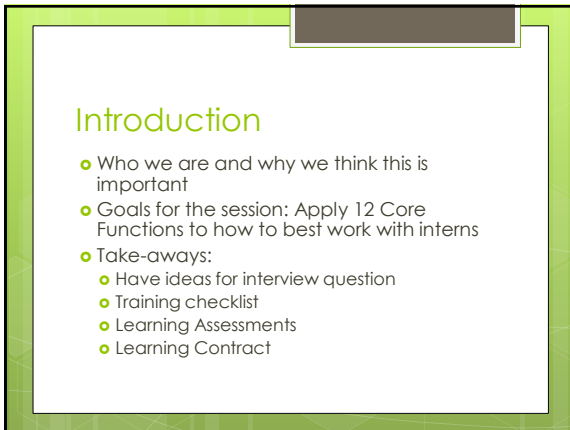


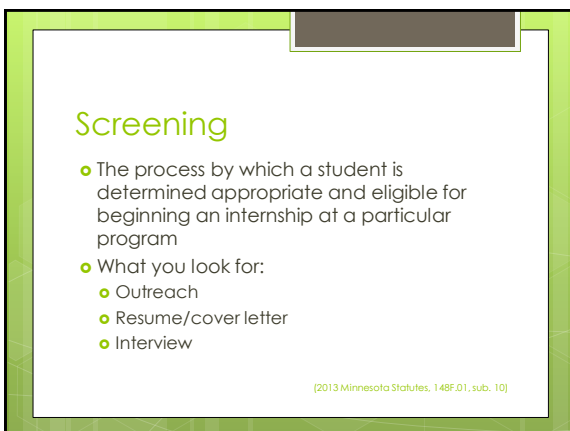
**Best Practices
with working
with Interns:
Part I**

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Introduction

- Who we are and why we think this is important
- Goals for the session: Apply 12 Core Functions to how to best work with interns
- Take-aways:
 - Have ideas for interview question
 - Training checklist
 - Learning Assessments
 - Learning Contract



Screening

- The process by which a student is determined appropriate and eligible for beginning an internship at a particular program
- What you look for:
 - Outreach
 - Resume/cover letter
 - Interview

[2013 Minnesota Statutes, 148F.01, sub. 10]

Outreach

- Where do you find interns or how do interns find out about internship opportunities at your organization?
 - Practicum Fairs
 - School partnerships
 - Internship Panels
 - Conferences

Resume/Cover Letter

- What do you look for
 - Spelling mistakes?
 - Organization/details?
 - Length of time in different areas of employment?
 - Skills sets?
 - Experience?
 - Succinct with adequate detail
 - Appropriate email address?

Interview

- Timeliness and presentation?
- Knowledge of your program?
- Engaging: people skills?
- Level of confidence?
- Content of answers?
- Did they ask any questions?
- Thank you note?

Interview Questions

- Behavioral-based questions: Past behavior is the best predictor of future behavior
 - "Give an example of a time when you experienced conflict and how did you resolve that situation."
- NOT**
 - "Tell us how you would resolve a conflict."
- Ask the same questions for each candidate
- No questions that could indicate possible discrimination: age, pregnancy, religious beliefs, disabilities, sexual orientation, etc...
- Know what areas are most important for you to explore (boundaries, ethics, philosophy, areas for growth).
- Don't shy away from hard questions : What is a challenging question/favorite interview question?

[2013 Minnesota Statutes, 148F.01, sub. 10]

Interview Question Worksheet

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Common Struggles/Mistakes for Screening

- Taking interns based on program needs
- Giving answers during the interview – leading questions
- Not openly discussing limitation of program
- Not reading resume/cover letter – just going right to the interview
- Remembering that an interview for an internship is different than for employment
- Others?

Intake

- The administrative and initial assessment procedures for entering into an internship
- What does this include:
 - Background check – needs to be within 45 days of starting an internship
 - Coordination with schools – contracts
 - Sexual exploitation Letters
 - Freedom from chemical use problems
 - Additional site requirements

[2013 Minnesota Statutes, 148F.01, sub. 10]

Common Struggles/Mistakes for Intake

- Not getting the background study done in time or having students work with clients prior to receiving the background study
- Not keeping a file on each student separately
- No coordination with school – not an approved site, student might not have student status or insurance
- Not reading through school contract/expectations; know what you are agreeing to provide for the student
- Others?

