 1960) is a 33-item self-report measure, used with adults, designed to indicate deviant response sets (e.g., faking good or faking bad). Participants respond to items by indicating if they are *true* or *false* as they pertain to them personally (e.g., “Before voting I thoroughly investigate the qualities of all the candidates”; “I sometimes try to get even rather than forgive and forget”). Each item is scored with a zero or one, with higher total scores indicating greater levels of social desirability. Crowne and Marlowe (1960) assessed reliability and validity by testing 120 undergraduate students. Mean score for participants was 13.7, with a standard deviation of 5.8. Crowne and Marlowe reported a correlation of .35 with the Edwards Social Desirability Scale (SDS; Edwards, 1957) and provided evidence of convergent and discriminant validity using correlations with the SDS and validity, clinical, and derived scales of the Minnesota Multiphasic Personality Inventory (MMPI; Hathaway & McKinley, 1940), one-month temporal stability, and internal consistency (.88). Turchik et al. (2010) supported the internal consistency of the measure, with an alpha of .77. Internal consistency for the M-C SDS in the present study was .83.

Sexual Self-Disclosure Scale (SSDS). The Sexual Self-Disclosure Scale (SSDS; Catania et al., 1986) is a 19-item measure that indicates the amount of difficulty

individuals experience when disclosing sexual information. Participants indicate how easy or difficult it would be to reveal sexual information in a variety of circumstances based on a six-point Likert scale, ranging from 1 (*extremely easy*) to 6 (*extremely difficult*). A sample item on the SSDS is: “How difficult or easy would it be for you to discuss a personal sexual problem or difficulty with a close female friend?”. Scores on all items are summed to produce an overall score, with higher scores indicating more threat in discussing sexual information.

Catania et al. (1986) administered the SSDS to 193 college students, ranging in age from 18 to 52 years, and reported an internal consistency of .93 using Cronbach’s alpha. The sample mean for a subsample enrolled in an introductory psychology course ($n = 90$) was 60.7 with a standard deviation of 16.2. Reliability using test-retest was reported at .92. The SSDS correlates significantly with Chelune’s (1976) General Self-Disclosure Scale (-.51), indicating acceptable construct validity of the SSDS. Lower scores on the SSDS indicate less threat, whereas lower scores on Chelune’s scale indicate more threat. Good discriminant validity was demonstrated for the SSDS, as it was assessed in a study comparing student responses from students in two different courses (i.e., introductory psychology and human sexuality). Turchik et al. (2010) also reported internal consistency of .99 for the SSDS. Internal consistency for the SSDS for the current study was .92.

Supervisee Levels Questionnaire - Revised (SLQ-R). The Supervisee Levels Questionnaire – Revised (SLQ-R; McNeill, Stoltenberg, & Romans, 1992) is a 30-item scale that produces a global rating for supervisee developmental level and three subscale ratings (i.e., Self- and Other Awareness; Motivation; and Dependency-Autonomy). The

SLQ-R is based upon the SLQ and is modeled after Stoltenberg and Delworth's (1987) Integrated Developmental Model (IDM) of supervision, which traces supervisees through four stages of development that correspond to the three subscales of the measure. The SLQ-R was designed to assess characteristics of supervisees on a continuum of development. Participants indicate answers to the items based on a seven-point Likert-type scale ranging from 1 (*never*) to 7 (*always*). Sample items from the SLQ-R are: "I feel genuinely relaxed and comfortable in my sessions" (Self and Other Awareness Subscale); "Sometimes I question how suited I am to be a counselor/therapist" (Motivation Subscale); "It is important that my supervisor allow me to make my own mistakes" (Dependency-Autonomy Subscale).

McNeill et al. (1992) tested a sample of 105 graduate students in counseling and clinical psychology programs and reported Cronbach's alpha reliability coefficients for the subscales and overall score on the measure as .83 (Self and Other Awareness), .74 (Motivation), .64 (Dependency-Autonomy), and .88 (total score). The SLQ-R has been shown to discriminate between trainee groups based on experience/developmental level better than the SLQ. McNeill et al. (1992) divided trainees into three groups based on their experience. Beginning trainees reported one semester of supervision and counseling experience and one to two years of graduate education. Intermediate trainees reported two to four semesters of counseling and supervision experience and three years of graduate education. Advanced trainees reported five or more semesters of supervision and counseling and four or more years of graduate education. Mean scores were 133.7 with a standard deviation of 14.2 (beginners), 136.3 and standard deviation of 16.2 (intermediate), and 147.4 with a 14.3 standard deviation (advanced). McNeill et al.

(1992) also provided construct validity for the SLQ-R, as they reported differences between scores on the subscales and total score on the SLQ-R for the three groups. Additionally, the SLQ-R was shown to correspond with the IDM (Stoltenberg & Delworth, 1987). Internal consistency alpha coefficients for the current study were .88 (Self and Other Awareness), .71 (Motivation), .60 (Dependency-Autonomy), and .90 (total score).

Demographic Questionnaire. Participants completed a demographic questionnaire in order to provide personal information. The questions obtained information about participants' age, gender, sexual orientation, race, type of graduate program, field of study, year in program, highest degree earned, current practicum/internship setting, amount of supervised counseling experience, amount of training received regarding sexual issues in supervision, and theoretical orientation. The variable, level of experience, was determined by summing trainees' year in the program and the number of years they have been supervised while providing therapy. The variable, level of training in sexual issues in supervision, was represented by summing the participants' self-reported amount of training received regarding sexual issues in supervision (i.e., 1 (*none*) to 5 (*extensive*)) and participants' self-reported feeling of preparedness to handle sexual issues in supervision, based upon their training regarding sexual issues in supervision (i.e., 1 (*not at all prepared*) to 5 (*highly prepared*)). The two survey items were highly correlated for this study ($r = .67, p < .001$), providing support to combine them into one variable.

Descriptive Survey. A descriptive survey pertaining to the occurrence of sexual attraction in the supervisory relationship was developed for the purposes of this study.

This measure gathered data that is not accessible with use of above-mentioned scales (e.g., actual experience of sexual attraction for supervisor). Participants responded using checklists, Likert-type scales, and open-ended items (see Appendix C for list of items). Questions addressed the following: (a) experience of sexual attraction for supervisor; (b) disclosure of sexual attraction for supervisor in supervision; (c) management of feelings of sexual attraction for supervisor; and (d) ethical beliefs regarding sexual attraction and sexual contact in the supervisory relationship. The information from this survey was used for answering primary research questions and to describe the differences between clusters of trainees. No prior validity data exist for this survey.

Working Alliance Inventory – Supervision/Short (WAI/S-Short; Trainee Version). The Working Alliance Inventory/Supervision-Short (WAI/S-Short; Ladany, Mori, & Mehr, 2007) is a 12-item self-report questionnaire used to measure trainees' perceptions of the supervisory working alliance, which is comprised of three components: the agreement on goals of supervision, the agreement on the tasks, and the emotional bond between the supervisee and supervisor. Participants respond to items by rating them from 1 (*never*) to 7 (*always*) on a 7-point Likert scale. A single total score is calculated with higher scores indicating a stronger alliance.

The scale was modified to fit the purposes of this study so that trainees could indicate responses based upon a specific supervisory relationship (i.e., one in which they experienced sexual attraction for the supervisor) that might have been occurring at the time the trainee completed the survey or that might have occurred in the past. Only participants who reported having experienced sexual attraction for a supervisor completed the WAI/S-Short. The three components of the working alliance make up

three subscales, each containing 4 items. A sample item on the goals subscale, is “[my supervisor and I] have [had] established a good understanding of the kinds of things I need [needed] to work on.” An item from the tasks subscale is “I believe [believed] the way we are [were] working with my issues is [was] correct.” Lastly, a sample item from the bond subscale is “I feel [felt] that [my supervisor] appreciates [appreciated] me.” The WAI/S-Short was modified from Horvath and Greenberg’s (1989) Working Alliance Inventory (WAI) and from Tracey and Kotovic’s (1989) Working Alliance Inventory-Short (WAI-S), which are used to measure the therapeutic alliance.

The WAI/S-Short was found to relate positively to effective supervisor behaviors, such as strengthening the supervisory relationship, promoting open discussion, and demonstrating positive personal and professional characteristics (Ladany et al., 2007), which demonstrates the validity of the measure. Mehr et al. (2010) used the scale with 204 therapist-trainees and reported the internal consistency coefficient of .96, demonstrating good reliability. The mean score for the sample was 62.4 with a standard deviation of 15.5. A high correlation existed between the three subscales, thus they were summed to indicate the strength of the supervisory alliance (Inman, 2006). Cronbach’s Alpha coefficients for the current study were .87 (Task subscale), .91 (Bond subscale), .77 (Goal subscale), and .93 (total score).

Analyses

The present study attempted to explore sexual attraction in supervision by identifying subtypes among trainees, based upon personal characteristics that might be associated with their likelihood (a) to experience sexual attraction for their supervisors and (b) to disclose sexual attraction for their supervisors in supervision. Analyses were

performed using SPSS/PASW Statistics Version 20 for Windows. Preliminary analyses were conducted to check for the normal distribution of variables and demographic differences regarding variables of interest.

Research Question 1. Can graduate therapist-trainees be grouped into clusters based upon personal characteristics (i.e., personality, social desirability, perceived threat of discussing sexual information, developmental level, experience, and training in sexual issues in supervision)?

J.H. Ward's (1963) minimum-variance method of Cluster Analysis (CA) was used to identify trainee subtypes. Cluster Analysis has been demonstrated as an appropriate analytic method for studies involving counseling research and mental health topics (Borgen & Barnett, 1987). CA has been used to identify: subtypes of individuals with drug dependence and tailor effective treatment (Durán & Iglesias, 2008); subtypes of community members in order to derive mental health promotion strategies (Berry, 2008); subtypes of individuals who care for family members with dementia in determining the caregivers' risk of psychiatric morbidity (Ulstein et al., 2007); and subtypes of activity spaces used by urban adolescents based on level of risk and accessibility to substances (Mason & Kalevi, 2009).

Cluster analysis was chosen as the preferred method of primary analysis because it is an exploratory tool that allows for the emergence of themes/classifications from data in a quantitative manner (Berry, 2008; Burns & Burns, 2008; Cheung & Chan, 2005) that can be confirmed, tested, and validated in future research (Borgen & Barnett, 1987).

Previous literature has suggested that graduate trainees may cluster together based on

their scores on the variables of interest for this study (Catania et al., 1986; Crowne & Marlowe, 1960; Ladany et al., 2008; McNeill et al., 1992; Ramos-Sanchez et al., 2002).

Cluster analysis classifies subjects into groups on a number of variables by minimizing the within- group difference and maximizing the between-group difference (Borgen & Barnett, 1987; Burns & Burns, 2008). Hierarchical methods of clustering are the most widely used, specifically when there is no prior knowledge about the likely number of clusters (Borgen & Barnett, 1987). The intent is to allow the data to generate the clusters by classifying participants into groups rather than imposing predetermined categories onto the data. Cluster analysis allows for the creation of the appropriate number of groups based on the characteristics of the data rather than based on a predetermined number of groups. Multivariate data analysis assigns initially unclassified objects into distinct groups (Borgen & Barnett, 1987) by examining the entire set of interdependent relationships among variables (Burns & Burns, 2008). The cluster method locates the most similar objects by using a proximity matrix (Borgen & Barnett, 1987). To create the proximity matrix, a researcher forms clusters by measuring similarity (e.g., correlation) or distance, sometimes referred to as a dissimilarity measure, as similar objects have a small distance between them in the matrix (Borgen & Barnett, 1987; Norušis, 2011). By reducing the size of the proximity matrix containing distances between all possible pairs of cases, clustering uses a sequential approach to make the data more manageable (Norušis, 2011).

Ward's method is a very efficient hierarchical approach (Burns & Burns, 2008) and is used widely in the behavioral sciences (Borgen & Barnett, 1987). Ward's method has been shown to outperform other methods of CA regarding the handling of outliers,

cluster overlap, and elements of cluster structure (Aldenderfer & Blash, 1984). The method uses a proximity matrix of Euclidean distances (d^2) to minimize within-cluster variance among cases at each stage of grouping in order to define subject clusters (Berven et al., 1985; Borgen & Barnett, 1987; Dixon et al., 2001). Data from each respondent are located in a multi-dimensional space, organized in a proximity matrix, based on their scores on the selected variables (Berry, 2008).

Burns and Burns (2008) recommended using a two-stage sequence of analysis when the number of clusters is unknown, first to determine the optimum number of clusters, and second, to allocate cases to the particular clusters. In the first stage, Ward's method was used to determine the number of clusters. The total sum of squared deviations from the mean of a cluster was calculated in order to assess cluster membership. In order that clusters contained groupings of data from respondents with similar scores or characteristics, clusters were fused when the smallest possible increase in the error sum of squares was produced. By examining the relative distances between groups in the dendrogram, or tree diagram, (Figure 1) and the differences between coefficients in the agglomeration schedule (Table 1), the optimum number of clusters was determined to be three (Aldenderfer & Blashfield, 1984; Borgen & Barnett, 1987; Burns & Burns, 2008).

