

WEBVTT

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00:00:03.238 --> 00:00:09.868

Trying to provide you this and I'm just confusing myself with the 2 different screens. So.

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00:00:10.403 --> 00:00:24.803

I am Stephanie Robinson. I'm an assistant professor in the Department of counseling, and specifically I am in the clinical mental health counseling program.

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00:00:24.833 --> 00:00:27.594

Um, I am also the liaison.

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So,

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00:00:27.954 --> 00:00:29.783

part of what we're going to be talking about today is some,

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00:00:30.114 --> 00:00:32.363

some information around site,

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super vision of clinical,

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mental health counseling students that's gonna be sort of,

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the meat of this but we're also just going to talk on supervision about supervision and gatekeeping in general.

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00:00:44.334 --> 00:00:56.814

So, I hope to have sort of an open dialogue at different points. And maybe here are some of you all's various experiences as site supervisors, and just supervisors in general.

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00:00:59.274 --> 00:01:11.875

So, let's get into the agenda then. Okay, so this, we're going to talk about, we're going to talk about supervision. We're going to talk about gatekeeping. Obviously, just a refresher or review of these 2 concepts.

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00:01:11.905 --> 00:01:22.795

I find to be always really helpful, and maybe sets the stage nicely when we get into discussing those requirements and really.

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00:01:23.875 --> 00:01:36.144

Supporting why they are so important why is why does dictate that these sort of parameters be in place for supervising counseling students? Well, you'll find that it tends to lend.

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00:01:36.534 --> 00:01:43.284

It tends to go back to supervision and gatekeeping as a concept in our field and just just in general. So.

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00:01:43.980 --> 00:01:47.250

That's what we're going to talk about and again, at the end, I hope to.

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You know, really sort of, um, if you have any questions, um, we can process those. I'm sorry I'm not monitoring this chat now.

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00:01:54.655 --> 00:02:03.504

I'm like, okay, so, um, we can, we can process any questions, discuss any comments and if you have feedback, I would love to hear it.

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00:02:03.864 --> 00:02:12.474

So, this is taken straight from the ACA, code of ethics and I just think it sums up what a counselor supervisor is.

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00:02:12.745 --> 00:02:27.625

And what their roles and responsibilities are, and how we as supervisors are to engage per hour code of ethics. And, um, I just think that sums it up nicely.

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00:02:27.655 --> 00:02:30.805

So, so I've taken it directly directly from.

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00:02:31.525 --> 00:02:40.884

Section efforts that little introduction before the various sub sections, and just in a nutshell councilors supervisors, trainers and educators.

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So this whole sort of lumped all of the components that we may the roles and components that we may oversee.

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00:02:49.409 --> 00:02:56.340

Into this 1 section here we aspire to foster meaningful and respectful professional relationships.

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00:02:56.965 --> 00:03:03.685

And to maintain appropriate boundaries with supervisors and students in both face to face and electronic formats,

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00:03:04.375 --> 00:03:07.104

theoretical and pedagogical foundations for our work,

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00:03:07.104 --> 00:03:08.814

we have knowledge of supervision models,

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00:03:08.844 --> 00:03:09.564

aim to be fair,

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00:03:09.564 --> 00:03:13.735

accurate and honest in our assessments of counselor students and supervisors.

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00:03:13.735 --> 00:03:21.685

So, obviously, I know you all could have read that and have read it probably about a 1Million times. But I wanted to dissect this here if we can just for a 2nd.

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00:03:21.925 --> 00:03:36.025

So, if we look at that foster meaningful and respectful professional relationships, that is a really, really, really important few phrases or few words right? There it's a professional relationship. We'll talk about that here in a little bit.

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00:03:36.145 --> 00:03:43.104

It's not just any old regular relationship. There are parameters and boundaries around it. It is respectful.

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00:03:43.104 --> 00:03:57.264

It is 1 of, of, of mutuality and reciprocity and feedback and and understanding and really meeting our supervisee where they are in a variety of different ways.

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And we'll talk about that again as we sort of continue. I mean, it's meaningful just like, we have intentional sessions with our clients.

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00:04:07.854 --> 00:04:13.284

We have intentional and meaningful supervision sessions with our supervisors.

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00:04:13.740 --> 00:04:24.420

We may we maintain appropriate boundaries again, going back to the parameters defined by this professional relationship. There are some aspects of.

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00:04:24.745 --> 00:04:30.024

Of a supervisory relationship that we have with supervisors that are inappropriate,

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00:04:30.024 --> 00:04:37.225

and it's our our ethical mandate and responsibility to navigate these and that sort of boundary setting,

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00:04:37.314 --> 00:04:40.254

professional way and really modeling what that looks like.

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00:04:40.254 --> 00:04:53.574

So they can go forth and and have these professional relationships with other colleagues and then eventually being supervisors themselves this is really interesting and I'll touch on this in a couple of points in as we continue through this sentence.

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I'll touch on this in a couple of points during this presentation, but this concept, this philosophy extends in both face to face and electronic formats.

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00:05:04.915 --> 00:05:11.305

Pandemic has done a lot and 1 of the things that it has done for counselors and counseling field is sort of.

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00:05:13.588 --> 00:05:21.689

Hyper catapulted us into accepting and figuring out ways of navigating providing these different services.

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00:05:21.689 --> 00:05:26.218

Via electronic formats, and so 1 thing that, um.

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00:05:26.574 --> 00:05:26.754

Hey,

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00:05:26.754 --> 00:05:41.723

Chris has done has is figuring out ways to navigate sessions and supervision over electronic formats that still meets requirements and standards and I'm not going to touch too much

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00:05:41.723 --> 00:05:42.233

about that.

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00:05:42.233 --> 00:05:46.644

Because we don't really have that finalized yet fully.

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00:05:47.213 --> 00:05:48.413

We're still getting guidance from,

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00:05:48.863 --> 00:05:55.973

but I will discuss it a few points where this is relevant to your work as a supervisor,

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00:05:56.184 --> 00:05:56.543

clinical,

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00:05:56.543 --> 00:05:57.713

mental counseling students,

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00:05:57.744 --> 00:06:02.814

or of any professional licensed or provisionally licensed counselor.

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00:06:03.774 --> 00:06:17.274

It's imperative that counselors supervisors are not just well, I've been doing counseling for several years, so I am skilled and qualified to be a supervisor. That's not accurate. Does it say that's accurate? And really?

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00:06:17.274 --> 00:06:30.954

Our profession does not say that that's accurate. It's important that we are trained that we have supervision models in theories to backup, what we're saying, and why we're doing it again, going back to intentionality.

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00:06:31.223 --> 00:06:37.884

That there's really meaning behind our interactions with our supervisors. We're doing.

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00:06:38.184 --> 00:06:46.494

We're suggesting we're consulting in a way that we can back up and support by solid research.

