

**Clinical Supervision of School
Psychology Interns, Graduate
Students and Early Career
Professionals***

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*Slides developed in collaboration with
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INTRODUCTIONS

Agenda

- Pre-Assessment/Setting the Stage
- Definition of Supervision /Differentiation with Mentoring
- DEP supervision model
- Structure and organization to support the DEP model
- Evaluation and providing effective feedback to your supervisee
- Legal-ethical issues related to supervision
- Dealing with Professional Competence Problems
- Collaborating with the practicum students' or interns' home university
- Continuing Education Options

Pre-Assessment

- Imagine yourself as experienced supervisor 20 years from now. Write down some thoughts about what you hope you will be saying about your experiences as a supervisor. Will you will be able to describe your experiences as rewarding for you personally and professionally?
- Based upon your response to the above, what do you most want to get out of this workshop? What do you think you need to learn to become an effective supervisor?

Why the need for Continuing Education on Supervision?

More than 75% of school psychologists become supervisors, many after 3 years of practice; only 10% receive formal training

Core skill by APA, but one the most neglected areas of knowledge in school psychology (not currently required for specialist level programs);

Many approach supervision in reaction to the supervisory experiences they have had (keeping the good; vowing not to recreate the “bad”)

Adapted from Harvey (2008)

Texas Requirements for Supervision

http://www.tsbep.texas.gov/files/agency_docs/February2015.pdf

- Aligned to NASP Best Practice Guidelines for School Psychology Internships

<http://www.nasponline.org/publications/cq/mocq378internship.aspx>

Texas Requirements for Supervision

Workshop presented at a recent TASP meeting by Arnold & Schroeder focuses on Texas Requirements for Internship and Best Practices in Supervision

<https://www.google.com/webhp?sourceid=chrome-instant&rlz=1C5ACMP_enUS516US516&ion=1&espv=2&ie=UTF-8#q=nasp%20internshp%20requirements>

Reflection on Your Supervision Experiences

- What have been YOUR best supervision experience? What did YOU value, find helpful?
- Worst experience?
- What would be ideal? What characteristics would YOU like a supervisor to have?

- Consider your experiences from both a supervisor and supervisee perspective
- **You both bring these histories to the supervisory relationship, along with knowledge, skills, personality and attitudes.**

Why Become a Supervisor?

- Free labor; save time
- Give back to the profession
- Personal growth—knowledge, skills, leadership/mentor
- **Professional growth- “Your window into research, new ideas, and hot topics in the field (Hass & Carriere, 2008).**

What is Supervision?

Definition of Supervision

Supervision is an **interpersonal interaction** between **two or more individuals** for the purposes of **sharing knowledge, assessing professional competencies**, and providing objective feedback with the terminal goals of **developing new competencies, facilitating effective delivery of psychological services**, and **maintaining professional competencies**.

(McIntosh & Phelps, p. 33-34)

Administrative & Clinical Supervisors both:

Provide helpful comments,

Respond to supervisee's developmental level,

Help supervisees problem solve and reflect on practice,

Promote continuous learning,

Promote professional, ethical, and legal standards,

Support supervisees as they manage difficult situations,

Evaluate and promote school psychological services,

Respond to procedures, cultural issues, systems concerns,

Prepare documents regarding school psychological services for school administrators or departments of education.

(Harvey, 2008)

Administrative supervision focuses on:

Personnel issues (fulfilling job duties);
Logistics and evaluation of service delivery;
Legal, contractual and organizational practices;
Outcomes and satisfaction rather than discipline-specific professional skills.

It may be carried out by individuals trained and credentialed in administration, not necessarily in school psychology.

90% of school psychologists receive administrative supervision from non-school psychologists and most receive some form of administrative supervision.

Clinical supervision focuses on:

- Professional practice and therefore requires training, knowledge and credentialing in area of supervision;
- Supports practice consistent with professional standards;
- Promotes ongoing professional development; and
- Insures systems of personnel evaluation consistent with professional standards.

*If not the same person, clinical supervisors must collaborate with administrative supervisors to assure appropriate service delivery.

****Most school psychologists do not receive formal clinical supervision after the internship, in contrast to other fields that require ongoing (at least peer) supervision.**

According to best practices, **BOTH** administrative and clinical supervision should be available to all school psychologists regardless of level of experience and proficiency

Who are your administrative supervisors?

Who are your clinical supervisors?

To whom do you turn for clinical support?

Comparison of Pre-Graduate Supervision and Post-Graduate Mentorship (NASP Early Career Workgroup)

Practicum or Internship Supervision	Post-Graduate Mentorship
Supervisor assumes responsibility for cases; signs off on all reports and official documents	Mentee holds a credential and assumes responsibility. Mentor does not assume any responsibility or liability.
Supervision is evaluative, and typically structured as a requirement by the graduate preparation program and/or field site.	The mentor does not hold evaluative authority over the mentee. Formal evaluation is not required.
Required average of at least 2 hours per full-time week of field-based supervision	Recommended minimum average of 1 hour per week.
Must receive individual, face-to-face supervision	May received mentorship in a group and/or through virtual technologies.

Mentoring/Professional Support-NCSP

- NCSP now requires renewal applicants to have completed one academic year of mentoring OR supervision.
- Similar credentials as for an intern supervisor (appropriately credentialed, at least 3 years of experience)

DEP SUPERVISORY

DEVELOPMENTAL

MODEL ECOLOGICAL

PROBLEM-SOLVING

Supervisory Models

Important to have a framework to conceptualize, organize, and execute supervisory tasks linking theory, research, and practice

Supervisory Model provides an organizational framework to guide practice and ensures that supervision will be purposeful, reflective, comprehensively address all professional skill sets, and focused on training outcomes.

