

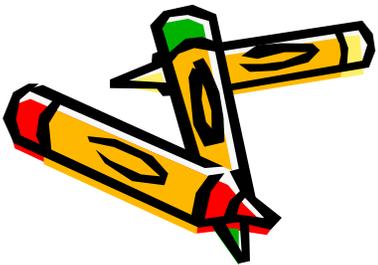
Indicator #30

Do you feel sufficiently trained, supported, and supervised generally to handle the unique demands of school-based practice in an ethical and effective manner?



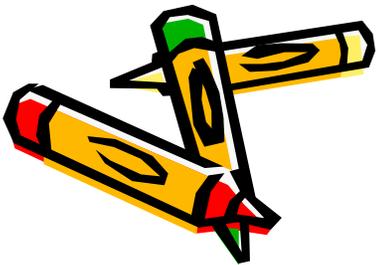
Background

- ESMH clinicians work in environments filled with much clinical need and stress, have large caseloads, contend with negotiating complex school and community systems, and often work in isolation from other ESMH colleagues.
- Many school-based clinicians have not been explicitly trained in their graduate training and practicum experiences to provide mental health services in a school setting.



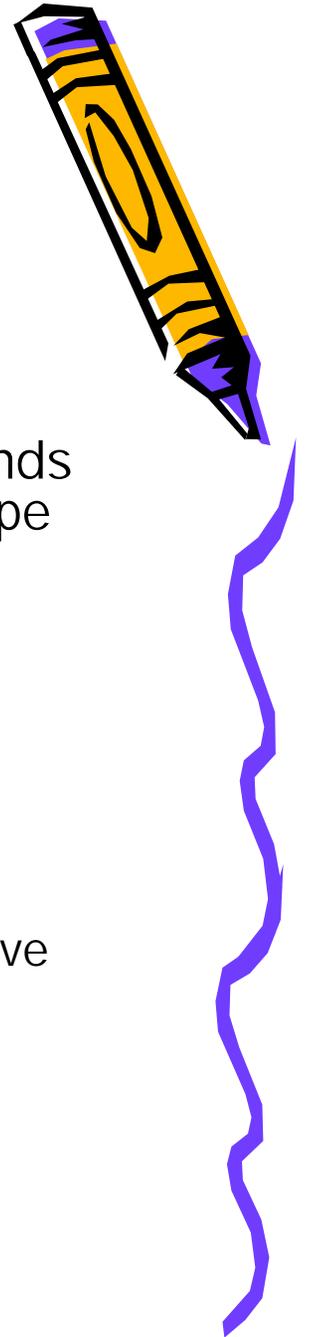
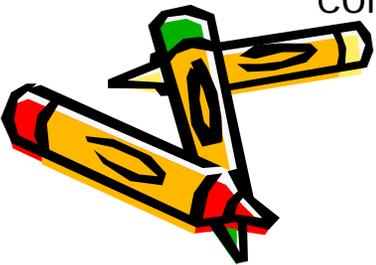
Background

- Given the tremendous demands and challenges of ESMH clinical practice, it is critical that clinicians feel well supported by supervisors and other management staff.
- Supportive environments can influence the quality of patient care, can reduce turnover, and can improve job satisfaction.
- Lack of knowledge about the complexities of service delivery in schools and lack of skills necessary to negotiate educational and community systems can be quite challenging and disheartening to clinicians.



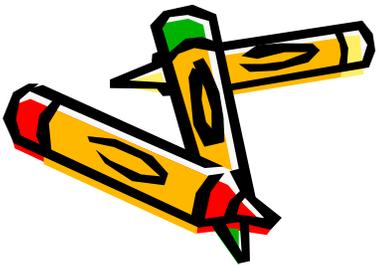
Background

- Supervisors play an important role in helping clinicians provide quality services while balancing the many demands and roles of being a ESMH clinician. They can help shape career paths for clinicians and can help fill in gaps in training for the clinician. Ideally supervisors should
 - take their roles seriously
 - be reliable, invested, and prepared
 - be available between meetings to help provide advice and support
 - serve as a mentor
 - strive to be role-models, exemplifying ethical and effective practice
 - be knowledgeable about clinical practice in ESMH, resources, and working effectively in educational and community systems