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00:06:46.769 --> 00:06:59.543

Uh, and in theory, um, and so you can see that it's important that we have had the foundation and knowledge of these different models and techniques. And, of course, that we're assessing students in supervisors in a way.

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That is fair and honest,

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00:07:02.663 --> 00:07:04.343

and hopefully,

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00:07:04.343 --> 00:07:04.733

you know,

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00:07:04.764 --> 00:07:06.713

without without judgment,

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similarly,

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00:07:07.314 --> 00:07:09.444

to how we meet our clients and really,

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00:07:09.444 --> 00:07:09.834

really,

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00:07:09.834 --> 00:07:10.194

really,

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00:07:10.194 --> 00:07:10.884

truthfully,

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00:07:11.184 --> 00:07:11.903

um,

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00:07:11.934 --> 00:07:20.033

honoring and staying consistent with those fundamental values and belief systems that we hold as professional counselors.

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00:07:20.033 --> 00:07:26.634

So, again, going back to what that very 1st, page of the ACA code, the code of ethics, and looking at concepts like fidelity.

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00:07:27.413 --> 00:07:41.843

Um, okay, now that I have completely dissected and given you all sort of a, an autopsy if you will of this 1 section and just these, these few sentences let's kind of jump into, um.

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00:07:42.774 --> 00:07:49.283

What is our, what is our role? What's our responsibility? What does section f, actually say about supervision?

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Of course,

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a lot of this is going to be potentially just a review of what you already know if you do have training in supervision,

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00:07:57.894 --> 00:07:58.853

you're already going to know this,

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00:07:58.853 --> 00:08:03.204

that a refresher is great and relevant and important to,

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00:08:03.233 --> 00:08:04.314

to sort of discuss.

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So supervision, and that's nutshell is this traumatic relationship. It's a relationship between a supervisor supervisor and of course, the clients of that supervisee and so being a supervisor.

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00:08:18.088 --> 00:08:28.288

You take on some ancillary or vicarious sort of, um, liability of the clients that your supervisor.

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00:08:28.288 --> 00:08:39.239

Is working with this is not a, a supervisor into entering into a relationship with a supervisee is not 1 to be taken lightly. I think it's really important that, um.

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We reflect on the fact that,

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00:08:41.573 --> 00:08:41.964

uh,

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00:08:41.994 --> 00:08:44.604

it's not just it's not just yes,

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00:08:44.604 --> 00:08:49.943

I'll sign off on hours or yes I'll meet with you once a week or unfortunately,

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00:08:49.943 --> 00:08:54.953

as I have seen and probably many of you have seen in in your professional experiences.

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00:08:55.253 --> 00:09:07.403

Sure. I'll take on 10 supervisors, so I can collect X number of dollars a month. And, um, that's unfortunately some of the, the more unfortunate stories that I know. I've heard.

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And again, I'm sure some of you all have heard the parameters of this tragic relationship must be defined by a supervision contract. I highlighted this because what I find often is that as.

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00:09:21.839 --> 00:09:26.278

We as professional counselors, and especially those trained in supervision.

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00:09:26.278 --> 00:09:29.698

Sort of go on in our career in our field and.

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00:09:30.173 --> 00:09:36.384

Some of the things that we know we are supposed to do we forget to do or we forget to continue to do.

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00:09:37.464 --> 00:09:52.134

And whether you are supervising clinical, mental health, counseling students or clinical mental health counseling associate yeah. Associate level clinical mental health counselors. Sorry, I send that backwards. This supervision contract is imperative.

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It is a document between the supervisor and the supervisee that spells out and outlines what those parameters of our relationship are, how we're going to proceed in this relationship for the next 2+years.

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And what are what's the philosophy? What's my theory? How do you get in touch with me? What are you doing the instance of emerge in the case of emergencies whether it's your emergency or a client's emergency.

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00:10:20.278 --> 00:10:28.193

This is important and I find that all too often, we may sort of let go of using the supervision contract.

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And rather,

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00:10:29.394 --> 00:10:32.693

especially as it relates to supervising counseling students,

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00:10:32.964 --> 00:10:34.163

we rely on the,

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00:10:34.193 --> 00:10:36.923

maybe the site contract or university contract,

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00:10:37.254 --> 00:10:44.813

but remembering that we all have our own independent license and we all have our own professional liability insurance.

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00:10:44.813 --> 00:10:45.203

And so,

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without these sort of parameters are we putting ourselves in a little bit of risk without having these parameters defined I can share from my,

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00:10:54.293 --> 00:11:05.693

from my myself there's not a situation I don't enter into with a supervisor be at a student or an associate level counselor without having a supervision contract in place,

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00:11:05.844 --> 00:11:06.504

I sign it.

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00:11:06.533 --> 00:11:10.734

The supervisor signs it and it and it is, is that.

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00:11:11.543 --> 00:11:24.323

Agreement between myself and the supervisee, everything else is still at play, but this contract is is really defining the parameters of that relationship and it's also important that in order to.

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And again, we sort of discuss this just a 2nd ago in order to enter into this really important and meaningful relationship.

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You need to be trained and competent in those methods and techniques.

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00:11:36.594 --> 00:11:50.634

You need theory, you need supervision, the various supervision, models and methods and how are you doing this and what are you relying on and again just going back to that intentionality piece supervision needs to evolve.

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00:11:51.234 --> 00:12:03.203

What this means is the this is sort of a developmental trajectory, right? As your supervisor becomes more competent, the less direction and oversight is needed from the supervisor.

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00:12:03.653 --> 00:12:07.403

How does this look for clinical mental health counseling students?

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00:12:07.703 --> 00:12:21.173

Practicum students need a whole heck of a lot more guidance and direction, and maybe even a bit more prescriptive direction at times and less processing types of supervision.

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Then let's say your internship to student similarly on the opposite side when we're talking about associate level counselors.

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00:12:31.823 --> 00:12:34.734

The closer your supervisor gets to licensure,

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00:12:34.823 --> 00:12:48.323

the less direction oversight they should need from the supervisor so again it's evolving and it should be on a continuous trajectory it's evaluating and hierarchical.

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00:12:48.323 --> 00:12:54.024

So, what what do we mean, here it is imperative and this is a again, an ethical mandate.

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00:12:54.239 --> 00:13:07.798

That those parameters are spelled out that there is a supervisory role that a supervisor assumes. And with that means that there are some, um.

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00:13:08.818 --> 00:13:17.068

Evaluations that are required and those evaluations aren't necessarily in in certain circumstances, always positive and that the.

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00:13:17.573 --> 00:13:28.673

supervisee needs to know that because of our role and position as a supervisor it is our job and duty to make these evaluated determinations.

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00:13:29.183 --> 00:13:33.833

And that may mean that we have to intervene on their.