In the second stage, Ward's method was rerun with the specification of placing all cases into one of three clusters (Burns & Burns, 2008). Scores on all of the variables were standardized (using z-scores) in both stages of analysis in order to reduce relative size of the variables, namely to protect against variables with large values contributing more to the distance measure than variables with small values (Aldenderfer & Blashfield,

1984; Norušis, 2011), and to “remove large effects due to arbitrary differences in the standard deviations of means of the variables” (Borgen & Barnett, 1987, p. 463). The standardization of scores aided in assuring that all variables contributed more equally to the distance measurement (Norušis, 2011).

Discriminant analysis was used to validate the formation of clusters and to examine the differentiation among clusters in terms of the variables of interest (i.e., personality, social desirability, perceived threat of discussing sexual information, developmental level, experience, and training in sexual issues in supervision) (Borgen & Barnett, 1987; Norušis, 2011). Tukey’s post hoc pairwise comparisons were used to analyze cluster differentiation based on group centroids with respect to the discriminant functions. The discriminant analysis classification table (Table 8) and one-way ANOVA results were used to further validate the cluster solution. The classification table is provided by selecting the display option in SPSS for Windows, and the ANOVA results are provided by default in SPSS for Windows with discriminant analysis.

Research Question 2. How did the incidence of trainee experience of sexual attraction for their supervisors vary across clusters?

Research Question 3. For clusters containing trainees who reported feeling sexually attracted to their supervisors, how did trainees’ disclosure of sexual attraction for their supervisors in supervision vary across clusters?

Chi-square analyses were planned to explore the differential characterization of (a) trainees who reported experiencing feelings of sexual attraction for their supervisors and those who did not report experiencing attraction and (b) trainees who disclosed sexual attraction for supervisors in supervision and those who did not disclose (Berry,

2008; Berven et al., 1985; Burns & Burns, 2008). However, a chi-square analysis was used only to answer the second research question, as the observed frequencies for the third research question were insubstantial.

Research Question 4. For clusters containing trainees who reported feelings of sexual attraction for their supervisors, how did cluster membership predict trainees' perceptions of the supervisory working alliance?

Linear regression analysis was used to explore the relationship between cluster membership and trainee perception of the supervisory working alliance. Linear regression analysis is an appropriate method used to predict or explain the relationship between the independent variable and the dependent variable (Howell, 2004).

Chapter IV

Results

Preliminary Analyses

The assumption of multivariate normality was checked and met by establishing univariate and bivariate normality for all of the variables used to cluster participants. Univariate normality was indicated by acceptable ranges of normality (-2.00 to +2.00) for skewness and kurtosis (Stevens, 2009). Kurtosis for the variable, perception of the supervisory working alliance (as measured by the WAI/S-Short) was beyond the acceptable limit (2.60). As this variable was not used in the primary analysis, it did not affect clustering of subjects. Visual investigation of the probability plots demonstrated that criteria were met for assuming univariate normality, as there were no significant abnormalities. Additionally, bivariate normality was indicated by observation of elliptical patterns in the scatterplots.

Correlations between variables used in the cluster analysis were examined. Several variables were significantly correlated at the $\alpha = .01$ and the $\alpha = .05$ levels (see Table 3). Aldenderfer & Blash (1984) suggested using data transformation procedures when variables are highly correlated. Data transformation was not performed in this study, as only two sets of variables were correlated at a level higher than .40 (neuroticism, measured by the NEO-FFI-3-N, and developmental level, measured by the SLQ-R, $r = -.44, p < .01$; agreeableness, measured by the NEO-FFI-3-A, and social desirability, measured by the M-C SDS, $r = .41, p < .01$). Further, variables were chosen to “best represent[t] the concept of similarity under which the study operate[d]”

(Aldenderfer & Blashfield, 1984, p. 20) and were standardized in order to account for relevant size differences in measurement.

Chi square analyses were conducted to determine demographic characteristics (i.e., gender, sexual orientation, and race) that may have accounted for any observed differences among the variables of interest for the study. Results indicated no demographic differences concerning the variables.

Clustering of participants

The 156 participants were clustered according to Ward's (1963) method based on their standardized scores on the variables of interest for this study (i.e., personality, social desirability, perceived threat of discussing sexual information, developmental level, experience, and training in sexual issues in supervision). Three clusters emerged as an optimal solution for this sample. Examination of the rates of change (Table 3) in the coefficients represented in the agglomeration schedule (Table 1) and the rescaled distance measures in the dendrogram (Figure 1) yielded a manageable and meaningful number of clusters. The distance between clusters for different cluster solutions are measured in agglomeration schedules. When too many clusters have been created, the coefficients decrease markedly. Examining rates of change from successive steps of the coefficients helped to determine the optimum number of clusters (Berry, 2008; Burns & Burns, 2008). Additionally, figurative "cutting" of the dendrogram appeared to be most appropriate at a level that yielded three groups, aiding in determining a 3-cluster solution (Aldenderfer & Blashfield, 1984; Burns & Burns, 2008).

The three clusters included two moderately sized clusters and one smaller cluster. Data revealed 29 subjects (18.6%) in the first cluster; 69 (44.2%) in the second cluster;

and 58 (37.2%) in the third cluster. Mean scores for the variables of interest were computed for each cluster (see Table 4) and then used to label and describe clusters in a statistically and practically meaningful manner (Berry, 2008; Berven et al., 1985). Chi square analyses were conducted to determine if clusters differed on demographic variables (i.e., gender, race, sexual orientation). No significant differences were found.

Cluster 1. Cluster 1 included 18.6% ($n = 29$) of the total sample. Mean variable scores indicated lowest levels of experience, development, training and preparedness regarding sexual issues in supervision, extraversion, and openness to experience relative to the other clusters. Means for experience and development were roughly one standard deviation (SD) below the mean for the sample, and almost one SD below the sample mean for experience. Mean scores were highest, relative to other clusters, on neuroticism (one SD above the sample mean) and general difficulty discussing sexual issues (almost one SD above the sample mean). This cluster was labeled “navigating novices”, as their characteristics and personalities seemed to represent a group of individuals low in experience and confidence with high levels of distress and anxiety (McCrae & Costa, 2010; Ramos-Sanchez et al., 2002).

Cluster 2. Cluster 2 included 44.2% ($n = 69$) of the total sample. Mean variable scores demonstrated slight deviations from the sample means for a majority of the variables. However, mean variable scores were lowest relative to the other clusters for the variables of agreeableness, conscientiousness, social desirability, and general difficulty discussing sexual issues, falling about one-half standard deviation below the sample means for those variables. The label for this cluster was “evolving intermediates”, as they seemed to represent a group of trainees neither high nor low in

variables related to experience or personal distress. Rather, scores seemed to suggest a sense of progress towards self-understanding, specifically with relation to perceptions of the self in relation to others (e.g., peers, colleagues, supervisors, etc.) (McCrae & Costa, 2010; Ramos-Sanchez et al., 2002; Turchik et al., 2010).

Cluster 3. Cluster 3 included 37.2% ($n = 58$) of the total sample. Mean variable scores for experience, development, social desirability, training and preparedness in sexual issues in supervision, agreeableness, and conscientiousness were highest for Cluster 3, relative to other clusters. Mean scores for agreeableness and conscientiousness were almost one standard deviation above the sample mean. Scores were approximately one-half standard deviation higher than the sample mean for experience, development, and social desirability. For training and preparedness, the mean score was slightly above the mean for the sample. The mean score for neuroticism in Cluster 3 was the lowest of all clusters, measuring almost one standard deviation below the sample mean. This cluster was labeled, “advancing achievers”. This cluster appeared to demonstrate marked advances in variables related to development and ease of striving for success and acceptance concerning professional competence (McCrae & Costa, 2010; Ramos-Sanchez et al., 2002).

Discriminant Analysis

Discriminant analysis was used to examine differentiation among the three clusters in terms of linear combinations of their scores on the variables of interest for this study. Two functions were derived, and both accounted for a significant amount of variance. Function 1 explained 65% of the variance between the three clusters, $Wilks' \lambda = .208$, $\chi^2(20) = 233.02$, $p < .001$. Function 2 explained 35% of the variance between

clusters, *Wilks' λ* = .539, $\chi^2(9) = 91.74$, $p < .001$. Box's Test of Equality of Covariance Matrices was used to check for the assumption of homogeneity of covariance matrices and was significant (*Box's M* = 203.68, $F = 1.65$, $p < .001$), revealing that the covariances among the variables were not the same for the three different clusters. Burns and Burns (2008) suggested that when Box's M is significant, groups with very small log determinants should be deleted from the analysis. Results revealed that log determinants for the three groups in this analysis were similar (see Table 5), and therefore all groups were retained. The assumption of normality was met in the preliminary analyses, offering supportive reason to acknowledge results, as the Box test is strongly affected by violations of normality. However, given this violation of homogeneity assumption, results should be interpreted with caution (Stevens, 2009).

The meanings of the discriminant functions were interpreted by using the structure matrix values (i.e., correlations) and standardized coefficients (shown in Table 6). According to the structure matrix, agreeableness, social desirability, experience, and conscientiousness demonstrated the highest positive correlation with Function 1 and neuroticism was correlated negatively. The standardized coefficients of these variables also contributed relatively significant weights on the function, indicating that these five variables are extremely important in interpreting the function. Examination of the three group centroids, presented in Table 7, indicated that the greatest differentiation on Function 1 occurred between Cluster 3 ("advancing achievers") at the positive extreme and Cluster 2 ("evolving intermediates") at the negative extreme, with Cluster 1 ("navigating novices") falling closer to the negative extreme. Tukey's post hoc pairwise comparison revealed that for the first function, the mean for Cluster 3 was significantly

higher than the means for Cluster 1 ($p < .001$) and Cluster 2 ($p < .001$) and the mean for Cluster 1 was significantly higher than the mean for Cluster 2 ($p < .001$).

Function 2 was defined primarily by low levels of development, low levels of training and preparedness regarding sexual issues in supervision, high levels of general difficulty discussing sexual issues, and moderately high levels of neuroticism, as indicated by the structure matrix values and standardized coefficients. According to the group centroids, Cluster 1 (“navigating novices”) was substantially more positive for Function 2 relative to both Cluster 2 (“evolving intermediates”) and Cluster 3 (“advancing achievers”), both which landed at the negative extreme. Tukey’s post hoc pairwise comparison revealed that the mean for Cluster 1 was significantly higher than the means for Cluster 2 ($p < .001$) and Cluster 3 ($p < .001$) for Function 2. There were no significant differences between Cluster 2 and Cluster 3 on Function 2. Effective and meaningful interpretation of discriminant functions appears plausible based on group centroids and pairwise comparisons. See Figure 2 for a visual representation of the positioning of Clusters in discriminant planes defined by the functions.

To test the validity of the clustering solution further, the ability to classify participants correctly according to their cluster membership based on the discriminant functions was examined. The classification results (Table 8) revealed that 88% of respondents were classified correctly into one of the three clusters. A predictive accuracy greater than 75% is considered strong support for the differentiation among clusters (Burns & Burns, 2008).

Additionally, examination of discriminant analysis results, including one-way ANOVA results, provided support for the adequacy of the clustering solution

(Aldenderfer & Blash, 1984; Berven et al., 1985; Burns & Burns, 2008; Dixon et al., 2001). ANOVA tests, based on differentiation of cluster means, demonstrated significant differences between the group means of all variables of interest using 95% confidence level ($\alpha = .05$). Most were significant at the $p < .001$ level. Results are presented in Table 9. Consistent with significant differentiation based on discriminant functions, mean score profiles provided further evidence for the ability to discriminate among subject clusters based on scores on the variables of interest.

Chi-square Analysis

A chi-square analysis was used to answer research question two, which was concerned with the relationship between cluster membership and the reported experience of sexual attraction for a clinical supervisor. A significant difference across clusters was found for the experience of sexual attraction in supervision, $\chi^2 (2) = 9.5, p = .009$. Forty-two percent of subjects in Cluster 2 (“evolving intermediates”) reported having experienced sexual attraction for a clinical supervisor compared to the other two clusters (17% for Cluster 1 and 21% for Cluster 3). A post hoc power analysis was conducted using G*Power 3.1.3 statistical software, which is an extension and improved version (Faul, Erdfelder, Lang, & Buchner, 2007) of its predecessor G*Power (Erdfelder, Faul, & Buchner, 1996). The power for this analysis (with a medium effect size, $w = .3$ and $\alpha = .05$) was .93.

The planned chi-square analysis was not conducted to answer research question three, concerning the relationship between cluster membership and disclosure in supervision of sexual attraction for the supervisor. Forty-six out of 156 total participants reported having experienced sexual attraction towards one or more clinical supervisors.

Of those 46 respondents, only two subjects reported that they disclosed this experience to their supervisors in supervision. One subject was a member of Cluster 1 and the other was a member of Cluster 3. In order for chi-square analysis to serve as a valid statistical test, each cell in the contingency table should contain at least five subjects (Howell, 2004). Data did not provide sufficient evidence to indicate a relationship between cluster membership and disclosing the experience of sexual attraction for a supervisor in supervision.