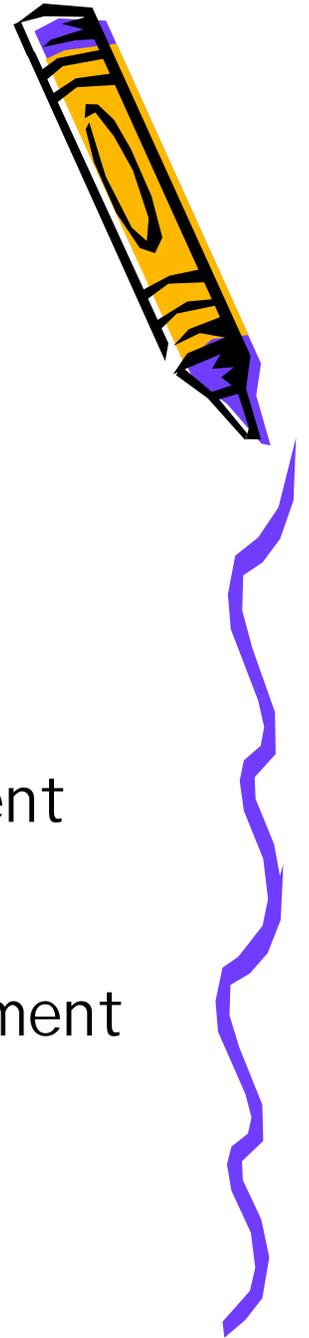
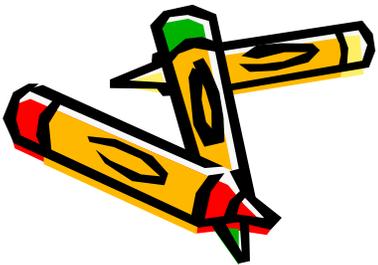
Background

- Supervision of ESMH clinicians should address unique aspects of providing services in schools including:
 - Integrating into the school community by becoming an active and effective team member.
 - Understanding school and community needs and resources. Developing referral mechanisms to and from programs.
 - Educating school staff, students, families, and other stakeholders about mental health and ESMH services and building positive rapport and working relationships with them.
 - Developing a model for service delivery that is respectful and well-coordinated with existing services.
 - Understanding educational policy, regulations and initiatives related to mental health.
 - Developing strategies and structures to provide a full continuum of care from prevention to intervention. Being able to respond to crises as they are happening.
 - Meeting billing and funding expectations and follow policy and procedures of the program while still managing the tremendous mental health needs of a school.



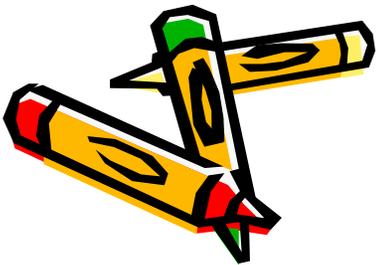
Background

- Supervisors can help clinicians feel supported by offering the following:
 - establish fair productivity standards
 - work to streamline paperwork demands
 - protect time for paperwork days
 - enhance training and professional development opportunities
 - dedicate time to wellness activities
 - strive to enhance the quality of and commitment to supervision in the program



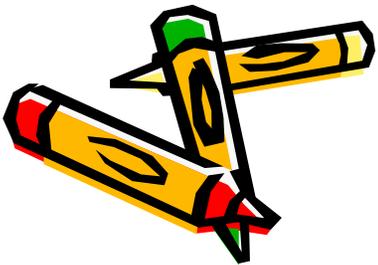
Menu of Suggested Activities

- Set aside time to discuss your supervision goals and training needs with your supervisor. Develop a plan to address them. Re-evaluate goals and needs at least twice a year.
- Create a peer supervision network and case conference opportunities for case review.
- Conduct a needs assessment of training interests and needs of your ESMH clinicians. Identify reading relevant to these training interests and discuss readings in group supervision.



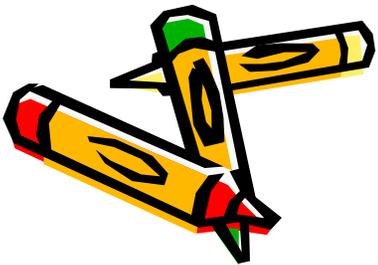
Menu of Suggested Activities

- Help your program to develop a training for clinicians that will address a pressing issue for clinicians.
- Hold a discussion group with clinicians to discuss unique aspects of ESMH and how this work is different from traditional mental health care. Strategize about how to contend with unique demands of ESMH.
- Develop supervision guidelines for supervisees and supervisors in ESMH.



