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GENERAL INTERNSHIP SATISFACTION AS A FUNCTION OF PERCEIVED SUPERVISION QUALITY AND EMOTIONAL INTELLIGENCE

Eva Huerta

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GENERAL INTERNSHIP SATISFACTION AS A FUNCTION OF
PERCEIVED SUPERVISION QUALITY AND EMOTIONAL INTELLIGENCE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Eva Huerta
June 2020

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ABSTRACT

The current study utilized a quantitative design to investigate the extent to which MSW students' general internship satisfaction (GIS) is related to their perceptions of supervision quality (SQ), and their emotional intelligence (EI). Participants were 53 individuals recruited from students enrolled in a Master of Social Work (MSW) program at an ethnically diverse Southern California university. Participants were required to be participating in their first or second year of field placement. An online survey solicited demographic information and participant responses to measurement scales for the three variables under investigation. Variable data were recorded on a 1-to-7 Likert scale, with comparatively high mean values observed for each: SQ ($M = 5.76$, $SD = .83$); EI ($M = 5.64$, $SD = .55$); and GIS ($M = 5.92$, $SD = 1.00$). Results supported a predicted positive association between SQ perceptions and GIS. Nonsignificant findings were observed for the positive SQ-EI association that was predicted, and for the predicted positive EI-GIS association. Results also did not support the prediction of an EI-mediated relationship between SQ and GIS. Study limitations are discussed, and suggestions for future research include that EI be investigated as a moderating variable. Because EI's theoretical framework supports Social Work practice and core tasks, it is recommended that emotional competence development activities occur during internship supervision.

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CHAPTER ONE

INTRODUCTION

Problem Statement

Social work is a client-based emotionally demanding profession that operates in a challenging environment. Social work clientele commonly present with emotionally heightened situations, requiring the service provider to respond with skills such as high self-awareness, empathy, active listening, and problem solving (Hennessy, 2011; Sowbel, 2012). The same skills used in responding to clients are also employed to effectively communicate with internal and external social service providers such as non-profit organizations. These skills are characterized by a high level of emotional intelligence (EI), which Master of Social Work (MSW) students begin to develop during their social work internship and through their participation in supervision.

Salovey and Sluyter (1997) describe EI as the capacity to effectively assess and control one's own emotions as well as influence others. Emotional Intelligence also consists of harnessing emotions for critical thinking, problem solving, and the ability to manage emotions to establish or reach equilibrium (Salovey & Sluyter, 1997). Research suggests that emotions drive behavior, which then impacts people positively or negatively (Salovey & Sluyter, 1997). Emotional Intelligence is therefore essential in MSW students' skill development

during their internships, so they can be prepared upon graduation to work effectively in the field of social work.

Internships are a significant component of MSW curricula requiring students to complete a minimum 900 hours at a field placement (Council on Social Work Education, 2015). Participation in internships allow students to gain the real-world experience required to apply theoretical social work models to practice (Council on Social Work Education, 2015). Students are provided one-hour of individual supervision weekly where a collaboration is established with a designated field supervisor from the placement site (Ketner, VanCleave & Cooper-Bolinsky, 2017). Group supervision may also be offered, but is not required.

Individual supervision is a collaborative relationship between the supervisor, and an MSW student intern. The supervisor must be a Licensed Clinical Social Worker (LCSW), or must have an MSW and two years of experience and expertise in the practice population being served by the intern (National Association of Social Workers, 2013). Research suggests that the supervisor should foster a supportive setting that promotes the student's professional growth in areas such as self-awareness, emotional intelligence, and skill development (National Association of Social Workers, 2013). During supervision, the student is given the opportunity to discuss attitudes, awareness, and share their understanding of challenges they maybe encountering at their internship (Hughes, 2010). For instance, during the

process of supervision the student may recognize how emotions can influence the interpretation of information. This allows the student the opportunity to process through those emotions with the help of the supervisor's insight and constructive feedback. The supervision process thus helps the student learn how to navigate the various dynamics by honing into the necessary skill of emotional intelligence to link the student's internship experience back to social work practice learned in the classroom to reflect the competencies necessary for guiding them toward ethical practice.

Students may enter their internship eager to help clients, but without understanding the complex ethical and professional processes that must take place (Urdang, 2010). They may be motivated to empower their respective clients to succeed, but fail to notice how their own behaviors (i.e., feelings, attitudes, and viewpoints) may interfere with client success. When poor EI is manifested it carries negative implications for Social Work micro practice (e.g., working individually with clients), as well as for macro practice (e.g., method of agency service delivery, or addressing community concerns). Without feedback from their supervisors, students will not develop the skills that are characterized by emotional intelligence such as self-awareness.

For MSW students, poor development of EI can create anxiety, poor internship performance and supervision participation, and low levels of internship satisfaction (Kanno & Koeske, 2010). Poor EI can subsequently be counterproductive to upholding social work values and ethics. Specific

behaviors of social workers with poor EI include limited awareness of their own feelings, attitudes, and relationships with clients or colleagues (Urdang, 2010). The lack or absence of EI development puts social workers in a position where they are more likely to commit boundary and ethical violations, and experience burnout (Urdang, 2010).

Limited research exists regarding the development of student EI during internship with weekly one-hour supervision. Supervision can be viewed as a potential source of support that affects the internship experience, as well as career development (Kavanagh et al., 2003). Students may lack the guidance and support needed to feel valued both specifically (e.g., in the internship) and generally (e.g., as a social worker) without quality supervision. EI development during supervision therefore emerges as a topic of concern, for the potential impact on student internship satisfaction, as well as toward their eventual professional competence. Without proper EI development, the student may not be equipped with the necessary competencies and skill set to become an ethical and effective social worker (Kavanagh et al., 2003).

Purpose of the Study

The purpose of this study is to evaluate how MSW students' general internship satisfaction (GIS) varies as a function of their perceived supervision quality (SQ), and of their emotional intelligence (EI). Students of Social Work participate in a developmental journey requiring them to navigate emotional

challenges associated with their chosen profession. MSW students are learning the need to analyze series of information within a matter of hours or minutes, which can be overwhelming. Personal implications for students may include trouble coping with stress or feelings of inadequacy (Hughes, 2010). Students are overall likely subject to heightened pressure related to the nature of the internship and high academic standards.

Students' sense of professional identity and career development are delicate during internships. They must feel that supervision is an open, non-judgmental experience where they can discuss challenges and emotive (e.g., intense feelings) practice, so as to move forth in developing their professional selves. Lacking the proper forum to discuss the emotive elements of practice can hinder students and their development of skills commonly observed in high EI individuals. When students are not allowed to exercise or discuss their own awareness, knowledge, and skills, they may leave the students to feel as if they are dismissed and that their work serves no purpose. Negative feelings toward the internship experience may thus result, potentially affecting general internship satisfaction as well as EI.

This will be a descriptive research project utilizing a quantitative approach to understand the manner in which student GIS is expressed as a result of perceived SQ, and EI. The approach will allow students to provide quantifiable data about the three variables of interest for analysis. Participants for this study provided self-report data, through their responses to the various

sections of a web-administered questionnaire. The participants for this study were all MSW students placed at an internship where they received one hour of individual supervision weekly.

Significance of the Project for Social Work

Supervision plays a key role in student professional development and overall internship experience (National Association of Social Workers, 2013). The guidance of a supervisor is keenly recognized by students, and consequently, influences much of their thinking and behavior. Researchers have separately observed correlations between supervision quality and EI, as well as between supervision quality and internship satisfaction (Hemy, Boddy, Chee, & Sauvage, 2016). Limited research exists, however, on the impact perceived supervision quality simultaneously exerts on students' EI and internship satisfaction.

