



ST. JOHN'S
UNIVERSITY

Site Supervisor Training for Internship & Practicum Supervisors

Counselor Education Programs
School Counseling & Clinical Mental Health Counseling
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Agenda

1. Welcome
2. Program Requirements
3. Licensure/Certification
4. Supervisor and Site Requirements
5. Importance and Role of Supervisors
6. Supervisory Relationship
13. Supervisory Process & Supervision Models
14. Legal & Ethical Issues
15. Challenges of Supervision: cultural competence, personal values, evaluation of interns
15. Additional resources

Welcome

- **Thank you** for agreeing to host a St. John's Counseling student during field experience!
- Please be sure you have received and reviewed the ***Practicum & Internship Site Supervisor Manual*** prior to training.
- Manual will be referenced throughout training.
- All St. John's programs are CACREP (Council on the Accreditation of Counseling and Related Education Programs) accredited.



Program Graduation Requirements

School Counseling

- 48 credits, 3.0 or > GPA
- Includes 3 field courses
 - Practicum (100 hours)
 - Internship 1 (300 hours)
 - Internship 2 (300 Hours)
 - B or higher in all field courses
- Comprehensive Exam
- Professional Competency

Clinical Mental Health Counseling

- 60 credits, 3.0 or > GPA
- Includes 3 field courses
 - Practicum (100 hours)
 - Internship 1 (300 hours)
 - Internship 2 (300 Hours)
 - B or higher in all field courses
- Comprehensive Exam
- Professional Competency

A plan of study for each program is available upon request.



Certification & Licensure Requirements

School Counseling Certification

- Master's degree in School Counseling
- Provisional certification
- 2 years of school counseling experience under a fully certified school counselor.
- Upon completion of 2 years, may earn permanent certification

Clinical Mental Health Counseling License

- Master's degree in mental health counseling
- Passing score on NMHCE
- 3,000 post master's counseling experience under a fully licensed clinician on a limited permit, including 1500 direct hours, within 23 yrs
- Can practice under a limited permit during 3,000 hours



Supervisor Requirements for Field Placement

School Counseling Certification

- One fully certified school counselor (provisional certifications ineligible for supervision)
- Experience in supervision
- Training in supervision

NO supervisor may have more than 5 interns at one time.

Clinical Mental Health Counseling Licensure

- One fully licensed mental health practitioner including
 - LMHC (not limited permit)
 - LCSW (not LMSW)
 - Licensed Psychologist, Psychiatrist or MD
 - Psychiatric Nurse Practitioner (NPP), or RN with psychiatric experiences
- Experience in supervision
- Training in supervision

Site Requirements

Both programs

- Average of **one hour per week of SUPERVISION**, including individual, triadic or group supervision
- Opportunity for **DIRECT hours**: face-to-face interactions with clients or students, group and individual. Minimum requirements exist: Practicum = 40 direct out of 100, Internship = 120 direct out of 300
- Opportunity for **INDIRECT hours**: supervision, record keeping, professional development, research, etc.
- Intern tasks **must** be related to counseling activities

Importance of Supervision

- **Purpose:**
 - 1) To protect welfare of clients/students,
 - 2) To facilitate growth of counselor-intern , and
 - 3) To identify, confront and give corrective feedback to the counselor-intern regarding any impairment that would negatively impact on his or her professional functioning.

Importance of Supervision

- **Effective Supervision:**
 - 1) evaluative,
 - 2) continues over time,
 - 3) monitors client/student well-being, and
 - 4) enhances intern functioning

Importance of Supervision

- **Effective Supervisors:**
 - 1) know their role and functions,
 - 2) use a model of supervision,
 - 3) are aware of legal/ethical aspects, and
 - 4) are skilled at developing a supervisory relationship.

The Role of the Supervisor

- **Supervision is a professional practice;** governed by guidelines, professional competence, ethical considerations, and appropriate boundaries.
- May serve as a: teacher, mentor, consultant, counselor, sounding board, advisor, administrator, evaluator, recorder an documenter, and empowerer
- **Supervisor Responsibilities** are outlined on **page 5** of the Supervisor’s Manual, including items such as an orientation to the site, opportunities to observe and engage in counseling sessions, providing live supervision to student, etc.

The Role of the Supervisor

The supervisor is expected to

- Only operate/supervise within their clinical competence
- Monitor actions & directions of counselor-intern; have thorough awareness of intern's cases and activities
- Provide **ongoing** feedback and evaluation
- Be knowledgeable of counseling theory and practice
- Be aware of legal and ethical guidelines of the profession, and model these guidelines for interns
- Educate intern on critical issues, as needed
- Inform University supervisor **immediately** of problems or concerns with intern performance.

The Supervisory Relationship

A healthy, productive supervisor/intern relationship is the **foundation** of effective supervision.