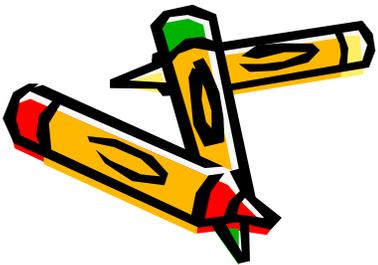
Menu of Suggested Activities

- Have a retreat with supervisors and managerial staff to discuss program strengths and weaknesses. Consider how to continue to enhance the sense of clinicians being supported by supervisors and managerial staff.
- Brainstorm with staff about what could realistically help clinicians feel more supported by supervisors and managerial staff. Consider how to translate ideas into action.
- Plan a social activity that will include clinical, administrative, and supervisory staff as a means of enhancing relationships and communication.



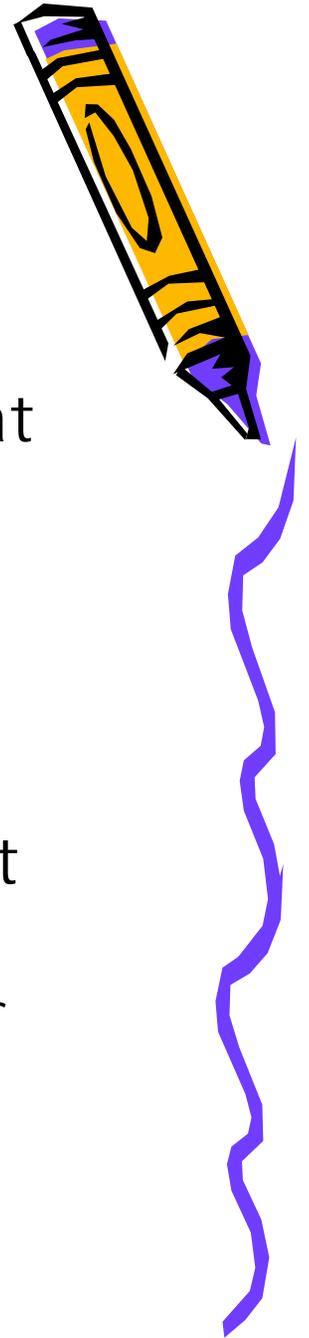
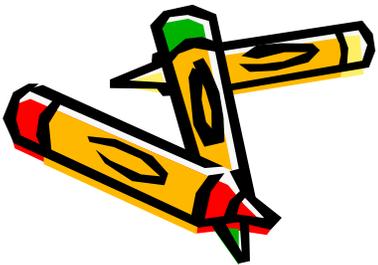
Menu of Suggested Activities

- Develop a training for successful supervisor/supervisee relationships. Develop a helpful hints sheet for effective supervision practices.
- Set up a committee with management/ supervisor and clinician staff to promote positive relationships and support for clinicians.



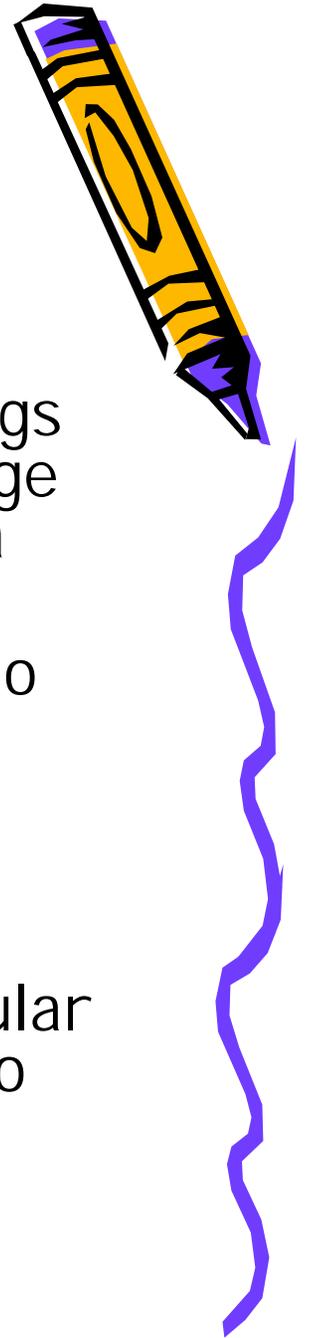
Helpful Hints!

- Be open and honest with supervisors as to what your needs are and what skills you want to develop.
- Be willing to ask supervisors and managerial staff for help when you need it.
- Use supervision time to address clinical issues as well as professional and career development concerns.
- Communicate with your program administrator about what your training needs are.