Linear Regression

The fourth research question, concerning the relationship between cluster membership and the perception of the supervisory working alliance, was answered using simple linear regression analysis. Results from the regression analysis revealed no significant relationship between cluster membership and trainee perception of the supervisory working alliance, $r^2 = .002$, $F(42) = .086$, $p = .771$. Cluster membership did not predict trainees' perceptions of the supervisory working alliance.

Chapter V

Discussion

The current study employed Cluster Analysis as an exploratory technique in order to identify subgroups of trainees, in counseling psychology and clinical psychology programs, to explain how sexual attraction in supervision and disclosure of sexual attraction in supervision might be related to trainee personal characteristics and circumstantial factors. A three-cluster structure emerged from the data. Mean profile scores on variables of interest (i.e., personality, social desirability, perceived threat of discussing sexual information, experience, developmental level, and level of training/preparedness to handle sexual issues in supervision) for each cluster suggested meaningful differences among clusters. Discriminant analysis validated the differentiation of clusters.

Labeling of Clusters

Fundamental commonalities along with marked differences were used to name the three clusters in a manner that best typified their underlying constructs (Dixon et al., 2001). Examination of differences on variables of interest (see Table 4), characteristic differences related to functions (see Table 7), and prior research and theory were used to guide the process of labeling clusters.

Navigating Novices. Results suggested that membership in Cluster 1 (19% of the sample) was characterized by inexperience along with discomfort and distress (McCrae & Costa, 2010). Cluster 1 had the lowest levels of experience, development, and training in sexual issues, and the highest scores in neuroticism and discomfort discussing sexual issues. Results support previous research characterizing beginning trainees, when

compared to more experienced trainees, as less developed (McNeill et al., 1992), relatively higher in anxiety, and more heavily reliant on supervisors for help with clients (Stoltenberg & Delworth, 1987).

Evolving Intermediates. Findings suggested that membership in Cluster 2, the largest cluster (44% of the sample), was characterized by subjects with average levels of experience and preparedness who seem to be concerned with balancing personal development and professional achievement. Evolving intermediates scored lowest of all clusters in conscientiousness, agreeableness, social desirability, and discomfort discussing sexual issues. Previous research indicates that trainees in the intermediate phase of development struggle with balancing their increases in skills with shifts in confidence and lingering doubts regarding autonomy and competence (Stoltenberg & Delworth, 1987). This is consistent with an internal focus and even temper, signaled by low scores on agreeableness and conscientiousness (McCrae & Costa, 2010), which were characteristic of Cluster 2 in this study.

Advancing Achievers. Results implied that membership in Cluster 3 (37% of the sample) was characterized by a sense of confidence, emotional stability, attunement to others, along with a desire and potential for success (McCrae & Costa, 2010). Mean scores for experience, social desirability, development, training, agreeableness, and conscientiousness were highest for Cluster 3, while neuroticism was the lowest. Consistent with results from the present study, trainees with the most experience demonstrate advanced levels of development, and thus, they function with more confidence in their work and do not struggle much with self-doubt (Stoltenberg & Delworth, 1987). Of note is that although this cluster's elevation in social desirability

could signal less reliance on the opinion of others to support self-efficacy (Stoltenberg & Delworth, (1987), it might also be indicative of a high level of impression management (Turchik et al., 2010).

Summary of Clustering

Both personal characteristics (i.e., personality, social desirability, discomfort discussing sexual issues, and development) and circumstantial factors (i.e., experience, training level) were influential in characterizing different subgroups of trainees. Current research addresses the influence of developmental level of trainees, however little exists regarding the relationship between personality and other variables of interest (i.e., impression management, comfort discussing sex). In the current study, experience and developmental level weighed heavily on the clustering results. The results correspond with previous research indicating that trainees at similar levels of development/experience share common characteristics (Stoltenberg & Delworth, 1987).

Personality factors of neuroticism, agreeableness, and conscientiousness were more influential in clustering and differentiating participants in this study than extraversion and openness to experience. However, the mean score for the sample on openness to experience was more than one standard deviation above the mean reported by McCrae and Costa (2010). This suggests that although openness to experience did not help to differentiate clusters of trainees, in general, subjects in this sample possessed high levels of curiosity, creativity, imagination, aesthetic sensitivity, and attention to inner feelings (McCrae & Costa, 2010). High levels of openness to experience in counseling and clinical psychology trainees aligns with previous research highlighting the relationship between openness and Holland's Investigative and Artistic interests (Hansen, 2005).

The results of the discriminant analysis indicated that agreeableness, conscientiousness, neuroticism, social desirability, developmental level, training in sexual issues, and discomfort in talking about sexual issues accounted for a majority of the differentiation between trainee clusters. Functions appeared to order clusters on stability and drive for success (Function 1) along with nervousness and inexperience (Function 2). Results provide further support for the tendency for trainees to gain comfort and confidence as they grow in development and experience (Stoltenberg & Delworth, 1987).

Sexual Attraction in Supervision

The incidence of trainee-reported sexual attraction in supervision was of particular interest in this study. Thirty percent of subjects reported having had experienced sexual attraction for a clinical supervisor, which substantiates previous findings of Rodolfa et al. (1994), who found that 25% of pre-doctoral psychology interns reported sexual attraction for their supervisors. Each cluster contained subjects who reported sexual attraction for supervisors. As clusters were characterized partly by experience and developmental level, this finding aligns with previous theory and research noting that sexual attraction in the supervisory relationship could occur at any stage of supervisee training (Bartell & Rubin, 1990; Stoltenberg & Delworth, 1987).

However, sexual attraction varied significantly across clusters. Reported sexual attraction for supervisors occurred more frequently in clusters made up of trainees with higher levels of experience and development. Forty-two percent of subjects in Cluster 2, “evolving intermediates”, and 21% in Cluster 3, “advancing achievers”, experienced sexual attraction for supervisors compared to 17% of “navigating novices”, (Cluster 1), the cluster characterized by the least amount of experience. The differentiation of sexual

attraction in supervision across clusters offers validation for previous research related to the supervisory relationship (Ramos-Sanchez et al., 2002; Stoltenberg & Delworth, 1987).

Trainee development is related to trainee experience (Ramos-Sanchez et al., 2002), and each stage of development is characterized by different dynamics in the supervisory relationship. Beginning trainees are more dependent upon their supervisors for assistance with clients and are less concerned with personal feelings in the supervisory relationship (Bartell & Rubin, 1990; Stoltenberg & Delworth, 1987). As trainees progress in experience and development, their supervisory relationships become more collegial in nature (Ramos-Sanchez et al., 2002). Supervisory work may have an increased focus on personal experiences and reactions in professional relationships (Stoltenberg & Delworth, 1987), suggesting that sexual attraction might occur more often with trainees who are in intermediate or advanced stages of training.

Additionally, personal characteristics and personality factors contributed to the classification of subjects. Cluster 2 contained the highest percentage of subjects who reported feelings of sexual attraction for a clinical supervisor compared to the other clusters. Prior studies have indicated that lower scores in social desirability and agreeableness, along with less discomfort regarding the general disclosure of sexual information, are related to higher levels of reported sexual risk-taking (Turchik et al., 2010). Furthermore, individuals with low scores on conscientiousness have indicated a higher interest in sex (McCrae, Costa, & Busch, 1996). Findings from the present study support such claims.

Although a substantial number of trainees in this study reported having experienced sexual attraction within the supervisory relationship, results indicated that trainees did not feel adequately trained in sexual issues in supervision nor did they feel adequately prepared to handle them. The reported inadequate preparedness of this sample is consistent with previous literature (Conroe & Schank, 1989; Ladany et al., 1997; Lamb & Catanzarro, 1998; Lamb et al., 2003; Pope et al., 1986; Pope & Tabachnick, 1993; Rodolfa et al., 1994) that noted the lack of adequate training and attention regarding the matter of sexual issues in supervision.

Management of Sexual Attraction

The issue of sexual attraction in supervision is wrought with confusion (Glaser & Thorpe, 1986; Ladany et al., 2005), anxiety, discomfort (Mehr et al., 2010), shame, and guilt (Bartell & Rubin, 1990; Ladany et al., 2005). Trainees have reported withholding information from their supervisors regarding sexual attraction within the supervisory relationship (Mehr et al., 2010), which is supported by this study. Only two of the 46 subjects who reported experiencing sexual attraction for their supervisors disclosed the attraction to the supervisor in supervision.

Sexual attraction in supervision not only affects the supervisory relationship, but it also has implications for the therapy relationship, specifically how trainees relate to and work with their clients (Conroe & Schank, 1989; Gray et al., 2001; Ladany et al., 2005; Rodolfa et al., 1994). Consequently, it is important that trainees work to manage feelings of sexual attraction for their supervisors in some way (Rodolfa et al., 1994). Previous research indicated that individuals consulted with colleagues (Pope et al., 1987) and training directors (Rodolfa et al., 1994) in order to manage sexual attraction for

supervisors. Results from this study align with and extend previous research, as trainees reported discussing sexual attraction for their supervisors with peers/colleagues, personal friends, personal therapists, romantic partners, family members, and professors. Interestingly, 50% of trainees did not discuss the attraction with anyone.

Theory suggests that discussing sexual attraction within the supervisory relationship in supervision might be beneficial and might lead to supervisee learning and growth (Bartell & Rubin, 1990; Gray et al., 2001; Koenig & Spano, 2003; Ladany et al., 1997; Ladany et al., 2005; Rodolfa et al., 1994). However, disclosure of sexual attraction for the supervisor in supervision does not happen often (Ladany et al., 1996; Mehr et al., 2010; Rodolfa et al., 1994; Walker et al., 2007). As so few subjects reported disclosing sexual attraction to their supervisors, it is impractical to draw conclusions from this study regarding the characterization of trainees who disclose sexual attraction and those who do not. More research is needed in this area.

Supervisory Working Alliance and Cluster Membership

Results from the current study indicated that cluster membership did not predict trainees' perceptions of the supervisory working alliance. Only trainees who reported having experienced sexual attraction in supervision completed the WAI/S-Short. The mean score for this sub-sample was high, which supported the suggestion that sexual attraction would most likely occur in supervisory relationships characterized by a strong alliance (Ladany et al., 2005). The mean of the sub-sample from this study was similar to the sample mean of trainees investigated by Mehr et al. (2010). Mehr et al.'s study examined the relationship between trainee nondisclosures in supervision, trainee anxiety, and the supervisory working alliance. Results from the current study might also be

indicative of a ceiling effect, highlighting the difficulty in noting a difference between clusters because they all revealed relatively high scores on the working alliance measure. However, more research is needed to draw compelling conclusions regarding the relationship between sexual attraction and the supervisory working alliance.

Limitations

Although careful planning and statistical checks intended to account for threats to validity and reliability, a number of limitations to this study exist. As the topic of sexual attraction is sensitive in nature, participants might not have been completely forthcoming in their responses. Combined with consideration that the measures collected data based on subjects' self-reported experiences, one cannot rule out the threat to internal validity of self-report bias. Further, participants were solicited through requests to participate as opposed to random selection; therefore, self-selection bias also posed a threat to internal validity.

The survey was sent to program and training directors on multiple list-serves via electronic mail, making it difficult to determine the number of potential responders and to calculate an accurate response rate. The primary investigator requested that directors who sent the study to students and trainees respond via electronic mail with a tally of students to whom the study was sent. However, the researcher was unable to calculate accurately the number of potential responders (e.g., inability to determine how many potential participants viewed the request to participate; directors might have sent the study to students without responding to the researcher, etc.) The inability to calculate response rate was a limitation to the current study.

Sixty individuals accessed the survey but exited before completing. Due to order of scale administration, demographic data was not gathered on all participants. Consequently, it is not possible to draw informed conclusions regarding common demographic characteristics of these individuals. However, results indicated that there were no significant differences in personality between the majority of participants who exited before completing and those who completed the entire survey. The order in which trainees completed the scales could have influenced overall results. Additionally, internal validity might have been threatened by instrumentation error, specifically related to slight changes in wording to the WAI/S-Short.

Mono-operation bias might have limited construct validity, given that this study employed only one scale to measure each variable. The timing of the data collection could have influenced supervisee ratings on certain constructs (e.g., supervisory working alliance), thus affecting the results and limiting external validity. For example, data collection occurred at the end of a semester, when supervisors typically provide trainees with formal evaluations. As evaluation has the potential to create anxiety in trainees (Bernard & Goodyear, 2009), ratings of the alliance might have been affected. Likewise, external validity affects the generalizability of results. The sample included mainly White heterosexual females enrolled in clinical psychology programs, and thus generalizability likely would be limited to trainees of similar demographics.