- Treat one another with respect, openness & honesty
- Develop mutual trust
- Listen for both spoken and unspoken concerns, including fears, struggles, self-doubt, hopes & goals.
- Be available, and fully present, for supervision on a regular basis. Minimize distractions during supervision.
- Establish clear boundaries of the supervisory relationship
- Seek consultation on the supervisory process when needed

The Supervisory Relationship

Tips to enhance the supervisory relationship:

- Provide a valuable, meaningful experience for the intern
- Help interns be aware of transference and counter-transference issues
- Encourage self-disclosure; be empathetic
- Avoid ‘problem solving’ for intern; challenge interns to personally reflect and think critically
- Be aware of, and discuss with intern, any
 - Professional differences
 - Cultural differences
 - Issues pertaining to balance of power

The Supervisory Process

The supervisory process is outlined on **Page 7** of the Supervisor's Manual. Concepts include:

- **Three person system:** including the dynamics between the supervisor, intern, and client/student
- **Two person system :** including dynamics between the supervisor and intern
- **Supervisee variance:** Intern's competence, anxiety, transference, etc.
- **Supervisor variance:** Supervisor's counter-transference, reactions to intern, personality, etc. impact relationship; be aware of need to terminate supervision

Supervision Formats

Supervision formats are outlined on **Page 10** of the Supervisors Manual. Main concepts include:

- **Individual Supervision:** supervisor and intern meet face to face to discuss relevant cases/concerns
- **Group Supervision:** supervisor and 3 or more interns meet, interact, learn from each other, as well as supervisor; also be known as peer supervision
- **Triadic Supervision:** supervisor and two interns meet; supervisor delivers supervision simultaneously

Methods and Models of Supervision

Methods (pg. 10) may include: **Models (pg. 11)** may include:

- Case consultation
- Co-therapy
- Live/Direct observation
- Video/tape recording
- Role-play and role-reversal
- Modeling and demonstration
- Homework
- Process notes; process recordings
- Developmental
- Systems approach
- Psychotherapy-based
- Psychodynamic-based
- Patient-centered supervision
- Supervisee-centered supervision
- Feminist
- Cognitive Behavioral
- Person Centered

Legal & Ethical Issues in Supervision

- Outlined on **Page 8** of the **Review Ethical Codes**
- Supervisor's Manual
 - **ACA Ethical Code:** Section F, Supervision Training, Teaching
 - **ASCA Ethical Code:** Section F.3. Supervision of Practicum & Internship Experiences
 - **AMHCA Ethical Code:** Section IV. Commitment to Students, Supervisees & Employee Relationships
- Supervisor must be aware of and follow all legal guidelines of profession
- Be aware of district or agency policies, in addition to state law
- Communicate legal and ethical issues to intern
- Know ethical codes

Legal Issues in Supervision

Brief description of common legal principles:

- **Standard of care:** normative or expected professional practice
- **Statutory Liability:** written standards & penalties in the law
- **Negligence:** failing to observe standard of care
- **Negligent Liability:** failing to provide a standard of care
- **Vicarious Liability:** responsible for others based on authority
- **Direct Liability:** being responsible for own actions
- **Privileged Communication:** confidential communications
- **Duty to Protect:** obligation to protect a client in danger
- **Duty to Report:** obligation to report abuse in a timely manner

Challenges in Supervision

Culturally Competent Supervision (pg. 15) requires:

- Awareness of self
- Awareness of others, and
- Use of culturally specific intervention

Explore multicultural dynamics with intern

- Assist interns in developing cultural selfawareness
- Accept limits as a supervisor
- Model cultural sensitivity
- Educate intern on culturally appropriate interventions
- Practice and promote culturally appropriate interventions

Challenges in Supervision

Personal Values

- Guard against imposing your own values, beliefs, and attitudes in supervision
- Assist interns to avoid imposing their own values, beliefs and attitudes in supervision and counseling.
- Work on understanding **your** own values, beliefs, and attitudes and how they impact the supervisory or counseling relationship.
- Help interns understand **their** own values, beliefs, and attitudes and how they impact the supervisory or counseling relationship.
- Talk openly about values; initiate and invite discussion regarding intern's values

Challenges in Supervision

Evaluation of the Intern (pg.

14) Goals of evaluation:

1. promote development of intern,
2. protect welfare of client,
3. serve as a gatekeeper of the profession, and
4. foster empowerment in intern

Evaluation is most effective when it is:

1. Discussed at the beginning of the relationship
2. Planned and organized
3. Honest and objective, including strengths and weaknesses
4. Formative (ongoing) and summative (endpoint)

Additional Resources

St. John's Resources

- University and Professional Resources (**pg. 16**)
- Program contact information (**pg. 17**)

Supervision Resources

- Association for Counselor Education & Supervision (ACES) www.acesonline.net

North Atlantic Region

ACES www.naraces.org

Approved Clinical Supervisor (ACS) Training

www.cce-global.org/ACS

Slideshow Resources:

Bernard, J.M. & Goodyear, R.K. (1998, 2009).

Foundations of Clinical Supervision.

Boston: Allyn & Bacon.

Haynes, C., Corey, G, & Moulton, P. (2003).

Clinical supervision in the helping

professions. Pacific Grove, CA: Brooks/

ColeThompson Learning.