DEP Supervision Model

- DEP is built on the foundation of two integrative models and our own (Simon et. al) professional experience:
 - Developmental: Stoltenberg and Delworth, 1987; Stoltenberg, 2005
 - Systems Approach to Supervision (SAS) Model: Holloway, 1995)
 - Our own experience as supervisors
 - Our work with supervisors, interns, and practicum students in both university and field settings.

DEP...

- DEP is a school psychology specific model and will provide the framework for this presentation.
- DEP focuses on the specific supervisory behaviors to foster effective practice of school psychology (i.e., behavioral markers).

DEVELOPMENTAL/ECOLOGICAL/ PROBLEM-SOLVING MODEL (DEP)

- *DEVELOPMENTAL*

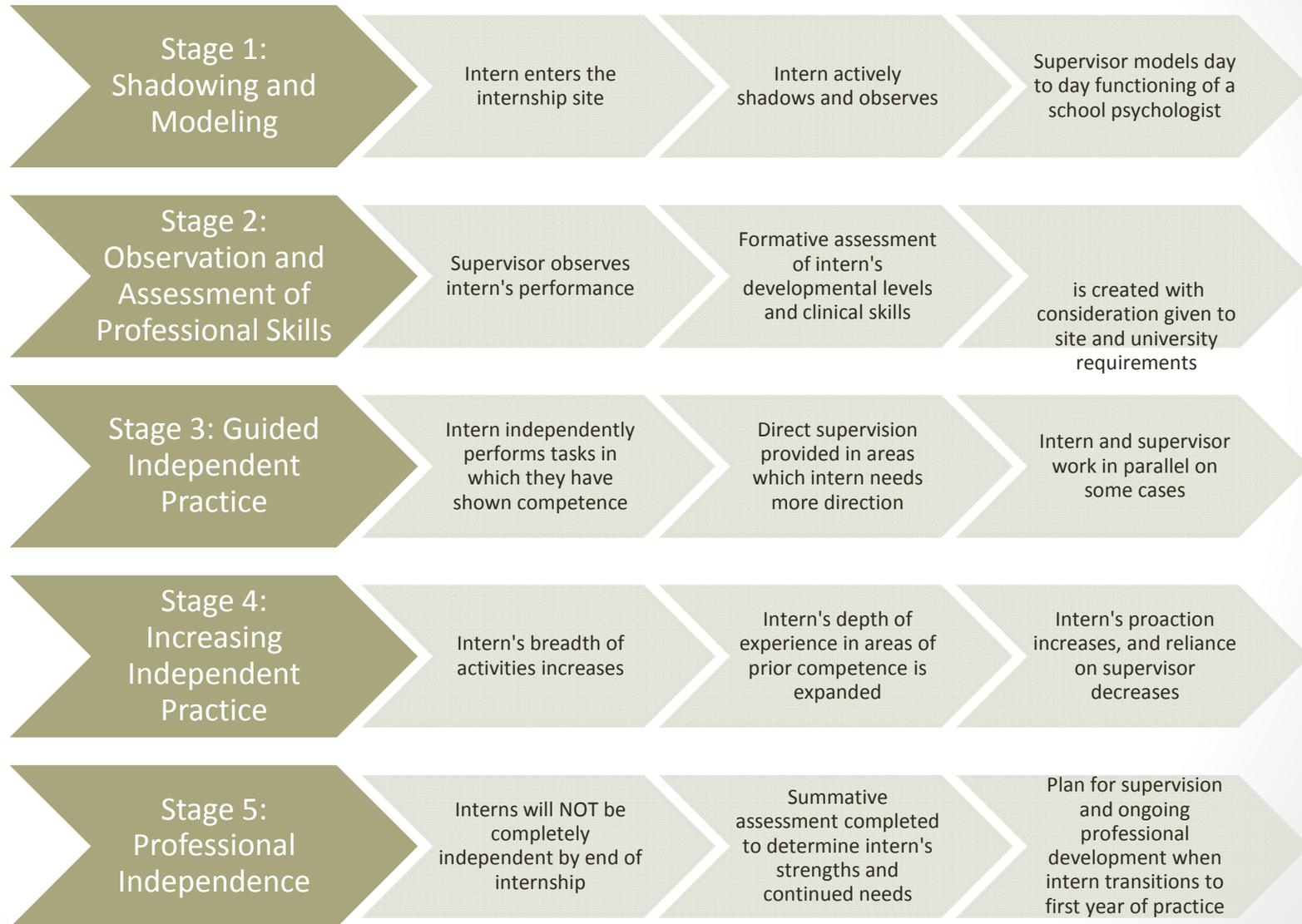
- Significant **structuring** by supervisor particularly at onset of internship
- Initial dependence on supervisor with phased **progression toward eventual independent** functioning
- **Assessment** of entry skill levels and training needs for **goal setting** and subsequent progress monitoring

DEP...Developmental

- Routine formative **feedback** and scheduled summative feedback
- **Multi-method** supervision since different stages of development require different levels of support and guidance
- Eventual **practice of supervision** under close metasupervision

Stages of Internship – “I Do, We Do, You Do”

(Adapted from Alessi et al., 1981; Harvey & Struzziero, 2008)