The categories obtained in cluster analysis are subjective and, thus, a function of the judges who conduct the sorting and the clustering procedures utilized. Therefore, cluster analysis requires considerable judgment on the part of the researcher, as the final cluster solution might be a product of researcher bias (Borgen & Barnett, 1987). The

primary researcher made highly conscious efforts to preserve the validity of the results by choosing the cluster analysis method with strong support (Burns & Burns, 2008) and by adhering to the strict methodological procedures of the analysis design and procedure.

Lastly, due to the number of variables used in the study relative to the sample size, the power and interpretability of results might be weaker than desired. Although no analysis exists to determine appropriate ratio of participants to variables for cluster analysis, Stevens (2009) suggests a sample of at least 20 subjects per variable for discriminant analysis. In this study, the ratio was roughly 16 participants per variable. However, power analysis for chi-square procedure revealed adequate power.

Implications

The current study serves to fill gaps in research concerning the differential characterization of psychology trainees that might affect the incidence of sexual attraction in supervision; offers implications for practice and research; and addresses areas for future study. The current study provides support for previous research related to the ways in which similarities in experience and developmental level serve to cluster trainees, while it also highlights the need for future research concerning the ways in which other variables (e.g., personality, social desirability, difficulty discussing sex) might interact to group trainees into subtypes.

As an exploratory study, unique in its kind, conclusions indicate the need for increased attention, training, and research on the topic of sexual attraction in supervision. Pope et al. (1979) reported an overall confusion regarding ethics of sexual relationships in supervision; however, results from the current study suggest that ethical awareness has increased in recent decades. On average, participants in the current study indicated the

beliefs that (1) sexual attraction in the supervisory relationship is ethical, and (2) sexual contact in the supervisory relationship is unethical.

Although participants seemed to possess the knowledge that it is acceptable to experience sexual attraction towards a clinical supervisor, there appears to be a need for increased training and education regarding how to handle and manage such feelings. Responsibility falls on training programs, educational programs, and direct clinical supervisors.

On average, trainees in the current study reported feeling *somewhat* trained in and prepared to handle sexual issues in supervision. Results suggest that training programs have responded to previous studies that have indicated the need for more training in sexual issues (Bartell & Rubin, 1990; Conroe & Schank, 1989; Glaser & Thorpe, 1986; Ladany et al., 1997; Pope et al., 1979; Pope et al., 1986). Rodolfa et al. (1994) indicated that pre-doctoral interns and training directors reported receiving training regarding sexual issues from their coursework, internship, and continuing education. However, there is more work to do in preparing trainees to become competent in handling sexual issues in supervision.

Conroe and Schank (1989) outlined the need for an extensive integration of education and training on topics related to sexual attraction and sexual intimacy in graduate programs as well as in continuing education programs for professionals and administrators. They suggested that training efforts should encourage open discussion of feelings towards clients and supervisees, differentiate between experience of feelings and acting on feelings of attraction, promote peer consultation, and outline guidelines for assessing and handling sexual exploitation. Similarly, education programs should

provide training on managing multiple relationships, boundary crossings, and boundary violations (Lamb et al., 2003).

Training level and feeling of preparedness in sexual issues in supervision for the current sample increased markedly from Cluster 1, “navigating novice”, to Cluster 2, “evolving intermediates”, corresponding with advances in experience and development. However, there was little increase in the level of training and preparedness beyond this point. Cluster 3, was characterized by only a slight increase in feeling adequately trained and prepared to handle sexual issues in supervision when compared with Cluster 2.

Individuals in each cluster reported sexual attraction in supervision at some point in their graduate training. Feelings of sexual attraction occur across trainees, regardless of personality and developmental differences. Therefore, all trainees should receive training in sexual issues from the onset of their training program (Conroe & Schank, 1989; Housman & Stake, 1999) from multiple entities (e.g., professors, training directors, supervisors, etc.).

Discussions that take place within the supervisory relationship seem to be of utmost importance. Koenig and Spano (2003) indicated the vital responsibility of supervisors to normalize intimate feelings experienced by trainees (e.g., caring, attraction, etc.) within the supervisory relationship. Additionally, training should clarify the differences between sexual attraction and sexual misconduct (Conroe & Schank, 1989).

The trainee has less power in the relationship and maintains a vulnerable position relative to the supervisor (Bernard & Goodyear, 2009; Ladany et al., 2005; Pope et al., 1979). In order to relate effectively with supervisees and empower them to share

meaningful experiences in supervision, it is important for supervisors to work towards understanding their positions of power. Supervisors have a responsibility to prepare their supervisees effectively for professional practice that promotes ethically appropriate behavior (Bernard & Goodyear, 2009; Falender & Shafranske, 2009).

By actively exploring reactions within the supervisory relationship, supervisors model the effective discussion of difficult topics. Open discussion and self-disclosure of immediacy regarding the supervisory relationship provides opportunities for trainees to share genuine reactions and models the use of relational interventions that trainees may then use in therapy work with clients (Gelso & Palma, 2011). Undisclosed attraction might inhibit the supervisory process and might lead to negative effects in supervisees' work with clients (Gray et al., 2010). Supervisors who work towards assisting trainees in addressing sexual attraction in supervision could offer trainees validation, normalization, and helpful strategies to manage feelings (Ladany et al., 2005). Discussing relational dynamics within the supervisory relationship might highlight parallel processes with regards to the therapeutic relationship as well (Bartell & Rubin, 1990; Conroe & Schank, 1989; Ladany et al., 1997; Rodolfa et al., 1994).

Discussion of sexual attraction in supervision seems to be an effective method to manage such feelings, although it might not be the best course of action in all situations. Variability in the quality of supervisory relationships indicates that trainees might benefit from using alternate methods to manage attraction. Supervisory relationships are designed to benefit supervisees (Bernard & Goodyear, 2009; Ladany et al., 2005); however some relationships are unsatisfactory, and some supervisors are unsuccessful in establishing a safe supervisory environment (Ladany et al., 2008). Supervisors are

vulnerable to situational and personal stressors that may inhibit their ability to relate effectively and appropriately with supervisees; and some possess characterological impairments or personality traits (i.e., manipulative, narcissistic) that pose risk to supervisees (Conroe & Schank, 1989).

Although current ethical guidelines clearly state the unethical nature of sexual relationships in supervision, boundary violations still occur (Falender & Shafranske, 2009; Neukrug et al., 2001). A majority of professionals who reported having engaged in sexual relationships with supervisors during their graduate training viewed them as harmful and reported a sense of regret (Lamb et al., 2003). However, a substantial number of participants in the same study reported the belief that sexual relationships in supervision were not harmful (Lamb et al., 2003). Supervisors who are unaware of or indifferent to the detrimental effects of sexual boundary violations might inappropriately use their positions of power when faced with a supervisee disclosure of attraction.

Gender identity magnifies the power dynamics of the supervisory relationship in dyads containing a male supervisor and a female supervisee. Males possess sociocultural privilege relative to females in the U.S. (Ancis & Ladany, 2001; Ladany et al., 2008), intensifying the vulnerability of female supervisees in the supervisory relationship. Gender and power dynamics affect the occurrence of sexual relationships in supervision (Bartell & Rubin, 1990; Glaser & Thorpe, 1986; Rodolfa et al., 1994; Pope et al., 1979; Pope et al., 1986; Robinson & Reid, 1985).

Males have reported more sexual boundary violations as professionals than females, and women have reported experiencing sexual relationships and boundary crossings as students, supervisees, and clients more frequently than men (Falender &

Shafranske, 2009; Lamb et al., 2003). Whereas some females might feel safe in discussing sexual attraction with their supervisors, others might not. More research is needed to address more fully gender dynamics and the experience of sexual attraction in the supervisory relationship.

Training and education could offer alternate methods for understanding and managing feelings of sexual attraction in supervision. Individuals who reported receiving training regarding sexual intimacies were more likely to consult than trainees without related training (Pope et al., 1986). Discussing sexual attraction with others (e.g., peers, friends, etc.) and working on the experience in personal therapy are options for managing such feelings. Additionally, self-exploration and self-reflection might provide opportunities for gaining insight into styles of relating (Ladany et al., 2008) and the meaning of feelings of attraction.

Results from the clustering of subjects and relationship between personal characteristics and circumstantial factors also offer valuable information for training programs. Information from the current study could inform training programs concerning efforts to tailor training that addresses differing characteristics and needs of trainees. For example, trainees who exhibit characteristics similar to subjects in Cluster 2 (e.g., low agreeableness, low social desirability, etc.) might benefit from additional training and/or closer supervision concerning attraction issues.

As stated, future research is needed on the topic of sexual attraction in supervision. Replication of this study with a different sample would aid in validating results. As this study examined the incidence of sexual attraction from the trainee perspective, an investigation from the perspective of supervisors would add to the body of knowledge.

The current study did not specifically address interactions of gender identity, sexual orientation identity, or ethnic identity and how such interactions might affect the incidence of sexual attraction in supervision, which would also be interesting and beneficial.

Finally, as this study was a quantitative exploration, it would be interesting to examine sexual attraction in supervision qualitatively. Future qualitative studies could gather data from supervisees and supervisors who have experienced sexual attraction in supervision with an aim to identify common themes or factors influencing attraction (e.g., personality, relationship dynamics, personal circumstances, ethical prowess, training in sexual issues, multicultural identity interactions) and resulting from attraction (e.g., personal feelings/reactions, management of attraction, professional competence). As supervision reveals parallel processes that occur in the therapy relationship, qualitative analyses of sexual attraction in supervision might increase understanding of similar dynamics between the client and therapist. Qualitative analyses offer the opportunity to gather rich data that aids in a deeper understanding of how sexual attraction in supervision affects therapeutic outcome for clients.

References

- Alden, L. E., Wiggins, J. S., & Pincus, A. L. (1990). Construction of circumplex scales for the inventory of interpersonal problems. *Journal of Personality Assessment*, 55, 521-536.
- Aldenderfer, M. S., & Blashfield, R. K. (1984). *Cluster analysis*. Beverly Hills, CA: Sage Publications.
- American Psychological Association (1977). *Ethical standards of psychologists* (Rev. ed.). Washington, D.C.
- American Psychological Association. (1981). Ethical principles of psychologists. *American Psychologist*, 36, 633-638.
- American Psychological Association, Ethics Committee of the American Psychological Association. (1988). Trends in ethics cases, common pitfalls, and published resources. *American Psychologist*, 43, 564-572.
- American Psychological Association Ethics Committee. (1992). Ethical principles of psychologists. *American Psychologist*, 47, 1597-1611.
- Ancis, J. R. & Ladany N. (2001). A multicultural framework for counselor supervision. In L. J. Bradley & N. Ladany (Eds.), *Counselor supervision: Principles, process, and practice* (3rd ed., pp. 63-90). Philadelphia, PA: Brunner-Routledge.
- Bartell, P. A., & Rubin, L. J. (1990). Dangerous liaisons: Sexual intimacies in supervision. *Professional Psychology: Research and Practice*, 21, 442-450.
- Bernard, J. M. (1979). Supervisor training: A discrimination model. *Counselor Education and Supervision*, 19, 60-68.
- Bernard, J. M., & Goodyear, R. K. (2009). *Fundamentals of clinical supervision* (4th ed.). Boston: Pearson Education.

- Berry, H. L. (2008). Social capital elite, excluded participators, busy working parents and aging, participating less: Types of community participators and their mental health. *Social Psychiatry and Psychiatric Epidemiology*, 43(7), 527-537.
- Berven, N. L., Habeck, R. V., & Malec, J. F. (1985). Predominant MMPI-168 profile clusters in a rehabilitation medicine sample. *Rehabilitation Psychology*, 30(4), 209-219.
- Betz, N. E. (1987). Use of discriminant analysis in counseling psychology research. *Journal of Counseling Psychology*, 34(4), 393-403.
- Block, J. (1961). *The Q-sort method in personality assessment and psychological research*. Springfield, IL: Charles C Thomas (Reprinted 1978, Palo Alto, CA: Consulting Psychologists Press).
- Bordin, E. S., (1983). A working alliance model of supervision. *The Counseling Psychologist*, 11, 35-41. doi:10.1177/0011000083111007
- Borgen, F. H., & Barnett, D. C. (1987). Applying Cluster Analysis in counseling psychology research. *Journal of Counseling Psychology*, 34(4), 456-468.
- Burns, R. P., & Burns, R. A. (2008). *Business Research Methods and Statistics Using SPSS*. London, Great Britain: SAGE Publications, Ltd. Retrieved March 12, 2012, from http://www.uk.sagepub.com/burns/website_material/
- Butler, S., & Zelen, S. L. (1977). Sexual intimacies between therapists and patients. *Psychotherapy: Theory, Research and Practice*, 14, 139-145.
- Catania, J. A., McDermott, L. J., & Pollack, L. M. (1986). Questionnaire response bias and face-to-face interview sample bias in sexuality research. *The Journal of Sex Research*, 22(1), 52-72.