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00:13:34.078 --> 00:13:40.288

Clients or their client work sometimes, because they may not be sort of, um.

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00:13:40.288 --> 00:13:48.293

Um, you know, they may need some, they may need some assistance. They may ask us for assistance or a situation.

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00:13:48.293 --> 00:13:59.874

They may present itself where the supervisor doesn't necessarily is it handling a situation appropriately and, and we may need to intervene of course, as a, um.

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00:14:00.474 --> 00:14:12.114

As a supervisor of as a site supervisor for a clinical mental health counseling student universities, supervisors, rely on you to intervene in these instances.

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00:14:12.354 --> 00:14:19.823

And we, you know, we recognize that this is ultimately your client list and and your agency and your site. And so.

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00:14:20.094 --> 00:14:31.943

So we would defer to you, obviously, in those instances, 1st and supervision has 2 components to it, there's a clinical component. And that means it's the therapeutic work that the supervisee does with the client.

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00:14:32.844 --> 00:14:33.504

And that's,

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00:14:33.803 --> 00:14:48.533

that's where there's really great rich processing conversations can can can exist around conceptualizing a client conceptualizing presenting issues working through a diagnosis all

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00:14:48.533 --> 00:14:50.754

those sort of really interesting things that,

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00:14:50.783 --> 00:14:53.903

that we all tend to generally enjoy.

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00:14:53.903 --> 00:14:56.693

If we're, we're councilors and we're practicing.

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00:14:58.224 --> 00:15:05.783

And these roles are defined by professional organizations, so I'm not sure why I have a random comma there, but ACA crap.

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00:15:05.783 --> 00:15:14.903

And then, of course, the state board dictates and and sort of has parameters around these in terms of students.

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So, clinical mental health counseling students, of course, that biggest guide or that biggest professional organization that is dictating these roles is going to be.

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00:15:24.653 --> 00:15:33.234

Of course now as a university, our hope is and I think you and just putting a little plug in here. I think we do this very well.

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00:15:33.234 --> 00:15:47.604

Our hope is, is that by relying on and setting parameters that are consistent with, and even maybe going above and beyond those parameters as a program that we are satisfying? Of course, what our.

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00:15:48.028 --> 00:15:54.839

Students will inevitably be following, um, and, um.

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00:15:54.839 --> 00:16:06.749

Using as a guide as an associate level counselor, and that's relying on the state board and ACA, professional counseling organizations and those types of of parameters.

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00:16:06.749 --> 00:16:18.808

Then there's also an administrative piece to this and what does that mean? So, as a supervisor of clinical mental health counseling students, you're asked to approve time sheets.

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00:16:19.014 --> 00:16:22.344

Every week you're asked to improve time sheets,

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00:16:22.374 --> 00:16:36.683

you're asked to assess and evaluate the students who you are supervising you are asked to make sure that the office space is appropriate for not only just counseling,

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00:16:36.683 --> 00:16:38.153

but having an intern.

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00:16:39.083 --> 00:16:52.614

And so there's that administrative piece to handling. I'm sick I can't come in what do you do in that instance? And so that's the sort of in a nutshell, the 2 pieces of of your work, as, as a supervisor.

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00:16:53.724 --> 00:17:01.583

Of course, we can go on and on about just the concept of supervision, and we can go on and on about the concept of of gatekeeping, which we'll touch on here in a minute.

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00:17:02.094 --> 00:17:02.303

But,

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00:17:02.303 --> 00:17:02.604

again,

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00:17:02.604 --> 00:17:17.213

I wanted to make sure that for this for this presentation that we really sort of focused on what's required of supervisors who are filling that role for counseling

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00:17:17.213 --> 00:17:18.084

students.

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00:17:19.288 --> 00:17:25.709

Okay, let's take a little sort of deeper dive into those responsibilities. Um, you know.

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00:17:25.709 --> 00:17:36.449

The 1st hour 1st and foremost responsibility is, of course, to protect our clients, the welfare of the clients, we need to make sure that our supervisors are never.

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00:17:36.449 --> 00:17:43.554

Putting, um, or, you know, any client in in harm's way, or never doing anything that would harm a client.

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00:17:43.584 --> 00:17:56.874

And so the many layers of supervision that exists for a counseling students are so necessary because counseling students are new. They don't know what they don't know. And so they rely on us.

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00:17:57.058 --> 00:18:09.173

Site supervisors and universities supervisors who have extensive experience and training in this. They rely on us to really help them and oversee their work to ensure that they are that.

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00:18:09.173 --> 00:18:19.403

The clients are being protected and that they're being provided with services. That really are meeting their needs. And, of course, our responsibility is continuously support and promote.

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00:18:19.679 --> 00:18:32.723

Their development, and we should be engaging with our clinical mental counseling students in a way that continues that developmental trajectory that I was referencing earlier. We should be challenging them.

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00:18:32.963 --> 00:18:35.844

We should be asking questions that.

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00:18:36.354 --> 00:18:42.054

Have them think about why did they ask this question? Why did they implement this technique?

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00:18:42.084 --> 00:18:52.374

Why are they utilizing this theoretical approach and really sort of giving them the space to hone their theoretical orientation?

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00:18:52.374 --> 00:18:57.144

And the techniques that they use that are consistent with their theory,

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00:18:57.834 --> 00:18:59.394

and really how to develop,

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00:18:59.423 --> 00:19:01.943

we're also challenging them just in disposition,

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00:19:02.213 --> 00:19:03.864

how to be a professional counselor,

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00:19:03.864 --> 00:19:10.884

how to be a professional individual and so by supporting and promoting this developmental trajectory.

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00:19:11.243 --> 00:19:20.453

You know, we're, we're, we're hopefully supporting that evolution of supervision that we talked about earlier. Sorry I talk a lot with my hands. I hope it's not super distracting.

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00:19:20.759 --> 00:19:32.969

And, of course, it's our responsibility to evaluate and monitor these skills as dispositional and clinical skills. Like I mentioned and that really, really, really, um, is.

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00:19:32.969 --> 00:19:37.019

Super important for counseling students, because we ask you to do this.

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00:19:37.019 --> 00:19:44.068

A lot we ask you to fill out evaluations often on your your, um.

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00:19:44.068 --> 00:19:46.554

Students that you're working with at your site.

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00:19:46.943 --> 00:19:59.304

Um, and this is just so we can again, sort of have various points where we are monitoring these various skill levels that that need to be and should be evolving in a way.

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00:19:59.304 --> 00:20:14.094

That is is developmentally appropriate. Supervisors need to be cognizant, and aware of the role that sort of culture and diversity place in our relationship with our counseling students.

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00:20:14.394 --> 00:20:20.453

Um, just as we should be doing this with our clients, we should be doing this with our supervisors as well.

