

Best Practice Strategies for Integrating Interns in Your School Counseling Practice

New York State School Counselor Association, Annual
Conference
Syracuse, NY
November 17, 2017

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New Developments

- In the past ten years many school counseling graduate programs in response to changing standards have increased the number practicum and internship hours requirements.
- Many graduate programs now adhere to CACREP Standards that require a minimum of 700 hours of practicum and internship hours combined.
- This change has resulted in school counseling interns having more unpaid hours to dedicate to schools.
- Interns are able to spend an entire year at a school site learning the roles and functions of professional school counselors.



Purpose of Supervision

- Facilitate supervisee personal and professional development (Borders & Brown, 2005; Perera-Diltz & Mason, 2012)
- Promote counselor competencies, *knowledge and skills* (Borders & Brown, 2005; Perera-Diltz & Mason, 2012)
- Promote accountable counseling services & programs; both a *responsibility & a challenge for professionals* (Borders & Brown, 2005 ; Perera-Diltz & Mason, 2012)
- Provide opportunities in learning about the school environment; *vital for leading to effective school counseling services* (Lazovsky & Shimoni, 2005 ; Perera-Diltz & Mason, 2012)
- Safeguarding clients/students as well as promoting trainee development
- Serve as a gatekeeper to the profession (Lazovsky & Shimoni, 2005)

Best Practice Considerations

Understanding the Role of Gatekeeper

- School counselors who agree to supervise interns will need to consider their role as *gatekeepers* of the profession.
- This function involves recognizing that they are an important part of the process of shaping the experiences of graduates who will enter the school counseling profession.
- The gatekeeping role also allows site supervisors in some instances to determine if the supervisee is suited for the profession.

Defining Supervision

- Supervision is an intensive, interpersonally focused, one-to-one relationship in which one person (the supervisor) is designated to facilitate the development of competence in the other person (the supervisee) (Loganbill, Hardy, & Delworth, 1982, p.4).
- School counseling supervisors should best adapt a mindset that supervision requires specific skills and expertise. It involves the use of theories, models and techniques that can be developed and owned over time.
- Identifying and pursuing professional development opportunities to learn about supervision is important. Grasping the language of supervision will also be important.



The Importance of Experiential Learning

- Develop a clear understanding of the importance of practicum and internship in school counselors training and development.
- Practicum and internship allow graduate students learn and practice the roles and duties of school counselors. Skills of individual counseling, group counseling, crisis counseling, classroom guidance, participation in meeting and workshops are best learned by practicing in schools.
- Site supervisors therefore have the important role of planning for and supervising these important experiences. Important clinical skills such as counseling and case conceptualization are best observed in the field by site supervisors.

Supervisor Requirements for Field Placement

On-site fully or permanently certified school counselor (provisional certifications ineligible for supervision)

Training and Experience in supervision

Have a minimum of a master's degree preferably in counseling, or a related profession

A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled

Have knowledge of the program's expectations, requirements, and evaluation procedures for students

Best Practice Consideration:

Relationship with Graduate Programs

- The decision to take on an intern implies also the establishment of a relationship with a graduate school counseling program.
- There may be expectations for ongoing communication between faculty supervisors/professors and staff directly responsible for coordinating internship placements.
- These individuals are often identified as clinical coordinators. Direct contact through phone and email to address issues related to the intern and the internship experience should be expected.



Additional Supervisor Qualifications

According to CACREP (2016) Standards

1. Site supervisors should have an orientation, consultation, and professional development opportunities that provided by counselor education program faculty to site supervisors.
2. Have a written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.
3. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

Best Practice Considerations:

Theoretical And Conceptual Framework Related To School Counseling Supervision

There are theories and methods counseling supervision

Experience, does not automatically makes a person a good supervisor.

All supervisors have formal and or informal theories of supervision that guide their practice.

There are difference between Clinical Supervision and School Counseling Supervision

Best Practice Considerations:

Theories and Models of Supervision

Developmental
Models of
Supervision

Cognitive-
Behavioral
Supervision

Person-
Centered
Supervision

Feminist Model
of Supervision

Bernard's
Discrimination
Model

Ronnestad and
Skovholt's
Model

Integrative
Models of
Supervision

Systems Model
of Supervision

ACTIVITY

Best Practice Considerations:

Legal, Ethical, and Contractual Considerations

Competence to Supervise

- Universities place interns in schools and these interns receive their on-site supervision from school counselors who have had little or no formal education in supervision.