DEP...Ecological

- Cannot understand individual students, classrooms, or school communities without understanding their **interaction with larger environments**
- **Multicultural and diversity competence** are core skills essential for professional practice
- Sometimes **“changing the system”** is the central component of intervention planning

DEP...Ecological

- **E** examines culture and systems
- Share a unique feature of the culture of the internship site and a key systemic issue that impacts your school psychology practice

DEP...Problem-solving

- Core Activity of School Psychology
- Rooted in data-based decision making that:
 - links assessment to intervention
 - addresses both individual and contextual factors
 - applies empirically supported intervention strategies
 - monitors outcomes to revise strategies as necessary
 - fosters reasonable innovation to treat complex problems while continuing to monitor intervention effectiveness

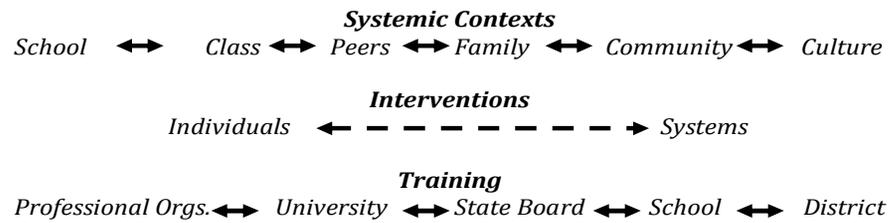
DEP...Problem-solving

- Supervision
 - Guides intervention planning and oversees casework
 - Teaches case conceptualization and processes for eventual independent problem-solving regarding individual and systemic issues

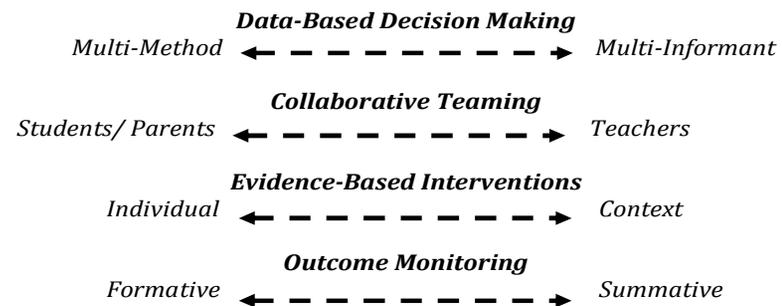
Developmental



Ecological



Problem Solving



Case Example

DEP Supervision in Action

Case Example Application of DEP

D:

- Contract specified immediate report to supervisor
- Intern developmental status regarding case requirements was assessed
- Supervisor involvement balanced training goals and child's welfare
- Multi-method supervision:
 - Review initial intern self-report
 - Direct instruction and modeling of suicide assessment protocol
 - Modeling
 - Observation
 - Co-therapy
- Direct formative feedback throughout
- Appropriate documentation and professional risk management

Case Example Application of DEP

E:

- Referral emerged from universal (Tier 1) presentation within high school
- Depression placed in context of multiple systems
 - Peers
 - Family
 - Academic stressors
- Sessions including peer and then later parents
- Interventions targeting individual coping skills but also peer, family, and academic systems

Case Example Application of DEP

P:

- Risk assessment linked to intervention plan
 - Collect data in line with empirically supported practice
- Problem definition examining resources and barriers to positive change
- Intervention plan addressing individual and systemic variables
- Assessment and interventions consistent with evidence-based practice
- Evaluate outcome of co-therapy session, eventually outline outcome goals for intervention sequence

CONTRACTING

Contracting

Establishing Ground Rules, Roles, & Expectations

- ❖ Provides a clear blueprint of what is to occur in supervision
- ❖ Serves as a reference if problems should occur in the supervisory relationship
- ❖ Both parties enter the supervisory relationship with high levels of energy
- ❖ By adding structure and predictability to the relationship allows for the more purposeful and positive channeling of this energy

Contracting...

- ❖ Interns learn specifically what supervisor expects and what he/she can expect from the supervisor
- ❖ Includes nature of formative and summative evaluation of the intern and supervisor expectation to receive formal and informal feedback from the intern about the supervisory experience

Contracting...

- ❖ Critical ground rule supervisor has ultimate responsibility (legally and ethically) for client well-being
- ❖ Supervisor does not expect intern to “know everything”
- ❖ Specify risk of harm situations that require immediate disclosure to the supervisor
- ❖ Specify professional colleague “back-up”

Contracting...

- ❖ Sacredness of dedicated supervision time-scheduled and structured
- ❖ Invitation to consult with supervisor in-between sessions-responsibility of intern to let supervisor know if need more supervision time

Contracting...

- ❖ Include brief description of supervision models and developmental nature of supervision
- ❖ Recognize different skill sets may be more or less advanced

Components of a Mentorship Agreement (NASP Best Practice Guidelines for Post-Graduate Professional Support (NASP Early Career Workgroup))

- Planned methods of communication, including use of technology if applicable
- Strategies for managing cancelled meetings
- Goals and progress- monitoring strategies
- Boundaries and limitations of the professional support relationship

- REVIEW AND DISCUSS SECTION III
 - OF SAMPLE CONTRACT

- *Duties and Responsibilities
of Supervisor and Supervisee.*

STRUCTURE AND ORGANIZATION TO SUPPORT TRAINING

Accountability

Session Planning and Recordkeeping

STRUCTURE AND ORGANIZATION TO SUPPORT TRAINING...