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00:20:20.784 --> 00:20:29.993

Um, it's important that we are mindful of those differences and not assume and, and not assume that our.

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00:20:30.298 --> 00:20:34.739

Lens or our perspective should be the guiding.

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00:20:34.739 --> 00:20:43.378

View of that relationship or how that relationship needs to proceed. It's important that again, just like we do with our clients that that we consider.

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00:20:43.378 --> 00:20:46.858

Our supervisors, um.

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00:20:46.858 --> 00:20:58.528

Diverse self, and that that is a piece of them in the relationship with us as a supervisor and it's a piece of them in that relationship with that client and that we are really respectful of that.

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00:20:59.094 --> 00:21:07.374

And that were really, really, really, really competent in, in delivering the supervision in this, this culturally appropriate way.

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00:21:07.854 --> 00:21:18.294

Um, and we're advocates, we're advocates for our supervisee and we hope that we will empower them. We're advocates for, you know.

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00:21:20.038 --> 00:21:20.969

Um,

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00:21:20.993 --> 00:21:26.003

just a variety of different things as as students getting more hours,

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00:21:26.034 --> 00:21:26.273

um,

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00:21:26.304 --> 00:21:28.884

working with more difficult clients,

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00:21:28.884 --> 00:21:31.403

feeling ready to work with more difficult clients,

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00:21:31.433 --> 00:21:31.794

um,

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00:21:31.824 --> 00:21:33.503

advocating for,

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00:21:33.834 --> 00:21:34.163

um,

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00:21:34.193 --> 00:21:36.983

maybe in consultation with other professionals.

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00:21:36.983 --> 00:21:45.653

Let's say you need to advocate and help, uh, support a student in reaching out to a psychiatrist to get records. And maybe that's been difficult.

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00:21:46.374 --> 00:21:53.213

You know, we need to help and support in, in, in that piece of their development as a professional counselor as well.

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00:21:54.054 --> 00:22:06.804

And, of course, it's your responsibility to continuously maintain that solid foundation in supervision methods and techniques. And again, this whole piece, right here is a whole separate.

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00:22:07.223 --> 00:22:22.104

This is a whole separate course if you, if you took this in graduate school or or an adult program or something. But there are a variety of different models and theories for supervision. And I've just kind of name the biggies here.

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00:22:22.104 --> 00:22:27.773

And within those big user, of course, some, some sub models or or what have you.

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00:22:27.773 --> 00:22:37.433

But it's it's just really important that you our are skilled and that again, you're, you're operating from that intentional space.

192

00:22:38.663 --> 00:22:47.693

And then it's really important to maintain those professional boundaries. And what what do I mean, by that just professional boundaries in general or.

193

00:22:48.028 --> 00:22:55.403

That's a super big concept that can encompass a lot of different pieces but when we look at clinical mental health counseling students,

194

00:22:55.403 --> 00:22:55.824

of course,

195

00:22:55.824 --> 00:22:57.864

these are novice counselors,

196

00:22:58.493 --> 00:23:07.884

counseling students who who are really looking for that appropriate model for what a counselor or a professional counselor should look like,

197

00:23:07.884 --> 00:23:10.433

and so it is important that we not,

198

00:23:10.493 --> 00:23:10.973

uh,

199

00:23:11.034 --> 00:23:12.023

establish.

200

00:23:12.269 --> 00:23:16.439

Chinese friendships with our supervisors, um.

201

00:23:16.794 --> 00:23:31.134

It's important that you maybe shouldn't be a site supervisor of a supervisor that you already know some programs don't necessarily have that as a parameter for students looking for sites

202

00:23:32.153 --> 00:23:32.963

and some do.

203

00:23:32.993 --> 00:23:41.784

And I think that it's a really good parameter. Don't don't be supervised at a site by someone that you already have an outside friendship with. I think that's really important.

204

00:23:42.263 --> 00:23:57.203

Um, but even going further than that, uh, we all know that 1 piece of our role as a supervisor is as a counselor, but there's an Asterix there with that that piece of of.

205

00:23:57.479 --> 00:24:04.618

Counseling that we can provide to a supervisor Z needs to stop. As soon as that counseling.

206

00:24:04.618 --> 00:24:17.548

Uh, extends beyond the supervisors work with a client, so we only focus on, um, what personal issues the supervisor is having.

207

00:24:17.963 --> 00:24:26.094

If and up until it is, uh, an impact on the client, um, so that's really our focus.

208

00:24:26.094 --> 00:24:39.384

Our focus is is really to make sure again, going back to that very 1st, bullet point that we're constantly in always monitoring and looking out for the welfare of our client. And if we need to sort of provide a little bit more support for our.

209

00:24:40.013 --> 00:24:42.144

Our student,

210

00:24:42.144 --> 00:24:43.733

our clinical mental counseling student,

211

00:24:44.003 --> 00:24:49.163

then we need to make sure that we are focused on not providing counseling in the traditional sense,

212

00:24:49.163 --> 00:24:53.124

but more so providing counseling in a way that focuses on whether,

213

00:24:53.124 --> 00:24:58.973

or not that student can continue to work with a client or clients.

214

00:25:00.298 --> 00:25:08.189

And I think it's really important that that Asterix is there. Um, and then empower is.

215

00:25:08.423 --> 00:25:23.003

Obviously kind of coming up as an odd word, but but obviously, I think you guys get get my point here. Um, and then here just sort of a catch all for some of the different roles that I've just discussed discussed and then last, but not least.

216

00:25:23.034 --> 00:25:34.673

It's going to bleed into this next point here is we're gatekeeper for the counseling professions so no more time than when you're working with counseling students is this concept.

217

00:25:35.153 --> 00:25:39.804

More important, these students have not graduated from a counseling program yet.

218

00:25:39.983 --> 00:25:52.433

They are not out in the field with an actual license, even in an associate level license, working on their own with a, you know, with their own set of clients and caseload.

219

00:25:52.739 --> 00:26:06.023

Uh, yet they are students and so this is sort of a little bit I, I kind of consider this to to have a little bit more weight or potentially have a bit more scrutiny involved for supervisors.

220

00:26:06.023 --> 00:26:13.074

Because if let's say if a problem does exist, and we really need to put that, that, um.

221

00:26:13.348 --> 00:26:23.634

Serious gatekeeper hat on. Of course, we always have it, but maybe there's a situation we need to intervene with. This is the time to do it. This is the time to do it.

222

00:26:23.634 --> 00:26:34.854

This is the time to really intervene before an individual does go out and potentially not do great work with an individual and potentially cause harm or, um.

223

00:26:35.128 --> 00:26:45.118

Uh, you know, not to intervene in a way that accounts there should be intervening. This is the point to do that. Um, it is not, um.

224

00:26:45.118 --> 00:26:59.878

Sufficient enough for us to just kind of assume that, you know, a student will either figure it out or not figure it out. This is why we have so many layers of supervision on students.