Current research regarding social work supervision focuses primarily on its effectiveness for students. The current study will thus address a gap in literature by examining how satisfaction at a MSW internship is influenced by perceptions of supervision quality and student EI. The descriptive nature of the study closely corresponds to the evaluation stage of the Social Work Generalist Model. Thus, the evaluative focus will be to determine if supervision goals have been achieved, as established by the National

Association of Social Workers (NASW) and Council on Social Work Education (CSWE).

Overall, the current study will explore the extent to which GIS is a variable influenced by MSW students' perceived SQ and EI. Supervision quality is therefore conceptualized as a factor that facilitates emotional processing and allows students to better understand their thoughts and behaviors. The current study may thus potentially reinforce the need for continuing to educate new social workers about the emotional contributions toward their thoughts and behaviors, specifically through increasing EI. High levels of EI promote professional development and overall confidence that MSW students need upon graduating. The research question for this study is: To what extent is general internship satisfaction informed by MSW students' perceived supervision quality, and their emotional intelligence?

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter will review existing literature on the current study's variables of interest. Background information will be provided on the topics of internship/field placement, supervision, and student satisfaction relevant to their internship experience. Emotional Intelligence will then be offered as the theory guiding conceptualization, through which the aforementioned topics are to be examined.

Internships: Pedagogy of Social Work Education

Students of social work must prepare for a career field whose demands are widely acknowledged. Career demands are reflected in the rigorous nature of their education programs. Significant time and energy are devoted to their classroom learning, but field education is also commonly recognized as a critical feature of their respective programs (Hemy, Boddy, Chee, & Sauvage, 2016; Sicora, 2019). Internships are referred to as the "signature pedagogy" of social work education (Council on Social Work, 2015).

Numerous career disciplines require that students complete an internship, ranging from special education (Prater & Sileo, 2002) to business (Rothman, 2007) and marketing (Swanson & Tomkovick, 2012). The Council on Social

Work Education (2015) specifies students must participate in a 900-hour minimum internship experience over the course of their MSW program. That amount of time is intended to provide students with sufficient depth and breadth of experience to begin their careers as social work practitioners.

Field Placement Supervision

The student's internship experience is the field complement (i.e., educate through experience) to their formal classroom instruction. Students perform tasks, varied in complexity, that expose them to actual social work field practice intended to promote their career competency. Some missteps are anticipated along the way but provide an opportunity for students to weigh them against performance expectations at their placement site through constructive feedback. Constructive feedback and respect are generally observed in what is ideally a collaborative relationship between a supervisory level Social Worker and an MSW student intern (National Association of Social Workers, 2013). Supervisors are responsible for the development of ethical practice, professionalism, and skill competence that takes place during the student's internship experience (National Association of Social Workers, 2013).

Supervision goals are pursued through three principal components: administrative, educational, and supportive. The managerial quality of administrative supervision is geared toward the extent to which the student provides effective service to clients, in the context of agency policy.

Educational supervision guides the student toward becoming more self-aware, so that they can increase their social work-specific knowledge base and skillset. Supportive supervision seeks to improve student job performance by strengthening efforts to cope with occupational stress (National Association of Social Workers, 2013). Internship supervision thus exists to help ensure students are provided with the guidance necessary to cultivate a competent and ethical skillset, including emotional competency, through increased self-awareness and field experiences (National Association of Social Workers, 2013).

Supervision Quality and Internship Satisfaction

It is reasonable that internship in a career field noted for its demanding nature would likewise be demanding. Regardless of the demanding nature, however, students are placed in agencies where they are provided with quality supervision that focuses on discussing their experience for professional development. The CSWE (2015) identifies quality supervision to be supportive, guiding, and educative. Students who receive quality supervision engage in a number of discussions related to the content and process of their work. The most empowering discussions, however, are those where students are able to explore their emotional self-awareness and develop emotional self-control (e.g., emotional intelligence domains) which will make a difference in their future professional practice (Kooker, Shoultz, & Codier, 2007). Students'

placement experience, in addition, may mirror that of social workers in an agency in regard to morale, job satisfaction, and the retention of staff.

Workers who share to receive little or poor-quality supervision report poor morale and job satisfaction, and thoughts of finding another occupation (McLean, 1999; McLean & Dolan, 1999; Lymbery, 2001; Morris, 2005; and Collins, 2008). Jones (2001) also provides a litany of negative outcomes associated with dissatisfaction in the field of social work (e.g., counterproductive work behaviors, workplace absenteeism, poor physical health in long-serving workers). On the other hand, when quality supervision is reported, workers have shared high levels of satisfaction because of the support they receive from their supervisors (Cruz, Carvalho, & Sousa, 2015). To the extent that it bears on social workers future ability to meet its own objectives, students' relative internship satisfaction is therefore important. Addressing dissatisfaction is equally important, where the internship is intended to prepare students for a career of competent, ethical service through exposure to real-world field practice.

Theory Guiding Conceptualization

The theory guiding the conceptualization of this study is Salovey and Sluyter's (1997) Four-Branch Model of Emotional Intelligence. Emotional Intelligence (EI) has been recognized as an influential factor in social work practice because of the potential usefulness related to improving the social

work environment as well as improving staff performance (Cruz, Carvalho, & Sousa, 2015). Emotional Intelligence is described as the capacity to effectively assess and control one's own emotions as well as control others, and harnessing emotions for critical thinking, problem solving, and the ability to manage emotions to establish or reach equilibrium (Salovey & Sluyter, 1997). Research discovered that essential professional elements of social work practice such as autonomy, respect, trust, integrity, knowledge, dignity and self-worth, and professional satisfaction all derive from the conceptual framework of EI (Kooker, Shoultz, & Codier, 2007). In addition, the development of EI has been demonstrated to enhance the integration of theoretical practice, and increase empathy within social workers (Arvidsson, Lofgren, & Fridlund, 2001). Master of Social Work students, therefore, should develop their EI during their internship supervision as it relates to improving their processes and outcomes of professional success along with job performance and satisfaction. Emotional Intelligence provides the theoretical framework in which the present study's variables were analyzed.

Emotional Intelligence, as previously mentioned, describes a process where interpersonal exchanges are calibrated according to each individual's emotionally perceptive ability. Intellectual and emotional growth results as a function of: 1) feedback gained from how they distinguish between their and others' emotions (i.e., feelings); and 2) how that feedback is reflected in their

thoughts and behavior (Bar-On, 2006; Goleman, 1995; Mayer & Salovey, 1997; Salovey & Sluyter, 1997).

Mayer and Salovey (1997) proposed EI as the composite of four separate abilities in The Four-Branch Model of Emotional Intelligence. General emotional perception (e.g., identifying emotion in oneself and others) is classified under Branch One. Emotional usage (e.g., ability to use emotions in rendering judgment) is classified under Branch Two. Branch Three describes emotional understanding (e.g., ability to perceive emotional causes and consequences). Emotional monitoring and reflection (i.e., managing emotions) is classified under Branch Four (Mayer & Salovey, 1997).

The negative and positive consequences associated with EI expression are expressed across intra- and interpersonal domains. The debilitating emotions associated with mood (e.g., depression) and anxiety (e.g., Obsessive-Compulsive Disorder) disorders typify individuals with lower EI (Matthews, Zeidner, & Roberts, 2002). People with lower EI may also suffer with the lack of emotional awareness and impulse control, and may also take longer than their high-EI counterparts to return to a positive mood once upset (Matthews et al. 2002; Schutte, Malouff, Simunek, Hollander, & McKenley, 2002). Those with higher EI generally display greater optimism, enjoying better social support and relationships, which may in turn promote their positive physical health (Brown & Schutte, 2006; Salovey & Grewal, 2006; Schutte et al., 2001). It is suggested that higher EI individuals may also be more likely to

follow their physician's orders (Schutte, Malouff, Thorsteinsson, Bhullas, & Rooke, 2007).