- Celenza, A. (1995). Love and hate in the countertransference supervisory concerns. *Psychotherapy, 32*(2), 301-307.
- Chelune, G. (1976). Self-disclosure situations survey: A new approach to measuring self-disclosure. *Journal Supplement Abstract Service: Catalog of Selected Documents in Psychology, 6*, 111-112.
- Cheung, M. W. L., & Chan, W. (2005). Classifying correlation matrices into relatively homogeneous subgroups: A cluster analytic approach. *Educational and Psychological Measurement, 65*, 954-979.
- Cole, D. (1992). *Sexual Harassment in psychology training programs nationwide: Prevalence, reporting procedures, and effects*. Paper presented at the American Psychological Association Convention. Washington D.C.
- Conroe, R. M., & Schank, J. A. (1989). Sexual intimacy in clinical supervision: Unmasking the silence. In G. R. Schoener, J. H. Milgrom, J. C. Gonsiorek, E. T. Leupker, & R. M. Conroe (Eds.), *Psychotherapists' sexual involvement with clients: Intervention and prevention* (pp. 245-262). Minneapolis, MN: Walk-in Counseling Center.
- Costa, P. T., Jr., & McCrae, R. R. (1992). *Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) professional manual*. Odessa, FL: Psychological Assessment Resources.
- Crowne, D. P., & Marlowe, D. (1960). A new scale of social desirability independent of psychopathology. *Journal of Consulting Psychology, 24*(4), 349-354.
- Dixon, F. A., Cross, T. L., & Adams, C. M. (2001). Psychological characteristics of academically gifted students in a residential setting: A cluster analysis.

- Psychology in the Schools*, 38(5), 433-445.
- Durán, A. L., & Iglesias, E. B. (2008). Subtyping of individuals undergoing treatment for cocaine dependence. *Psicothema*, 20(4), 538-544.
- Edwards, A. L. (1957). *The social desirability variable in personality assessment and research*. New York, NY: Dryden.
- Efstation, J. F., Patton, M. J., & Kardash, C. M. (1990). Measuring the working alliance in counselor supervision. *Journal of Counseling Psychology*, 37, 322-329.
- Erdfelder, E., Faul, F., & Buchner, A. (1996). GPOWER: A general power analysis program. *Behavior Research Methods, Instruments, & Computers*, 28, 1-11.
- Ethics update (1988, December). *APA Monitor*, p. 36.
- Falender, C. A., & Shafranske, E. P. (2009). *Clinical supervision: A competency-based approach*. Washington, D.C.: American Psychological Association.
- Farber, B. (2006). *Self-disclosure in psychotherapy*. New York: The Guilford Press.
- Gabbard, G. O. (1996). Lessons to be learned from the study of sexual boundary violations. *American Journal of Psychotherapy*, 50, 311-322.
- Gelso, C. J., & Palma, B. (2011). Directions for research on self-disclosure and immediacy: Moderation, mediation, and the inverted U. *Psychotherapy*, 48, 342-348.
- Goldberg, L. R. (1992). The development of markers for the Big-Five factor structure. *Psychological Assessment*, 4(1), 26-42. doi: 10.1037/1040-3590.4.1.26
- Glaser, R. D., & Thorpe, J. S. (1986). Unethical intimacy: A survey of sexual contact and advances between psychology educators and female graduate students. *American Psychologist*, 41, 43-51.

- Gray, L. A., Ladany, N., Walker, J. A., & Ancis, J. R. (2001). Psychotherapy trainee's experience of counterproductive events in supervision. *Journal of Counseling Psychology, 48*, 371-383.
- Gutheil, T. G., & Simon, R. I. (2002). Non-sexual boundary crossings and boundary violations: The ethical dimension. *Psychiatric Clinics of North America, 25*, 585-592.
- Hansen, J. C. (2005). Assessment of Interests. In S. D. Brown & R. W. Lent (Ed.), *A Social Cognitive View of Career Development and Counseling* (pp. 24-41). Hoboken, NJ: John Wiley & Sons, Inc.
- Hartman, C., & Brieger, K. (1992). Cross-gender supervision and sexuality. *The Clinical Supervisor, 10(1)*, 71-82.
- Hathaway, S. R., & McKinley, J. C. (1940). *The MMPI manual*. New York, NY: Psychological Corporation.
- Heinrich, K. T. (1991). Loving partnerships: Dealing with sexual attraction and power in doctoral advisement relationships. *Journal of Higher Education, 62*, 514-538.
- Hogan, R. (1986). *Hogan Personality Inventory manual*. Minneapolis, MN: National Computer Systems.
- Horvath, A. O. & Greenberg, L. S. (1989). Development and validation of the working alliance inventory. *Journal of Counseling Psychology, 36*, 223-233.
- Howell, D. C. (2004). *Fundamental Statistics for the Behavioral Sciences*. Belmont, CA: Brooks/Cole – Thomson Learning.
- Inman, A. G. (2006). Supervisor multicultural competence and its relation to supervisory process and outcome. *Journal of Marital and Family Therapy, 32*, 73-85.

- Koenig, T. L., & Spano, R. N. (2003). Sex, supervision, and boundary violations: Pressing challenges and possible solutions. *The Clinical Supervisor, 22*(1), 3-19.
- Ladany, N. (2004). Psychotherapy supervision: What lies beneath. *Psychotherapy Research, 14*(1), 1-19. doi: 10.1093/ptr/kph001
- Ladany, N., Ellis, M. V., & Friedlander, M. L. (1995). The supervisory working alliance, trainee self-efficacy, and satisfaction. *Journal of Counseling and Development, 77*, 447-455.
- Ladany, N., & Friedlander, M. L. (1995). The relationship between the supervisory working alliance and trainees' experience of role conflict and role ambiguity. *Counselor Education & Supervision, 34*(3). Retrieved, February 20, 2011, from <http://web.ebscohost.com/ehost/delivery?vid=4&hid=13&sid=ac860b40-79c9-4be7-989e>
- Ladany, N., Friedlander, M. L., & Nelson, M. L. (2005). *Critical events in psychotherapy supervision: An interpersonal approach*. Washington, DC: American Psychological Association.
- Ladany, N., Hill, C. E., Corbett, M. M., & Nutt, E. A. (1996). Nature, extent, and importance of what psychotherapy trainees do not disclose to their supervisors. *Journal of Counseling Psychology, 43*(1) 10-24. doi: 0022-0167/96/
- Ladany, N., & Inman, A. G. (2008). Developments in counseling skills training and supervision. In Brown, S. & Lent, R. (Eds.). *Handbook of Counseling Psychology*. (4th ed.) (pp. 38-354). New York: Wiley.
- Ladany, N., Mori, Y., & Mehr, K. E. (2007). *Trainee perceptions of effective and*

ineffective supervision interventions. Unpublished manuscript, Lehigh University, Bethlehem, PA.

Ladany, N., O'Brien, K. M., Hill, C. H., Melincoff, D. S., Knox, S., & Peterson, D. A. (1997). Sexual attraction toward clients, use of supervision, and prior training: A qualitative study of predoctoral interns. *Journal of Counseling Psychology, 44*, 413-424.

Ladany, N., Walker, J. A., Pate-Carolan, L. M., & Gray Evans, L. (2008). *Practicing counseling and psychotherapy: Insights from trainees, supervisors, and clients*. New York, NY: Taylor & Francis Group, LLC.

Lamb, D. H., & Catanzaro, S. J. (1998). Sexual and nonsexual boundary violations involving psychologists, clients, supervisees, and students: Implications for professional practice. *Professional Psychology: Research and Practice, 29*, 498-503.

Lamb, D. H., Catanzaro, S. J., & Moorman, A. S. (2003). Psychologists reflect on their sexual relationships with clients, supervisees, and students: Occurrence, impact, rationales, and collegial intervention. *Professional Psychology: Research and Practice, 34*, 102-107.

Lehrman-Waterman, D. E., & Ladany, N. (2001). Development and validation of the evaluation process within supervision inventory. *Journal of Counseling Psychology, 48*, 168-177.

Mason, M. J., & Kalevi, K. (2009). Activity spaces and urban adolescent substance use and emotional health. *Journal of Adolescence, 32*, 925-939. doi: 10.1016/j.adolescence.2008.08.004

- Masters, W. H., & Johnson, V. E. (1976). Principles of the new sex therapy. *American Journal of Psychiatry*, *133*, 548-554.
- Mayr, S., Erdfelder, E., Buchner, A., & Faul, F. (2007). A sort tutorial of GPOWER. *Tutorials in Quantitative Methods for Psychology*, *3*(2), 51-59.
- McCrae, R. R., & Costa, P. T., Jr. (2004). A contemplated revision of the NEO Five-Factor Inventory. *Personality and Individual Differences*, *36*, 587-596.
- McCrae, R. R., & Costa, P. T., Jr. (2010). *NEO Inventories for the NEO Personality Inventory-3 (NEO-PI-3), NEO Five-Factor Inventory-3 (NEO-FFI-3), and NEO Personality Inventory – Revised (NEO-PI-R) Professional Manual*. Lutz, FL: PAR.
- McCrae, R. R., Costa, P. T., Jr., & Busch, C. M. (1986). Evaluating comprehensiveness in personality systems: The California Q-set and the Five-Factor Model. *Journal of Personality*, *54*, 430-446.
- McNeill, B. W., Stoltenberg, C. D., & Romans, J. S. (1992). The integrated developmental model of supervision: Scale development and validation procedures. *Professional Psychology: Research and Practice*, *23*, 504-508.
- McNeill, B. W., & Worthen, V. (1989). The parallel process in psychotherapy supervision. *Professional Psychology: Research and Practice*, *20*, 329-333.
- Mehr, K. E., Ladany, N., & Caskie, G. I. L. (2010). Trainee nondisclosure in supervision: What are they not telling you? *Counselling and Psychotherapy Research*, *10*(2), 103-113. doi: 10.1080/14733141003712301
- Melincoff, D. S. (2001). Counselor trainees' sexual attraction toward their supervisors: A qualitative study. (Doctoral Dissertation, Lehigh University, 2001). Retrieved

February 20, 2011, from Dissertations & Theses: A&I.

- Miller, G. M., & Larrabee, M. J. (1995). Sexual intimacy in counselor education and supervision: A national survey. *Counselor Education & Supervision, 34*, 332-343.
- Murray, G., Rawlings, D., Allen, N. B., & Trinder, J. (2003). NEO Five-Factor Inventory scores: Psychometric properties in a community sample. *Measurement and Evaluation in Counseling and Development, 36*, 140-149.
- Neukrug, E., Milliken, T., & Walden, S. (2001). Ethical complaints made against credentialed counselors: An updated survey of state licensing boards. *Counselor Education & Supervision, 41*, 57-70.
- Norušis, M. J. (2011). IBM SPSS Statistics 19 statistical procedures companion. Upper Saddle River, NJ: Pearson.
- Nysaeter, T. E., Langvik, E., Berthelsen, M., & Nordvik, H. (2009). Interpersonal problems and personality traits: The relation between IIP-64C and NEO-FFI. *Nordic Psychology, 61*(3), 82-93. doi: 10.1027/1901-2276.61.3.82
- Paxton, C., Lovett, J., & Riggs, M. L. (2001). The nature of professional training and perceptions of adequacy in dealing with sexual feelings in psychotherapy: Experiences of clinical faculty. *Ethics & Behavior, 11*, 175-189.
- Pope, K. S. (1989). Teacher-student sexual intimacy. In Gabbard, G. *Sexual Exploitation in Professional Relationships*. (pp., 163-176). Washington, D. C.: American Psychiatric Press.
- Pope, K. S., Keith-Spiegel, P., & Tabachnick, B. G. (1986). Sexual attraction to clients: The human therapist and the (sometimes) inhuman training system. *American Psychologist, 41*, 147-158.