- *There is a reciprocal relationship among recordkeeping, preparedness for supervision, and liability and risk management.*

STRUCTURE AND ORGANIZATION TO SUPPORT TRAINING...

- Structure and organization help us maximize the benefits of the training experience
 - Focus our efforts
 - Ensure accountability
 - Build in progress monitoring to support intern growth and effective practice for children

Planning and Recordkeeping...

- Sets agenda for supervisory process and for intervention implementation
- Teaches intern appropriate documentation and risk management responsibilities
- Documents cases and activities, intern progress, essential next steps for clients and intern, and full range of observation and quality control supervisory strategies beyond case consultation

Supervisory Session Recordkeeping and Preparation

INTERN RESPONSIBILITIES

- Intern's Supervision Session Planner
 - preparation for meeting with supervisor
- Client/Activity Notes
 - Client/Activity Session Planner for intervention, consultation, problem-solving activities
 - Client Summary/Progress Notes for documentation of activities and progress reports

SUPERVISOR RESPONSIBILITIES

- Supervisor Progress Notes
 - Follow-up notes on Intern's Supervision Session Planner on one side and Supervision Notes on the reverse side
 - Supervision Notes include
 - Summary of key session points
 - Critical follow up agenda regarding cases and intern skill development
 - Next steps
 - Cases
 - Intern development
 - "Big Picture Progress"

INTERN'S SUPERVISION SESSION PLANNER

Date:

Supervisee:

Supervisor:

- Last supervisory session follow-up:
- Activity summary since last supervision
- (How time spent)
- Cases/Activities to review:
- Questions/Concerns/Feedback requested of supervisor:
- Self-assessment of Progress:
- ([Not completed every time] Include strengths and areas of need)

SUPERVISOR'S SUPERVISION NOTES

Date:

Supervisee:

Supervisor:

- 1. Content Summary:
 - (Follow-up from last session, critical case/activity reviews, supervisor initiated agenda/feedback/concerns, professional development domain)
- 2. Process Summary:
 - (Supervisee presentation, session dynamics, supervisory strategies employed)
- 3. Feedback/Recommendations Summary:
 - (Skill/work feedback, intervention/activity recommendations)
- 4. Next Steps/Future Action:
 - (Intervention homework/research, skill practice, case follow-up, activity prescription)
- 5. Developmental Status Summary:
 - ([Not completed for each entry] Overall progress, key goals for improvement/professional development, formative feedback)

INTERN'S Client/Activity Session Planner

- Client initials:** **Clinician:** **Date of Session/Activity:**
- Referral Questions/Activity Goals:
 - Session Objectives:
 - Plan of Activities:
 - Preparation Requirements:
 - Questions/Concerns:
 - Supervisor Notes:

INTERN'S Client Summary/Progress Notes

• Date: Counselor: Client:

• -----

• Session content:

• (topics, themes)

• Session process:

• (Therapeutic techniques, skills training)

• Assessment of Progress:

• Plans for Next Session:

• Needs for Supervision:

- Supervisor
- carries *vicarious liability* for all of trainee's work
- is legally and ethically responsible for trainee's professional work

EVALUATION & FEEDBACK

Types of Evaluation

- **Formative**: ongoing, during the process of development, usually offered more than once
 - Ongoing feedback to supervisee
 - Feedback on Supervision
 - Watching tapes or role playing
- **Summative**: occur at the end of a time period and summarize effectiveness
 - University program forms
 - Supervisor evaluation

Evaluation

- Ethical obligation
 - APA 7.06a “...establish timely and specific process for providing feedback....Information... provided to the student at the beginning of supervision.”
 - Must be clear about expectations along ALL dimensions of training: academic, professional, personal, interpersonal, etc.
 - Should be put on notice and informed of legal and ethical components (e.g., rights, due process)

"When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative."
(Robert Stakes)

Think about a time when you received positive feedback.

*What was it about the communication or relationship
that helped you accept or reject that feedback?*

Think about a time when you received negative feedback.

What was it about the communication or relationship that helped you accept or reject that feedback?

Issues Appropriate to Supervision

- Intern's work with clients
- Projects/cases the intern has been assigned
- Intern's work and interactions with others
- Intern's understanding of school psychologist's role in the school system
- Professional values and ethics
- Intern's reactions, feelings, attitudes, and biases as they relate to work
- Supervisory Relationship**

Characteristics of Effective Feedback

- Direct and Specific
- Timely
- Offered in a Calm, Respectful manner
- Sensitive and Empathic
- Balanced in terms of Strengths and Weaknesses
- Criticize Behavior and not the Person

- Easier to receive when it matches receiver's Self-Perception and harder when it doesn't
- Best accepted in a Trusting Relationship
- Given with time for Reflection or Questions
- Foundation upon which Alternatives for Improvement are derived

Written Feedback

- Use “official” forms when available
- Create a paper trail
- Make sure you are conforming to legal and ethical standards
- Site specific instances of problems and attempts to resolve them, past and present
- Describe specific behaviors
- Depersonalize your message, rather than evaluate the person
- Develop a written action plan

• Harvey (2008)

From a Supervisory position, how would you provide feedback in the following scenarios?

Practice Vignettes

#1 Provocative Apparel

It is the beginning of the school year and you notice that your intern has been coming to work in attire that you would not deem professional. For example, she seems to be dressing in a provocative style or sometimes wears clothing that would be more appropriate in a social setting. You worry about the impact on work with adolescent students and how her personal presentation is viewed by parents and staff.