225

00:26:59.878 --> 00:27:12.989

This is why we have so many points of evaluation for students, uh, in a counseling program. It's because this is the important piece once they're out they're out and they can, um.

226

00:27:12.989 --> 00:27:27.894

And they can work. Okay, let's take a sort of a deeper dive at gatekeeping. And then we'll sort of jump into those pieces that I was talking about. So, if we look at the whole F6 B section, this discusses gatekeeping.

227

00:27:27.894 --> 00:27:40.493

And in a nutshell, what is it? Why, why do we do it? Why is this our role? Well, it is the process by where we look at the safety of current and future clients of those supervisors.

228

00:27:40.493 --> 00:27:47.483

It's important that we continually have that at the forefront of our thought, again, back to protecting the welfare of a client.

229

00:27:47.483 --> 00:28:01.763

And just, as I discussed, it is an ethical responsibility that with gatekeeping means monitoring evaluating and that's the objective and subjective evaluations. Their competence.

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00:28:01.763 --> 00:28:14.574

The, the student's competence to enter the counseling profession, do they have, would it takes disposition only and clinically to enter the counseling profession and really do so, without causing harm.

231

00:28:16.884 --> 00:28:28.284

And really it is your job as a supervisor to intervene when students are not prepared and that doesn't mean intervening is note, you need to find a new career path intervening.

232

00:28:28.403 --> 00:28:31.884

Of course, in this section also discusses remediation.

233

00:28:31.884 --> 00:28:46.374

There are wonderful ways of intervening in a student's training and development and growth that can make meaningful change so that they are competent to enter the counseling profession.

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00:28:47.334 --> 00:28:53.273

And then as a site supervisor, you're going to be doing a lot of screening.

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00:28:53.304 --> 00:29:05.094

And again, the sort of assessments and really assisting in that training, especially in the field placement their practicum an internship.

236

00:29:05.124 --> 00:29:16.854

You're really giving the hands on training everything that that faculty have been able to provide in terms of lectures and books and exams and assignments and roleplays.

237

00:29:16.854 --> 00:29:18.354

And case scenarios,

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00:29:18.354 --> 00:29:23.693

all those things now need to be able to be seen and demonstrated with real people,

239

00:29:23.693 --> 00:29:24.653

real problems,

240

00:29:24.653 --> 00:29:25.794

real real clients,

241

00:29:25.794 --> 00:29:26.723

real cases,

242

00:29:28.104 --> 00:29:30.743

and then just sort of looking at their,

243

00:29:30.773 --> 00:29:33.233

their ability to enter into professional practice.

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00:29:33.233 --> 00:29:41.513

And again, I look at that from a dispositional clinical skills space, we should always be engaging in.

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00:29:41.818 --> 00:29:56.009

Uh, our ethical obligation to follow those various code of ethics ask and then, of course, the parameters outlined in our state boards in the various license messengers licenses is.

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00:29:56.009 --> 00:30:04.949

Whichever it's appropriate that we have, um, it's important again that we model.

247

00:30:04.949 --> 00:30:10.618

A healthy professional identity, it's important that we maintain and.

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00:30:11.064 --> 00:30:25.973

Hold ourselves out disposition only to be ethical clinicians that we are utilizing ethical decision, making models when necessary that we are supporting and encouraging our, our students to do that as well.

249

00:30:26.663 --> 00:30:40.614

It's important that we consult. We continue to consult. I tell my students all the time. My students, and then, of course, my supervisors all the time that I have, I have consultation groups that I regularly engage with.

250

00:30:40.919 --> 00:30:46.078

There's not a moment in my career or my professional development. Well, I.

251

00:30:46.284 --> 00:30:59.723

Where I will cease to need that level of, uh, of guidance and assistance and help. Um, it's, it's a mandate that's something that I engage in.

252

00:30:59.723 --> 00:31:03.443

It's something that we should be modeling. And so.

253

00:31:04.794 --> 00:31:18.384

What does that look like with students? You know what I don't know the answer to that. This is a really difficult case. I'm gonna get some. I'm going to get some additional assistance and we'll come back and sort of case this client again or I'll have some more information for you.

254

00:31:19.463 --> 00:31:27.834

That might be how that looks. And then just I love this sort of sandwiched piece here to help ensure the integrity of the counseling profession.

255

00:31:28.104 --> 00:31:42.864

I am incredibly passionate about the counseling identity and our profession being unique and special and wonderful and those counseling principles and philosophies and fundamental values. That that we hold.

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00:31:42.864 --> 00:31:53.513

That are different and unique and focused on wellness and holistic approaches and meeting the clients where they are. And we're non directive, we were non prescriptive.

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00:31:54.354 --> 00:31:55.673

That's something that I,

258

00:31:55.703 --> 00:31:56.634

I hope,

259

00:31:57.023 --> 00:31:57.443

um,

260

00:31:57.473 --> 00:32:04.223

as a gatekeeper in the profession that we all provide our supervisors again,

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00:32:04.223 --> 00:32:08.903

whether they're students or their associate level counselors and so,

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00:32:08.903 --> 00:32:09.203

again,

263

00:32:09.203 --> 00:32:10.493

just as a bit of a refresher,

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00:32:10.493 --> 00:32:17.334

I wanted to touch on those pieces of supervision and gatekeeping before we jump into these these standards,

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00:32:17.334 --> 00:32:17.513

so.

266

00:32:18.568 --> 00:32:31.019

As a site supervisor, or maybe someone interested in supervising clinical mental health counseling students what does that look like from a cake? Rep perspective? Um.

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00:32:31.433 --> 00:32:42.443

What is that? W, W, what do you need to have? What do you need to provide? What does that work until we all know that as supervisors in an agency or an organizational setting?

268

00:32:43.013 --> 00:32:55.463

Um, you are busy, you are incredibly busy and, um, I doubt very seriously. Um, uh, there is a lot of glamor, um, or even.

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00:32:55.769 --> 00:32:59.304

Awards or rewards in whatever,

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00:32:59.513 --> 00:32:59.993

shape,

271

00:32:59.993 --> 00:33:02.334

or form comes with supervising,

272

00:33:02.364 --> 00:33:02.723

clinical,

273

00:33:02.723 --> 00:33:02.933

mental,

274

00:33:02.933 --> 00:33:03.114

health,

275

00:33:03.114 --> 00:33:07.193

counseling students you do it because you enjoy this work,

276

00:33:07.193 --> 00:33:16.344

you enjoy being able to provide guidance and feedback and and this level of sort of experience that you have based of course,

277

00:33:16.344 --> 00:33:17.094

in research.

278

00:33:17.094 --> 00:33:29.273

And philosophy, you enjoy sort of giving that imparting this information to new students. I know I do that's a really, really awesome part of my work and 1 of those hacks that I love to be able to wear.