Summary

The current study addresses a gap in Social Work literature by examining how satisfaction at a MSW internship is influenced by perceptions of supervision quality and student EI. An answer to its research question is sought by analyzing data regarding four predictions. Given evidence that workers reporting greater positive perceptions of supervision also report high levels of workplace satisfaction, the first prediction is that MSW students' SQ perceptions will be positively associated with their GIS. Insofar as quality Social Work supervision seeks to nurture the development of the student interns' self-awareness and emotional competency, the second prediction is that SQ perceptions will be positively associated with student EI. Literature suggests that EI's conceptual framework informs elements of Social Work practice, such as professional satisfaction. A third prediction is therefore made, that EI will be positively associated with GIS. The final prediction is that EI will mediate the relationship between MSW students' perceived SQ, and their GIS. Specifically, greater positive perceptions of SQ will promote greater EI, and this interaction will result in a greater total positive effect on GIS.

Social work demands much from its practitioners and supervision stands as a mechanism to ensure student learners provide clients with the expected and appropriate level of services. Insufficient EI development during

supervision can result in workers and students finding themselves ill-equipped to process workplace demands, with detrimental effects on their capacity to serve clients. Supervision is intended to prevent that from happening by engendering trust, and by promoting personal and professional development. Its supportive dynamics provide an ideal forum for supervisors to induce greater EI in their interns. Higher-EI individuals also realize better personal physical and mental health outcomes, as well as more harmonious interpersonal exchanges. These observations lend support to the social work ethos but stand in contradiction to the behavior of dissatisfied workers.

CHAPTER THREE

METHODS

Introduction

The present study investigated how satisfaction at a MSW internship was influenced by perceptions of supervision quality and student EI. This chapter therefore provides a broad overview of how the study was conducted. Discussion will thus be organized around: 1) the study's design; 2) its sampling method; 3) data collection; 4) procedures; 5) participant protection and Institutional Review Board (IRB) process; and 6) data analysis.

Study Design

The current study's principal variables are separately described, but a gap in extant Social Work literature exists where all three are simultaneously examined. Moreover, that gap specifically fails to consider the perspective of MSW student interns. A web-administered survey was employed, to investigate whether MSW students' general internship satisfaction (GIS) was reflected by their perceptions of supervision quality (SQ) and their emotional intelligence (EI). Participants provided their self-report data on a series of quantitative instruments, thus guiding the study's purpose via quantitative design and analyses.

The current study's quantitative design featured several advantages over a qualitative approach. A quantitative design, for example, allows the researcher to make one or more specific, testable hypotheses. Numeric value is ascribed to the data being collected, and subsequent data analyses are likewise numerically driven. The researcher can then make inferences about the degree to which a sample's data supports/fails to support hypotheses. Qualitative designs, on the other hand, feature data that are collected as non-numerically coded words, which cannot be used in statistical analyses. Qualitative data may therefore generate a testable hypothesis, but they do not actually test one. Its subjective quality also leaves qualitative data open to interpretation from researcher to researcher.

Quantitative research designs are not without their limitations. An example is their tendency to emphasize correlation over causation. They identify phenomena and observe the magnitude of relationships between variables, but do not provide "how and why" information about those observations. Qualitative designs address this limitation through the use of open-ended questions that do not limit the scope of participants' responses. Another quantitative limitation is found where statistical power is increased with increases in sample size. Because qualitative studies do not rely on numeric data analyses, they can be used with smaller sample sizes as well as large. The current study's web-based survey presents a limitation in the potential for participants' careless responses to its questions. Inaccurate data

results from failing to deliberate over the most appropriate response, in turn changing the strength and/or direction of relationships between variables (Huang, Liu, & Bowling, 2015).

Sampling

Approval to collect data was first requested from the California State University, San Bernardino (CSUSB) Institutional Review Board (IRB) and the School of Social Work (see Appendix A). Participants in the current study were recruited as a homogenous sample from among students at an ethnically diverse Southern California university. Requirements for participation were that they are a minimum 18 years of age and participate in either the first or second year of MSW internship. Fifty-eight individuals were recruited for the current study, five of which were excluded from analyses for failing to provide responses to all survey questions.

Data Collection

Participants were provided with a weblink that allowed them access to the survey for the current study. After reviewing the Informed Consent Form (see Appendix B), participants responded to demographic questions (see Appendix C) regarding their: MSW internship year; age; gender identification; sex at birth; ethnicity; relationship status; employment status; and income level. The survey also requested participants respond to questions regarding

their perceptions of supervision quality, their emotional intelligence, and their general internship satisfaction. Participants required an average of 10 minutes to complete the survey, and were given the opportunity to enter into a random drawing for a \$25 Amazon gift card at its conclusion.

Supervision Quality

Participants reported the perceived quality and effectiveness of their internship supervision by responding to the 26-item Manchester Clinical Supervision Scale (MCSS-26; Winstaley & White, 2011; see Appendix D). The MCSS-26 assessed six separate supervision qualities, and provided a reliable composite index ($\alpha = .94$) of supervision quality and effectiveness. Responses were recorded using a 7-point Likert scale, ranging from (1) “*Disagree Completely*” to (7) “*Agree Completely*.” The four-item Finding Time subscale ($\alpha = .85$) evaluated the interns’ available time for supervision sessions, with statements such as, “I find supervision sessions to be time-consuming.” Interns rated the importance of participating in supervision by responding to statements such as, “It is important to make time for supervision sessions” (Importance/Value subscale; $\alpha = .78$). Statements such as, “My field supervisor gives me support and encouragement,” comprised a five-item Trust/Rapport subscale ($\alpha = .80$) that allowed interns to report the level of trust they felt discussing sensitive issues with their supervisors. A three-item Reflection subscale ($\alpha = .82$) used statements such as, “Supervision gives me time to reflect,” to assess perceived support for reflecting on complicated

internship experiences. Interns responded to statements such as, “Supervision makes me a better SW practitioner,” to provide information on how they felt supervision helped improve their Social Work competency (Improved Care/Skills subscale; $\alpha = .81$). The five-item Supervisor Advice/Support subscale ($\alpha = .86$) used statements such as, “My supervisor provides me with valuable advice,” to assess perceptions of support and advice interns received from their supervisors. Responses were summed for a minimum-maximum range between 26 and 182 for the composite MCSS-26, with subscale score ranges varying based on the number of items contained. The Reflection subscale had a potential minimum-maximum range between 3 and 21, for example, because it featured three items. Sums were then divided by the appropriate number of items, to yield a standardized 1 to 7 score range for composite and subscales alike. Higher scores corresponded with participants’ higher-perceived supervision quality.

Emotional Intelligence

Data about participants’ emotional intelligence (EI) was gathered through a 16-item instrument developed by Wong and Law (2002; see Appendix E). A reliable composite measure of EI in the current study ($\alpha = .82$), it also reliably assessed each of four EI dimensions: self-emotion appraisal (SEA; $\alpha = .84$); regulation of emotion (ROE; $\alpha = .87$); uses of emotion (UOE; $\alpha = .69$); and others’ emotional appraisal (OEA; $\alpha = .85$). The four items of the SEA subscale included statements such as, “I really understand

what I feel,” to evaluate participants’ understanding and expression of their emotions. The ROE subscale evaluated participants’ ability to self-regulate their emotions, especially in times of distress. This purpose was facilitated with four statements, such as, “I am able to control my temper and handle difficulties rationally.” The four-item UOE subscale was comprised of statements such as, “I always tell myself I am a competent person,” and evaluated participants’ ability to constructively channel their emotions. Participants provided information about their ability to perceive others’ emotions by responding to statements such as, “I always know my friends’ emotions from their behavior,” from the OEA subscale. Responses were recorded as participants’ extent of agreement with each statement, using a 7-point Likert scale ranging from (1) “*Disagree Completely*” to (7) “*Agree Completely*.” The minimum-maximum score range was 16 to 112 for composite EI, and 4 to 28 for each subscale, when summed. Dividing by the appropriate number of items then produced a standardized 1 to 7 score range for composite and subscale alike. Responses on the SEA subscale could yield a score of 22 when summed, for example. Dividing by its four items would produce a score of 5.5 on the 1 to 7 standardized range. Higher scores are interpreted as greater overall participant EI, or greater dimension-specific EI as appropriate.