Confidentiality

- Issues with school-age children present a particular challenge in the process of school counselor supervision.

Boundaries of the Supervisory Relationship

- Avoid dual relationships with clients that could impair their objectivity and professional judgment

Accountability and Liability

- Supervisors should always acquire professional liability insurance for protection against any negligence on the part of the supervisee that may be beyond the supervisor's control

Evaluation

- Counselors who serve as supervisors are often uncomfortable with their evaluative roles because they were trained first in the more nonjudgmental role of counselor

Best Practice Considerations:

Legal, Ethical, and Contractual Resources

- ASCA Ethical Standards
- ACA Code of Ethics
- Relevant State and Federal Laws
- Chancellor's Codes (NYC)
- School District Guidelines
- School Board Guidelines
- School Specific Guidelines



Best Practice Considerations:

The Benefits

- Expansion in school counseling services
- Augmentation of the burden high caseloads
- Infusion of new ideas from graduate students
- Supports students and families who receive services from
- Support graduate students development
- Support mission and vision of graduate school counseling
- Supports mission and vision of school counseling programs



Best Practice Considerations:

Determine Beliefs and Philosophy

1. Begin the process by thinking carefully about your beliefs and philosophy about supervision and school counselor training.
2. Explore your own graduate school experiences especially those related to being supervised. Consider roles, responsibilities, feelings and thought related to supervision.
3. Out of this process should emerge ideas related the various benefits and uses of supervision for all parties concerned. From this process also emerge ideas about constitutes an ideal supervisor, supervisee or supervision site.



Best Practice Consideration

Carefully Consider Contractual Obligations

- Internships more often involves
 - A contractual relationship between graduate school counseling programs, graduate students and school site supervisors.
 - Interns obtaining insurance coverage or other security clearances from the specific boards/department of education. Contracts often outline roles and responsibilities of all parties involved in the process.
- These contracts specify a time period within which specific numbers of hours and, or tasks should a completed.
- Care must be taken in reading and signing these documents.



Best Practice Consideration:

Planning, Intentionality, Collaboration and Consultation

- Planning is a critical part of the process.
- The planning, implementation and all other phase of the program should be characterized by intentionality, collaboration and inclusion.
- There should be a careful consideration of all major stakeholders to be included in the process.
- A data driven school counseling program may seek to gather information related, the needs of the students, families and the school in general.

Best Practice Consideration

Planning, Intentionality, Collaboration and Consultation

Other important planning questions are:

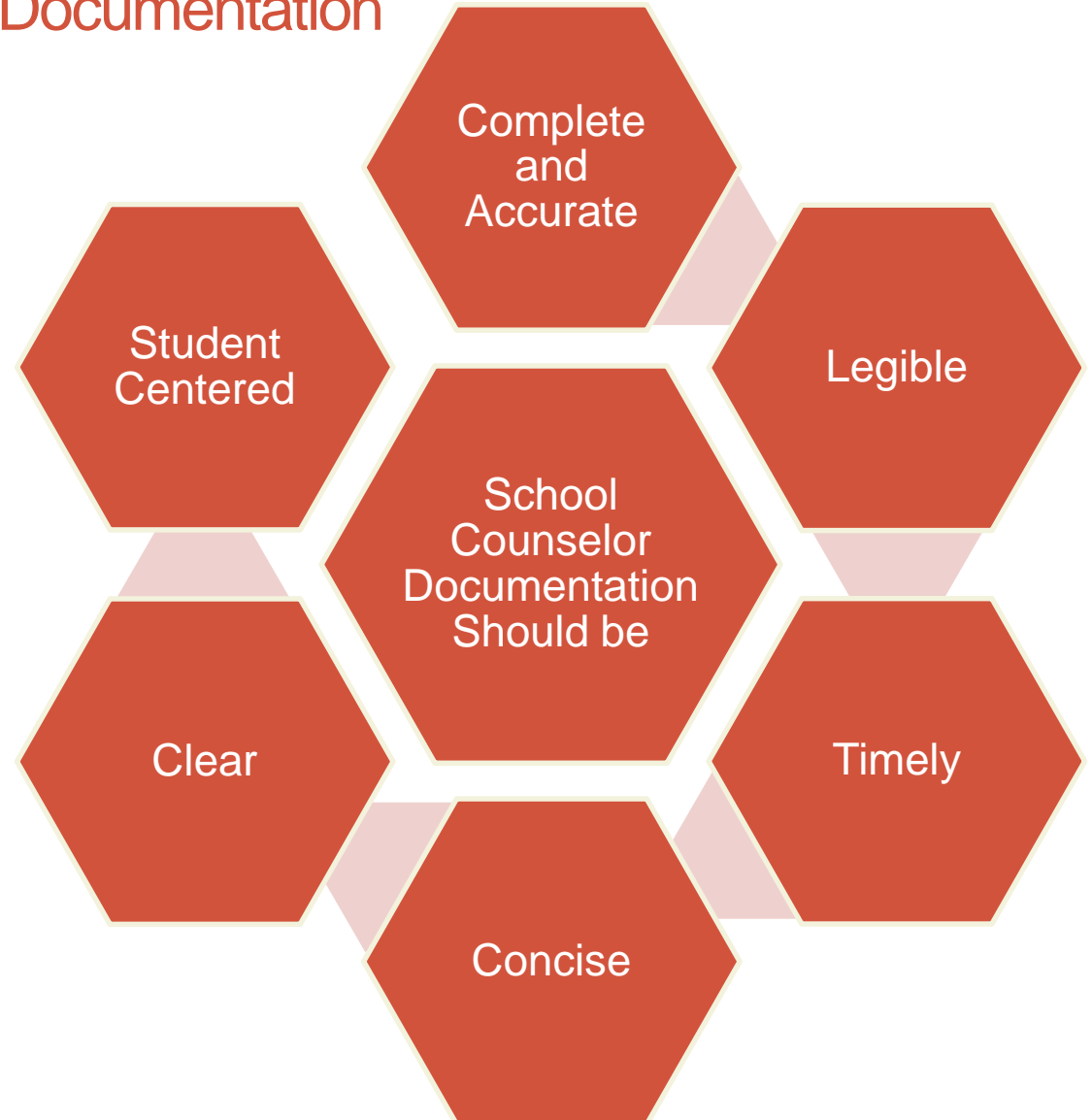
- How suitable is the school for hosting interns?
- The history of the school in hosting interns?
- What kind of interns would the school want? How many?
- How does the school counseling program recruit interns?
- How and who will interns be supervised?
- What task will interns perform?
- Are interns being recruited for specific programs?
- How will students, families, the school counseling program, the school community and interns themselves benefit from the program?
- What will be the relationship between the school site supervisor and the graduate school counseling program?
- What document sources will inform the process: contracts, syllabi, school board regulations, liability insurance etc.



Best Practice Considerations

The Importance of Documentation

- Site supervisors as a part of their supervisory role will be expected to
 - Document or sign off on internship hours completed by supervisee
 - Complete supervisee evaluations
 - Review interns notes
 - Contribute to the overall grade a supervisee receives at the end of the semester among other things.
- Documentation may be paper based and or online
- Close attention to the documentation requirements and deadlines that are often associated with these will be important for site supervisors.



Best Practice Considerations

Self-Care Strategies

- Our ability as human beings to function effectively in the world while meeting the multiple challenges of daily life with a sense of energy, vitality, and confidence.

Physical

Emotional

Intellectual

Spiritual

Best Practice Considerations

Stress Prevention and Intervention Through Self-care



Best Practice Considerations

Stress Prevention and Intervention Through Self-care



Best Practice Considerations

Important Aspects of the Supervisory Process

- Potential site supervisor should consider important parts of the process from the perspective of the school and the interns.
- This may include contacting graduate programs, responding to requests for internships, recruitment and interviewing of candidates, orientation and training of interns, administration and clinical supervision of interns.
- The process may also involve a plan to inform teachers, administrators, school personnel and parents of the presence of interns and their roles and duties.



The Language of Supervision

Key Terms

Supervisee/supervisor

Live supervision

Indirect supervision

Individual supervision

Faculty supervisor

Triadic supervision

Group supervision

Gatekeeping

Systems supervision

Multicultural
supervision

Indirect/direct hours

Informed consent

Audio-recording/
audiovisual recording

Counseling session
transcription

Shadowing

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