How do you address this with your intern? What concerns might you have about addressing this issue? What might you say?

[Please note that there could be a similar male example]

#2 Feeling Defensive

After your intern presents her report at a Child Review Meeting, the parents express strong disagreement with the test results, suggest that her findings are wrong, and (not so subtly) raise doubts whether she is experienced enough to assess their child.

The intern quickly becomes defensive and responds to the parents by stating that she has received extensive training in these assessment tools and that results have been rechecked several times and reviewed with her supervisor. She emphatically asserts that their child indeed does have a disability and qualifies for special education services. Trying to shift the focus of the parental “attack”, other staff team members intervene on her behalf, but the parents are still not convinced and persist in expressing their dissatisfaction.

What type of feedback would you want to provide to your intern? How might that be different if you had been pulled out of the meeting for a crisis and were not there to hear the parents’ comments and your intern’s reaction and thus could not provide support in the moment?

#3 “Personality Issues”

Your intern has demonstrated an effective grasp of technical professional skills for his training status. However, his “personal style” is rubbing staff the wrong way and harming effectiveness.

Staff complain to you that he can be overly blunt in his opinions and/or dismissive of theirs (not really listening); not as sensitive to their challenges, needs, or time constraints; and is not being viewed as a warm, collaborative member of their classroom teams.

How do you directly, supportively, and effectively provide feedback to him regarding his “personality style” and what staff members are raising as concerns?

#4 Checking Out & Losing Focus

It is late February, you note that your intern who had been working very diligently has begun to lose focus, is less “on top of things”, increasingly late with assigned tasks, and showing less energy and initiative. He seems much more stressed; and you wonder if there are personal issues affecting his performance. He also talks a lot about job hunting recently; and you wonder if he is shifting his focus prematurely to next steps in his career.

**How do you provide feedback about the drop in performance?
Would you explore potential personal stressors? If so, how?
What feedback would you give about the shift in focus to next year’s job search?**

Legal Principles that Affect Supervisory Practice

- ❖ Standard of Care
- ❖ Statutory liability
- ❖ Malpractice
- ❖ Negligence
- ❖ Negligent liability
- ❖ Vicarious liability
- ❖ Direct liability
- ❖ Privileged communication
- ❖ Duty to warn
- ❖ Duty to protect
- ❖ Duty to report
- ❖ Multiple laws impacting educational practice (e.g., Family Rights and Privacy Act, IDEA 2004, Section 504)

Risk Management Principles/Strategies

- Balance intern training needs with responsibility for child welfare
- Practice within competence
- Seek supervision and consultation when necessary
- Supervisee must engage in complete disclosure to supervisor in all work related matters
- Supervisor must be consistently available for supervisee with professional back-up specified when unavailable

Risk Management Principles/Strategies (Cont)

- Maintain appropriate confidentiality standards
- Keep sufficient and accurate records – document intervention plans and supervision sessions
- Appraise administration when necessary of student risk
- Phrase recommendations for treatment beyond school setting in precise language to avoid risk of financial liability to school district

Risk Management Principles/Strategies (Cont)

- Use multiple methods of supervision (self-report alone is no longer acceptable)
- Purchase and verify professional liability insurance coverage (do not rely solely on school district's insurance policy)
- Have a written supervision contract

Ethical Issues in Intern (or Practicum Student) Supervision

- Supervisor Responsibilities
- Modeling Confidentiality
- Teaching Supervisees how to Make Ethical Decisions (Ethical and Legal Decision-Making Model)
- Competence of Supervisors
- Incompetent or Impaired Supervisees (Problems with Professional Competence)
 - Monitoring Intern Competence
 - Taking Action with Incompetent Supervisees

Managing Multiple Roles and Relationships

- Mentoring
- Socializing between Supervisors and Interns
- Sexual Intimacies between Supervisors and Interns
- Combining Supervision and Counseling

Ethics, Legality, and Liability

- ❖ Discuss Special Education and other applicable laws throughout supervision process
- ❖ Discuss the balance among ethics, legality, and liability management
 - Avoid unnecessarily rigid liability management that counters welfare of the child, e.g., automatic exclusion of student who mentions a suicidal thought when sound clinical judgment suggests better alternative responses

Ethical and Legal Decision-Making Model

1. Describe the problem situation. Focus on available information and attempt to gather and objectively state the issues or controversies. Breaking down complex, sometimes emotionally charged situations into clear, behavioral statements is helpful.
2. Define the potential ethical-legal issues involved. Enumerate the ethical-legal issues in questions. Again, state these as clearly and accurately as possible, without bias or exaggeration.

Ethical and Legal Decision-Making Model

3. Consult available ethical-legal guidelines. Research issues in question using reference sources such as [NASP Principles of Professional Ethics \(2010\)](#), [APA Ethical Principles of Psychologists and Code of Conduct \(2010\)](#), [IDEA \(2004\)](#), state guidelines governing special education, textbooks on ethics and legal issues in school psychology, job descriptions, school board policies, and other appropriate sources.

Ethical and Legal Decision-Making Model

4. Consults with supervisors and colleagues
Talk with your supervisor and trusted colleagues who are familiar with legal and Ethical guidelines that apply to school psychology. On a need-to-know basis, share information specifically about the issues you have identified. Brainstorm possible alternatives and consequences, and seek from those whose opinions you value.