279

00:33:29.604 --> 00:33:43.344

Um, and so you do this because you enjoy our profession, you do this because you enjoy this work and so what must you have per K crap to supervise and to be a site supervisor?

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00:33:43.344 --> 00:33:53.634

So site supervisors must have all of the following. This is not a list where it's either or this is all of the following a minimum master's degree. Preferably in counseling or related profession.

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00:33:53.939 --> 00:34:01.979

So, you can have an, you can have a, um, um.

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00:34:01.979 --> 00:34:11.009

Supervisor designation. I forget what that is. It's a BCS. I think I can't remember but as long as you have a masters degree in a related profession.

283

00:34:11.009 --> 00:34:19.614

Preferably and counseling, and from a counseling program. I know that's what we tend to sort of look for. Is it is it more of a counseling degree?

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00:34:19.643 --> 00:34:33.864

Um, hopefully, that doesn't necessarily always work out, but again, sort of passing on that that foundational belief system is really important from a program's perspective supports that K crap dictates. This is quite important and they prefer it.

285

00:34:34.373 --> 00:34:38.844

Um, so you have to have that that qualification you need to have relevant relevant.

286

00:34:39.088 --> 00:34:50.123

Certifications and or license, so you need to be licensed in your in your respective fields you need to have the appropriate certification.

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00:34:50.123 --> 00:34:55.554

So, for example, if you're doing place therapy and you're, you're working with, um.

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00:34:55.829 --> 00:35:06.539

Uh, you know, students who are also doing play therapy, you probably need to know about play therapy and probably need to be certified in it. Um, if your, um.

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00:35:07.403 --> 00:35:22.344

Yeah, that's a good example. I don't need to give another 1 a minimum of 2 years of pertinent professional experience in the special area area, which the students enrolled that more. So lends itself to this sort of idea of. Are you, um.

290

00:35:22.798 --> 00:35:30.989

Uh, are you a specialist in place There'll be your specialist in eating disorders or are you a specialist in addicted use disorders? You need to have.

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00:35:31.224 --> 00:35:37.943

Minimum of 2 years of experience you need to have that license and then you need to have the experience in that specialty area.

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00:35:37.974 --> 00:35:47.994

So, if you don't have experience in addictive use disorders or eating disorders, you should not be supervising students who are specifically working with these specialty areas.

293

00:35:49.193 --> 00:35:52.733

It's important that you have knowledge of the counseling programs,

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00:35:52.764 --> 00:35:53.693

expectations,

295

00:35:53.693 --> 00:36:08.304

requirements and evaluation procedures for students dictates that all programs provide orientations and contracts between the university and the site and so usually these parameters,

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00:36:08.304 --> 00:36:17.153

the expectations requirements and evaluation procedures are spelled out in those those pieces orientation and then,

297

00:36:17.153 --> 00:36:17.514

of course,

298

00:36:17.514 --> 00:36:18.864

as contract tracks,

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00:36:19.103 --> 00:36:20.153

and this is important,

300

00:36:20.184 --> 00:36:22.643

relevant training and counseling supervision,

301

00:36:22.673 --> 00:36:24.713

relevant training and counseling supervision,

302

00:36:24.864 --> 00:36:26.423

you need to know again,

303

00:36:26.574 --> 00:36:28.403

those methods models and techniques.

304

00:36:28.619 --> 00:36:42.023

About and around supervising counseling students in order to be a supervisor. So you need more than just experience being the clinician you need experience and training.

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00:36:42.653 --> 00:36:53.693

You really, really, really need that relevant training in counseling supervision and, you know, most masters program don't offer this. This is usually continuing education or even doc level sort of counseling.

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00:36:55.014 --> 00:36:59.574

Excuse me continuing education that that folks received.

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00:37:00.179 --> 00:37:11.603

Um, and then this is this last piece is not a standard it should have maybe an Asterix or be separate separate from the rest of these, but an ability to navigate technology. I know.

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00:37:11.603 --> 00:37:21.324

Sort of speaking from a program perspective it's really important that supervisors and you'll see 1 of the things they have to do is communicate with the program,

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00:37:21.324 --> 00:37:22.523

communicate with the student,

310

00:37:22.764 --> 00:37:27.744

and then be able to navigate the evaluations and tracking hours.

311

00:37:27.893 --> 00:37:40.523

And all of that is moving in a way that relies on technology. And so it's important that supervisors have a working knowledge of, of the appropriate level of technology.

312

00:37:41.423 --> 00:37:46.284

And, as a matter of fact, is moving into direction. This is 1 of those things that I said.

313

00:37:46.559 --> 00:37:52.168

Electronic format, we're moving in a direction where.

314

00:37:52.168 --> 00:37:56.429

There will be embedded some requirements for.

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00:37:56.693 --> 00:38:11.574

Site supervisors of counseling students to have some training and experience in navigating utilizing electronic or virtual format for providing supervision and more to come on

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00:38:11.574 --> 00:38:14.514

that as soon as sort of K CRP finalize this.

317

00:38:14.543 --> 00:38:26.664

I know as a program. And again, I hate to keep tooting our horn, but we're pretty we're pretty dang wonderful as a program. You and CP we are already on top of it and we will not let this sort of fall through the correct correct?

318

00:38:26.664 --> 00:38:30.204

So, we will make sure everyone knows who's a supervisor what needs to be done.

319

00:38:31.105 --> 00:38:42.744

Okay, what must you provide as a site supervisor to clinical mental health counseling students you must provide 1, continuous hour of supervision per week. What does this mean?

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00:38:43.315 --> 00:38:54.264

15 minutes here a 5 minute conversation, walking down the hall, a 2 minute conversation about case notes. That does not count as 1 hour of supervision. Per week.

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00:38:54.264 --> 00:39:03.144

You need 1 continuous hour of supervision per week and going even further. It is suggested and recommended and imperative.

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00:39:03.355 --> 00:39:14.485

That as a site supervisor, you work in consultation with the counselor education, faculty member those are usually referred to as the university supervisor on a consistent and regular schedule.

323

00:39:15.264 --> 00:39:24.655

That these are requirements that we have some way of hearing from you. The program has some way of hearing from you, the site supervisor.

324

00:39:24.900 --> 00:39:28.465

About how how is the,

325

00:39:28.494 --> 00:39:37.045

how is the student doing and do we need to intervene because something is a miss or there's an area that needs extra special attention paid to,

326

00:39:37.045 --> 00:39:46.195

or in terms of what the students can do we need to have this regular and consistent consultation with you.

327

00:39:47.005 --> 00:39:58.554

And this needs to be based off of your observations and your supervision with that student. So we can know sooner rather than later again, this goes back to having so many layers of oversight and supervision for that student.

