

SUPERVISION IN SCHOOL PSYCHOLOGY: PRACTICAL AND ETHICAL CONSIDERATIONS

Jeremy Sullivan, PhD

University of Texas at San Antonio

David Kahn, PhD

Galena Park ISD

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Context

- Supervisor symposium at UTSA
- Previous versions of this presentation were based on contributions from Drs. Victor Villarreal, Felicia Castro-Villarreal, Billie Jo Rodriguez, Kara Styck, Norma Guerra, and Leslie Neely; and from numerous UTSA site supervisors, practicum students, and interns
- Although both of us are current members of the TASP Executive Board, our perspectives during this presentation do not represent the TASP organization

Context

- How many in the audience have supervised practicum students? Interns? Early career professionals?
- How many have been supervised at some point?
- How many have had formal coursework in supervision?

Learning Objectives

1. This session will help participants apply the developmental model to their supervision of practicum students, interns, and early career school psychologists.
2. This session will help participants describe the NASP, APA, and TSBEP guidelines surrounding supervision of practicum students, interns, and early career school psychologists.
3. This session will help participants assess their readiness to provide supervision to practicum students, interns, and early career school psychologists.

Workshop Outline

- Supervision: Definitions, Goals, Role of the Supervisor
- Theoretical Models of Supervision (with emphasis on Developmental Models)
- Structure and Format of Supervision
- Core Competencies of Supervision
- Frequently Discussed Topics During Supervision
- Relevant NASP, APA, and TSBEP Guidelines
- Evaluating Supervisees
- Supervisee Perspectives
- Sample Documents
- Application: Supervisory Scenarios and Dilemmas

What is Supervision?

- “...an interpersonal interaction between two or more individuals for the purpose 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, 2000)

What is Supervision?

- “...an ongoing, positive, systematic, collaborative process between the school psychologist and the school psychology supervisor. This process focuses on promoting effective growth and exemplary professional practice leading to improved performance by all, including the school psychologist, supervisor, students, and the entire school community”

(NASP, 2011)

What is Supervision?

- “... refers to direct, systematic professional oversight of individuals who provide psychological services under the authority of a supervising licensee, whereby the supervisor has the responsibility and ability to monitor and control the psychological services provided to ensure the patient's or client's best interests are met and that the public is protected.
- In the context of psychological training and education, “supervision” also refers to the formal provision of systematic education and training for purposes of licensure or competency that serves to assist individuals with gaining experience and developing the skills necessary for licensure or competent practice in a particular practice area.”

(TSBEP, 2017)

Goals of Supervision *(for supervisee)*

- a) Developing autonomous knowledge and skills in services (e.g., assessment, counseling, consultation)
- b) Learning to translate knowledge into informed, competent practice
- c) Learning to apply the most recent ethical guidelines and legal standards to professional practice
- d) Enhancing interpersonal skills with clients and families
- e) Developing a professional identity and sense of self-confidence
- f) Learning to self-reflect on areas of professional strength and weakness
- g) Receiving opportunities to share personal and professional experiences with others on a regular basis

(Crespi & Lopez, 1998; Kaslow, Falender, & Grus, 2012)

Role of Supervisor

- Supervision serves to protect the public and improve educational outcomes (Sergiovanni & Starratt, 2007).
- Supervisors who are both knowledgeable about and experienced in the delivery of school psychological services promote adherence to high standards; ensure appropriate, high quality services to children and youth; and provide appropriate evaluation of personnel.
- Kelly & Davis (2017): Supervisor's role includes:
 - Sharing knowledge
 - Assessing competence
 - Providing feedback

Types of Supervision

- **Administrative supervision** focuses on the functioning of the service unit, including personnel issues, and legal, contractual, and organizational practices.
- Addresses the logistics of service delivery and performance of job duties in accordance with conditions of employment and assigned responsibilities, and is primarily concerned with outcomes and consumer satisfaction rather than discipline-specific professional skills.
- Supervisors also monitor the work levels of employees and are available to solve problems when job expectations and personal factors conflict.

Types of Supervision

- **Professional or Clinical supervision** refers to oversight of the specific professional practices of personnel within one's own profession, and requires specific training and knowledge in the area of supervision.
- Supervisors are responsible for supporting practices consistent with professional standards (NASP, 2010a) as well as ethical codes (NASP, 2010b).
- Supervisors are responsible for promoting ongoing professional development to improve and update skills (NASP 2010d), and to ensure systems of personnel evaluation that are consistent with these professional standards (NASP, 2010c).

Theoretical Orientation to Supervision

- Therapy-based supervision models
 - Psychodynamic supervision
 - Client-Centered supervision
 - Behavioral supervision
 - Cognitive-Behavioral supervision
- A more contemporary approach is to take a developmental view of supervision

Developmental Models of Supervision

- These models describe progressive stages of supervisee development from novice to expert, each stage consisting of discrete characteristics/skills
- Key to supervision is to **accurately identify** the supervisee's current stage
 - Provide feedback and support appropriate for that stage
 - Facilitate the supervisee's progression to the next stage

Developmental Models of Supervision

- “**Scaffolding**” process
 - Encouragement of supervisee to use prior knowledge and skills to produce new learning
 - Supervisor gradually moves the “**scaffold**” as the supervisee approaches mastery at each stage
- A supervisee may be at different stages simultaneously
 - Different levels of mastery across domains (e.g., advanced beginner at *assessment*, novice at *consultation*)

Developmental Models of Supervision

- Also endorse basic learning principles:
 - Ensure comprehension
 - Tie new information to known information
 - Incorporate corrective feedback
 - Encourage the monitoring of learning
 - Repeated learning trials
 - Foster self-regulation and self-appraisal of learning

Pair & Share

- How do you **identify** supervisee stage of development across different areas of competence (including technical skills and interpersonal/professional)?
- Is there information that the university supervisor/faculty/previous supervisors could provide that would aid you in this process?

