These puzzles represent expressions we use. Solve them by carefully noticing the positions of the words and pictures. Are they under, over, mixed-up, inside, or of a certain size?

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<tr>
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Post lunch fun...
NAADAC NORTHWEST 2019

Kenneth L. Roberts, MPS, LPCC, LADC
Chief Clinical Officer
Monique Bourgeois, MPNA, LADC
Chief Community Relations Officer
This session will emphasize how employing evidence-based supervision strategies with clear structure, direction and expectations benefits clinicians, agencies, clients and field as a whole.
Housekeeping

- Please silence all electronics
- Questions
- Handouts
- Copies of Presentation
- Emails:
  ken.roberts@nuway.org
  Monique.bourgeois@nuway.org
“Before coming here today, I was discussing this talk with my wife. She said, “Don’t try to be too charming, too witty or too intellectual- just be yourself!”
LEARNING FOCUS

• Practicum is a critical component in the professional development process.
• It is also often an overlooked aspect in how organizations deliver services.
• Supervision provides the foundation for student training- it solidifies newly acquired skills, provides valuable feedback, identifies strengths/areas for growth and provides a forum for learning to become a competent professional.
LEARNING FOCUS

- The time following licensure is also critical in the professional development process.
- It too is an even more overlooked aspect in how organizations deliver services.
- Ongoing **clinical** supervision provides the foundation for development and retention of quality long term team members AND supports best outcomes for those being served.
Objectives

- Participants will learn skills for training staff in practicum support: providing competent supervision and strong support and training to agency staff
- Participants will be able to identify 3 strategies for internship integration into service delivery models: placement of students according to their skills and goals, specific tasks assigned to students, activities students learn in a supported environment
- Participants will be able to identify and differentiate developmental, integrated and orientation specific models of clinical supervision
The convergence of a national substance use crisis and substantive legislation to increase care access make the Behavioral Health field...
WORKFORCE CONCERNS

...one of the fastest growing workforces in the country
This positive future is undercut by a severe deficit in current workforce and inadequate commitment to quality development.
WORKFORCE CONCERNS

In this atmosphere, it is incumbent upon industry providers to identify and cultivate long term strategies for developing future professionals in support of best client care.
PERSPECTIVES

AGENCY:
• Culture
• Strategy
• Staff

SUPERVISOR
• Systems
• Training/evaluating
• Integration

INTERN
• Experience
• Growth
• Transition to professional
Humor

Themes *NOT* to perpetuate at your agency...!

Best of luck on your internship here and on getting me a coffee right now.
The Practicum Puzzle

- Agency
- School
- Student
- Field

Complex issues can create confusion...
Internship/Practicum

Why is training important?

– Agency: Expands skills of professionals, increases flow of employable clinicians; supports client experience.
– School: Provides educational requirements for licensure; develops theory towards applied learning.
– Student: Fulfills educational requirements for licensure, student can practice and build skills
– Field: Gains competent professionals to carry the work forward; supports client outcomes.
Putting It Together...

Requires:
• Commitment
• Planning
• Collaboration
• Ongoing evaluation
Agency & School

- Campus presence
- Reliable contact(s)
- Communication
- Knowledge of learning contracts
Agency & Student

• Appropriate placement
• Clinical supervision
• Quality environment
• Reciprocal learning (fresh eyes!)
Benefitting the Field

- Training quality clinicians
- Promoting Best Practices
- Building the workforce
- Serving more clients in need
COMMITMENT

LEADERSHIP VISION

AGENCY CULTURE

COMMITMENT:
DANCE LIKE EVERYONE IS WATCHING AND SHOW THEM HOW IT’S DONE.

WWW.BREAKTHEFRAME.COM
Humor

Themes *NOT* to perpetuate at your agency...!
PLANNING

CRITICAL THINKING

IMPLEMENTATION

Vision → Mission → Action Plan → Goals → Strategy

[Image of a maze with a person drawing a path through it]
COLLABORATION

CLINICAL TEAM

ACADEMIC PARTNERS
ONGOING EVALUATION

MEASUREMENT

APPLICATION
ONGOING EVALUATION

Developing Performance (1-2)
Students performing within this range require further development and support to meet the performance expectations with respect to output, quality standards, delivery of goals and/or assignments.

Good Performance (3-5)
Students performing within this range are meeting and, in some instances, exceeding the performance expectations in respect to output, quality standards, and delivery of goals and/or assignments.