328

00:39:58.554 --> 00:40:11.304

Before they go out and work with with clients in that associate level or provisionally licensed status um, the ability to provide required number of direct hours, it's important that you not enter into that site.

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00:40:11.304 --> 00:40:19.824

Supervisors not enter into a relationship or contract with a counseling program without being able to guarantee.

330

00:40:20.784 --> 00:40:35.065

There's a required number of direct hours that can be met. I'll talk to you in a minute about what those are, but just generally speaking for internship purposes, it's really difficult for private practice settings to fulfill those needs.

331

00:40:35.394 --> 00:40:46.914

Um, it's really, really difficult for small agency or organizations to satisfy the number of direct hours that internship students it might work for practicum. It might not work or internship.

332

00:40:46.914 --> 00:40:53.425

So before you enter into this relationship with a program, it's just really important that you as a site supervisor, reflect on.

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00:40:53.699 --> 00:41:07.255

Whether or not, your student can actually get the number of hours that they need. Now, here's another caveat to this. The students are responsible for sort of showing up and acquiring those hours.

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00:41:07.255 --> 00:41:19.824

So, if you say, if you come here, 20 hours a week, I can promise you, you'll have enough direct hours to satisfy the needs. It's the student's responsibility to make sure that they show up that they make themselves available to do.

335

00:41:19.824 --> 00:41:33.894

So and that, um, they, they get the hours that you're giving them the ability to record audio or video client sessions. This is a requirement. This is not something that we, as a program, just request. It's important that they do this.

336

00:41:33.894 --> 00:41:48.565

They have to be able to do that, do record audio or video client sessions. That is that is a requirement opportunity to lead or Co, lead counseling, recycle educational groups at some point in either their.

337

00:41:48.780 --> 00:41:52.079

Practicum and or internship.

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00:41:52.079 --> 00:42:00.119

1 or 2 experiences, they have to lead or Co, lead a counseling group or cycle educational group. That is a.

339

00:42:00.119 --> 00:42:10.500

A requirement, formative and summative evaluations how are they doing developmentally and on that trajectory you've talked about and how are they doing? Sort of at the end of the semester.

340

00:42:10.500 --> 00:42:23.125

Um, we do that as a program on our end, and from the university's supervisor perspective, and we ask that you all do that on your end from a site supervisor perspective, appropriate accommodations.

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00:42:23.155 --> 00:42:35.574

So they can conduct counseling, sessions, office, space, whatever, platform, procedure, use for notes. It might be that you also need to provide them with a computer. If everything has to stay in, in, in house, they might need something like that.

342

00:42:36.054 --> 00:42:50.275

Um, and then, of course, back to that supervision contract between a supervisor and a supervisor, this is 1 of those things that I find get sort of missed but is imperative let's look at those direct hours if we can. So, these are all minimums.

343

00:42:50.335 --> 00:42:52.164

These are all minimums we.

344

00:42:52.469 --> 00:43:02.280

Oftentimes students succeed these, but they need a minimum and practicum. The 40 direct hours that leave 60 left for a total of 10,180 for internship.

345

00:43:02.280 --> 00:43:12.750

Indirect is 120 leading to at least 300, at least 180 for internship 220, indirect leading to at least 300 in that internship.

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00:43:12.750 --> 00:43:13.139

2,

347

00:43:13.164 --> 00:43:15.625

so you can see here that these are a lot of hours,

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00:43:15.625 --> 00:43:17.934

especially when you look at internship 1 and 2,

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00:43:18.324 --> 00:43:21.385

when we consider how many direct hours they need,

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00:43:21.385 --> 00:43:28.735

I'm gonna talk to you about direct hours in just a 2nd it's important to note that ours do not roll over from semester to semester,

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00:43:28.735 --> 00:43:34.014

so if a student gets 50 hours of direct client contact and practicum,

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00:43:34.135 --> 00:43:37.405

they do not start internship 1 with 10 hours.

353

00:43:37.675 --> 00:43:47.965

They start internship 1 with 0 direct hours. That's great. They get direct. Excuse me? It's great that they may get a surplus of hours in 1 semester, but they do not rollover.

354

00:43:48.204 --> 00:43:57.235

These are, especially between practicum and internship. These are definitive. Um.

355

00:43:57.539 --> 00:44:01.650

Uh, points in their development and those hours in.

356

00:44:01.650 --> 00:44:06.719

Let's look at what direct hours direct hours must be with actual clients.

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00:44:07.885 --> 00:44:19.914

That's that not not role playing. Not friends not practicing actual clients. This can include doing assessments, actual counseling psychoeducational activities and consultation. Consultation is unique.

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00:44:19.914 --> 00:44:31.585

Consultation needs to be consultation with, like a, maybe you and the client are discussing, um, a diagnosis or medication management with a psychiatrist.

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00:44:31.585 --> 00:44:42.954

This is what we mean, by that following would not be considered direct, observing others, providing counseling or related services. If your site, if your counseling student is observing you in a session.

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00:44:43.230 --> 00:44:46.795

And they don't say anything, that's not a direct hour.

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00:44:46.914 --> 00:44:48.985

If they are Co counseling with you,

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00:44:48.985 --> 00:44:49.735

meaning you,

363

00:44:49.735 --> 00:44:51.235

or maybe leading the session,

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00:44:51.505 --> 00:45:03.565

and your counseling student is in the session with you and gets an opportunity to provide interpretation or a summarizes,

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00:45:03.565 --> 00:45:05.605

or has some input into that session,

366

00:45:05.875 --> 00:45:07.614

then it can be counted as direct.

367

00:45:07.644 --> 00:45:22.135

They need to have some input, not just observing record. Keeping is not direct administrative duties are not clinical or administrative supervision. That's not indirect. These are determined by site insight supervisor, but they should relate to counseling and being professional counselor.

368

00:45:22.164 --> 00:45:25.675

That's important. This can include clinical supervision.

369

00:45:25.704 --> 00:45:39.565

Those observation and counseling sessions, progress, notes, consultation with other mental health professionals outside of doing this with a client on behalf of a client. Again. We just talked about that.

370

00:45:40.764 --> 00:45:51.925

Coordination of treatment, researching, training team meetings, et cetera. Those can be indirect hours. What does not count?

371

00:45:51.925 --> 00:46:06.594

And this is more specific, um, guidance from from us as a program answering phone calls. So, if you put a site, if you put a student at your front office and your front desk, and have them answer phones for an hour, that's not direct or indirect cleaning.

372

00:46:06.594 --> 00:46:20.994

The office is not direct or indirect clerical tasks for the whole organization. Not in director or direct, they chaperoning clients, non therapeutic outings, quite frankly from a professional and a supervisor that should really never happen.

373

00:46:21.264 --> 00:46:23.304

That is outside of the scope of our practice.