Supervisee Characteristics/Behavior

- **Level 1:** Supervisees have limited training or at least limited experience in the specific domain in which they are being supervised
- Motivation and anxiety are high; focused on acquiring skills; want to know the “correct way” of doing things
- Dependent on supervisor; needs structure and positive feedback

Supervisee

Characteristics/Behavior

- **Level 2:** Supervisee is making the transition from being highly dependent and imitative to developing their “own” way of approaching problems
 - Supervisee vacillates between being very confident to insecure and confused
 - Experiences conflict between autonomy and dependency
 - Often still needs a structured, supportive, and largely instructional supervisory environment

Supervisee Characteristics/Behavior

- **Level 3:** Supervisee focusing more on personalized approach to practice
 - Occasional doubt about one's effectiveness will occur but without being immobilizing
 - Solid belief in one's own professional judgment has developed; supervision tends to be collegial as differences between supervisor/supervisee expertise diminish

Supervisee Characteristics/Behavior

- **Level 3i (integrated):** occurs as supervisee reaches level 3 across multiple domains (e.g., assessment, counseling, consultation); supervisee's task is one of integrating across domains and of moving easily across them
 - Supervisee has strong awareness of his or her strengths and weaknesses

(Bernard & Goodyear, 2004)

Developmental Stages

- Novice
- Advanced beginner
- Competent
- Proficient
- Expert

Self-Reflection

- Think about your own current knowledge and skills, and identify areas of practice where you would consider your skill level:
 - Novice
 - Advanced Beginner
 - Competent
 - Proficient
 - Expert

Developmental Model (from Simon & Swerdlik, 2017)

Supervisee Development

Novice → → → → → → → → → → → → → → → Expert

Supervisee Functioning

Dependent → → → → → → → → → → → → → → → Independent

Supervisor Role

Teacher → → → → → → → → → → → → → → → Consultant

Developmental Model

- Sequence of supervision activities might look something like this:
 - Shadowing and modeling
 - Direct observation and assessment of skills
 - Guided independent practice
 - Increasing autonomy
 - Professional independence

Core Competencies of Supervision (Sullivan et al., 2014)

- Comfort in an authority role
- Appreciation for the importance of the supervisory relationship
- Ability to provide honest and constructive feedback
- Communication and rapport-building skills
- Ability to present information clearly
- Ability to model professional skills and behaviors
- Facilitation of self-reflection by the supervisee
- Awareness of cultural diversity factors that may impact supervision

Core Competencies of Supervision, cont. (Sullivan et al., 2014)

- Ability to provide multiple perspectives
- Knowledge of problem-solving models
- Knowledge of ethical and legal standards
- Skills in applying ethics to complex situations
- Knowledge of supervision methods and theoretical models
- Competence in all areas of service delivery provided by supervisees
- Ability to be flexible
- Ability to motivate and challenge supervisees to reach their goals

Delegating Responsibility

- Think about your own experiences as a supervisee. Identify examples of these situations:
 - Tasks were delegated to you prematurely
 - You were not given adequate responsibility
 - You needed more detailed instruction or more frequent guidance
 - You felt micro-managed

(Adapted from Harvey & Struzziero, 2008)

Critical Questions in the Self-Assessment of Supervisory Skills

1. What is your preferred style or theoretical orientation of service delivery and supervision? How does your theoretical orientation inform and shape your supervision?
2. What feedback have you received about your supervision? For example, do you over-explain, are uninvolved, are too verbose, are able to give examples, are challenging as well as facilitative?
3. What strengths and limitations do you see in your supervision style? How might the strengths be used and the weaknesses be addressed?
4. With what types of supervisees are you most comfortable? Consider ethnic, cultural, racial, sexual preference, disability groups, and personality traits when you reflect upon this answer.
5. Can you remember an event of effective supervision you experienced during your practicum and/or internship training? Do you remember an ineffective incident? Describe the critical dimensions of each.
6. What did you look for in a supervisor? What worked best for you?
7. What goals do you have for the supervisee? This may require the supervisor to reflect back on the skill-level of a practicum student/intern so as to have an appropriate frame of reference for expectations compared to an accomplished practitioner.

Structuring Supervision

- Depending on the supervisee's developmental level, the supervisor may begin the session by asking the supervisee "What are your goals for this supervision meeting?"
- Consider using an agenda for the supervision meeting, to maintain some consistency each week
- Based on the Developmental Model, practicum students will likely need more structure and guidance from the supervisor, while interns will begin to take more "ownership" over supervision sessions

Supervision Format

- Individual
- Group
- Peer
- Collaborative work
- Mixed format

Topics in Supervision

- Ethical/legal issues
- Advanced clinical skills
- Intervention design
- Consultation with teachers/parents
- Assessment and evaluation

Topics in Supervision

- Eligibility and placement decisions (change of placement, least restrictive environment, etc.)
- Diagnosis
- Preparation of psychological/psychoeducational reports
- Threat assessment and crisis intervention
- Community resources
- Administrative/system issues

Topics in Supervision

- Any skill areas in which the supervisor is not at the competent level may be problematic, and the supervisor therefore should access supervision, consultation, and collaboration from expert school psychologists to support supervisory responsibilities in these areas.

Technology & Supervision

- Email
 - Ensure confidentiality
 - Watch nonverbal cues (e.g., ALL CAPS)
- Online discussion boards
- Telephone
- Videoconferencing – Skype, Face Time
- Considerations when supervisee is working in a rural community

What do NASP/APA ethical principles say about supervision?

- Both NASP and APA make it clear that **all** of their ethical principles (those related to competence, multiple relationships, record keeping, professional practices such as assessment and intervention) apply to supervisory relationships and the supervision of these services
- Standard 3.4 of the *NASP Standards for Graduate Preparation of School Psychologists* (NASP, 2010c) speaks specifically to supervision during internship.
 - Site supervisor should hold the appropriate license to practice school psychology in their state; ensure an average of at least two hours spent on supervision per week; and provide supervision that is predominantly face-to-face, structured, consistently scheduled, and focused on skill development.
 - There is emphasis on the importance of both formative and summative assessment by university and site supervisors.
 - NASP also recommends that site supervisors have a minimum of three years of experience working as a school psychologist before providing supervision to interns and that supervisors participate in professional organizations in school psychology (NASP, 2010a).