Superior Performance (6-7)
Students performing within this range are consistently exceeding the performance expectations and they should be demonstrating the ability to take on broader responsibilities that would normally be reserved for a staff member working in a regular/permanent role (non-coop).

<table>
<thead>
<tr>
<th>Problem Solving: Ability to analyze problems or procedures, evaluate alternatives, and select best course of action.</th>
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<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>Developing Performance</td>
</tr>
<tr>
<td>• Can make routine decisions but needs ongoing guidance and checking</td>
</tr>
</tbody>
</table>
ONGOING EVALUATION

CLEAR GUIDANCE

LEARNING SUCCESS
Humor

Themes **NOT** to perpetuate at your agency...!
Working Model

Key elements:

- Leadership vision
- Resources
- Agency philosophy
- Staffing
- Training
GETTING IT DONE

KEY INDIVIDUALS

SPECIFIC FOCUS
Preparation

BRACE YOURSELVES

THE INTERNS ARE COMING
INTERNSHIP/PRACTICUM

• First contact-phone call or email
  – Professional, friendly

• Resume/Cover Letter
  – Grammar and spelling
  – Work history demonstrates responsibility
  – Skill sets

• Interview
  – On time
  – Professional presentation
  – Content of answers
  – Well-informed about site
Finding the right fit...

ONE DOES NOT SIMPLY

GET AN INTERNSHIP
Which Student to Hire?

Brett: University of Verndale
* 4.0 GPA
* Experience in the field - works as a case manager
* Computer savvy, has experience in Procentive
* Interview: slightly arrogant, bristled at feedback, mostly discussed his needs from the site

Trista: Wadena State
* 3.2 GPA
* No experience in the field
* No experience with Procentive
* Interview: eager to learn, open, clear idea of how she can contribute and learn at the site
Placement Criteria

- Student values = Site culture
- Readiness
- Skill
- Internal Motivators
- Student Characteristics
INTERN QUALITIES

- Responsible
- Admits Mistakes
- Mature
- Accepts and implements feedback
- Good fit for site culture
- Curious
- Hard Working
INTERN-COUNSELOR MATCHING
Integration

• Service delivery points
  – Levels of accessibility
  – First semester vs. second semester goals

• Appropriate tasks assigned to interns
  – Training versus employment
BE PATIENT...

Training an intern...

Can you repeat the part of the stuff where you said all about the things?

LOLZONLINE.COM
SUPERVISION

Tell me about most difficult supervision experience?

Your best?

Example: “Dismissive supervisee”

https://www.youtube.com/watch?v=gOKWJAvJD4Y
SUPERVISION COMPONENTS

- Credentialed Staff
- Contact with School
- Documentation
- Experience
- Availability to Meet
Necessary Supervisor Qualities

- Lead
- Teaching
- Internship
- Skills
- Mentor
- Expertise
- Knowledge
- Plan
- Help
- Development
- Personal
- Training
- Social
- Goal
- Leadership
Necessary Supervisor Qualities

- Modeling is key
- Client focused
- Good balance between personal and professional life
- Sense of humor
- Interpersonally effective
- Exhibits good self-care
- Takes their role seriously
- Caring, empathetic, fully present
- Invested in development
SUPERVISION

Process

– Initial session
  • Build rapport, review model of supervision, philosophy on clinical work, set expectations, review learning contract, set goals

– Ongoing sessions
  • Model what students should embody in a therapy session, build a strong supervisory relationship
DIFFICULT TOPICS

• Share the most difficult topic you have ever had to address with a supervisee

https://youtu.be/bU6m5UqLx9M

• What made it difficult to address?
FEEDBACK

Let’s Talk
You have a student who starts the semester strong but gradually begins to be absent once a week. The student always informs staff, but the reasons begin to feel flimsy. You cannot count on the student to be there for their scheduled clinical contact and staff working with the student begin to express frustration.
Remember to make sure your feedback is KIND HELPFUL SPECIFIC

Accepting feedback leads to mastery.
The Four “A’s” of Supervision

• David Powell, Ph.D.
• Available: Be there for them
  – Open, receptive, trusting, nonthreatening
• Accessible: Encourage them to talk about feelings, work, clients, etc.
  – Easy to approach and speak openly with
• Able: Advanced level clinician
  – Having real knowledge and skills to teach
• Affable: Be a nice person
  – Pleasant, friendly, reassuring
Duties of a Supervisor
Duties of a Supervisor

• Guide overall professional development
• Oversee clinical work
• Consult to address special problems/urgent situations
• Assess competencies, training needs and interests
• Establish training goals
• Monitor caseload to ensure appropriate number of clients and training goals are being met
• Paperwork
  – Weekly supervision notes
  – Clinical records
UNDERSTANDING GROWTH