Orientation

- Describing to the student the general nature and goals of the program; rules governing student conduct and infractions that can lead to disciplinary action or dismissal from the internship; the hours during which services/supervision are available; student rights
- What does this include:
 - Program Training Checklist (to address all orientation)

[2013 Minnesota Statutes, 148F.01, sub. 10]

Program Training Checklist

- Phase I (Administrative/Site Training)
 - Tour/facilities information: introductions, parking, eating, offices, break room, restroom, keys, etc...
 - Orientation required within 24 hours: specific job functions, policies and procedures, HIV minimum standards, and client needs.
 - Orientation required within 72 hours: VA Maltreatment, PAPP, and mandated reporting
 - Additional Orientation: CPR, client confidentiality, ethical boundaries, client rights, site emergency procedures
 - Company/organizational policies: computer/cell phone usage, breaks, hours of operation, schedule
- **DOCUMENT ALL ORIENTATION IN INTERN FILE**

(DHS)

Training Checklist Worksheet Phase I

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Program Training List cont...

- Part II (Clinical Training)
 - Review Program Philosophy: 12 step, harm reduction, etc...
 - Program documentation/EMR
 - Clinical writing: review language that you want interns to use and how to document
 - Review different client files: intake, tx planning, progress notes, d/c summaries
 - Shadowing staff: A day in the life of _____
 - Observe all aspects of programming: from start to finish- what does a client experience? A day in the life of the client

Training Checklist Worksheet Phase II

-
-
-
-
-
-
-
-

Common Struggles/Mistakes for Orientation

- Staff feeling overwhelmed without time to provide orientation to an intern
- Not having a point person for who is going to provide orientation
- Lack of adequate work space/resources
- Not knowing when an intern is starting
- Not being prepared for when an intern is starting
- Too short of training; how long should it take for an intern to become oriented to a new site?
- Lack of follow up to review information/expectations
- Lack of documentation that orientation was given
- Others?

Assessment

- Those procedures by which a supervisor identifies and evaluates a student's strengths, weaknesses, problems, and needs to develop a learning contract or make recommendations for professional development.
- What does this include?
 - Learning Assessment
 - Asking questions:
 - Knowledge
 - Behavioral
 - Conceptual
 - Live Observation
 - Supervision

[2013 Minnesota Statutes, 148F.01, sub. 10]

Learning Assessment

- Learning Assessments help to describe the way you learn and how you manage different situations. It might be helpful to have each of your interns take a learning assessment (along with assessing your own learning style) to determine how to best address student needs.
- This may be helpful in supervision and providing effective feedback and learning experiences for the student

(Kolb)

Assessment Questions Worksheet

- Visual: I learn best when watching someone do something: often sometimes seldom
- Auditory: I learn best when hearing something explained: often sometimes seldom
- Experiential: I learn best by trying something on my own: often sometimes seldom
- Many different learning assessments available online for free!

Asking Questions

- Knowledge based questions
 - "What is your understanding of Cognitive Behavioral interventions or techniques?"
- Behavioral based questions
 - "What would you do if a client came to group intoxicated?"
- Conceptual based questions
 - "What are some directions we could go with this client? What are some areas that might need to be addressed?"

Live Observation

- Ensure student observes all aspects of programming and is observed performing work functions prior to independently working with clients
- Prep with student prior to observation/co-facilitating and then debrief after group/session: give specific feedback – what went well, missed opportunities: from your view point and the students
- Observation in common areas: give feedback to client interactions in regards to casual conversations/boundaries/self-disclosure

(TIP 52, p. 22)

Supervision

- Student perspective regarding clients and cases
- Student identified comfort and skill level versus observed comfort and skill level
- Student emotional state and ability to address self-care.
- Recommendations for professional development

Common Struggles/Mistakes with Assessment

- Not knowing how to best help your student learn
- Not asking enough or not including different types of questions to address possible areas of growth
- Not observing student prior to having them work with clients
- Assuming student is ready to work independently too soon or never allowing the student to work independently (unless there are major concerns)
- Minimal feedback to student: balancing positive and constructive feedback
- Not addressing concerns/having the hard conversation right away
- Others?