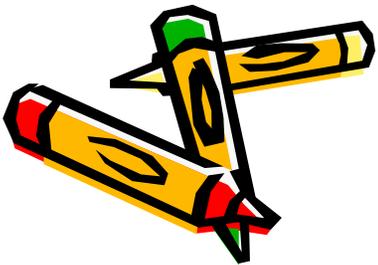
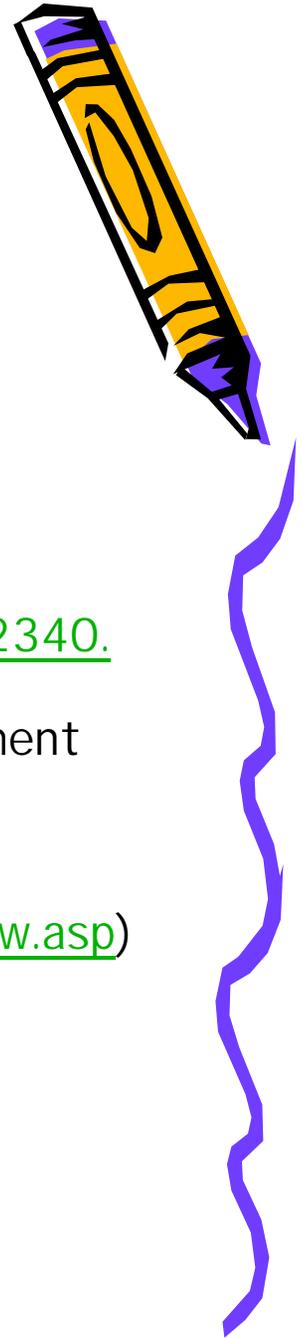
Helpful Hints!

- Attend supervisory, training, and team meetings regularly so that you are able to take advantage of support opportunities. Treat this time as a priority.
- Be willing to change supervisors after a year to help broaden perspectives.
- Keep up on readings in your field. Consider forming a journal club that will review key articles.
- Even if supervision cannot be on-site on a regular basis, see if your supervisor would be willing to visit your school.



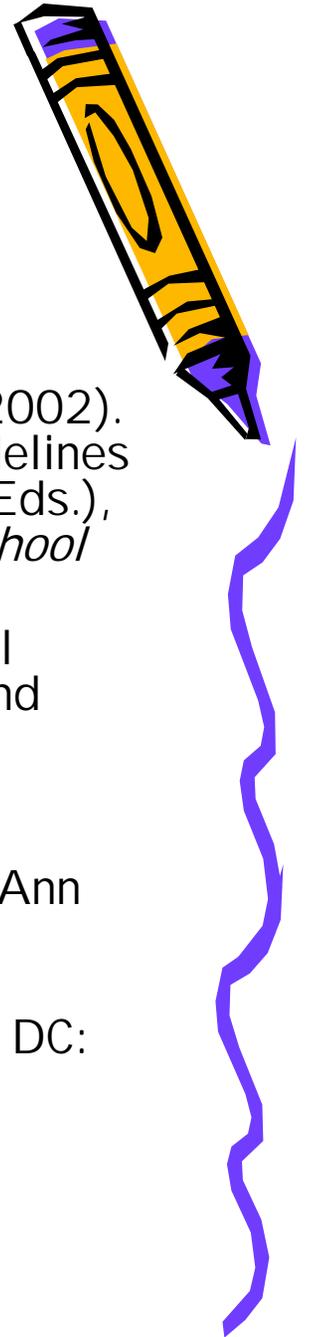
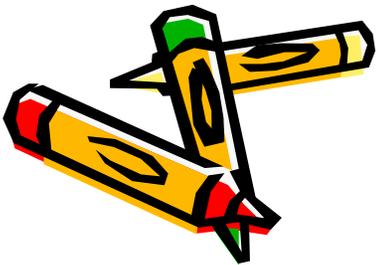
Web Resources

- Center for Effective Instructional Support, Clinical Teaching Checklists (<http://www.uchsc.edu/CIS/ClinSupChkList.html>)
- Center for School Mental Health Analysis and Action, ESMH Program Development Manual (<http://csmha.umaryland.edu>)
- Eric Digest, Administrative Skills in Counseling Supervision (<http://www.ericdigests.org/1995-1/skills.htm>)
- Eric Digest, Models of Clinical Supervision (http://www.ericfacility.net/databases/ERIC_Digests/ed372340.html)
- National Association of School Psychologists, Position Statement on Supervision in School Psychology
http://www.nasponline.org/information/pp_supervision.html
- National Association of Social Workers
(http://www.socialworkers.org/practice/standards/clinical_sw.asp)



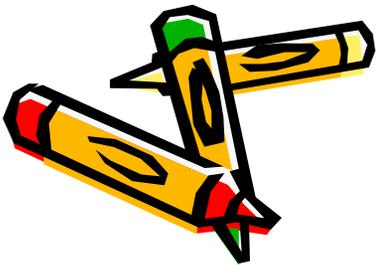
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