NASP and Supervision, cont.

- Standard IV.4.2 of NASP's *Principles for Professional Ethics* (NASP, 2010b): "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."
- Standard I.1.3: parents need to know if services will be offered by an intern (as opposed to a credentialed school psychologist) to truly give informed consent.
 - Supervisors and supervisees need to correct any misperceptions of their qualifications.

NASP and Supervision, cont.

- Standard I.3.1 warns against discrimination of supervisees based on characteristics such as race, ethnicity, gender, religion, language, socioeconomic status, sexual orientation, or similar distinguishing characteristics.
- Standard III.4.3 prevents school psychologists from exploiting their supervisees, including sexual harassment and sexual relationships with supervisees due to the inherent power differential in these relationships.
 - Note this standard includes both “participating in” and “condoning” these behaviors.

APA and Supervision

- *Ethical Principles of Psychologists and Code of Conduct* (APA, 2010)
 - Standard 2.05: when delegating work to supervisees, psychologists should avoid delegating work that will result in exploitation due to multiple relationships, should only delegate work that the supervisee can be reasonably expected to perform competently given his or her level of education and training, and should monitor these services to make sure they are provided effectively
 - Standard 7.06: supervisors have a process for providing specific and timely feedback regarding supervisees' performance, and supervisees are informed of this process at the outset of the supervisory relationship
 - Standard 7.07: forbids sexual relationships with supervisees who are in the supervisor's department or agency, or with whom an evaluative relationship exists

Nature and Frequency of Supervision

Supervision methods should match the developmental level of the school psychologist.

- Graduate students, interns, and early career school psychologists require more intensive supervisory modalities and hours of weekly support. As indicated in the *Graduate Preparation Standards* (NASP, 2010c), interns should receive an average of at least 2 hours of field-based supervision per full-time week.
- Additional time may be needed to review work products. The preponderance of the 2 hours should be provided on at least a weekly, individual, face-to-face basis, with **structured mentoring and evaluation** that focus on the supervisee's attainment of competencies.

Nature and Frequency of Supervision

- Regardless of global proficiency, practitioners require supervision whenever they enter situations in which they have no previous experience, either in terms of the population with which they are working, or with regard to the procedures and/or tools used.
 - “Often the most troublesome employees are those with extensive, unsupervised experience” (Harvey & Struzziero, 2008, p. 8)
 - Why?
- Supervisors of school psychologists should **adjust** their supervisory strategies according to the skill level of the supervisee.
- Novice and advanced beginners require frequent, direct supervision to enhance skill development to ensure appropriate and effective practice.

What about TSBEP? Supervision Requirements for School Psychologists in TX

465.2. Supervision.

- a) Supervision in General. The following rules apply to all supervisory relationships.
 - 1) A licensee is responsible for the supervision of all individuals that the licensee employs or utilizes to provide psychological services of any kind.
 - 2) Licensees ensure that their supervisees have legal authority to provide psychological services.
 - 3) Licensees delegate only those responsibilities that supervisees may legally and competently perform.
 - 4) All individuals who receive psychological services requiring informed consent from an individual under supervision must be informed in writing of the supervisory status of the individual and how the patient or client may contact the supervising licensee directly.

TSBEP, cont.

- 5) All materials relating to the practice of psychology, upon which the supervisee's name or signature appears, must indicate the supervisory status of the supervisee. Supervisory status must be indicated by one of the following:
 - a) Supervised by (name of supervising licensee);
 - b) Under the supervision of (name of supervising licensee);
 - c) The following persons are under the supervision of (name of supervising licensee); or
 - d) Supervisee of (name of supervising licensee).
- 6) Licensees provide an adequate level of supervision to all individuals under their supervision according to accepted professional standards given the experience, skill and training of the supervisee, the availability of other qualified licensees for consultation, and the type of psychological services being provided.

TSBEP, cont.

- 7) Licensees utilize methods of supervision that enable the licensee to monitor all delegated services for legal, competent, and ethical performance. Methods of supervision may include remote or electronic means if:
 - a) adequate supervision can be provided through remote or electronic means;
 - b) the difficulties in providing full-time in-person supervision place an unreasonable burden on the delivery of psychological services; and
 - c) no more than **fifty percent** of the supervision takes place through remote or electronic means.
- 8) Licensees must be competent to perform any psychological services being provided under their supervision.
- 9) Licensees shall document their supervision activities in writing, including any remote or electronic supervision provided. Documentation shall include the dates, times, and length of supervision.
- 10) Licensees may only supervise the number of supervisees for which they can provide adequate supervision.

Example: Supervision Documentation

Date	Time (Start-End), Length	Format (Individual, Group)	Focus of Supervision
8/10/2016	1:00 pm – 2:00 pm, 1 hour	Individual	Report review, discussion of report formats
8/10/2016	2:00 pm – 2:30 pm, .5 hours	Group	Responding to crisis situations during testing

Supervisee

Supervisor

TSBEP, cont.

(b) Supervision of Students, Interns, Residents, Fellows, and Trainees. The following rules apply to all supervisory relationships involving students, interns, residents, fellows, and trainees.

- 1) Unlicensed individuals providing psychological services pursuant to §§501.004(a)(2), 501.252(b)(2), or 501.260(b)(3) of the Act must be under the supervision of a qualified supervising licensee at all times.
- 2) Supervision must be provided by a qualified supervising licensee before it will be accepted for licensure purposes.
- 3) A licensee practicing under a restricted status license is not qualified to, and shall not provide supervision for a person seeking to fulfill internship or practicum requirements, or a person seeking licensure under the Psychologists' Licensing Act, regardless of the setting in which the supervision takes place, unless authorized to do so by the Board. A licensee shall inform all supervisees of any Board order restricting their license and assist the supervisees with finding appropriate alternate supervision.