- Pope, K. S., Levenson, H., & Schover, L. R. (1979). Sexual intimacy in psychology training: Results and implications of a national survey. *American Psychologist, 34*, 682-689.
- Pope, K. S., Schover, L. R., & Levenson, H. (1980). Sexual behavior between clinical supervisors and trainees: Implications for professional standards. *Professional Psychology, 10*, 157-162.
- Pope, K. S., & Tabachnick, B. G. (1993). Therapists' anger, hate, fear, and sexual feelings: National survey of therapist responses, client characteristics, critical events, formal complaints, and training. *Professional Psychology: Research and Practice, 24*(2), 142-152.
- Pope, K. S., Tabachnick, B. G., & Keith-Spiegel, P. (1987). Ethics of practice: The beliefs and behaviors of psychologists as therapists. *American Psychologist, 42*, 993-1006.
- Pope, K. S., Tabachnick, B. G., & Keith-Spiegel, P. (1988). Good and poor practices in psychotherapy: National survey of beliefs of psychologists. *Professional Psychology: Research and Practice, 19*, 547-552.
- Ramos-Sanchez, L., Esnil, E., Goodwin, A., Riggs, S., Touster, L. O., Wright, L. K., Ratanasiripong, P., & Rodolfa, E. (2002). Negative supervisory events: Effects on supervision satisfaction and supervisory alliance. *Professional Psychology: Research and Practice, 33*(2), 197-202. doi: 10.1037//0735-7028.33.2.197
- Reese, R. J., Usher, E. L., Bowman, D. C., Norsworthy, L. A., Halstead, J. L., Rowlands, S. R., & Chisholm, R. R. (2009). Using client feedback in psychotherapy training: An analysis of its influence on supervision and counselor self-efficacy. *Training*

and Education in Professional Psychology, 3(3), 157-168. doi:
10.1037/a0015673

- Robins, R. W., Fraley, R. C., Roberts, B. W., & Trzesniewski, K. H. (2001). A longitudinal study of personality change in young adulthood. *Journal of Personality*, 69, 617-640.
- Robinson, W. L., & Ried, P. T. (1985). Sexual intimacies in psychology revisited. *Professional Psychology: Research and Practice*, 16, 512-520.
- Rodolfa, E., Rowen, H., Steier, D., Nicassio, T., & Gordon, J. (1994, Winter). Sexual dilemmas in internship training: What's a good training director to do? *APPIC Newsletter*, 19 1, 22-23.
- Roth, M., & von Collani, G. (2007). A head-to-head comparison of Big-Five types and traits in the prediction of social attitudes: Further evidence for a five-cluster typology. *Journal of Individual Differences*, 28, 138-149.
- Some physicians consider sexual activity with patients ethical. (1978). *Clinical Psychiatry News*, 6(6), 6-7.
- SPSS (2001). The SPSS TwoStep Cluster Component. *White Paper – Technical Report*.
- Stake, J. E., & Oliver, J. (1991). Sexual contact and touching between therapist and client: A survey of psychologists' attitudes and behavior. *Professional Psychology: Research and Practice*, 22(4), 297-307.
- Stevens, J. P. (2009). *Applied multivariate statistics for the social sciences* (5th edition). New York: Routledge.
- Stoltenberg, C. D., & Delworth, U. (1987). *Supervising counselors and therapists: A developmental approach*. San Francisco: Jossey-Bass.

- Strom-Gottfried, K. (1999). Professional boundaries: An analysis of violations by social workers. *Families in Society, 80*, 439-449.
- Swagler, M. A., & Jome, L. M. (2005). The effects of personality and acculturation on the adjustment of North American sojourners in Taiwan. *Journal of Counseling Psychology, 52* (4), 527-536.
- Thompson, E. R., & Phua, F. T. T. (2005). Reliability among senior managers of the Marlowe-Crowne Short-Form Social Desirability Scale. *Journal of Business and Psychology, 19*, 541-554. doi: 10.1007/s10869-005-4524-4
- Tracey, T. J., & Kotovic, A. M. (1989). Factor structure of the working alliance inventory. *Psychological Assessment, 1*, 207-210.
- Turchik, J. A., Garske, J. P., Probst, D. R., & Irvin, C. R. (2010). Personality, sexuality, and substance use as predictors of sexual risk taking in college students. *Journal of Sex Research, 47*(5), 411-419. doi: 10.1080/00224490903161621
- Ulstein, I., Wyller, T. B., & Engedal, K. (2007). High score on the Relative Stress Scale, a marker of possible psychiatric disorder in family carers of patients. *International Journal of Geriatric Psychiatry, 22*, 195-202. doi: 10.1002/gps.1660
- Walker, J. A., Ladany, N., & Pate-Carolan, L. M. (2007). Gender-related events in psychotherapy supervision: Female trainee perspectives. *Counselling and Psychotherapy Research, 7*, 12-18.
- Wallace, E., & Alonso, A. (1994). Privacy versus disclosure in psychotherapy supervision. In S. E. Greben & R. Ruskin (Eds.), *Clinical perspectives on psychotherapy supervision* (pp. 211-230). Washington, DC: American Psychiatric Press.

- Walsh, B. B., Gillespie, C. K., Greer, J. M., & Eanes, B. E. (2003). Influence of dyadic mutuality on counselor trainee willingness to self-disclose clinical mistakes to supervisors. *The Clinical Supervisor, 21*(2), 83-98.
- Ward, J.H. (1963). Hierarchical grouping to optimize an objective function. *Journal of the American Statistical Association, 58*, 236-244.
- Wong, Y. J., Owen, J., Tran, K. K., Collins, D. L., & Higgins, C. E. (2011). Asian American Male College Students' Perceptions of People's Stereotypes about Asian American Men. *Psychology of Men & Masculinity*. doi: 10.1037/a0022800

Table 1

Partial Agglomeration Schedule

Stage	Cluster Combined			Stage Cluster First Appears		Next stage
	Cluster 1	Cluster 2	Coefficients	Cluster 1	Cluster 2	
146	12	28	872.541	142	127	153
147	2	13	903.008	137	130	150
148	3	6	936.245	135	101	151
149	1	16	977.183	145	139	154
150	2	7	1028.062	147	143	152
151	3	4	1079.138	148	141	153
152	2	5	1149.622	150	144	154
153	3	12	1237.396	151	146	155
154	1	2	1355.279	149	152	155
155	1	3	1550.000	154	153	0

Table 2

Correlation Matrix of Continuous Study Variables using Raw Scores

	1	2	3	4	5	6	7	8	9	10
1. Neuroticism	1	-.39**	.03	-.22**	-.23**	-.30**	.17*	-.44**	-.19*	-.20*
2. Extraversion	-.39**	1	.02	.07	.31**	.28**	-.31**	.34**	-.03	.27**
3. Openness-to- Experience	.03	.02	1	.03	-.16*	-.03	-.28**	.18*	.02	-.001
4. Agreeableness	-.22**	.07	.03	1	.21**	.41**	.21**	.12	.15	-.02
5. Conscientiousness	-.23**	.31**	-.16*	.21**	1	.28**	.001	.14	-.04	.09
6. Social desirability	-.30**	.28**	-.03	.41**	.28**	1	-.17*	.09	-.08	.10
7. Difficulty discussing sex	.17*	-.31**	-.28**	.21**	.001	-.17*	1	-.19*	.17*	-.20*
8. Developmental level	-.44**	.34**	.18*	.12	.14	.09	-.19*	1	.36**	.31**
9. Experience	-.19*	-.03	.02	.15	-.04	-.08	.17*	.36**	1	.23**
10. Training on sexual issues in supervision	-.20*	.27**	-.001	-.02	.09	.10	-.20*	.31**	.23**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3

Re-formed Agglomeration Table Reflecting Rates of Change in Coefficients

Number of clusters	Agglomeration last step	<i>Coefficients this step</i>	<i>Change</i>
2	1550.000	1355.279	194.721
3	1355.279	1237.396	117.883
4	1237.396	1149.622	87.774
5	1149.622	1079.138	69.862
6	1079.138	1028.062	51.076

Table 4

Means and Standard Deviations of Variables of Interest for Three Subject Clusters

Variable	Cluster 1 (<i>n</i> = 29)		Cluster 2 (<i>n</i> = 69)		Cluster 3 (<i>n</i> = 58)		Total Sample (<i>n</i> = 156)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Neuroticism	28.4	6.4	24.4	8.1	17.3	6.5	22.5	8.4
Extraversion	27.2	5.5	29.5	5.4	31.4	6.3	29.8	5.9
Openness-to- Experience	33.2	5.7	36.7	4.9	35.4	6.7	35.6	5.9
Agreeableness	36.0	4.0	31.0	5.2	38.4	3.8	34.7	5.6
Conscientiousness	33.8	5.4	30.5	7.1	37.4	4.2	33.7	6.6
Social desirability	12.6	5.0	9.8	4.3	16.0	6.1	12.7	5.8
Difficulty discussing sex	72.6	14.3	54.7	13.6	60.9	15.6	60.4	15.8
Developmental level	113.6	18.1	133.9	13.6	140.8	15.3	132.7	17.9
Experience	3.7	1.9	5.1	2.7	7.0	2.9	5.5	2.9
Training on sexual issues in supervision	3.5	1.1	5.2	1.5	5.5	1.8	5.0	1.7

Table 5

Log Determinants

Cluster	Rank	Log Determinant
1	10	29.292
2	10	32.782
3	10	32.441
Pooled within-groups	10	33.347

The ranks and natural logarithms of determinants printed are those of the group covariance matrices.

Table 6

Discriminant Function-Variable Correlations and Standardized Coefficients

Variable	Function 1		Function 2	
	Coefficient	Correlation	Coefficient	Correlation
Neuroticism	-.34	-.38	.24	.38
Extraversion	-.13	.14	.09	-.22
Openness-to-Experience	.01	-.06	-.13	-.23
Agreeableness	.53	.57	.23	.23
Conscientiousness	.57	.42	.12	.07
Social desirability	.44	.43	.15	.06
Difficulty discussing sex	.16	.12	.48	.46
Developmental level	-.06	.21	-.50	-.63
Experience	.48	.29	-.26	-.33
Training on sexual issues in supervision	.07	.13	-.42	-.49

Table 7

Group Centroids of Three Subject Clusters

Cluster	Discriminant Function	
	1	2
1 (“navigating novices”)	-.270	1.906
2 (“evolving intermediates”)	-1.200	-.531
3 (“advancing achievers”)	1.563	-.321

Table 8

Classification of Clusters in the Discriminant Plane

		Classification Results ^{b, c}				
		Cluster	Predicted Group Membership			Total
			1	2	3	
Original	Count	1	25	2	2	29
		2	0	65	4	69
		3	2	3	53	58
	%	1	86.2	6.9	6.9	100.0
		2	.0	94.2	5.8	100.0
		3	3.4	5.2	91.4	100.00
Cross-validated ^a	Count	1	23	3	3	29
		2	1	63	5	69
		3	3	4	51	58
	%	1	79.3	10.3	10.3	100.0
		2	1.4	91.3	7.2	100.0
		3	5.2	6.9	87.9	100.0

^a Cross validation is done only for those cases in the analysis. In cross validation, each case is classified by the functions derived from all cases other than that case.

^b 91.7% of original grouped cases correctly classified.

^c 87.8% of cross-validated grouped cases correctly classified.

Table 9

Tests of Equality of Group Means

	Wilks' Lambda	<i>F</i>	<i>df</i> 1	<i>df</i> 2	Sig.
Neuroticism	.738	27.14	2	153	.000
Extraversion	.935	5.32	2	153	.006
Openness-to-Experience	.953	3.80	2	153	.025
Agreeableness	.638	43.47	2	153	.000
Conscientiousness	.781	21.50	2	153	.000
Social desirability	.774	22.38	2	153	.000
Difficulty discussing sex	.831	15.52	2	153	.000
Developmental level	.707	31.75	2	153	.000
Experience	.816	17.20	2	153	.000
Training on sexual issues in supervision	.811	17.83	2	153	.000

Table 10

Descriptive Statistics for Variables of Interest

Variable (Measure)	N	Minimum	Maximum	Mean	SD	Skewness	Kurtosis
Neuroticism (NEO-FFI-3-N)	156	2	44	22.5	8.4	.20	-.46
Extraversion (NEO-FFI-3-E)	156	11	44	29.8	5.9	-.07	.02
Openness-to-Experience (NEO-FFI-3-O)	156	19	47	35.6	5.9	-.41	-.18
Agreeableness (NEO-FFI-3-A)	156	9	46	34.7	5.6	-.86	2.04
Conscientiousness (NEO-FFI-3-C)	156	10	47	33.7	6.6	-.63	.52
Social desirability (M-C SDS)	156	0	29	12.7	5.8	.19	-.35
Difficulty discussing sex (SSDS)	156	25	109	60.4	15.8	.14	.18
Developmental level (SLQ-R)	156	85	172	132.7	17.9	-.35	-.29
Experience (Demographic Questionnaire)	156	1.25	15	5.5	2.9	.66	-.15
Training on sexual issues in supervision (Descriptive Survey)	156	2	10	5.0	1.7	.36	-.05
Trainee perception of the supervisory Working Alliance (WAI/S-Short)	44	24	82	64.7	11.7	-2.38	7.67