Ethical and Legal Decision-Making Model

5. Evaluate the rights, responsibilities, and welfare of all people affected: Look at the big picture rather than focusing on isolated details of the controversy. Consider the implications for students, families, teachers, administrators, other school personnel, and yourself. How will the various alternative courses of action affect each party involved? Remember two basic assumptions underlying NASP Ethical Principles: (1) school psychologists act as advocates for their student-clients; and (2) at the very least, school psychologists will do no harm.

Ethical and Legal Decision-Making Model

6. Consider alternative solutions and consequences of making each decision: Carefully evaluate in a step-by-step manner how each alternative solution will impact the involved parties. Who and how will they be affected? What are the positive and negative outcomes of each alternative? Weigh the pros and cons. Step back and carefully consider the information you have gathered.

Ethical and Legal Decision-Making Model

7. Make the decision and take responsibility for it. Once all the steps are completed, make a decision that is consistent with ethical and legal guidelines and one that you feel confident is the best choice. Take responsibility for following through on that decision, attend to the details, and attempt to bring closure to the scenario.

8. Review outcome and implications of your decision to
a.) see if further action is necessary and b.) to guide future decision making.

9: Use common sense

NASP Ethical Standards Specifically Related Interns/Students

- **Standard II.2.4** When supervising graduate students' field experiences or internships, school psychologists are responsible for the work of their supervisees. (Vicarious Liability)
- **Standard IV.4.2** School psychologists who supervise practicum students and interns are responsible for all professional practices of the supervisees. They ensure that practicum students and interns are adequately supervised as outlined in the NASP Graduate Preparation Standards for School Psychologists. Interns and graduate students are identified as such, and their work is cosigned by the supervising school psychologist.

NASP Ethical Standards Specifically Related Interns/Students

- **Standard I.1.3** School psychologists ensure that an individual providing consent for school psychological services is fully informed about the nature and scope of services offered, assessment/intervention goals and procedures, any foreseeable risks, the cost of services to the parent or student (if any), and the benefits that reasonably can be expected.
.....Any service provision by interns, practicum students, or other trainees is explained and agreed to in advance, and the identity and responsibilities of the supervising school psychologist are explained prior to the provision of services.

Ethical Dilemmas

- Identify a legal-ethical issue that you encountered related to supervision.

Ethical Dilemmas

- **Ethical Issue: What kind of socialization between supervisors and supervisees is appropriate.**
- Dilemma: You are an internship supervisor and you are invited to go to the bar after work with your intern.
- Discussion: What kind of socialization might be beneficial and appropriate in the context of supervision.
- **Ethical Issue: Helping supervisees deal with sexual attraction**
- Dilemma: In your role as supervisor of psychological services, you are informed that a sexual relationship has developed between a school psychology intern and his clinical supervisor. It is your understanding that both are satisfied with the relationship.
- Discussion: How would you handle this situation professionally?

Ethical Dilemmas

- **Ethical Issue: Combining supervision and counseling**
- Dilemma: You are conducting supervision and your supervisee brings up her recent divorce and its' impact on her mental health.
- Discussion: How can personal problems be addressed in supervision without changing the supervisory sessions into therapy sessions?

Problematic Behaviors

*“A few bad apples spoil the barrel”
Collaborating with University
Programs*

Overview

- ❖ *Impaired/Problematic/Incompetent*
- ❖ Occurs infrequently compared to those who successfully and without issue complete training experiences
- ❖ Garners our attention because these behaviors require more time and energy
- ❖ Often discussed more because this is the most feared experience

Prevention/Early Intervention

- ❖ Be sure expectations/evaluation are clearly defined and discussed at beginning and throughout (need to communicate about this with university program and develop a contract)
- ❖ If practicum, ask university program for evaluation criteria and requirements.
- Professional standards/ethics
- Professional skills
- Even personal functioning
- ❖ Early detection and prompt feedback
- Usually occurs in the supervisory process

Contact the University Training Program as soon as possible

- Universities can do very little to help if they do not know there is a concern or if they are not notified until late spring
- Most universities make contact once or twice a year...this may still be too long to wait

Intervention / Remediation

- ❖ Document, Document, Document
- ❖ Keep Copies of all Evaluations
- ❖ Keep Copies of Work Samples if relevant
- ❖ Develop a remediation plan in conjunction with the training program

Remediation Plans

- ❖ Specific behaviors described in observable and measurable language
- ❖ Specific interventions described with expected outcomes stated
- ❖ Time frame stated
- ❖ Roles and responsibilities of all listed
- ❖ How behavior will be evaluated
- ❖ Consequences of not meeting stated goals

Remediation Options

- **Personal Therapy**
- **Increased supervision with same or other supervisors**
- **Reduction in workload**
- **Additional training opportunities/Additional coursework**
- **Denial of admission to advanced sequenced course**
- **Extended internship**

CONTINUING PROFESSIONAL DEVELOPMENT IN SUPERVISORY SKILLS

Metasupervision and Collegial
Consultation

**Where Do I Go
From Here?**

Using Self-Assessment to Focus Next Steps

Strengths

- ❖ What are your strengths as a supervisor?
- ❖ What supervisor skills come easy to you?
- ❖ How can you build on these strengths over time?

Needs

- ❖ What areas of your supervision practice need improvement?
- ❖ What supervisor skills take significant energy/effort?
- ❖ How will you improve in these skill areas?

Goals

- ❖ Identify one or more goals to work on between now and the end of the year.
- ❖ Identify one or more longer-term goals (i.e., beyond this year) for your professional development as a supervisor.