General Internship Satisfaction

Participants indicated their general internship satisfaction by responding to D'Abate, Youndt, and Wenzel's (2009) three-item measure ($\alpha = .78$; see Appendix F), itself adapted from earlier job satisfaction work by Hackman and Oldham (1975). Responses to statements such as, "I am generally satisfied with the kind of work I do at my internship," were recorded on a 7-point Likert scale ranging from (1) "*Disagree Completely*" to (7) "*Agree Completely*." Scores were summed for a potential minimum-maximum range between 3 and 21, and a standardized 1 to 7 score obtained by following the same methodology as described above. Higher scores are interpreted as participants' greater general internship satisfaction.

Procedures

Participants for the current study were recruited between January 6, 2020 and March 13, 2020. Permission to gather data was first required: 1) via application approval from the CSUSB Institutional Review Board (IRB); and 2) from the School of Social Work. Upon obtaining approval, a recruitment flier was distributed via mass email within the MSW program, informing potential participants of the study's nature and purpose. The mass email also informed recipients that study participation was completely voluntary, and not a school requirement. Those choosing to participate would, however, be entered in a

random drawing to win a \$25 Amazon gift card. A weblink was provided, so that interested parties could access the survey and participate in the study.

Participants accessed the survey online, and first reviewed an Informed Consent form before proceeding further. They then responded to a series of eight demographic questions, where they specified which year (i.e., first or second) of MSW internship they were enrolled in, as well as the answers to several points of general personal information (e.g., age, sex, relationship status, etc.).

The MCSS-26 followed, allowing participants to provide data about their perceived SQ. They then responded to Wong and Law's (2002) 16-item EI measure, before proceeding to the three-item GIS instrument (D'Abate, Youndt, & Wenzel, 2009) that provided information about their general internship satisfaction.

Participants required an average of 10 minutes to complete the survey, which concluded by requesting participants provide their 9-digit student identification number (i.e., ID). A statement from the researcher also thanked them for their participation. Study participants were further informed that one ID number would be randomly selected, at the conclusion of the data collection period. The participant with whom that ID number corresponded would receive the \$25 Amazon gift card. An email from the School of Social Work would notify the winning participant that the gift card would be available for pickup in its office.

Protection of Human Subjects

Study data was gathered via an online survey, upon securing IRB protocol approval and School of Social Work permission. The study's weblink was disseminated through mass email. This method of gathering data was superior to utilizing a paper hardcopy survey, because it mitigated potential confounds arising from the researcher's physical presence during data collection. Students who elected to participate did so on a strictly voluntary basis. Providing their student ID numbers at the study's conclusion helped to ensure anonymity, as no recognizable personal identifiers were stored with responses.

Students who accessed the survey were presented with an informed consent form, which they reviewed and agreed to prior to commencing with participation. The form advised them of several key points of the rights afforded them under participation. Students were reminded of the voluntary nature of their participation, and informed they were free to withdraw from the study at any point during the survey. They were also informed of the risks and benefits associated with their participation. The phone number for the campus Psychological Counseling Center was provided, should participants have experienced study-associated distress. Contact information for the researcher and faculty advisor were also furnished, in the event that questions arose from participation.

Data remains confidential, to be used only for research purposes. No identifying information (e.g., participant name) was stored with data, thus assuring participant anonymity. Data was stored in a password protected Google Drive file accessible only by the researcher and their faculty advisor. Data analyses were conducted on group responses and not individual responses. Student ID numbers were destroyed after the Amazon gift card was disbursed, and are thus not referenced with regard to the current study.

Data Analysis

Raw data were first reviewed for cases where participants failed to provide responses. These cases were noted and subsequently excluded from further analysis. The resulting cleaned dataset provided the basis for quantitative analyses.

Descriptive statistics were first obtained for all study variables. Response frequencies were noted for demographic questions (i.e., how often a given response was selected for each question). Means and standard deviations were obtained for the scales used to measure each of the three principal variables of interest. Reliability coefficients were also obtained for scales and subscales, to assist in determining the extent to which they provided reliable measures of each construct.

Variable data were screened for violations of parametric assumptions, noted by Hayes (2013) as potentially negative influences over testing power

and validity. Specifically, variable data were screened for violations of assumptions regarding linearity, normality, and homoscedasticity.

Bivariate correlations were conducted, to evaluate the magnitude and statistical significance ($p < .05$) of each potential relationship between study variables: 1) SQ and GIS; 2) SQ and EI; and 3) EI and GIS. Demographic items were not included in the analytic strategy, as no predictions were made with regard to them.

The variance in observed values of dependent variables, as predicted by independent variables, was examined through a series of simple linear regression analyses: 1) SQ and GIS; 2) SQ and EI; and 3) EI and GIS. A mediation analysis evaluated the extent to which GIS was predicted from perceived SQ, when controlling for participant EI. The threshold for statistical significance was established at $p < .05$ for the preceding analyses.

Summary

The present study was designed to investigate how MSW students' general internship satisfaction was an expression of perceived SQ and their EI. Quantitative analyses were conducted to determine what, if any, direct influence perceived SQ had on the other two constructs. These analyses also assisted in evaluating whether MSW students' EI mediated any potential association between their SQ perceptions and their GIS.

CHAPTER FOUR

Results

Introduction

Survey data from the current study will be presented in this chapter. Sample demographic characteristics will be presented first, and followed by a discussion of the screening procedure that ensured data were a good fit with the proposed analytic strategy. A brief summary of the univariate statistics for each variable follows. Bivariate correlations were performed, to determine the presence (or lack) of statistically significant associations between: perceptions of Supervision Quality (SQ) and General Internship Satisfaction (GIS); Supervision Quality and Emotional Intelligence (EI); and EI and GIS. A series of simple linear regression analyses were utilized, to assist in determining significance and the proportion of variance predicted between the aforementioned variable pairings. The chapter concludes with a summary of the mediation analysis that evaluated whether EI mediated the relationship between SQ and GIS.

Sample Demographic Characteristics

Data for the current study were provided by 53 male ($n = 7$) and female ($n = 46$) individuals (see Table 1), whose participation required they be a minimum 18 years of age. Participants were further required to be

participating in either the first ($n = 27$) or second ($n = 22$) year of MSW internship. Three participants declined to provide age data, while the remaining 50 averaged 29.66 years of age ($SD = 7.61$ years). The majority of participants identified as heterosexual ($n = 48$), and as single/never married ($n = 29$) or married ($n = 14$). Approximately half ($n = 26$) described their employment status as “Student and Not Working,” with gross monthly income of “Less than \$1000” ($n = 27$).