The expert in anything was once a beginner.
Models of Supervision

MODELS OF INSTRUCTIONAL SUPERVISION

- Traditional or Clinical Supervision
- Psychotherapy-Based Supervision Models
- Developmental Models of Supervision
- Integrated Development Model
- Supervisee-centered
- Person-Centered
- Patient-centered
- Ronnestad and Skovholt’s Model
Model Offers Clarity & Direction

Good Supervision: Supervisor Perspectives

- Supportive
  - Provide structure
  - Research knowledge

- Interest Ownership

Student Supervisor Relationship
- Shared passion for topic
- Clear expectations
- Positive relationship/group dynamic

‘Good’ Supervision Meetings
- Guidance
- Clarification
- Positive feedback

Meeting Outcomes
- Personal growth
- Skill development
- Student satisfaction
Humor
Themes *NOT* to perpetuate at your agency...!
### Developmental Models of Supervision

Supervision should be individualized based on supervisee development and needs.

<table>
<thead>
<tr>
<th>Beginner Characteristics</th>
<th>Experienced Characteristics</th>
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<tbody>
<tr>
<td>Dependent</td>
<td>More confidence</td>
</tr>
<tr>
<td>Vulnerable</td>
<td>Authentic approach</td>
</tr>
<tr>
<td>Anxious</td>
<td>Know when supervision is necessary</td>
</tr>
<tr>
<td>Fragile self-confidence</td>
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<tr>
<td>Establishing autonomy</td>
<td></td>
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<tr>
<td>Risk-taking</td>
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</tr>
<tr>
<td>Beginner Needs</td>
<td>Experienced Needs</td>
</tr>
<tr>
<td>Directive</td>
<td>Less structure</td>
</tr>
<tr>
<td>Structure</td>
<td>Nondirective</td>
</tr>
<tr>
<td>Support</td>
<td>More focus on theory and counter-transference</td>
</tr>
<tr>
<td>Instruction</td>
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</tbody>
</table>

(Bernard & Goodyear, 2009)
(Falender & Shafranske, 2004)
(Stoltenberg, 1981)
Trainees may fall in any of the four levels depending on their experience in different domains of practice.

- **Level 1**
  - Motivation is high; Supervisee needs structure; High self-focus, but limited self-awareness

- **Level 2**
  - Motivation fluctuates, Functions more independently, Increased empathy with client

- **Level 3**
  - Motivation is consistent; Strong belief in professional development; Can focus on client and on themselves

- **Level 3i**
  - Personalized approach to professional practice
Required Components

- On the job training
- Intervention as needed
- Observation of work
- Supervision-individual and group
- Training/didactic
- Site visits
- Mid-term and final reviews
- Communication with school supervisor
RESOURCES

Time Spent Per Student Per Week

Student A

- Supervision
- Consultation
- Paperwork
Common Supervisory Issues
Common Supervisory Issues

- Infrequent, irregular supervision
- Failure to address issues as they arise
- Treating supervision like individual therapy
- Giving answers too quickly
- Unethical practice
- Not documenting supervision
- Lack of communication with school
- Lack of constructive criticism and growth
Supervisory Issues

- Differing orientation styles, personalities, or worldviews can cause clashes and ruptures
- Laxness in supervision time and structure, conflicting expectations and communications from supervisors, and different therapeutic orientations between the trainee and supervisor
- Issues can be resolved through candid dialogue, change in supervisor style, or switching supervisors
Changes in the Field

LADC

LPCC
LP
LMFT
LICSW
The New Professional

That makes two of us!

I just don't believe in myself
You have a clinician in her first year of practice. She displays a high degree of empathy and has worked exceptionally well with the young women served at your program. In the past few weeks, however, she has frequently fluctuated between extreme anger and sadness when processing client cases involving abuse. She reports employing interventions that involve direct problem solving for clients.
SUPERVISION = RETENTION

MENTORING

DEVELOPMENT

Professional Development Cycle

PLAN

ASSESS

LEARN

DO
SUPERVISION = GROWTH

DEVELOPMENT

PASSION/SKILL

Addiction Counselor
SUPERVISION = OUTCOMES

PASSION/SKILL

POSITIVE CHANGE
RESULTS

• Committing to quality supervision practices improves new clinician development.
• Developed clinicians are better equipped to deliver quality evidence based practices.
• Use of evidence based practices supports best client outcomes.
QUESTIONS?
References


