

Shared Supervision:

**Strategies to promote an effective working relationship
between site and faculty supervisors to enhance graduate
student intern development**

Amanda Barudin, M.A., LMHC

Katherine M. Bender, Ph.D.

Learning Objectives

- Attendees will apply their increased knowledge of effective communication strategies to enhance graduate student intern development.
- Participants will discuss challenges when faced with the need to create a student support plan for graduate student interns.
- Participants will be able to design successful student support plans (model provided).
- Attendees will be able to critically assess current supervision standards and incorporate best practices.

Agenda

- Introductions and interest in topic by presenters and by audience

- Define roles and responsibilities for each party
- Review sample supervision contract
- Communication strategies between supervisors and supervisors and between supervisors and students
- Case Studies
- Creating a Support Plan
- Questions
- Final take aways



Introductions and Interests



BRIDGEWATER

STATE UNIVERSITY

Expect More. Achieve More.

Amanda Barudin, M.A., LMHC

Director of Fieldwork/Counselor

Education Lab Manager/Part Time

Faculty

Katherine M. Bender, Ph.D.

Assistant Professor

Program Director Student Affairs
Counseling

Department of Counselor Education

Safe
Unconditional, positive regard
Personal / professional
Explorative
Reassuring
Vital / valuable
Individual / important
Supportive
Improve / inquiring
Open & honest
Non-judgmental, nourishing neutral

Roles and Responsibilities

Site Supervisor

Roles

- Provide supportive, educative activities to improve the application of counseling theory and technique directly with clients
- Model ethical behavior and commitment to the profession
- Evaluate student progress and performance (formal and informal evaluations)
- Assist self-evaluation/reflection
- Set goals
- Provide feedback

Responsibilities

- Possess the appropriate degree, experience, license and/or certification
- Have on-going training in Counselor Supervision (CACREP (2016) section III)
- Meet weekly supervision
- Provide Group Supervision
- Directly observe the intern with a client/group
- Participate in regular communication with Faculty supervisor
- Contact Faculty supervisor with concerns/issues
- Complete a Program Evaluation

Faculty Supervisor

Roles

- Appropriate credentials/licensure, experience
- Counseling supervision training and experience
- Model ethical behavior and commitment to the profession
- Evaluate student progress and performance (formal and informal evaluations)
- Assist self-evaluation/reflection
- Set goals
- Provide feedback

Responsibilities

- Meet with interns in a group seminar class
- Assess intern:
 - case presentations
 - video/audiotaped counseling sessions
 - process recordings
 - participation
 - completion of all other FW related requirements
- Formal (minimum one on-site visit per semester) and informal communication, as needed, with the on-site supervisor

Student/Supervisee

Roles

- Embrace and engage in various roles associated with counselors
- Perform assigned duties in a manner which recognizes, respects, and appropriately responds to client diversity
- Maintain the highest professional standards/professionalism and knowledge of professional ethics, diversity and social justice
- Actively utilize and participate in supervision
- Self-examination/reflection

Responsibilities

- Obtain malpractice insurance
- Complete training in Mandated Reporting
- Timely completion and submission of all required paperwork each semester to faculty supervisor
- Bring any serious issues to the immediate attention of their on-site supervisor and faculty supervisor
- Complete a Site and Site Supervisor evaluation

**Supervision Contract
Mental Health Counseling M.Ed.**

Supervisor Requirements:

Mental Health site: A practitioner with three years of Full Time or the equivalent Part Time post-licensure clinical Mental Health Counseling experience who is also:

- (a) a Massachusetts Licensed Mental Health Counselor;
- (b) a Massachusetts licensed independent clinical social worker;
- (c) a Massachusetts licensed marriage and family therapist;
- (d) a Massachusetts licensed psychologist with Health Services Provider Certification;
- (e) a Massachusetts licensed physician with a sub-specialization in psychiatry;
- (f) a Massachusetts licensed nurse practitioner with a sub-specialization in psychiatry; or
- (g) where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed under 262 CMR

2.02: Approved Supervisor(a) through (f).