Table 1. Sample Demographic Characteristics

Demographic Category	Frequency (n)	Percentage (%)
Year of Field Placement		
1 st Year	27	50.9%
2 nd Year	22	41.5%
No Response	4	7.5%
Sex at Birth		
Male	7	13.2%
Female	46	86.8%
Gender Identification		
Male	7	13.2%
Female	46	86.8%
Age Range		
18-25	20	37.3%
26-35	21	39.9%
36-45	6	11.4%
46-55	3	5.7%
No Response	3	5.7%
Sexual Orientation		
Heterosexual	48	90.5%
Lesbian	1	1.9%
Bisexual	2	3.8%
Other	2	3.8%
Relationship Status		
Single (Never Married)	29	54.7%
Domestic Partner	5	9.4%
Married	14	26.4%

Separated	2	3.8%
Divorced	3	5.7%
Employment Status		
Working Full-Time	2	3.8%
Working Part-Time	4	7.5%
Student (Working)	18	34.0%
Student (Not Working)	26	49.0%
Unemployed	2	3.8%
Decline to State	1	1.9%
Gross Monthly Income		
Less than \$1000	27	50.9
\$1000 - \$1999	10	18.9
\$2000 - \$2999	3	5.7
\$3000 - \$3999	1	1.9
\$5000+	4	7.5
Decline to State	7	13.2
No Response	1	1.9

Data Screening

Hayes (2013) describes several parametric assumptions whose violation has the potential to reduce the power and validity of hypothesis tests. The distribution for each variable of interest was therefore standardized and screened for such violations. Violations of linearity were screened for by first generating scatterplots for each association between a predictor variable's standardized predicted values, and outcome variable's standardized residual values. Scatterplots were then outfitted with lines of best fit for linear and quadratic trends, and evaluated against the standard that $\Delta R^2 \geq .08$ constituted a violation of linearity. No such violations were noted. Potential violations of homoscedasticity were screened for by generating scatterplots from a series of regression analyses. No violations were noted, as error

estimates followed a roughly rectangular pattern, and varied a consistent distance from a fit line at the y-axis mean. Violations of normality were screened for by determining if: 1) z-scores for each variable's skewness and kurtosis statistics fell outside the range of -1.96 to +1.96 (Cramer, 1998); 2) Shapiro-Wilk significance was $p < .05$ (Shapiro & Wilk, 1965); and 3) a histogram of each variable's frequency distribution followed a roughly normal shape. No violations of normality were noted for EI, but were observed for SQ and GIS. A substantial violation of this assumption is generally required before affecting statistical inference, however (Hayes, 2013).

Univariate Statistics

Descriptive statistics were obtained, and provided relevant information about each variable's mean and standard deviation within its sampling distribution (see Table 2). Findings demonstrated that the means for each variable were comparatively high, considering each was measured on the same 1-to-7 Likert scale (see Table 2). Reliability coefficients (Cronbach's α) were also obtained for the scales used to measure study variables, with each instrument demonstrated a reliable measure as intended (see Table 2).

Table 2. Variable Means, Standard Deviations, and Reliability Coefficients

Variable	<i>M</i>	<i>SD</i>	α
1. SQ	5.76	.83	.94 ^a
2. EI	5.64	.55	.82 ^a
3. GIS	5.92	1.00	.78 ^a

M = mean; *SD* = standard deviation

1. SQ = Supervision Quality

2. EI = Emotional Intelligence

3. GIS = General Internship Satisfaction

^aValue expressed as Cronbach's reliability coefficient (α) for each measurement scale.

Bivariate Correlations

Bivariate correlations were calculated between study variables (see Table 3), and effects sizes for each relationship are reported consistent with Cohen's (1992) guidelines. A statistically significant positive association existed between Supervision Quality and General Internship Satisfaction ($r = .35, p = .011$), sufficient to suggest that Supervision Quality had a medium effect ($.30 \leq r \leq .49$) on General Internship Satisfaction. The association between Supervision Quality and Emotional Intelligence was positive ($r = .12$), but it failed to meet the threshold for statistical significance ($p = .381$). The correlation coefficient, however, met the standard for a small effect size ($.10 \leq r \leq .29$). A statistically nonsignificant association was observed between Emotional Intelligence and General Internship Satisfaction ($r = .17, p = .214$), but provided evidence of a small effect size between the two.

Table 3. Bivariate Correlations Between Study Variables

Variable	1	2	3
1. SQ	-		
2. EI	.12	-	
3. GIS	.35*	.17	-

* $p < .05$ (two-tailed)

1. SQ = Supervision Quality

2. EI = Emotional Intelligence

3. GIS = General Internship Satisfaction

Simple Linear Regression Analyses

A series of three simple linear regression analyses were conducted between the current study's variables (see Table 4). The first demonstrated that SQ significantly predicted participant GIS, $b = .43$, $t(50) = 2.66$, $p = .011$. A significant 10.6% proportion of variance in GIS was explained by participants' perceptions of supervision quality and effectiveness, $F(1, 50) = 7.05$, $p = .011$, $Adj. R^2 = .106$. SQ was not a significant predictor of participant EI, however, $b = .08$, $t(50) = .88$, $p = .381$. A nonsignificant 0.4% proportion of variance in participant EI was explained by perceptions of supervision quality and effectiveness, $F(1, 50) = .78$, $p = .381$, $Adj. R^2 = .004$. Results from the third regression analysis failed to provide support for EI being a significant predictor of GIS, $b = .32$, $t(51) = 1.26$, $p = .214$. Participant EI predicted a nonsignificant 1.1% proportion of variance in GIS, $F(1, 51) = 1.59$, $p = .214$, $Adj. R^2 = .011$.

Table 4. Sample Linear Regression Analyses Between Variables

Predictor Variables	GIS as Outcome				
	<i>b</i>	<i>SE b</i>	<i>t</i>	<i>p</i>	<i>Adj. R²</i>
Supervision Quality	.43	.16	2.66	.01	.106
Emotional Intelligence	.32	.25	1.26	.21	.011
	EI as Outcome				
	<i>b</i>	<i>SE b</i>	<i>t</i>	<i>p</i>	<i>Adj. R²</i>
Supervision Quality	.08	.09	.88	.38	.004

Mediation Analysis

Regression path analyses were used to examine the hypothesis that participant EI mediated the relationship between perceived SQ and GIS (see Figure 1). The technique for doing so allows simultaneous estimates to be determined for all direct and indirect variable effects, and follows a bootstrapping strategy where data is randomly resampled with replacement from the original sample (Preacher & Hayes, 2008; Hayes, 2013). This bootstrapping technique helps mitigate concerns (e.g., violations of normality in shape of distribution) about data produced from comparatively small samples. The current study's data were thus re-sampled 10,000 times, with 95% confidence intervals.

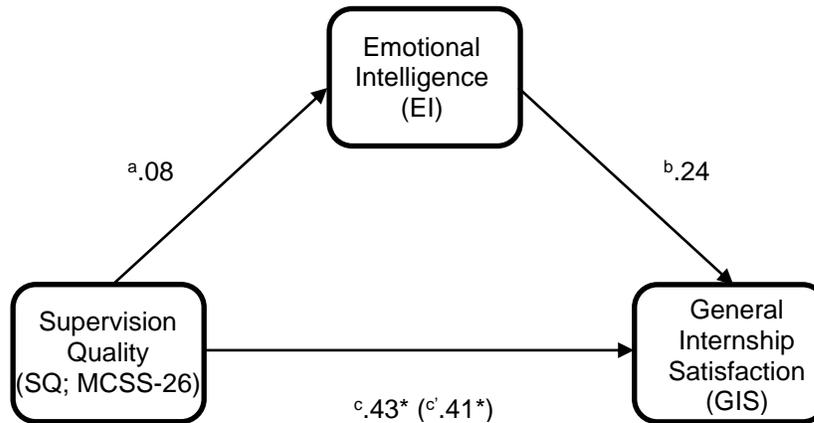


Figure 1. Mediation Analysis Path Coefficients – General Internship Satisfaction Predicted from Supervision Quality and Emotional Intelligence

Note. Coefficients depicted for path between SQ and EI ^(a), path between EI and GIS ^(b), and for the total ^(c) and direct ^(c') effects of SQ on GIS.