Continuing to Develop Your Supervision Skills

- ❖ Engage in ongoing self-assessment (DEP Self-Reflection form) and seek targeted PD
- ❖ Journal, tape, review, and proactively seek metasupervision
- ❖ Organize, coordinate, and participate in peer supervision
- ❖ Self-Study
- ❖ Plan, develop, and participate in PD about supervision in psychological service unit
- ❖ Workshops (e.g., Annual Internship Supervision Day)
- ❖ Participate in online discussion groups or listservs including reading *and* posting conversation topics (e.g., NASP Communities Supervision Group)
- ❖ Other thoughts/ideas?

Metasupervision

- *Metasupervision Groups* are collegial support groups for sharing experiences (both successes and challenges), discussing issues, and engaging in supportive and collaborative problem solving.
- In keeping with our Developmental perspective, facilitators promote reflection on key issues that emerge at each stage of the internship.

Metasupervision Groups...

- Create a culture that supports personal professional growth of supervisors
- Models collegial consultation for interns as essential for professional sustenance
- Enhances an understanding of **Best Practice** for supervision
- Fosters a network of professional support

Metasupervision Groups

- **Group Goals:**
 - Reflective practice as supervisors
 - Collegial support for professional growth as a supervisor
 - Consultation with colleagues about training and supervision issues
 - Exchange of resources for training

Collegial Consultation...

- In the absence of a network of support establish a mutual consultation relationship with an experienced colleague who also engages in supervision
- Access university representatives for consultation regarding internship and practicum supervision.

Supervisor Professional Development...

- *What are your goals for professional development as a supervisor?*
- *What supervisory skill, strategy, or activity would you like to try that you may not have engaged in before?*
- *How could you arrange for participation in a Metasupervision Group or Collegial Consultation relationship?*

- EXTRA SLIDES (FOR additional information)

Roles and Responsibilities of a Clinical Supervisor

- Core dimensions defined in **written supervisory contract** and **discussed at outset of relationship**

I. Purpose, Goals, and Objectives

- a. To monitor and ensure welfare of clients seen by supervisee
- b. To structure the activities of the supervisee to insure they provide competent services
- c. To insure that the unlicensed provider functions within their level of competence
- d. To facilitate the intern's personal and professional development
- e. To promote accountability
- f. To fulfill academic requirement for supervisee's internship

II. Context of Services

- a. Setting
- b. Twice weekly sessions and “as-needed”
- c. Set place and time
- d. Delineation of Supervisory Model

III. Duties and Responsibilities

Intern informs supervisor of **all** activities.

Supervisor maintains **full responsibility** of all client management and professional activities.

Supervisor Role

a. Safe location and climate for supervision

b. Formative and Summative Evaluation

- **Based on**

- Direct observation of work samples

- Case/activity consultation

- Direct training

- Modeling

- Review of all written documentation

- **Fosters self-monitoring**

Supervisor Role, cont' d

- c. Help the supervisee explore and clarify thoughts and feelings which underlie psychological practice.
- d. Assist supervisee in anchoring assessment planning, diagnosis, interventions, consultation, and problem-solving in a theoretical approach.
- e. Identify supervisee' s personal and/or professional blind spots.

Supervisor Role, cont' d.

- f. Address any work-interfering personal issues
- g. Present and model appropriate directives
- h. Intervene if client welfare at risk
- i. Ensure ethical awareness and practice
- j. Practice within School District and University guidelines
- k. Sign off on all documentation
- l. Maintain weekly supervision notes

Address Problems Directly and Early

- Discuss concerns in **timely** manner
- Devise remediation plan with intern

Intern's Role

- a. Punctual
- b. Prepared and focused
 - Complete “*Supervision Session Planner*”
 - Bring relevant notes, artifacts, scored protocols...
- c. Provide summaries of all activities [recordings when required]
- d. Tell supervisor when more help needed
- e. Share learning goals

Intern's Role, cont'd.

- f. Accept and act upon guidance and direction
- g. Share difficulties
- h. Monitor defensiveness
- i. Utilize theory and evidence-based practice
- j. Avoid “dual relationships”
- k. Inform clients of intern status and supervisor's role

Intern's Role, contd.

- l. Obtain supervisor's signature in advance of document distribution
- m. Review assessment and intervention plans with supervisor before implementation
- n. **Immediately inform** supervisor of all risk-for-harm situations
- o. Seek supervision when uncertain in an emergency [contact back-up supervisor if necessary]

Intern's Role, cont'd.

- p. Implement supervisory directives
- q. Uphold APA and NASP ethical standards
- r. Know and follow School District and University policies
- s. Complete tasks within required timelines

Supervisor Roles

Corey, Haynes, Moulton, & Muratori (2010)

- Teacher
- Mentor
- Consultant
- Counselor
- Sounding Board
- Adviser
- Administrator
- Evaluator
- Recorder and Documenter
- Empowerer

Pick 3 Most Important Roles

WHY?

What Roles Would You Most Like
to Serve as a Supervisor?

Least Like to Assume?

Most Challenging?