Figure 2

Position of Clusters in Discriminant Planes Defined by Functions 1 and 2

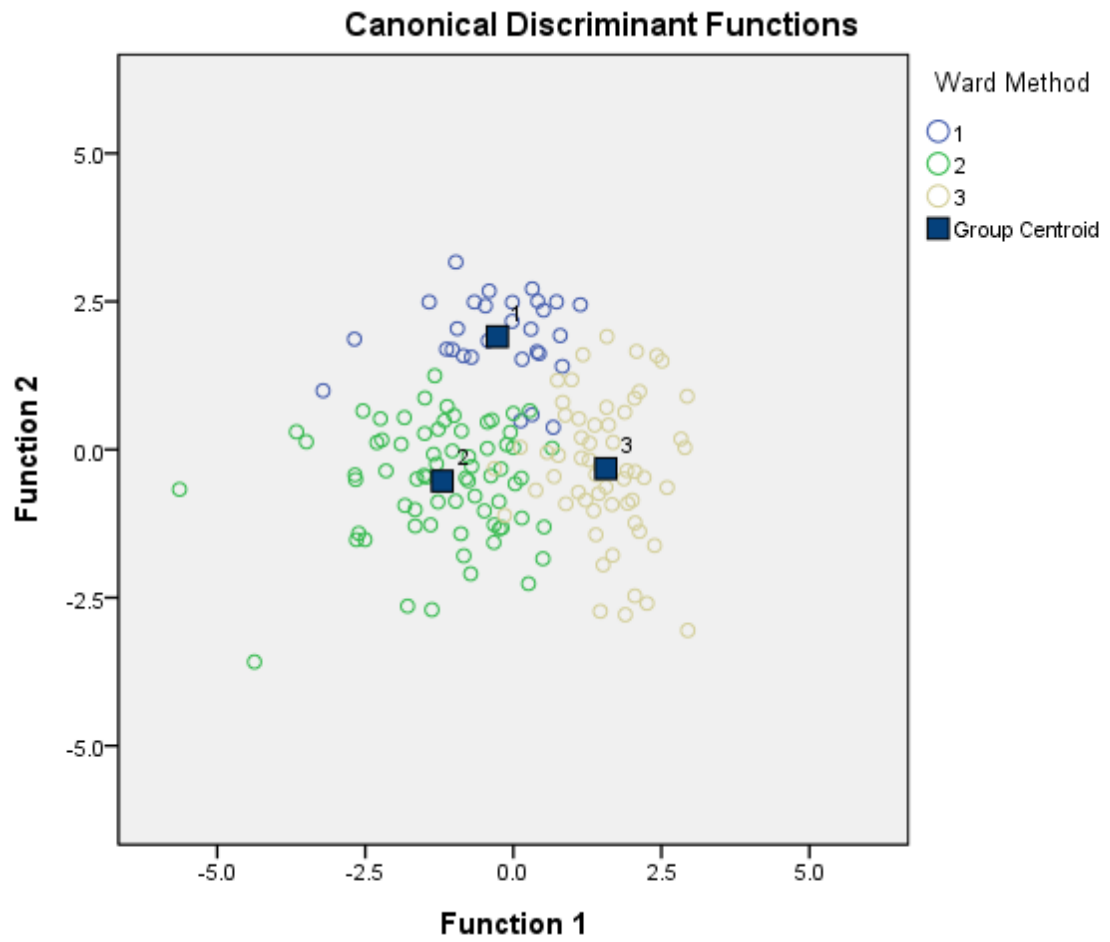
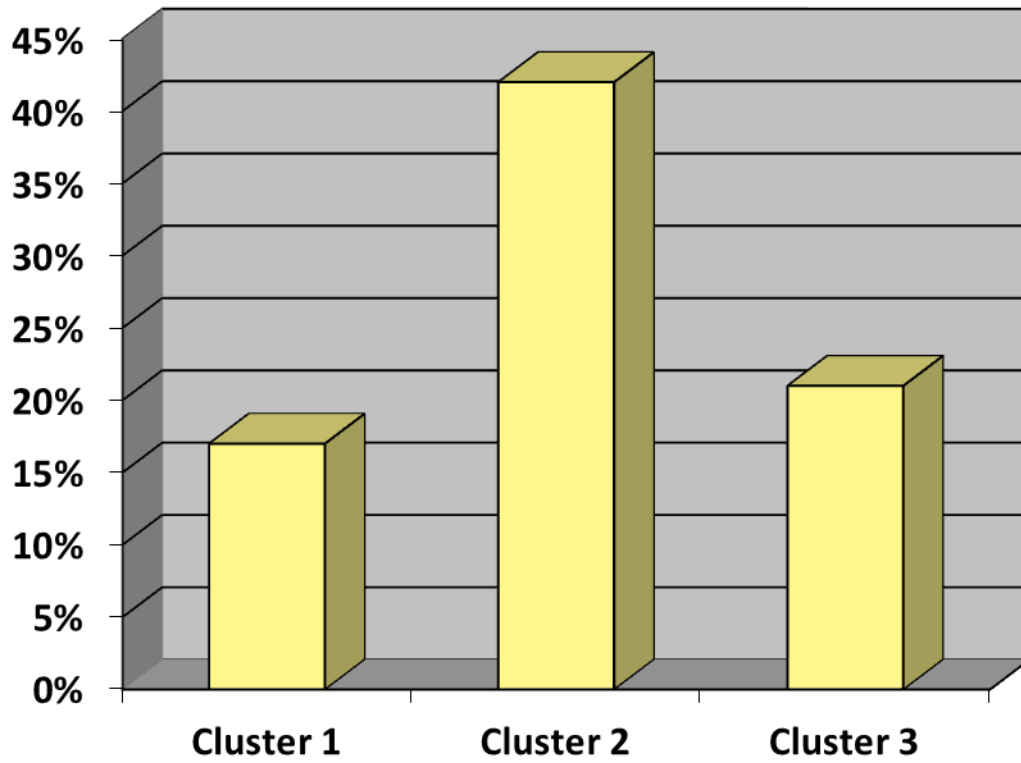


Figure 3

Reported Experience of Sexual Attraction in Supervision



Appendix A

Informed Consent

We appreciate that you have considered participating in this study. We ask that you read this form and ask any questions you may have before agreeing to be in the study. This study is being conducted by Elizabeth DeBoer Kreider, M.Ed., graduate student in the Counseling Psychology Program (Lehigh University), under the direction of Arnold R. Spokane, Ph.D., Professor in the Counseling Psychology Program (Lehigh University).

We believe that this is an important project because there are few published empirical studies that investigate sexual issues (e.g., attraction, disclosure) in supervision, and an exploration of this topic would be valuable for supervisors, trainees, and clients. Results may aid supervisors and supervisees in gaining a better understanding of sexual issues in supervision and how to address them. It may also help training programs better address concerns of a sexual nature in preparing graduate students for practice. Ultimately, results may help to improve upon the overall therapeutic experience for both therapists and clients.

We are interested in exploring trainee characteristics in order to understand how all trainees may handle issues of a sexual nature in general in addition to sexual issues in supervision, specifically. Therefore, even if you have not ever experienced sexual issues in supervision or therapy, we kindly ask for your participation so that we gather data from a sample that represents the population of trainees as accurately as possible.

If you agree to participate in this study, we ask you to (a) complete several measures that help characterize you as a trainee, (b) provide demographic information, and (c) answer questions about experiences regarding supervision. Depending upon your experiences, your participation to complete the survey may take between 20 and 30 minutes.

We believe that investigating sexual issues in supervision will be thought-provoking and stimulating. A potential risk you may incur by participating in this study would be minor psychological discomfort if you reflect upon an experience that was upsetting for you. However, we anticipate that this potential discomfort will be outweighed by the gains of discovering new things about yourself and your supervisory experiences.

Your responses will be completely anonymous. We never ask for your name, anyone else's name, or your institutional affiliation anywhere on the website. No individual results will be reported. Unfortunately, since we will not know who you are, we will have no way of knowing whether you have completed the questionnaire. For this reason, we will be sending out reminders to everyone who could potentially participate. Your completion of the questions will constitute your informed consent to participate in this study. Your participation is completely voluntary and you may discontinue your participation by exiting the survey at any time. Your responses will be anonymously stored with all other participant responses.

We hope that you will find this project intriguing and important. If you have any questions or concerns about the project, you may contact Elizabeth Kreider, M.Ed. and/or Arnold Spokane, Ph.D. If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact Susan E. Disidore at (610)758-3020 (email: sus5@lehigh.edu) or Troy Boni at (610)758-2985 (email: tdb308@lehigh.edu) of Lehigh University's Office of Research and Sponsored Programs. All reports or correspondence will be kept confidential. Thank you again for your consideration.

Sincerely,

Elizabeth DeBoer Kreider, M.Ed.

Doctoral Student

Lehigh University

erd205@lehigh.edu

Arnold Spokane, Ph.D.

Professor

Lehigh University

ars1@lehigh.edu

Appendix B

Recruitment Letter

Dear Colleague,

I am a doctoral student at Lehigh University currently working on my dissertation under the direction of Arnold R. Spokane, Ph.D. I am studying sexual issues in supervision. This is an issue with important implications for supervision, training, and therapy work. I would like to request your assistance in forwarding the “invitation to participate” (see below) to graduate students in your program. Students can be enrolled in either doctoral or master’s level programs in clinical psychology or counseling psychology. If you choose to forward this study, we ask that you respond to this email and provide an estimate of the number of students on your listserv that will receive it, in order to calculate response rate.

Lehigh University’s Institutional Review Board (IRB) has approved this study. If you have any questions you may contact the primary investigator, Elizabeth Kreider, or the research advisor Dr. Arnold R. Spokane. If you have any questions or concerns regarding this study and would like to talk to someone other than the researchers, you are encouraged to contact Susan E. Disidore at (610)758-3020 (email: sus5@lehigh.edu) or Troy Boni at (610)758-2985 (email: tdb308@lehigh.edu) of Lehigh University’s Office of Research and Sponsored Programs. All reports or correspondence will be kept confidential. Thank you for your time and assistance.

Sincerely,

Elizabeth DeBoer Kreider, M.Ed

Arnold R. Spokane, Ph.D.

Doctoral Student

Professor

Lehigh University

Lehigh University

erd205@lehigh.edu

ars1@lehigh.edu

Follow-up Recruitment Letter

Dear Colleague,

This is our second and final attempt to recruit participants for our study regarding sexual issues in supervision. If you have already distributed the invitation to participate in this study to your students, we thank you. As a follow-up, we are requesting further assistance in forwarding the “invitation to participate” (see below) to graduate students in either doctoral or master’s level programs in clinical psychology or counseling psychology in your program. If you choose to forward this study, we ask that you respond to this email and provide an estimate of the number of students on your listserv that will receive it, in order to calculate response rate.

Lehigh University’s Institutional Review Board (IRB) has approved this study. If you have any questions you may contact the primary investigator, Elizabeth Kreider, or the research advisor Dr. Arnold R. Spokane. If you have any questions or concerns regarding this study and would like to talk to someone other than the researchers, you are encouraged to contact Susan E. Disidore at (610)758-3020 (email: sus5@lehigh.edu) or Troy Boni at (610)758-2985 (email: tdb308@lehigh.edu) of Lehigh University’s Office of Research and Sponsored Programs. All reports or correspondence will be kept confidential. Thank you for your time and assistance.

Sincerely,

Elizabeth DeBoer Kreider, M.Ed

Arnold R. Spokane, Ph.D.

Doctoral Student

Professor

Lehigh University

Lehigh University

erd205@lehigh.edu

ars1@lehigh.edu

Invitation to Participate

Dear Colleague:

We very much appreciate that you have considered participating in this project about sexual issues in supervision. In this study, we are asking you to reflect on your experiences as a trainee and supervisee. We are interested in understanding more about issues of a sexual nature in clinical supervision. Even if you have not experienced or addressed sexual issues in supervision, we kindly ask you to participate so that we gather data from a sample that represents the population of trainees as accurately as possible. Please use the following link to access the study:

<https://www.psychdata.com/s.asp?SID=144570>

You can either click on the link or copy and paste it into your internet browser. Depending upon your experiences, it will likely take you approximately 20 to 30 minutes to complete this survey.

We hope that you will find this task to be thought-provoking and stimulating. Should you have any questions, please feel free to contact the primary researcher, Elizabeth Kreider (erd205@lehigh.edu), or the research advisor Dr. Arnold R. Spokane (ars1@lehigh.edu).

Sincerely,

Elizabeth DeBoer Kreider, M.Ed.

Arnold R. Spokane, Ph.D.

Lehigh University

Counseling Psychology

Appendix C

Survey

NEO-FFI-3

License was purchased for use of the NEO-FFI-3 from Psychological Assessment Resources (PAR).

0 = strongly disagree

1 = disagree

2 = neutral

3 = agree

4 = strongly agree

Indicate the response that best represents your opinion (based on the above choices).

Sample items are:

I am not a worrier.

I like to have a lot of people around me.

I have a lot of intellectual curiosity.

SLQ-R

Supervisee Questionnaire

In terms of your own current behavior, please answer the items below according to the following scale.

- 1: NEVER
- 2: RARELY
- 3: SOMETIMES
- 4: HALF THE TIME
- 5: OFTEN
- 6: MOST OF THE TIME
- 7: ALWAYS

I feel genuinely relaxed and comfortable in my counseling/therapy sessions.

I am able to critique counseling tapes and gain insights with minimum help from my supervisor.

I am able to be spontaneous in counseling/therapy, yet my behavior is relevant.

I lack self confidence in establishing counseling relationships with diverse client types.

I am able to apply a consistent personalized rationale of human behavior in working with my clients.

I tend to get confused when things don't go according to plan and lack confidence in my ability to handle the unexpected.

The overall quality of my work fluctuates; on some days I do well, on other days, I do poorly.

I depend upon my supervisor considerably in figuring out how to deal with my clients.

I feel comfortable in confronting my clients.

Much of the time in counseling/therapy, I find myself thinking about my next response, instead of fitting my intervention into the overall picture.

My motivation fluctuates from day to day.

At times, I wish my supervisor could be in the counseling/therapy session to lend a hand.

During counseling/therapy sessions, I find it difficult to concentrate because of my concern with my own performance.