* $p < .05$

Results (see Table 5) indicated that SQ was a nonsignificant predictor of EI, $b = .08$, $SE = .24$, $p = .38$, 95% CI [-0.11, 0.27], and that EI was a nonsignificant predictor of GIS, $b = .24$, $SE = .24$, $p = .33$, 95% CI [-0.25, 0.73]. The direct effect of SQ on GIS was statistically significant, $b = .41$, $SE = .16$, $p = .02$, 95% CI [0.08, 0.74], as was the total effect of SQ on GIS, $b = .43$, $SE = .16$, $p = .01$, 95% CI [0.10, 0.75]. The presence of zero within the bounds of the indirect coefficient's bootstrapped confidence interval indicated a nonsignificant indirect effect for SQ on GIS, $b = .02$, $BootSE = .04$, 95% $BootCI$ [-0.03, 0.14]. While predictors explained 12.4% of the variance in GIS,

$R^2 = .124$, results did not provide support for the hypothesized EI-mediated relationship between SQ and GIS. Moreover, EI accounted for less than 5% of the total effect for SQ on GIS, $P_M = .047$.

Table 5. Effects of Supervision Quality on General Internship Satisfaction, Conditioned on Emotional Intelligence

EI as Outcome						
Predictor Variable	<i>b</i>	<i>SE b</i>	<i>t</i>	<i>p</i>	95%CI LL	95%CI UL
Constant	5.16	.54	9.48	.00	4.07	6.26
Supervision Quality	.08	.09	.88	.38	-0.11	0.27
GIS as Outcome						
Predictor Variable	<i>b</i>	<i>SE b</i>	<i>t</i>	<i>p</i>	95%CI LL	95%CI UL
Constant	2.20	1.57	1.40	.17	-.96	5.36
Supervision Quality	.41	.16	2.51	.02	.08	0.74
Emotional Intelligence	.24	.24	1.00	.32	-.25	0.74
Total Effect on GIS						
Predictor Variable	<i>b</i>	<i>SE b</i>	<i>t</i>	<i>p</i>	95%CI LL	95%CI UL
Constant	3.45	.94	3.67	.00	1.57	5.34
Supervision Quality	.43	.16	2.65	.01	.10	0.75
Indirect Effect of SQ on GIS						
Mediating Variable	Effect	BootSE	95% BootCI LL	95% BootCI UL	^a P_M	
Emotional Intelligence	.02	.04	-0.03	0.14	.047	

Notes. $R^2 = .124$ for model of SQ's total effect on GIS.

CI/ BootCI LL = Lower Limit of 95% Confidence Interval/ Bootstrapped Confidence

Interval; CI/ BootCI UL = Upper Limit of 95% Confidence Interval/ Bootstrapped

Confidence Interval.

^a P_M = percent mediated (indirect effect ÷ total effect).

CHAPTER FIVE

DISCUSSION

Introduction

The proceeding chapter will provide an interpretation of the current study's findings, relative to four predictions about its principal variables. Bivariate analyses, denoted by the Pearson r correlation coefficient, were used to assess the direction (negative or positive) and magnitude (small, medium, or large) of each association between: 1) SQ and GIS; 2) SQ and EI; and 3) EI and GIS. Moreover, a mediation analysis was conducted to evaluate not only the direct effect of SQ on GIS, but also its indirect effect when controlling for EI. Statistically significant and nonsignificant findings alike are discussed, and interpreted with descriptions of effect size where appropriate. Potential limitations of the current study will also be addressed, and directions proposed for future research. The chapter concludes with recommendations for Social Work practice and policy.

Summary of Findings

The current study was designed to examine how MSW students' general internship satisfaction was influenced by their perceptions of supervision quality, and their emotional intelligence. Four predictions were made with reference to the aforementioned, and were evaluated through a

series of quantitative analyses. Findings supported the predicted positive association between perceived SQ and GIS. Data also provided evidence of a small effect for the predicted positive association between SQ and EI, but failed to meet the threshold for statistical significance. Neither did data provide statistically significant support for an expected positive association between EI and GIS. The association could nonetheless be described by a small effect size, however. A final prediction, that EI would mediate the relationship between SQ and GIS, failed to receive statistically significant support. Only a negligible amount of variance was explained in the relationship between SQ and GIS, when controlling for EI. The lack of statistically significant support provided by the current study's findings should be cautiously interpreted, however, and is in no way discouraging.

Interpretation of Findings

No forecast was made as to response frequencies or mean values within each variable's sampling distributions, but observations about them merit further discussion. For example, 86.8% of the sample's GIS ratings ($M = 5.92$, $SD = 1.00$) were greater than or equal to 5, on a 1-to-7 Likert scale. SQ ratings ($M = 5.76$, $SD = .83$) followed suit with 84.6% of them greater than or equal to 5, as did EI ratings ($M = 5.64$, $SD = .55$) with 86.8% of those greater than or equal to 5. Considered together, these findings provide strong positive evidence about the MSW students who participated in the current study. The majority believe they receive high-quality internship supervision, possess a

high amount of EI, and are extremely satisfied with their internship experience. There is thus encouraging evidence that internship supervision functions as expected, by preparing MSW students for the emotional demands confronted by Social Work practitioners.

The positive association between SQ and GIS was not only statistically significant (see Table 3), but also demonstrated that SQ had a medium effect ($.30 \leq r \leq .49$) on GIS. These findings are consistent with current literature, where ratings of one's supervision experience significantly predict internship and job satisfaction (D'Abate, Youndt, & Wenzel, 2009; Hyrkäs, Appelqvist-Schmidlechner, & Haataja, 2006; Kanno & Koeske, 2010; Schroffel, 1999). Participants in the current study held a generally positive impression of their own supervision experience, and are satisfied overall with their internship.

SQ perceptions likewise exerted an effect on EI, albeit a small one ($.10 \leq r \leq .29$) independent of its statistical nonsignificance. This observation may be partly explainable through the historic portrayal of Social Work as a profession whose ethics-bound practitioners emphasize rational thought, in providing the correct, appropriate level of service to clientele (Mattison, 2000). It is only comparatively recently that emotional contributions to practice-related decisions have gained wider attention (Howarth, 2007; Munro, 2011; Ingram, 2013). Insofar as supervision is intended to promote social workers' reflective practice, it has subsequently emerged as an ideal setting to discuss the emotional content behind their decisions (Ingram, 2013). The current study's

nonsignificant findings between SQ and EI may therefore reflect a historical bias toward strictly rational decision-making. SQ's mild effect on EI, however, suggests recognition of the necessity for discussing emotional content in promoting reflective SW practice.

A statistically nonsignificant positive association between EI and GIS was also reflected in the current study's findings. Despite the lack of statistical significance, this observation follows a general trend in EI literature, toward a positive association between EI and job/career satisfaction (Amdurer, Boyatzis, Saatcioglu, Smith, & Taylor, 2014; Kafetsios & Zampetakis, 2008; McAndrews & Ha-Brookshire, 2019; Sy, Tram, & O'Hara, 2006). The current study's lack of statistically significant findings may actually be due, in part, to its sample size. Tests of statistical significance are influenced by a study's sample size, whereas its variables' effect sizes are calculated independently of sample size (Sullivan & Feinn, 2012). G*Power, an open-source power analysis calculator, was used to determine that the current study required a sample of 107 participants for a medium effect at $p < .05$ (Faul, Erdfelder, Buchner, & Lang, 2009; Faul, Erdfelder, Lang, & Buchner, 2007). The current study's sample size ($N = 53$) was approximately half that desired for statistical significance, but its findings still approximated those in EI literature (cited above), where studies were characterized by much larger sample sizes ($135 \leq N \leq 523$). Moreover, small-to-medium effect sizes noted in the above literature are mirrored by the small effect size observed between EI and GIS in the

current study. Participants' EI followed a general trend toward a small positive increase in GIS.