Experiential Requirements:

1. The clinical site in which the student will engage in fieldwork is neither individual nor group private practice.
2. Weekly, on-site, face to face supervision occurs between the student and approved supervisor for at least one Supervisory Contact Hour.
3. A regularly scheduled Group Supervision meeting of not more than ten mental health supervisees under the direction of an Approved Supervisor for a period of at least one Supervisory Contact Hour. (note: "Peer" supervision groups do not constitute Group Supervision).
4. There must be an identified emergency contact person for the intern at all times that the intern is on site.
5. Regularly scheduled communication between the site supervisor and BSU Instructor will occur throughout the student's experience
6. Student interns will not be allowed to provide clients with their own personal phone numbers for scheduling and other site relevant activities.
7. Student interns will not be allowed to dispense medications.
8. Student interns will not be allowed to transport clients.
9. Student interns conducting home-based visits are required to be accompanied by a clinical master's level staff member
10. Student interns will be provided with the opportunity to attain the competencies required in conjunction with the amount of credit hours the student has enrolled. The student intern is obligated to provide this list of competencies to the site supervisor.
11. Every opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients shall be provided.
12. Feedback is extremely valuable. Supervisors are required to complete a Program Evaluation at the end of the semester. Students are required to complete a Site and Site Supervisor evaluation at the end of the semester. These evaluations are distributed by the Director of Fieldwork.
13. In the event that a student intern continues to engage in fieldwork during school breaks (mid-December to mid-January and August) the Director of Fieldwork is the BSU primary contact.

Supervisor Signature: _____ **Date:** _____

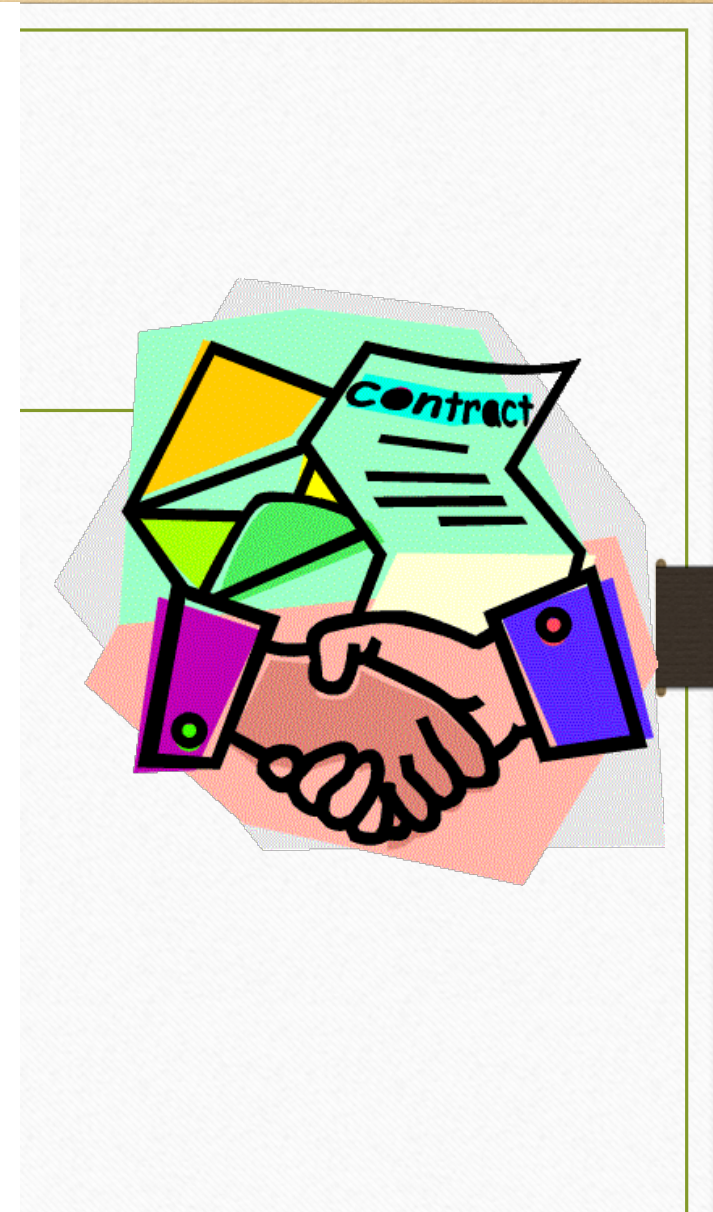
Years of Post-Graduation Experience _____ Years of Post License Experience: _____

Supervisor license (s) type: _____ License Number: _____

Type: _____ License Number: _____

Student Signature: _____ **Date:** _____

Supervisory Relationship will begin on: _____ **and end on** _____



Discussion

Enforcing Contract:

Class

Site visits

Weekly logs

Journals



QUALITY CONTROL

Strategies for Effective Communication



Basic Communication Strategies



- Intentional/plan
- Agree to a time
- Be clear and direct
- Show humility
- Check In
- Attending skills!