TSBEP, cont.

- 4) A supervisor must document in writing their supervisee's performance during a practicum, internship, or period of supervised experience required for licensure. The supervisor must provide this documentation to the supervisee.
- 5) An individual subject to this subsection may allow a supervisee, as part of a required practicum, internship, or period of supervised experience required for licensure with this Board, to supervise others in the delivery of psychological services.
- 6) For provisional trainees, a supervisor must provide at least one hour of individual supervision per week and may reduce the amount of weekly supervision on a proportional basis for provisional trainees working less than full-time.
- 7) Licensees may not supervise an individual to whom they are related within the second degree of affinity or consanguinity.

TSBEP, cont.

(d) Supervision of Licensed Specialists in School Psychology interns and trainees. The following rules apply to all supervisory relationships involving Licensed Specialists in School Psychology, as well as all interns and trainees working toward licensure as a specialist in school psychology.

- 1) A supervisor must provide an LSSP trainee with at least one hour of supervision per week, **with no more than half being group supervision**. A supervisor may reduce the amount of weekly supervision on a proportional basis for trainees working less than full-time.
- 2) Supervision within the public schools may only be provided by a Licensed Specialist in School Psychology, who has a minimum of three years of experience providing psychological services within the public school system **without supervision**. To qualify, a licensee must be able to show proof of their license, credential, or authority to provide unsupervised school psychological services in the jurisdiction where those services were provided, along with documentation from the public school(s) evidencing delivery of those services.
- 3) Supervisors must sign educational documents completed for students by the supervisee, including student evaluation reports, or similar professional reports to consumers, other professionals, or other audiences. It is not a violation of this rule if supervisors do not sign documents completed by a committee reflecting the deliberations of an educational meeting for an individual student which the supervisee attended and participated in as part of the legal proceedings required by federal and state education laws, unless the supervisor also attended and participated in such meeting.

TSBEP, cont.

- 4) Supervisors shall document all supervision sessions. This documentation must include information about the duration of sessions, as well as the focus of discussion or training. The documentation must also include information regarding:
 - a) any contracts or service agreements between the public school district and university school psychology training program;
 - b) any contracts or service agreements between the public school district and the supervisee;
 - c) the supervisee's professional liability insurance coverage, if any;
 - d) any training logs required by the school psychology training program; and
 - e) the supervisee's trainee or licensure status.
- 5) Supervisors must ensure that each individual completing any portion of the internship required by Board rule 463.9, is provided with a written agreement that includes a clear statement of the expectations, duties, and responsibilities of each party, including the total hours to be performed by the intern, benefits and support to be provided by the supervisor, and the process by which the intern will be supervised and evaluated.
- 6) Supervisors must ensure that supervisees have access to a process for addressing serious concerns regarding a supervisee's performance. The process must protect the rights of clients to receive quality services, assure adequate feedback and opportunities for improvement to the supervisee, and ensure due process protection in cases of possible termination of the supervisory relationship.

TSBEP:

LSSP Internship Requirements from 463.9(c)

(2) Applicants must have completed an internship with a minimum of 1200 hours. The internship must also meet the following criteria:

- a) At least 600 of the internship hours must have been completed in a public school.
- b) The internship must be provided through a formal course of supervised study from a regionally accredited institution of higher education in which the applicant was enrolled; or the internship must have been obtained in accordance with Board rule §463.11(d)(1) and (d)(2)(C) of this title.
- c) Any portion of an internship completed within a public school must be supervised by a Licensed Specialist in School Psychology, and any portion of an internship not completed within a public school must be supervised by a Licensed Psychologist.
- d) No experience which is obtained from a supervisor who is related within the second degree of affinity or consanguinity to the supervisee may be utilized.
- e) Unless authorized by the Board, supervised experience received from a supervisor practicing with a restricted license may not be utilized to satisfy the requirements of this rule.

TSBEP:

LSSP Internship Requirements from 463.9(c)

- f) Internship hours must be obtained in not more than two placements. A school district, consortium, and educational co-op are each considered one placement.
- g) Internship hours must be obtained in not less than one or more than two academic years.
- h) An individual completing an internship under this rule must be designated as an intern.
- i) Interns must receive **no less than two hours of supervision per week, with no more than half being group supervision**. The amount of weekly supervision may be reduced, on a proportional basis, for interns working less than full-time.
- j) The internship must include direct intern application of assessment, intervention, behavior management, and consultation, for children representing a range of ages, populations and needs.

TSBEP:

LSSP Internship Requirements from 463.9(f)

(f) Trainee Status.

- 1) An applicant for the specialist in school psychology license who has not yet passed the Board's Jurisprudence Examination, but who otherwise meets all licensing requirements under this rule, may practice in the public schools under the supervision of a Licensed Specialist in School Psychology, as a trainee for not more than one year.
- 2) A trainee status letter shall be issued to an applicant upon proof of licensing eligibility, save and except proof of passage of the Board's Jurisprudence Examination.
- 3) An individual with trainee status is subject to all applicable laws governing the practice of psychology.
- 4) A trainee's status shall be suspended or revoked upon a showing of probable cause of a violation of the Board's rules or any law pertaining to the practice of psychology, and the individual may be made the subject of an eligibility proceeding. The one year period for trainee status shall not be tolled by any suspension of the trainee status.
- 5) Following official notification from the Board upon passage of the Jurisprudence Examination or the expiration of one year, whichever occurs first, an individual's trainee status shall terminate.
- 6) An individual practicing under trainee status must be designated as a trainee.

TSBEP:

LSSP Internship Requirements from 463.9(g)

(g) Provision of psychological services in the public schools by unlicensed individuals. An unlicensed individual may provide psychological services under supervision in the public schools if:

- 1) the individual is enrolled in an internship, practicum or other site based training in a psychology program in a regionally accredited institution of higher education;
- 2) the individual has completed an internship that meets the requirements of this rule, and has submitted an application for licensure as a Licensed Specialist in School Psychology to the Board that has not been denied, returned, or gone void under Board rule §463.2 of this title (relating to Application Process); or
- 3) the individual has been issued a trainee status letter.