374

00:46:23.304 --> 00:46:37.704

I've had multiple conversations about this in literally just a week's time about clients students and supervisors going places with their clients

375

00:46:38.545 --> 00:46:43.074

that sort of breaches some role and boundaries that we have and again,

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00:46:43.074 --> 00:46:45.775

sort of go back to those code of ethics.

377

00:46:45.954 --> 00:46:53.934

Unless it is for the benefit of the client, and can be supported in only after a solid foundation, should anyone be.

378

00:46:54.210 --> 00:47:02.250

Even considering going anywhere with the client, there are other, um, fields that that we can rely on for that sort of help.

379

00:47:02.250 --> 00:47:13.530

Supervising clients during non therapeutic time, this may sort of relate more. So if you're doing residential, if you're residential treatment, so students who may, um.

380

00:47:13.530 --> 00:47:19.019

Sit with clients that at various times for, um.

381

00:47:19.019 --> 00:47:28.829

Outings or activities that that's not therapeutic doesn't count as either and again, sort of cleaning your personal tasks.

382

00:47:28.829 --> 00:47:32.699

That that are not assigned to everyone is, is not, um.

383

00:47:33.144 --> 00:47:39.144

Ours okay, I want to make sure I'm wrapping this up here and we are almost done.

384

00:47:39.144 --> 00:47:53.844

So, what does the student and what is the university and the student responsible for the university provides clinical mental health counseling students. This is the university supervisor 1, and a half hours of supervision per week.

385

00:47:54.594 --> 00:48:03.175

And so this is group supervision. We provide that for our supervisors or clinical mental counseling students, 1, individual supervision, per semester.

386

00:48:03.175 --> 00:48:14.965

At least this is a, this is something that we do on on our end. Definitely. We do this a supervision contract again, back to that sort of point.

387

00:48:15.239 --> 00:48:29.065

I'm gonna give you the parameters of our relationship and you're going to sign it and I'm gonna sign it and that's what we're going to go about. You're also gonna go by your handbook. You're also going to go by the contract with the site and the supervision contract that you have with your site supervisor again.

388

00:48:29.065 --> 00:48:41.005

Think of this, as being multi layered and multi tiered forms of oversight. We also do those evaluations an opportunity to review real client videos and cases for feedback.

389

00:48:41.005 --> 00:48:55.105

So they need to bring to us real clients scenarios, real client cases, real client video so we can provide our bit of guidance as well and then an opportunity to review client videos in cases with their classmates. This is so important.

390

00:48:55.135 --> 00:49:08.724

They need to experience what consultation with colleagues is like, and especially again, considering that developmental trajectory, when they get to internship too, there's a whole heck of a lot of processing that goes on between.

391

00:49:09.030 --> 00:49:15.750

The students that is really, really, really valuable and important to their development.

392

00:49:16.195 --> 00:49:29.425

Professional development opportunities, read this book. I have my students read loves executioner in 1 of their internships articles, discussing articles. Around theory.

393

00:49:29.454 --> 00:49:32.454

We're discussing articles around professionalism.

394

00:49:32.760 --> 00:49:42.204

Uh, et cetera, and then training opportunities and then students, um, this is their responsibility they need to show up. What does that generally mean?

395

00:49:42.355 --> 00:49:55.675

They need to honor their commitments to the clients to the site the site supervisor, their colleagues to the university to the program. They need to be there. They're engaged. This is important. This is this is a really, really, really important piece to their training.

396

00:49:56.215 --> 00:50:08.695

Um, and so it's important as well for them to be professional again, and those dispositional and clinical skills. They need to dress in a way that is appropriate for a professional counselor to be dressing when they're at a site.

397

00:50:09.534 --> 00:50:19.465

Their mannerisms need to be consistent with a clinical mental health counseling student who is providing counseling services to clients.

398

00:50:19.530 --> 00:50:27.414

In a site, or an agency, um, and they need to be using their theory and techniques in a way that indicates they understand it.

399

00:50:27.414 --> 00:50:35.873

They know what it is, and that they're developing a solid foundation at this stage when they're in practicum internship 1 and internship 2. it's okay.

400

00:50:36.150 --> 00:50:48.989

Okay for them to sort of practicum internship to be working toward a solid foundation in 1 theory and developing techniques. That's great. It should be working toward really finalizing that.

401

00:50:48.989 --> 00:50:59.760

They need to provide 6 site supervisors with appropriate documentation for evaluations and tracking hours. We are now using it to Vera. And so this is kind of.

402

00:50:59.760 --> 00:51:13.885

Um, obviously a learning curve, but I think this is going to streamline. Well, I know it is. It's just fantastic streamline and make all paperwork and documentation. Um, much more helpful. Rick. I see.

403

00:51:13.885 --> 00:51:19.764

You say, give to therapy from Yala is also really, really useful. I love that as a resource.

404

00:51:19.885 --> 00:51:31.375

Um, if you haven't read it, write it down folks, that's also a really, really good book, and it's also students responsibility to submit notes and paperwork onsite and a professional and timely manner. This is their responsibility.

405

00:51:31.375 --> 00:51:45.114

Not ours as a university supervisor and not yours is the site supervisor, and they need to submit all notes and paperwork in university supervision and professional timely manner on our end. So, they've kind of got a lot of things they're navigating as. Well, let me stop here.

406

00:51:45.144 --> 00:51:46.795

Any questions comments or feedback.

407

00:51:47.099 --> 00:51:51.570

I think I got it in under the wire with 1 minute to spare.

408

00:51:53.695 --> 00:52:07.105

Any thoughts. Oh, thanks. Jd.

409

00:52:07.135 --> 00:52:21.175

Jody yeah, I think so as well. I think anytime we can go over just what is? Our role is supervisor. Oh, wait, I forgot that. I forgot. Oh, wait, I do have a supervision contract. I forgot her. Oh, shucks. I forgot. This.

410

00:52:21.175 --> 00:52:29.094

Is a piece of my work and I get so I'm speaking for myself, I get really wrapped up in just the idea of being able to provide that.

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00:52:29.400 --> 00:52:41.969

Um, that space and that ability to supervise that, that maybe I kind of forget those practical or or imperative pieces of our, our.

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00:52:41.969 --> 00:52:48.420

Our work is supervisors that's obligated and and a mandate, so yeah, I agree. Thanks.

413

00:52:50.639 --> 00:52:57.329

Okay, well, um, I appreciate everyone being here and I appreciate you hear me and I hope this was informative.

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00:52:57.329 --> 00:53:03.840

And enjoy the rest of your day. Thank you. Dr Robinson.

415

00:53:03.840 --> 00:53:14.315

Thank you very much. Yes. Awesome. So we'll take a 10 minute break or so. And I'll start at 1110 with our next presentation. Uh, thanks again.