Although at times I really want advice/feedback from my supervisor, at other times I really want to do things my own way.

Sometimes the client's situation seems so hopeless, I just don't know what to do.

It is important that my supervisor allow me to make my own mistakes.

Given my current state of professional development, I believe I know when I need consultation from my supervisor and when I don't.

Sometimes I question how suited I am to be a counselor/therapist.

Regarding counseling/therapy, I view my supervisor as a teacher/mentor.

Sometimes I feel that counseling/therapy is so complex, I will never be able to learn it all.

I believe I know my strengths and weaknesses as a counselor sufficiently well to understand my professional potential and limitations.

Regarding counseling/therapy, I view my supervisor as a peer/colleague.

I think I know myself well and am able to integrate that into my therapeutic style.

I find I am able to understand my clients' view of the world, yet help them objectively evaluate alternatives.

At my current level of professional development, my confidence in my abilities is such that my desire to do counseling/therapy doesn't change much from day to day.

I find I am able to empathize with my clients' feelings states, but still help them focus on problem resolution.

I am able to adequately assess my interpersonal impact on clients and use that knowledge therapeutically.

I am adequately able to assess the client's interpersonal impact on me and use that therapeutically.

I believe I exhibit a consistent professional objectivity, and ability to work within my role as a counselor without undue over involvement with my clients.

I believe I exhibit a consistent professional objectivity, and ability to work within my role as a counselor without excessive distance from my clients.

M-C SDS

Listed below are a number of statements concerning personal attitudes and traits.

Read each item and decide whether the statement is *true* or *false* as it pertains to you.

Before voting I thoroughly investigate the qualifications of all the candidates.

I never hesitate to go out of my way to help someone in trouble.

It is sometimes hard for me to go on with my work if I am not encouraged.

I have never intensely disliked anyone.

On occasion I have had doubts about my ability to succeed in life.

I sometimes feel resentful when I don't get my way.

I am always careful about my manner of dress.

My table manners at home are as good as when I eat out in a restaurant.

If I could get into a movie without paying and be sure I was not seen I would probably do it.

On a few occasions, I have given up doing something because I thought too little of my ability.

I like to gossip at times.

There have been times when I felt like rebelling against people in authority even though I knew they were right.

No matter who I'm talking to, I'm always a good listener.

I can remember "playing sick" to get out of something.

There have been occasions when I took advantage of someone.

I'm always willing to admit it when I make a mistake.

I always try to practice what I preach.

I don't find it particularly difficult to get along with loud mouthed, obnoxious people.

I sometimes try to get even rather than forgive and forget.

When I don't know something I don't at all mind admitting it.

I am always courteous, even to people who are disagreeable.

At times I have really insisted on having things my own way.

There have been occasions when I felt like smashing things.

I would never think of letting someone else be punished for my wrongdoings.

I never resent being asked to return a favor.

I have never been irked when people express ideas very different from my own.

I never make a long trip without checking the safety of my car.

There have been times when I was quite jealous of the good fortune of others.

I have almost never felt the urge to tell someone off.

I am sometimes irritated by people who ask favors of me.

I have never felt that I was punished without cause.

I sometimes think when people have a misfortune they only got what they deserved.

I have never deliberately said something that hurt someone's feelings.

Sexual Self-Disclosure Survey (SSDS)

Instructions: The following describe different situations in which people may or may not wish to discuss sexual matters. Imagine yourself in each of the situations listed below and circle that number which best shows how easy or difficult it would be for you to reveal sexual information in that situation. Use the key below as a guide for marking your answer.

Key: 1-Extremely easy

2-Moderately easy

3-Somewhat easy

4-Somewhat difficult

5-Moderately difficult

6-Extremely difficult

If you were asked to complete an anonymous questionnaire containing personal questions on sexuality, the answers to which you had been told would never be publicly associated with you personally, how easy or difficult would this be in the following situation: In the privacy of your own home, with no one else present.

During a large (25 or more people) group meeting, where most others are also filling out the questionnaire.

If you were asked personal sexual questions in a private face-to-face situation (for instance, only you and an interviewer), the answers to which you had been told would never be revealed, how much difficulty or ease would you have in doing this in the following situations: With a young (20-30 years) female interviewer

With a young (20-30 years) male interviewer

With an older (50 years and older) female interviewer

With an older (50 years and older) male interviewer

With a young (25-35 years) female medical doctor

With a young (25-35 years) male medical doctor

With an older (50+ years) female medical doctor

With an older (50+ years) male medical doctor

How difficult or easy would it be for you to discuss a personal sexual problem or difficulty in the following situation (assume you are in private circumstances)? –

With a close female friend

With a close male friend

With a spouse or sexual partner

With a personal physician

With a specialist in sexual problems

How easy or difficult would it be for you to openly discuss your sex life and history in a group of three to five people who are: Both female and male (mixed company) that you have known only briefly

All members of your own sex that you have known only briefly

How easy or difficult would it be for you to discuss a personal sexual problem or difficulty with your parents, or if your parents are deceased how easy or difficult would it have been to discuss with them? (answer for both parents separately below)

With your mother

With your father

Demographic Questionnaire

What is your AGE? _____

What is your GENDER?

Female

Male

Transgender

other

What is your SEXUAL ORIENTATION?

Lesbian

Gay

Bisexual

Queer

Questioning

Heterosexual

Other (please specify): _____

What is your RACE?

American Indian/Alaskan Native

Asian American or Pacific Islander

Black or African American

European American or Caucasian

Hispanic or Latino/a (please specify)

Middle Eastern

Multi-racial

Other (please specify or clarify your racial identity):

What is the HIGHEST DEGREE you have earned?

BA

BS

MA

MS

MSW

MEd

MFT

PhD

PsyD

Other (please specify): _____

What TYPE OF DEGREE are you currently pursuing?

Master's

Doctoral

Other (please specify): _____

In what area is your graduate study in?

Counseling Psychology

Clinical Psychology

Other, please specify: _____

With regards to your current program, in what year of graduate study are you?

1st

2nd

3rd

4th

5th

6th or more (Please specify _____)

What is your current PRACTICUM/INTERNSHIP SETTING?

College counseling center

Community mental health agency

Private hospital

State hospital

Veterans' administration hospital

Private practice

Academic setting

Other (please specify): _____

What is your THEORETICAL ORIENTATION?

Psychodynamic

Cognitive

Behavioral

Cognitive-Behavioral (CBT)

Interpersonal-Process

Gestalt / Existential

Humanistic

Feminist

Systems

Integrative

Eclectic

Other (please specify): _____

Please indicate the approximate number of MONTHS you have been SUPERVISED
while providing counseling: _____ months

[Descriptive Questionnaire]

Please indicate how much TRAINING/EDUCATION you have received regarding sexual issues in supervision (e.g., workshops you attended, individual classes where sexual issues were addressed, books/articles you have read, supervision sessions during which you received supervision regarding sexual issues, etc.):

None

Minimal

Some

Repeated

Extensive

Please indicate how prepared you feel to handle sexual issues in therapy and/or supervision based on the training/education you have received regarding sexual issues in supervision:

Not at all prepared

Slightly prepared

Moderately prepared

Adequately prepared

Highly prepared

For the purposes of this study, *sexual attraction* is defined as: *the trainee's feelings, thoughts, and behaviors related to being sexually drawn to the supervisor's physical appearance, cognitive or intellectual abilities, and/or personality.... as well as being (sexually) drawn to and admiring the supervisor's professional work*

Have you experienced sexual attraction for a clinical supervisor during your graduate training?

Yes

No (skip to question #117)

During your graduate training, for (towards) how many different clinical supervisors did you experience feelings of sexual attraction?

one

two

three

four

five

more than five, please specify number: _____

Please choose the most salient occurrence of sexual attraction to a supervisor that you have experienced and answer the following questions regarding that specific supervisor and experience.

In a few sentences, please describe this experience of sexual attraction for your clinical supervisor.

Please characterize your feelings of sexual attraction for your clinical supervisor. (on a five point scale)

1-Weak

2

3-Moderate

4

5-Strong

Did you disclose your feelings of sexual attraction for your supervisor to your supervisor (in supervision)?

Yes

No

In a few sentences, please describe your experience of disclosing/not disclosing your sexual attraction for your supervisor in supervision.

Please indicate if you have ever discussed your feelings of sexual attraction for your supervisor with any of the following (check all that apply):

Peer(s)/colleague(s)

Personal friend(s)

Family member(s)

Romantic partner(s)

Training director(s)

Professor(s)

Personal therapist(s)

No one

Other (please specify): _____

In a few sentences, please describe the ways (other than discussing) in which you managed your feelings of sexual attraction for your supervisor.

[**The Working Alliance Inventory – Trainee (WAI-T)** / Example of Short form
(WAI-S)]

The following sentences describe some of the different ways a person might think or feel about his or her supervisor. As you read the sentences, mentally insert the **name of the supervisor for whom you experienced sexual attraction** [either currently or in the past] in place of _____ in the text. This supervisor should be the supervisor from your **most salient occurrence** of sexual attraction in supervision and **the same individual** about whom you reported in previous items.

For each statement there is a seven-point scale:

- 1 Never**
- 2 Rarely**
- 3 Occasionally**
- 4 Sometimes**
- 5 Often**
- 6 Very Often**
- 7 Always**

_____ and I agree [agreed] about the things I will need [needed] to do in supervision.

What I am [was] doing in supervision gives [gave] me a new way of looking at myself as a counselor.

I believe [believed] _____ likes [liked] me.

_____ does [did] not understand what I want [wanted] to accomplish in supervision.

I am [was] confident in _____'s ability to supervise me.

_____ and I are [were] working towards mutually agreed-upon goals.

I feel [felt] that _____ appreciates [appreciated] me.

We agree [agreed] on what is [was] important for me to work on.

_____ and I trust [trusted] one another.

_____ and I have [had] different ideas on what I need [needed] to work on.

We have [had] established a good understanding of the kinds of things I need [needed] to work on.

I believe [believed] the way we are [were] working with my issues is [was] correct.

Please indicate your agreement with the following statement:

Experiencing feelings of sexual attraction in the supervisory relationship is unethical.

Strongly agree

Agree

Uncertain

Disagree

Strongly disagree

Please indicate your agreement with the following statement: Sexual contact (i.e., genital stimulation or intercourse) in the supervisory relationship is unethical.

Strongly agree

Agree

Uncertain

Disagree

Strongly disagree

DEBRIEFING:

Thank you for participating in this study concerning sexual attraction in clinical supervision. Trainee experience of sexual attraction for a supervisor is common (Rodolfa, Rowen, Steier, Nicassio, & Gordon. 1994), but the feelings may cause confusion, anxiety, and/or discomfort in supervisees (Mehr, Ladany, & Caskie, 2010). A sense of emotional intimacy may be present in professional supervisory relationships, and sexual attraction is a typical reaction in intimate human interactions (Koenig & Spano, 2003). It can be helpful when individuals understand their feelings of sexual attraction and how to manage those feelings. Research that specifically addresses the incidence of sexual attraction in clinical supervision is rare. Therefore, the present study aims to explore the issue of sexual attraction within the supervisory relationship, as it specifically relates to psychotherapy trainees' personal characteristics that may be associated with trainees' (a) experience of sexual attraction for their clinical supervisor(s) and (b) willingness to disclose sexual attraction towards a supervisor in supervision. Again, we thank you for your participation in this study.

If you have questions regarding this study, please contact me at (*erd205@lehigh.edu*), or my faculty advisor, (*Dr. Arnold Spokane, ars1@lehigh.edu*).

If you have questions about your rights as a research participant, you may contact *Susan Disidore* at (610) 758-3021 (email: *inors@lehigh.edu*) of Lehigh University's Office of Research and Sponsored Programs. All reports or correspondence will be kept confidential.

If you experience psychological distress as a result of your participation in this study, we encourage you to click on this link (or copy and paste it into your web browser) to search for a psychologist in your geographic area: <http://locator.apa.org/index.cfm?event=search.text> (Please know that any cost in seeking mental health assistance is at your own expense.)

If you are interested in this area of research or would like more information about this area of research, you may wish to read the following references:

- Bartell, P.A., & Rubin, L.J. (1990). Dangerous liaisons: Sexual intimacies in supervision. *Professional Psychology: Research and Practice*, 21, 442-450.
- Koenig, T.L., & Spano, R.N. (2003). Sex, supervision, and boundary violations: Pressing challenges and possible solutions. *The Clinical Supervisor*, 22(1), 3-19.
- Ladany, N., Friedlander, M.L., & Nelson, M.L. (2005). *Critical events in psychotherapy supervision: An interpersonal approach*. Washington, DC: American Psychological Association.
- Rodolfa, E., Rowen, H., Steier, D., Nicassio, T., & Gordon, J. (1994, Winter). Sexual dilemmas in internship training: What's a good training director to do? *APPIC Newsletter*, 19 1, 22-23.

Please again accept our appreciation for your participation in this study.

Elizabeth DeBoer Kreider, M.Ed.

Please feel free to provide any thoughts/comments/reactions regarding this survey.