Qualifications and Obligations: Site Supervisors

- Meet the TSBEP credentialing requirements
- Complete a minimum of 3 years unsupervised experience as a LSSP
- Helpful if employed full time in the district
 - Suggestions for providing effective supervision in charter schools and other settings that do not employ a full-time LSSP?
- Knowledge that supervision takes considerable time
- Possess strong interpersonal skills
- Familiar with basic ethical and legal responsibilities and requirements for field work

Qualifications and Obligations: Site Supervisors

- Site supervisors have the responsibility to:
 - Be available to practicum students/interns
 - Communicate the site's policies and expectations
 - Assist with management of clinical cases and activities
 - Collaborate with the practicum student/intern/university supervisor to troubleshoot, encourage, challenge, and celebrate situations occurring throughout the training experience
 - Model ethical and professional behavior
 - Share their own professional experiences, as this provides essential perspective to the developing practitioner
 - Provide formal evaluations of the student's/intern's performance

Qualifications and Obligations: University Supervisors

- Ensure university and state requirements are met
- Serve as liaison between training site and university program
- Develop a relationship with the site supervisor
- Monitor appropriateness of site
- Ensure the student is sufficiently competent to warrant licensure

Qualifications and Obligations: University Supervisors

- Formal opportunities for students to compare notes, ask questions, and formulate conclusions
- Makes site visits as needed and requested
- If a student encounters difficulty, serves as both mediator and problem solver

Case Study: A Requirement for Practicum Students and Interns

- NASP Requirement for:
 - NCSP applicants (from non-NASP-approved programs)
 - Also used by NASP-approved programs to document student outcomes
- Demonstration of data-based, problem solving skills
- Demonstration of competence in multiple domains of practice
 - Problem Identification
 - Problem Analysis
 - Intervention
 - Evaluation

Pair & Share

- In your experience, what are typical topics or focus of discussions between site supervisors and university supervisors?
- Are there common difficulties or challenges experienced by practicum students/interns that require involvement of the university supervisor?
- As a site supervisor, how do you decide when to involve the university supervisor?

Formal Evaluation of School Psychology Graduate Students

- Need for evaluation
 - During practicum and internship, site supervisor evaluations play a very significant role in determining not only the student's grade for the class, but also inform the program's determination that the student is ready to move on to internship and/or professional practice
 - Thus, the site supervisor evaluations should reflect any concerns or areas for remediation identified by the site supervisor
- Some critical issues to investigate are:
 - Competence
 - Emotional awareness
 - Professional identity
 - Respect for individual differences
 - Acceptance of supervision
 - Ethics

Evaluating Supervisee Skills

- Professional Development Plan
- Formative and Summative Assessment
- Evaluation may center around knowledge and skills, but may also include professionalism, acceptance of supervision, and attitudes and dispositions that we (you) think are important
- Consider data from others who have had the opportunity to observe the supervisee

Methods of Evaluating Skills

- Self-report by supervisee
- Live observation
- Audiotape or videotape
- Role-playing
- Case presentations
- Review of reports, test protocols, progress notes, etc.
- Other ideas?

TASP Evaluation Rubric

- Based on the NASP Practice Model
 - Describes diverse roles and activities of the school psychologist
 - Includes items that cover all 10 domains
- Can be modified to inform evaluation of practicum students, interns, early career professionals, and school psychologists with many years of experience
- <https://tasp.memberclicks.net/assets/docs/sample%20isp%20evaluation%20rubric.pdf>

Sample: UTSA Intern Evaluation Form

Providing Feedback: Case Example 1

- You are observing your intern present her report at an ARD meeting. After your intern presents her report, the parents express strong disagreement with the test results and question whether she is experienced enough to test their child.
- The intern becomes defensive and responds by stating that she has received extensive coursework and training in these assessments and that the results have been rechecked several times and reviewed by her supervisor. She emphatically reiterates that their child has a disability and qualifies for special education services.
- Trying to shift the focus back to the child, you and the other committee members intervene on behalf of the intern. However, the parents are still not convinced and continue to express their dissatisfaction.
- What type of feedback would you provide to your intern? How?

(Adapted from Simon & Swerdlik, 2017)

Providing Feedback: Case Example 2

- Your practicum student has demonstrated a well-rounded knowledge base and strong technical skills. However, his interpersonal style is rubbing staff the wrong way and is significantly limiting his effectiveness.
- Specifically, he is described as being insensitive, overly blunt, and not open to listening to others' opinions. As a result, he is not seen as a collaborative member of the campus team.
- How would you provide feedback to your practicum student regarding his personality style, and its impact on his effectiveness?

(Adapted from Simon & Swerdlik, 2017)

Supervisee Perspectives and Suggestions for Supervisors

- Supervisor availability
- Developmental considerations: Dependence vs. independence
- Supervisee expectations
- Communicating practicum/internship site expectations
- Creating a safe place: Building relationships and a nurturing environment
- Cultural awareness
- Time management and organization
- Supervisor attitudes
- Opportunities for practice and feedback

(Sullivan et al., 2014)

Reflection Activity

- Think about the personal and professional characteristics of your most effective supervisors.
- How do these characteristics compare to the perspectives described on the previous slide?
- What about the supervisory relationships you found to be least effective? How did those relationships/supervisors demonstrate (or not demonstrate) the perspectives described on the previous slide?
- If applicable, how have you demonstrated these perspectives with your own supervisees?