The current study's mediation analysis (see Table 5) confirms the preceding observations about variable relationships. Path coefficients (see Figure 4) provided statistically significant evidence of SQ's direct effect on GIS. Their further scrutiny, however, demonstrated that only 4.67% of the association between both variables was mediated by EI. These findings were nonetheless of interest, because the mediation analysis clearly demonstrated a significant SQ by EI interaction, $F(1, 48) = 6.52, p = .014$. Further examination of EI's role in the relationship between SQ and GIS is suggested, given the presence of this interaction, and that of the small effects already mentioned.

Study Limitations

Two limitations are presented by the current study, both of which have the potential to affect statistical inference and the subsequent generalizability of findings. A small sample size, the first, is commonly recognized for its influence over statistical significance. Concerns over significance are easily dispatched, however, by reporting and interpreting effect sizes alongside significance statistics. The larger concern about the current study's sample size is derived from relatively few data points and a truncated range of values in each variable's distribution.

The second limitation to be discussed relates to EI's conceptual underpinnings, and those of the Social Work profession, relative to the manner in which EI data was collected. Social Work is a relationship-based profession whose core tasks (e.g., engagement of users, collaboration and cooperation, etc.) are described by an interpersonal nature. Supervision within the profession is likewise inherently interpersonal, and it was from within such a context that student interns provided self-report ratings of their EI (described in part by interpersonal domains). A fundamental limitation is suggested, as EI data was not solicited from both members of the intern-supervisor dyad. Any analysis or interpretation to follow would thus be founded upon: 1) *intrapersonal* data, about 2) a theoretical construct that is at least partially *interpersonal*, and 3) whose qualities benefit practice in an *interpersonal* profession. Future research should be a logical extension of the current study, while taking its limitations into consideration.

Directions for Future Research

Whereas the current study examined EI as a mediator of SQ's effect on GIS, additional data analysis suggested its viability as a potential moderator variable. This alternative model would permit EI to be examined in nominal terms (i.e., low, average, high), and offers the advantage of determining if a moderating effect is EI level-dependent. Some support for this proposed alternative is found in recent literature. A sample of 353 Indian healthcare

professionals participated in a study of EI's moderating role between perceptions of abusive supervision, and the subsequent intention to quit (Pradhan & Jena, 2018). High EI participants reported a greater intention to quit than their Low EI counterparts, the more abusive they perceived their supervision to be. Greater perceptions of abusive supervision in Pradhan and Jena (2018) data are analogous to an inverse expression of the current study's perceptions of supervision quality (i.e., greater abusive supervision is equivalent to lower supervision quality). Pradhan and Jena (2018) intention to quit data are likewise an inverse expression of the current study's GIS data (i.e., greater intention to quit is equivalent to lower GIS).

The sample size should also be increased from that of the current study, in future research. Increasing the sample size would improve the power of tests for statistical significance and, it should be reasonably assumed, increase the range of values within each variable's distribution. Time constraints for data collection, or the size of a MSW program's participant pool, may pose a hindrance to this goal. Challenges of this sort can be addressed by soliciting participation from additional universities' MSW programs, however. Within the context of the above, future research should finally consider collecting ratings of interns' EI from their supervisors. The current study relied on interns' self-reported EI ratings, so including their supervisors' perspectives would lend an interpersonal dimension to EI data.

Ratings could then also be compared for meaningful supervisor-intern differences.

Recommendations for Social Work Practice and Policy

Insofar as the Social Work profession seeks to advocate reflective, relationship-based practice, a model should be advanced that promotes the development of students' emotional competencies during internship supervision. The inherent emotional demands of practice settings require heightened self-awareness from students, as it is not uncommon for them to engage with clients and evoke distressing emotional reactions (Grant, Kinman, & Alexander, 2014; Ingram, 2013). This heightened self-awareness is especially important in the first stages of rapport building, where it can reduce the possibility of undue emotional influence over the intervention process (Morrison, 2007; Munro, 2011). Apart from any detrimental effects, emotions can also be effectively used to form and maintain the strong relationships that produce successful outcomes at micro- (e.g., clients and staff) and macro- (e.g., community members, agencies, political leaders) levels of practice (Ingram, 2013; Ingram & Smith, 2018). Emotional intelligence and competencies are integral to practice, given the emotional backdrop against which Social Work fulfills its mission. Their further development should therefore be integrated as a feature of the MSW student's experiential learning process.

The 2015 Educational Policy and Accreditation Standards (EPAS) for Baccalaureate and Master Social Work programs outlines training and expectations for students of Social Work. Students are expected to recognize that professional judgment and behavior is influenced by values, personal experiences, and affective reactions (Council on Social Work Education [CSWE], 2015). Students must also demonstrate sufficient knowledge and competence toward using reflection and self-regulation in maintaining a sense of professionalism (CSWE, 2015). Students may nonetheless feel ill-prepared for engaging independently in reflective practice. A model to develop emotional intelligence and competencies during internship supervision thus serves EPAS-prescribed standards.

Supervision has long been an integral facet in the continuing education and training of social workers. It plays an important role in developing students' professional skills and attitudes, as well as their knowledge of Social Work practice. Ingram (2013) traces a link between emotional intelligence and these very qualities being developed during supervision. Integrating emotional competence activities within supervision affords a potentially greater foundation for meaningful dialogue to occur between the student and supervisor. That resulting dialogue then provides opportunities for the student to reflect an understanding of emotional responses, reasoning, and decision-making (Munro, 2011).

Conclusions

The results of the current study provided support for the predicted positive relationship between Supervision and GIS, but nonsignificant findings for the remaining three predictions. Nonsignificant findings should not be dismissed without also taking effect sizes into account, however. A partial explanation for findings was provided by an alternative model supporting an EI-moderated relationship between Supervision and GIS, over the predicted EI-mediated relationship. It is recommended that future research attempt to replicate the current study's EI-moderated findings. Limitations were also discussed for their potential influence over the current study's findings. Future research should address them by gathering data from a larger sample, and by also seeking ratings of MSW students' EI from their internship supervisors. EI's theoretical framework supports Social Work practice and core tasks. Introducing emotional competence activities during supervision would contribute not only to interns' knowledge of Social Work practice, but also toward meeting EPAS-prescribed standards for their education.

APPENDIX A
INSTITUTIONAL REVIEW BOARD (IRB) APPROVAL

Institutional Review Board (IRB) Approval

Date: 5-13-2020

IRB #: IRB-FY2020-105

Title: The Impact of Supervision on Emotional Intelligence and Internship Satisfaction

Creation Date: 11-11-2019

End Date:

Status: Approved

Principal Investigator: Eva Huerta

Review Board: Main IRB Designated Reviewers for School of Social Work

Sponsor:

Study History

Submission Type Initial	Review Type Exempt	Decision Exempt
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Key Study Contacts

Member Laurie Smith	Role Co-Principal Investigator	Contact lasmith@csusb.edu
Member Eva Huerta	Role Principal Investigator	Contact 004913099@coyote.csusb.edu
Member Laurie Smith	Role Primary Contact	Contact lasmith@csusb.edu

APPENDIX B
INFORMED CONSENT FORM

INFORMED CONSENT FORM

You are invited to participate in a study being conducted by Eva Huerta, a graduate student, under the supervision of Dr. Laurie Smith, Professor of Social Work at California State University, San Bernardino (CSUSB). This study has been approved by the Institutional Review Board (IRB) of California State University, San Bernardino, and a copy of the official IRB stamp of approval should appear on this consent form.

Purpose: The purpose of the study is to examine the impact of supervision on students' emotional intelligence and internship satisfaction.

Procedures: You will be asked questions about your experience with internship supervision, your general internship satisfaction, and about emotional intelligence.

Voluntary participation: Your participation in this study is entirely voluntary and not a school requirement. You are free to withdraw your participation at any time during the study, or refuse to answer any specific question, without penalty or withdrawal of benefit to which you are otherwise entitled.