Treatment Planning/Internship Planning

- The process by which the supervisor and the student identify and rank learning needs; establish agreed upon immediate and long-term goals; and decide on a learning process and the resources to be utilized.
- What does this include?
 - Learning Contract

Learning Contract

- Live document: Can and should change throughout the internship
- Created **together** with the student – based off of information gathered from screening (interview) and assessment
- Review weekly – what's going well and what needs to be addressed?
- Can be used for evaluations at the end of the internship to discuss areas of improvement or continued growth

(TIP 52 p. 111-112 & 122-123)

Learning Contract Details

- What to include:
 - How and when to contact supervisor/student
 - Who to contact in supervisor's absence
 - Start and end date along with hours of internship
 - Scheduled meetings and supervision times
 - Student and supervisor responsibilities
 - Identified strength and growth areas
 - Learning goals and objectives (personal and professional)
 - Evaluation criteria

(TIP 52, p.17)

Learning Contract Worksheet

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Common Struggles/Mistakes with Internship Planning

- Having no learning contract in place
- Having student write up learning contract with no input from supervisor or vice versa.
- Not reviewing or returning to learning contract
- Not modifying learning contract throughout internship
- Not detailing out important information in learning contract (supervision, contact information, goals, etc...)
- Others?

Counseling/Supervision

- The utilization of special skills to assist the student in achieving objectives through exploration of professional practice; examination of attitudes and feelings; consideration of alternative solutions; and decision making
- What does this include? (IAP 21-A)
 - Basic Counseling skills: explore what is working and what is needed for growth
 - Leadership skills: professionalism and development
 - Ethical considerations: with clients and staff

(2013 Minnesota Statutes, 148F.01, sub. 10)

Basic Counseling Skills

- Role Modeling
 - Demonstrate different skill sets, plan and debrief with intern
- Observation
 - Indirect: case notes, verbal reports
 - Direct: recorded or live observation
- Compassion Fatigue
 - Identify warning signs early
 - Self-care
- Evaluation
 - Formative: ongoing assessment of skill development
 - Summative: overall job performance

[TIP 52 p. 20-24]

Leadership Skills

- Supervision is NOT therapy: helping interns to become better clinicians, not resolving personal issues; transference and countertransference
- Making time for supervision: Peer supervision, triadic supervision, individual supervision, intensive supervision, and group clinical supervision
- Documenting supervision: document informal and formal evaluation procedures, frequency of supervision, rights of supervisees, areas of concern, and issues discussed (and outcomes).
- Structuring supervision: Creating space and time to discuss confidential and important issues
- Time management: What is the appropriate amount of supervision for your intern, while also allowing you to complete other tasks

[TIP 52, p. 24-34]

Ethical Considerations

- Direct versus Vicarious Liability
 - Direct: Your responsibility to provide supervision
 - Vicarious: Problems that occur due to negligence in the supervision process
- Dual Relationships and Boundary Issues
(ACES Ethical Guidelines)
 - Abuse of power
 - Impaired Judgment
 - Exploitation

[TIP 52, p.13 -17]

Ethics Cont...

- Informed Consent
 - Inform the intern about the process of supervision, go over feedback and evaluation criteria, and review other expectations
 - Ensure intern has informed client about student status and supervision being received
- Confidentiality
 - Discuss limits to confidentiality within the supervision session
 - Review CFR 42 and HIPAA
- Supervisor Ethics
 - Ensure you are role modeling ethical behavior and decision making including: consultation, confidentiality, and integrity.

(TIP 52, p.13 -17)

Supervision Form Example

- Date/time of supervision: _____
- Any concerns for the week: _____
- Client cases/concerns: _____
- Review of learning contract – areas for growth and areas student excelled in: _____
- Review clinical documentation and feedback: _____
- Professional Needs: _____
- Additional comments: _____
- Signature and date of student and supervisor: _____

Supervision Form Worksheet

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Common Struggles/Mistakes with Supervision

- Not meeting for supervision/halfway supervision
- Not listening to student needs – not validating student concerns
- Allowing student to triangulate or be triangulated by other staff members
- Getting your own needs met during supervision or not using time for student's benefit
- Giving all the answers/not allowing student to experience discomfort or growth
- Unethical practice (by yourself, your intern, or your colleagues)/ failure to discuss ethical considerations
- Avoiding the hard conversations
- Not documenting your supervision sessions or changes in learning contract agreement
- Others?

Questions?

- Feel free to email with additional questions if you would like.
 - Kristin.Williams@alfredadler.edu
 - Jared.Bostrom@peopleincorporated.org

References

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