Essentials

- Timing, Dosage, Tact
- Grounded in theory/true to who you are





CAUTION

Quick Poll: How do YOU take feedback?!

- *I feel criticized when I receive corrective feedback.*
- *I think negative thoughts about myself when I receive corrective feedback.*
- *Giving written corrective feedback is easier for me to do than speaking directly to the person.*
- *I worry too much about upsetting others when I have to give corrective feedback.*
- *It is hard for me not to interpret corrective feedback as a criticism of my personal competence.*

(Hulse-Killacky, D., Orr, J. J., & Paradise, L. V (2006); Hulse-Killacky & Page, 1994)

Quick Poll: How do YOU take feedback?!

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Best Practices for Supervision



- Relationship is essential
Must have good working alliance based on:
care, trust, and support
Intentional/Theoretical/Ethical
Must provide feedback- ethically and for
accreditation (Swank & McCarthy, 2013)

SUPERVISION INTEGRATED MODEL EXAMPLE

DISCRIMINATION MODEL (Bernard and Goodyear, 1992)



Supervisor Takes on
one of three roles:

1. Teacher
2. Counselor
3. Consultant

Focus on three areas for
skill building:

1. Process or
Intervention
2. Conceptualization
3. Personalization

Small Groups

Case Studies

Kevin Case Study

Kevin is completing his internship at a student conduct office at a small private college. He is eager to finally apply theory to practice and gain direct contact with students in a functional area of student affairs in which he hopes to one day be employed. He shows some reservations about the fact that the site took a long time to process paper work but once the experience has begun, he thinks it is fine. He reports in his journal entries and in class that things are good but discloses to a different faculty member that he is doing more research than direct student contact and that his supervisor isn't providing him with much direction. The faculty member encourages Kevin to talk to the fieldwork director and his faculty supervisor. In the mean time Kevin eventually shares concerns with his faculty supervisor. The faculty supervisor does not communicate with the fieldwork director and the student ultimately "quits" his site. The faculty supervisor eventually calls the site and tells the student's advisor (not the student, and not the fieldwork director) that "we are not getting the whole story" and that while it was not a good fit all around, that perhaps a conversation with the student is required before he returns to the field. Faculty supervisor indicates that they will follow up with the student and the fieldwork director. Fieldwork director meets with the student to strategize next steps.

Amanda Case Study

Amanda is completing her Internship at an outpatient mental health clinic. In class Amanda is talking about the roles and responsibilities at her site. She describes how she is often on-site when it is only herself and the receptionist; she reports she has been asked to transport clients to community activities (like a Therapeutic Mentor), and reports getting "push back" from her site supervisor when asking for individual cases/clients. Amanda indicates that she has had multiple conversations with her supervisor about what the supervision contract outlined and the competencies student interns are required to meet per their program and the licensure board. The site supervisor keeps telling Amanda she will be getting more experience with individual and group counseling soon, but it is now mid-way through the semester and Amanda is getting nervous about meeting her hour requirement and getting the experiences she needs to become an effective and competent counselor.

Kate Case Study

Kate is completing her Internship in a career services office. She is one of the few students who has a paid internship. Kate is not a particularly assertive student. Kate reports to her faculty supervisor that all of the helping skills that she has learned in the program her site supervisor is telling her not to use. She states that her site supervisor wants her only to be providing walk in hours for students to work on resumes and cover letters. The faculty supervisor then conducts a site visit and sees that the space in which the intern is provided to meet with students is out in the open- providing no privacy. The faculty supervisor stresses in the site visit the importance of a private space and need for Kate as an intern to practice her helping skills. The site supervisor seems to understand. The student reports that the situation improves “somewhat.” The faculty supervisor recommends that Kate seek out an alternative site for the second semester. Kate refuses to look for a different site for the second semester because she can not afford to have an unpaid internship and feels she has made a commitment to the site.

What IF scenarios

- **What if**

a site supervisor emails the **Fieldwork Director** to inform you that one of your students has not been on-site in over a month due to health issues. You reach out to the student and do not hear back. You reach out to the faculty supervisor and they also inform you that the student has not been in class. The faculty supervisor and site supervisor also reach out to the student but do not hear back. **What would you do?**



What IF scenarios



- **What if**

a student sends an email to an **advisor** to state that they are experiencing a mental health crisis and can not complete their internship hours? The student ends up being admitted on a 72 hour hold and is recommended for intensive outpatient treatment. The advisor communicates with the faculty site supervisor who states that they have not been in touch with the site and thus does not know best next steps. **What would you do?**

Creating a Support Plan



Support Plan Protocol

1. When a supervisor has a concern about a student and identifies an issue/concern, the supervisor will engage in a 1:1 conversation with the student regarding the issue or concern. If the supervisor and student are able to create a plan to remediate the issue/concern and it is resolved, no further action needs to be taken.