Adapted from Simon & Swerdlik, 2017

Documentation

- Memorandum of Agreement
- Intern/Practicum Student Agreement
- Professional Development Plan
- Practicum Activity Checklist
- Internship Mid-Semester Conference
- Practicum Student/Intern Evaluation
- Site Feedback Form

Practicum and Internship Agreement: Student Form

1. I hereby attest that I have read and understand the ethical codes and standards associated with my course of study, including the Principles for Professional Ethics (NASP, 2010) and state guidelines. I will practice school psychology in accordance with these standards. I understand that any breach of these ethical codes or unethical behavior will result in an initiation of the Fitness to Practice process and removal from Practicum/Internship, and a failing grade may result.
2. I agree to adhere to the administrative policies, rules, standards, and practices of my Practicum/Internship site. If said policies conflict with UTSA policy, School Psychology Program policy, professional ethical codes, or legal requirements, I will immediately report these conflicts to my University supervisor/instructor.
3. I understand that it is my responsibility to keep my Practicum/Internship supervisor(s)/instructor informed regarding my Practicum/Internship experiences.
4. I understand that to earn a passing grade in Practicum/Internship, I must complete all course requirements and demonstrate the minimal level of knowledge, skills, and competence in all domains of school psychology.
5. I agree not to divulge any information regarding client material, case information, identifying information, concerns, etc. to any party outside of my supervision and class meetings. Failure to adhere to Federal and/or State confidentiality guidelines/statutes will constitute a breach of ethics and unprofessional conduct.
6. I agree to absolve UTSA/Department of Educational Psychology/School Psychology Program of any liability in the performance of my Practicum/Internship activities.
7. I hereby attest that I have read the Fitness to Practice Policy in the School Psychology Program's Student Handbook.
8. I have provided verification of professional liability insurance to my University supervisor/Instructor before seeing clients at my site.
9. I agree to keep a detailed log of all activities during Practicum/Internship, using the log provided by my instructor.
10. I agree to develop and articulate a plan for the Practicum/Internship which will include desired professional experiences (e.g., with specific populations, with specific assessment methods), and which will be based on career goals.

University of Texas at San Antonio

School Psychology Program

Internship Professional Development Plan Template

Intern:

Internship Site:

Site Supervisor(s) and Licensure:

Internship Start Date:

Internship End Date:

Specific Goals for Internship:

- Please include three to five realistic and attainable goals, and incorporate activities recommended by the instructor (based, for example, on activities that the student was not able to complete during practicum) and the site supervisor.
- The goals should be as specific and quantifiable as possible (e.g., specific types of services you will provide, populations and problems you will gain expertise with, assessment instruments you will gain competence with, activities you will engage in, professional development opportunities you will attend).
- The student and site supervisor should also identify tentative dates by which each goal/activity should occur.
- The Case Study should be included with timelines for completion on the professional development plan.

School Psychology Intern

Date

Site Supervisor

Date

Internship Instructor

Date

University of Texas at San Antonio

Practicum Activity Checklist

- Required activities include:
 - Obtain insurance and provide proof of insurance
 - Complete background check (clearance) and other paperwork
 - Complete Professional Development Plan (i.e., goals for additional Practicum experiences)
 - Participate in one school community event (per semester)
 - Attend/observe a minimum of 1 ARD/IEP Team meeting (per semester)
 - Participate in a minimum of 1 ARD/IEP Team meeting
 - Attend at least 1 professional development activity (per semester)
 - Conduct at least 3 classroom observations across a range of different classrooms using time-sampling methods (per semester)
 - Conduct at least 3 classroom observations across a range of different (i.e., PPCD, Life Skills, Adaptive Behavior, Co-teach, Inclusion) classrooms using time-sampling methods
 - Conduct at least 1 comprehensive psychoeducational evaluation, with feedback provided to parents and school staff
 - Design and implement at least 1 behavioral intervention (including monitor progress) based on FBA
 - Maintain individual counseling caseload of at least 1 student
 - Participate in RTI process (e.g., collecting data for progress monitoring, teacher consultation, attending RTI team meeting)
 - Conduct needs assessment to identify topics and students for group counseling and mental health services in the schools
 - Complete Case Study project
 - Obtain site supervisor feedback and review with site supervisor and with university supervisor

Internship: Mid-Semester Conference

1. To Student: Please give me a summary description of your internship activities so far—what have you been up to?
2. (Address any issues based on this description, or based on evaluation of Internship Log. For example, if no counseling has occurred yet.)
3. To Student: What has supervision looked like? Individual, group, combination? Do you feel like you are getting adequate quantity/quality supervision?
4. To Supervisor: How would you describe Student's strengths? Can you provide an example or two?
5. To Supervisor: How would you describe any weaknesses, or areas for continued development (note we don't expect anyone to be perfect, etc.)? How can we continue to build skills in this area?
6. To Student: What are the most important things you've learned so far? Could be specific skills or more big picture "lessons".
7. To Student: Please assess your progress on your Internship Professional Development Plan.
8. To Both: What activities do you have planned for the rest of the semester?
9. To Both: Have you been satisfied with UTSA's involvement up to this point? Anything I should be doing differently? Anything you need from me?
10. Questions?
11. Thanks and reminder that I will send Intern Evaluation Form in early December.

The Eight-Step Problem-Solving Model as Applied to Supervision

- Typically applied to the resolution of ethical dilemmas, but can be used to navigate many challenging situations that arise throughout the practice and supervision of school psychology
- Some of the professional issues that would be appropriate for the application of a systematic problem-solving model during supervision include:
 - High-stakes eligibility decisions
 - Manifestation determination decisions
 - Resistance to implementing academic or behavioral interventions
 - Choosing appropriate placements for students
 - Being asked to provide services outside of competencies
 - Working with culturally and linguistically diverse students
 - Dealing with limits of confidentiality

The Eight-Step Problem-Solving Model as Applied to Supervision

1. Describe the parameters of the situation/problem/issue.
2. Outline the potential ethical and legal issues involved.
3. Consult ethical and legal guidelines, relevant case law, and district policies that might apply to a well-supported resolution.
4. Evaluate the rights, responsibilities, and welfare of all parties involved.

The Eight-Step Problem-Solving Model as Applied to Supervision, cont.