Confidentiality: The information that you provide will be kept confidential and will be used for research purposes only. As no identifying information will be stored with your data, your name cannot be connected with your responses and hence your data will remain completely anonymous. Data will be stored in a password protected CSUSB Google Drive file accessible only by the researcher. Analyses of the data will be conducted on group responses and not individual responses. Thus, your name will not appear on any data reports.

Duration: It will take 30 minutes to complete the survey.

Risks and Benefits: This study involves no risks beyond those routinely encountered in daily life, nor any direct benefits to you as a participant. It is very unlikely that any psychological harm will result from participation in this study. However, if you would like to discuss any distress you have experienced, do not hesitate to contact the CSUSB Psychological Counseling Center (909) 537-5040.

Incentives: If you decide to participate and successfully complete the survey, you will have the opportunity to provide your student ID number at the end of the survey which will be entered in a drawing. The winning participant will be randomly selected and receive a \$25 Amazon gift card in gratitude for participating.

Contact: If you have any questions or concerns regarding this study, please feel free to contact the School of Social Work at socialwork@csusb.edu, or at (909) 537- 5501.

Results: Results of the study can be obtained from the Pfau Library ScholarWorks database (<http://scholarworks.lib.csusb.edu/>) at California State University, San Bernardino after July 2020

By clicking the arrow to continue, you are acknowledging the statement below:

I understand that any information about me obtained from this research will be held strictly confidential. I acknowledge that I am of at least 18 years old. I understand and agree with the terms described above.

APPENDIX C
DEMOGRAPHIC QUESTIONS

Demographic Questions

Developed Eva Huerta

Hello, thank you for volunteering to participate in our study! Volunteers like yourself are a vital part of contributing to research in the field of Social Work.

Instructions: Please answer the following questions thoughtfully and to the best of your ability.

1. Are you completing our study online today as a first-year, or second-year, student in CSUSB's Master of Social Work (MSW) program?

- I am participating as an MSW student in my first-year placement.
- I am participating as an MSW student in my second-year placement.

2. What is your age?

Years

Months

3. Please indicate your sex at birth:

- Female
- Male
- Decline to state

4. Please indicate the gender with which you currently identify:

- Female
- Male
- Transgender
- Gender non-binary
- Decline to state

5. How would you describe your sexual orientation (Select one)?

- Heterosexual (i.e., "straight")
- Gay
- Lesbian
- Bisexual
- Asexual
- Other _____

6. How would you describe your relationship status (Select one)?

- Single (never married)
- Domestic partner
- Married
- Separated
- Divorced
- Widowed/Widower
- Decline to state

7. Which of the following best describes your primary employment status?

- Working full time
- Working part-time
- Student and working
- Student and not working
- Unemployed
- Decline to state

8. What is your gross (before taxes) individual monthly income?

- Less than \$1000
- \$1000 to \$1999
- \$2000 to \$2999
- \$3000 to \$3999
- \$4000 to \$4999
- \$5000 +
- Decline to state

APPENDIX D

MANCHESTER CLINICAL SUPERVISION SCALE (MCSS-26)

Manchester Clinical Supervision Scale (MCSS-26)

Adapted from Winstanley & White (2011)

	Disagree Completely		Disagree Slightly		Agree Slightly		Agree Completely
1. Other work pressures interfere with supervision sessions. ^(1, 6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. It is difficult to find time for supervision sessions. ^(1, 6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Supervision sessions are not necessary/ don't solve anything. ^(1, 5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Time spent on supervision takes away from my real work as a SW intern. ^(1, 5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Fitting supervision sessions can increase pressure at my field placement. ^(1, 6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I find supervision sessions to be time-consuming. ^(1, 6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My field supervisor gives me support and encouragement. ⁽²⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Supervision sessions are intrusive. ^(1, 5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Supervision gives me time to reflect. ⁽⁷⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Disagree Completely		Disagree Slightly		Agree Slightly		Agree Completely
10. Work problems can be tackled constructively during supervision. ⁽⁷⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Supervision sessions facilitate reflective practice. ⁽⁷⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My supervisor offers an “unbiased” opinion. ⁽²⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I can discuss sensitive issues encountered during my casework with my supervisor. ⁽²⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My supervision sessions are an important part of my work routine. ⁽⁴⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I learn from my supervisor’s experiences. ⁽³⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. It is important to make time for supervision sessions. ⁽⁵⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My supervisor provides me with valuable advice. ⁽³⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My supervisor is very open with me. ⁽²⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Sessions with my supervisor broaden my SW knowledge base. ⁽³⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Disagree Completely		Disagree Slightly		Agree Slightly		Agree Completely
20. Supervision is unnecessary for experienced staff. ^(1, 5)	<input type="radio"/>						
21. My supervisor acts “superior” toward me during our sessions. ^(1, 2)	<input type="radio"/>						
22. Supervision makes me a better SW practitioner. ⁽⁴⁾	<input type="radio"/>						
23. Supervision sessions are motivating. ⁽⁴⁾	<input type="radio"/>						
24. I can broaden my skill base during my supervision sessions. ⁽³⁾	<input type="radio"/>						
25. My supervisor offers me guidance with client care. ⁽³⁾	<input type="radio"/>						
26. I think receiving supervision improves the quality of service I provide. ⁽⁴⁾	<input type="radio"/>						

- (1) Reverse-scored item
- (2) Trust/Rapport Sub-scale
- (3) Supervisor Advice/Support Sub-scale
- (4) Improved Care/Skills Sub-scales
- (5) Importance/Value of Supervision
- (6) Finding Time Sub-scale
- (7) Reflection Sub-scale

APPENDIX E
EMOTIONAL INTELLIGENCE (EI)

Emotional Intelligence (EI)

Adapted from Wong & Law (2002)

	Disagree Completely		Disagree Slightly		Agree Slightly		Agree Completely
1. I have a good sense of why I have certain feelings most of the time. ⁽¹⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have a good understanding of my own emotions. ⁽¹⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I really understand what I feel. ⁽¹⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I always know whether or not I am happy. ⁽¹⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I always know my friends' emotions from their behavior. ⁽²⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am a good observer of others' emotions. ⁽²⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I am sensitive to the feelings and emotions of others. ⁽²⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I have a good understanding of the emotions of people around me. ⁽²⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. I always set goals for myself and then try my best to achieve them. ⁽³⁾	<input type="radio"/>						
10. I always tell myself I am a competent person. ⁽³⁾	<input type="radio"/>						
11. I am a self-motivated person. ⁽³⁾	<input type="radio"/>						
12. I would always encourage myself to try my best. ⁽³⁾	<input type="radio"/>						
13. I am able to control my temper and handle difficulties rationally. ⁽⁴⁾	<input type="radio"/>						
14. I am quite capable of controlling my own emotions. ⁽⁴⁾	<input type="radio"/>						
15. I can always calm down quickly when I am very angry. ⁽⁴⁾	<input type="radio"/>						
16. I have good control of my own emotions. ⁽⁴⁾	<input type="radio"/>						

⁽¹⁾ Self-Emotion Appraisal (SEA) Sub-scale

⁽²⁾ Others' Emotion Appraisal (OEA) Sub-scale

⁽³⁾ Use of Emotion (UOE) Sub-scale

⁽⁴⁾ Regulation of Emotion (ROE) Sub-scale

APPENDIX F
GENERAL INTERNSHIP SATISFACTION (GIS)

General Internship Satisfaction (GIS)

Adapted from D'Abate, Youndt, & Wenzel (2009)

	Disagree Completely		Disgree Slightly		Agree Slightly		Agree Completely
1. Generally speaking, I am very satisfied with my internship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have frequently thought of quitting my internship. ⁽¹⁾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am generally satisfied with the kind of work I do at my internship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁽¹⁾ Reverse-scored item

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