2. Once a supervisor has met 1:1 with the student and the outcome of the meeting is:
 - a) The student disagrees with the issue/concern,
 - b) The student agrees to address the issue/concern but has demonstrated no progress, or
 - c) The student issue/concern has worsened, then.....|

The supervisor then consults with the Director of Fieldwork. The supervisor and Director of Fieldwork develop a strategy for following up on the issue:

If after consulting with the Director of Fieldwork and the student issue/concern is resolved, then no further action is needed.



3. If the student issue/concern is not resolved, then the Director of Fieldwork contacts the Academic Advisor and Department Chair. If the Department Chair, Advisor and Director of Fieldwork are able to reach a resolution to address the issue/concern with the student, then no further action is needed.



4. If the student issue/concern is not resolved or the student does not follow the remediation/support plan as outlined, then the appropriate academic dean is contacted.

Sample Support Plan

STUDENT SUPPORT FORM FOR ONGOING COMPETENCY EVALUATION (OCE FORM)

Date _____

Name of Faculty/Staff Member _____ Academic Advisor/Faculty Member and Director of Fieldwork _____

Name of Student _____

Student's Program of Study _____

FOCUS OF SUPPORT: (Check as many areas as applicable):

- Time Management – meeting deadlines
- Academic Performance
- Professionalism/Ethical – didn't follow ACA ethical code or student handbook
- Communication (Email/phone/face-to-face with Faculty/Staff)
- Communication (Email/phone/face-to-face with Peers)
- Classroom performance
- Clinical Skills – “coachability”
- Fieldwork
- Excessive absences/tardiness
- Other _____

Description (Substantiate information):

Multiple concerns were discussed at faculty meeting regarding student's readiness to enter the field due to ethical concerns, meeting deadlines, counseling skill set, “coachability”, and accountability.

Date of Discussion with Student/Student Meeting: _____

Outcome of Student Meeting (Including discussion of potential strategic plan):

Student to request help when needed. Hold self-accountable and be open to change. Accept and incorporate feedback given by site supervisor, faculty supervisor and peers. Abide by ACA code of ethic and student handbook when interacting with clients, site supervisor, faculty supervisor, coworkers and peers.

Date of Discussion with Instructor/Director of Fieldwork (If warranted): _____

Date of Discussion with Faculty Advisor (if Warranted): _____

Date of Discussion with Department Chair (if Warranted): _____

Date of Discussion with Academic Dean (if Warranted): _____

STRATEGIC PLAN:

Once student submits a complete fieldwork application by the appropriate deadline and the application is approved, the Director of FW will contact site supervisor and faculty supervisor to inform and include them into the strategic plan developed for student success (see above). Faculty supervisor to check in with site supervisor every week for first few weeks to monitor student's performance. Director of FW will check in with faculty supervisor monthly to assess progress in fulfilling student support form.

I HAVE REVIEWED THIS PLAN WITH MY FACULTY MEMBER AND DEPARTMENT CHAIR AND AGREE TO COMPLETE THIS PLAN AS WRITTEN:

Student Signature/Date

Faculty Signature/Date

Received by Department Chair Signature/Date

PROGRESS REPORT:

___ SITUATION HAS BEEN RESOLVED.

___ SITUATION IS BEING RESOLVED.

___ SUFFICIENT PROGRESS HAS NOT BEEN DEMONSTRATED

Recipe for Supervision Efficacy

- Holistic approach
- Grounded in theory
- Have clear policies
- Have a system to enforce policies
- Do not be afraid to “cut” a site/school
- Know your own limitations

We love it when...

From fieldwork director perspective

- Site supervisors invest in the student's development...and the student can tell!
- Faculty supervisors communicate their perspectives on sites/supervisors/students
- Students complete site and supervisor evaluations
- Site Supervisors complete program evaluations

From faculty supervisor perspective

- Site supervisors are prepared for site visits
- Site supervisors uphold the contract (direct contact/recordings)
- Site supervisors get to know their interns and seek out opportunities for them to grow (Nursing)

Questions from Attendees
Tweet @K8bender
#accasandiego



What are two items you can take from this session to implement at your home institution?



Contact Information

- Amanda Barudin
abarudin@bridgew.edu
- Kate Bender
kbender@bridgew.edu
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