5. Create a comprehensive list of any and all possible decisions for each issue. Prior to approaching this step, the supervisee should have collected an abundance of material, information, and/or data that will help identify various resolutions.
6. Critically analyze the short-term, long-term, and immediate consequences of making each possible decision and evaluate possible detrimental effects on all parties involved. The potential impact of each decision on positive student outcomes should be of primary importance.
7. Conduct a risk-benefit analysis and focus on the degree to which any of the consequences and/or benefits (for the student/client) of the final decision will actually occur. As this step demands a great deal of personal and professional judgment to ensure that negative outcomes are kept to a minimum, the supervisor should examine all the data together with the supervisee to increase the likelihood of making the best decision for the situation.
8. Aligning with professional code of ethics, make a decision and accept responsibility for the final decision. It is also recommended to monitor and follow-up with the consequences of the decision.

Note. These steps are based on the eight-step problem-solving model presented in Jacob et al. (2011).

Application of the Problem-Solving Model

- One common example of applying the Eight-Step Problem-Solving model to supervision is helping the supervisee work through the limits of student confidentiality.
- Scenario: An intern meets with a high school student who reveals they have been engaging in risky behaviors (e.g., underage drinking, experimenting with drugs, unprotected sex). The intern needs to make an ethically appropriate decision on how to work with the student in a way that minimizes potential harm to the student and others.
- How would you apply the eight steps of the Problem-Solving Model to this situation?

Application of the Problem-Solving Model

- Supervisors might also use the Model to resolve issues associated with their own responsibilities and roles that surface during supervision
- May be helpful for addressing and facilitating the development of supervisees' professional behaviors or competencies
- Supervisors may be presented with a wide range of problems that are a result of the supervisee's own behavioral challenges such as:
 - Arriving late to meetings
 - Lack of organization
 - Poor report writing skills
 - Other examples?
- How would you apply the eight steps of the Problem-Solving Model to these situations?

Additional Supervision Scenarios

- Please note: These scenarios were adapted from the following resources:
 - Harvey, V. S., & Struzziero, J. A. (2008). *Professional development and supervision of school psychologists: From intern to expert* (2nd ed.). Thousand Oaks, CA: Corwin Press/National Association of School Psychologists.
 - Jacob, S., Decker, D. M., & Hartshorne, T. S. (2011). *Ethics and law for school psychologists* (6th ed.). Hoboken, NJ: Wiley.
 - Simon, D. J., & Swerdlik, M. E. (2017). *Supervision in school psychology: The developmental, ecological, problem-solving model*. New York: Routledge.

Scenario 1

- Chamika, a high school sophomore, receives school-based psychological services as designated in her IEP. Chamika has a history of anxiety and depression, which interfere with her academic progress.
- In the course of a counseling session, Chamika tells Dan (your intern) that she has something serious to tell him but wants him to promise that he will keep it confidential. Dan reminds her that the content of their sessions will be kept confidential.
- She reveals that she has an eating disorder, and she doesn't think anyone knows because she has hidden her symptoms very carefully. Dan becomes alarmed as Chamika describes the severity of her symptoms. He presents this information to you in supervision the next day.
- How do you respond and how do you direct Dan to respond?

(Adapted from Simon & Swerdlik, 2017)

Scenario 2

- Your intern, Phil, has an extensive Facebook page. He has begun to “friend” high school students at his internship site and communicates with them through this medium. He describes it as a good way to build rapport with students.
- Phil reports that one of his students has been posting suggestive photos, in addition to pictures from parties with other students engaging in drinking and destruction of property. Phil’s response was to simply “unfriend” this student.
- What concerns do you have with Phil’s establishing social media links with students? How do you address these concerns in supervision?
- What do you think are reasonable social media guidelines for interns/school psychologists?

(Adapted from Simon & Swerdlik, 2017)

Scenario 3

- Two of your supervisees (early career school psychologists) disagree on the appropriateness of social contacts with school staff and turn to you for advice.
- One believes that participating in social events outside of school hours is helpful and appropriate in that it allows her to build collegial relationships that facilitate her work as a consultant. She accepts invitations to dinners, parties, and happy hours after work.
- The other supervisee believes that participating in these events is an ethical violation that leads to dual relationships.
- How would you respond to your supervisees?

(Adapted from Harvey & Struzziero, 2008)

Scenario 4

- When Carrie's special services department hired a new school psychologist, Ben, Carrie agreed to serve as his supervisor for his first year. During one of their weekly supervision meetings, Carrie learns that the assistant principal and special education coordinator at one of Ben's three schools have assigned Ben the responsibility of scheduling all ARD meetings for the campus.
- Carrie is indignant, because ARD scheduling is part of the job description of the campus special education coordinator, not the school psychologist. It appears the assistant principal is trying to take advantage of a new employee.
- How should Carrie advocate for her supervisee?

(Adapted from Jacob et al., 2011)

Scenario 5

- You have recently been promoted to Director of Psychological Services after working 10 years as a school psychologist in the same district. You consider several of the other nine LSSPs in the district to be among your closest friends.
- You will now be in a position to complete evaluations on these friends. You recognize this as a dual relationship and a potential conflict of interest, but you really don't want to lose your long-standing friendships.
- What are some possible solutions?

(Adapted from Harvey & Struzziero, 2008)

Scenario 6

- Jack was a capable and conscientious intern during his first semester as Pearl's supervisee. After Christmas vacation, however, Jack was often late to school, absent due to vague illnesses, and appeared disorganized and unprepared for meetings. When Pearl expressed concern about this change in performance, Jack apologized and attributed his behavior to the stress of completing his master's thesis. He promised to do better.
- The following week, when reviewing an assessment he had completed, Pearl noticed that Jack had failed to record any of the child's verbatim responses on the WISC-V Vocabulary and Similarities subtests and that his report was poorly written, with little attention to integration and interpretation of findings. After lunch that day, Pearl thought she smelled alcohol on his breath.
- When she queries Jack about the WISC-V protocol and report during their supervision meeting, Jack discloses that his wife left him over the holidays and he has been taking it hard. He never administered all the WISC-V subtests and fabricated the scores. When asked whether alcohol is a problem, Jack confides that he has been drinking heavily.
- Where should Pearl go from here?