Supervisor Responsibilities

Corey, et al. (2010)

1. Ethical and Legal actions of supervisee
2. Knowledge of every case/client
3. Provide feedback and evaluation
4. Monitor actions and decisions of supervisee
5. Document supervision
6. Supervise within scope of competence

7. Provide due process info to supervisees
8. Have a supervision contract
9. Monitor supervisee personal development as it effects practice
10. Model effective problem-solving skills
11. Promote ethical knowledge and behavior
12. Promote cultural competence

Building an Effective Supervisory Relationship

- Establishing Trust
- Developing an internship Plan

Building Trust

- ONGOING PROCESS
- OF
- SMALL AND SUBSTANTIAL ACTIONS

Building Trust

- Every action that communicates vision of training as important and displays commitment to “be there” for the intern builds essential trust.

Building Trust

- Note expectation and understanding of initial performance anxiety
- Set tone of positive expectations
- “Perfection” is not the goal
- Commit that this will remain “learning and training”

Self-disclosure

- Goal is for intern to feel comfortable with **task specific** self-disclosure.
- Define confidentiality parameters of supervisory relationship
- Not a “counseling” relationship
 - Understanding feelings, thoughts, and actions related to work is critical part of learning process

Appropriate Supervisor Disclosure

- Reactions to supervisory relationship as it is occurs
- *“Positive Similarity Self-disclosure”*
 - Model processing of thoughts and feelings related to casework
 - Shared recollection of personal development as a psychologist
 - Note perennial need for collegial consultation

Baseline Assessment of Intern

- Assess structure and support needs
- Evaluate differing skill sets independently
 - What experiences and skill sets exist?
 - What does intern define as interpersonal and professional strengths?

Intern's Goals, Needs, Preferences

- Vision of outcome of training
- Desired characteristics of supervisory relationship
- Specific skill sets and experiences to be increased

Intern Responsibilities for Supervisory Sessions

- Note balance of supervisee initiative and supervisor accountability agendas
- Describe typical session
 - Expectation that intern and supervisor will comment on and evaluate process and productivity of sessions
- Introduce reflective and written planning form

What a Trainee Needs to Know

- Formal and Informal Structure of Schools
 - Cal Hainzinger and Jeremy Jewell's Handout
 - Paula Wise's Handout
 - What about sharing your perceptions of other school personnel?

Handbooks (Harvey, 2008)

District information (calendar, school phone numbers and websites, map, organization chart, job descriptions)

District services (child study team procedures; ELL services; alternative and vocational programs; remedial, section 504, and special education services; itinerant specialist schedules)

School psychology services

Additional resources (community services contacts, support groups, crisis intervention strategies and resources)

Governmental information (licensure/certification information, state curriculum frameworks, and standards for special education)

Supervisor Interpersonal Skills and Relationship Building

- Repeated display of commitment
 - Rooted in modeling of empathy and direct communication of feelings, needs, and wants
 - Flexible mix of task focus and relationship building
 - Support, but let “struggle,” “discover,” “work through”
- Resist being “answer person”
 - Balance training needs with client welfare

Reflection and Discussion

- What have you done to establish and maintain an effective supervisory relationship?
 - What helped when you were an intern?
 - How do you establish trust?
 - How do you reduce intern anxiety?
-
- What anxiety do you experience as a supervisor?
 - How do you manage your anxiety?
 - How might you utilize it to help intern?

A trigger event elicits

- Surprise
- Discomfort
- Confusion

Supervisee reactions focus on

- Skills/strategies
- Personhood issues
- Conceptualization

Critical re-evaluation draws on

- Available skills
- Content knowledge
- Process knowledge
- Knowledge of self

Achievement of new perspective

- Affects future application by supervisee

Reflective Model of Supervision

(Adapted from Bernard & Goodyear, 2009)

Another Process Developmental Model: “Tightening the Bolts” Loganbill, Hardy, & Delworth (1982)

Stagnation Stage: Supervisee is unaware of deficiencies (novice) or feeling stuck (more experienced); engages in cognitively simple thinking; and may be either highly dependent on, or neglectful of supervision.

Intern Tanya is part of a problem solving team that identifies a student's reading difficulties. She agrees to take the lead in support of a struggling reader, but is not sure how to best monitor the student's reading progress during an intervention. She seeks out supervision.

Integration Stage: Supervisee achieves a new and more accurate understanding of self, world, and supervision; increased flexibility in problem solving; and responsibility for actions. Integration is a continuous stage of growth.

Tanya and the supervisor look at the data together, and determine the student is making some progress, but less than expected. They reevaluate the intervention, discuss options with the problem solving team, and make changes that result in student progress.

**Skill
Domain:
Purpose and
Direction**

Confusion Stage: Supervisee is disorganized, confused, or conflicted about what to do; may fluctuate between feelings of incompetence and inflated confidence; and may realize that the supervisor does not have all the answers.

Tanya feels unsatisfied with supervision, and the case's lack of progress. She is not sure how to move forward. She begins collecting CBM data, but is unsure if she is doing so correctly. She is frustrated with her supervisor, and feeling like she is performing poorly.

METHODS OF SUPERVISION

- *Beyond Intern Reporting*
- *Live or Recorded Supervision with a Purpose*

Intern Self-report

- Case Review and Consultation
- **Most frequently utilized method**
 - Plus: intern's issues get addressed
 - Minus: potential for bias (unintentional or otherwise) and may avoid critical situation

Sample a new Method between now and January

- Modeling or demonstration
- Co-therapy/consultation
- Live observation
- Video or Audio Recording
- Role Play
- Direct Instruction of core skill(s)

3 Levels of Professional Competence Problems

1. simple/developmentally inappropriate
2. chronic/substandard behavior(s)
3. gross ethical violation(s)/ professional negligence