(Adapted from Jacob et al., 2011)

Scenario 7

- It is late February, and you notice that your intern who had been working very diligently has begun to lose focus, show less initiative, and turn in reports very close to the deadline, making it difficult for you to provide detailed feedback within timelines.
- He also appears to be extremely stressed, and he frequently talks about job hunting and the uncertainty associated with the end of the internship year. You are concerned that he is shifting his focus prematurely to the next step in his career.
- How would you provide feedback about your intern's performance?

(Adapted from Simon & Swerdlik, 2017)

Scenario 8

- You are providing practicum supervision for Angie, who has mostly been involved with administering and scoring standardized cognitive and achievement tests. She appears to have the knowledge and technical skills required for standardized scoring, but she gets so nervous around students that she struggles with the relational aspects of testing (e.g., building rapport, providing appropriate queries and prompts).
- You are concerned about how Angie's anxiety may be impacting the validity of her obtained test scores, and you are considering taking over her assessments to protect the welfare of her assigned students.
- How would you share these observations in supervision? What would you suggest to help Angie deal with her anxiety? At what point would you share this information with the university supervisor? Would you take over her assessments?
- How would your responses vary if Angie was an intern, or trainee?

(Adapted from Simon & Swerdlik, 2017)

Scenario 9

- Towards the end of the school year, a director of special education noticed that district psychologists were overloaded with reevaluations. She called a local university and volunteered her district as an internship site for the following school year. District psychologists were relieved to hear that things would be easier next year once the interns arrived.
- In the Fall, two interns floated from campus to campus to conduct reevaluations as needed. When the interns complained that they were not receiving experience providing a full range of services, they were told that they may be able to pick up a counseling case if there was time at the end of the year. In the meantime, they should continue to help with reevaluations.
- Special education referrals continued to escalate during the school year. Rather than request funding for an additional school psychologist position, the director of special education plans to ask the local university for four interns next year.
- How should the current interns handle this situation? How should the university program respond to the special education director's request for more interns?

(Adapted from Harvey & Struzziero, 2008)

Scenario 10

- As a supervisor of three school psychologists, you are in a position to compare their interpretations and conclusions as you read their reports. You have noticed that, over time, they have become increasingly divergent in their diagnoses of learning disabilities.
- For example, a student identified with a learning disability by one of your supervisees probably would not be diagnosed with a learning disability by another supervisee.
- Are you concerned by this divergence? If so, how might you address this in supervision?

(Adapted from Harvey & Struzziero, 2008)

Scenario 11

- Your new intern has changed her style of dress considerably. At the time of her interview, she dressed conservatively. After the first few months of the school year, she is now wearing nose and lip piercings, dyeing her hair blue, wearing revealing clothing, and showing off several visible tattoos.
- Some school administrators have told you that they would prefer she not be assigned to their schools because of her appearance. Your intern maintains that she has the freedom to express herself.
- How big of an issue is this? How would you handle it as the supervisor? Would your responses be different if this was a practicum student, or trainee?

(Adapted from Harvey & Struzziero, 2008)

Scenario 12

- One of your early-career supervisees approaches you, asking you to write a letter of reference. He is seeking a position as a school psychologist in a neighboring district, due to higher pay and a shorter commute.
- You are well aware that your supervisee has had a number of performance issues in the past year. For example, his assessment reports are often late and are mostly computer generated. He generally has a poor reputation among teachers and administrators at his schools, and has not been a team player when you have asked him to collaborate on departmental projects. He seems to do the bare minimum to get by.
- On the one hand, you wouldn't mind at all if he left the district; on the other hand, you don't want to write an inaccurate letter.
- How would you handle this situation?

(Adapted from Harvey & Struzziero, 2008)

Suggestions for New Supervisors

- If supervising a practicum student or intern, maintain regular communication with university supervisor
- Coordinate a weekly or monthly book study or reading group so your colleagues can learn supervision skills together (see Additional Resources slide for book ideas)
- Consult with more experienced supervisors for suggestions (e.g., structure and format of supervision, sample forms to use)
- Develop your own goals as a supervisor, and monitor progress throughout school year
- Keep going to workshops!

Concluding Thoughts

- Significance of site-based supervisors
- Supervisors have a unique opportunity to shape the professional growth of individual supervisees, but also the profession
- Parallel between supervision and teaching
- Importance of self-reflection
- Importance of continuing professional development

Additional Resources

- Harvey, V. S., & Struzziero, J. A. (2008). *Professional development and supervision of school psychologists: From intern to expert* (2nd ed.). Thousand Oaks, CA: Corwin Press/National Association of School Psychologists.
- Kelly, K. K., & Davis, S. D. (2017). *Supervising the school psychology practicum: A guide for field and university supervisors*. New York: Springer.
- Anything written/presented by Dr. Mark Swerdlik, Illinois State University
 - Simon, D. J., & Swerdlik, M. E. (2017). *Supervision in school psychology: The developmental, ecological, problem-solving model*. New York: Routledge.
- Campbell, J. M. (2006). *Essentials of clinical supervision*. Hoboken, NJ: Wiley.
- Potential reading for supervisees:
 - Joyce-Beaulieu, D., & Rossen, E. (2016). *The school psychology practicum and internship handbook*. New York: Springer.

Thanks for Listening...

- Any questions?
- Contact information:
 - jeremy.sullivan@utsa.edu
 - dkahn@galenaparkisd.com

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- Sullivan, J. R., Svenkerud, N., & Conoley, J. C. (2014). Best practices in the supervision of interns. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations* (pp. 527-540). Bethesda, MD: National Association of School Psychologists.
- Texas State Board of Examiners of Psychologists. (2017). *Act and rules, updated 5/05/2017*.
https://www.tsbep.texas.gov/files/agencydocs/Rulebook_March_2017.pdf