Ready or Not:
Supervision of Early Career School Psychologists
NASP Convention
Orlando, FL
February 20, 2015

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Welcome!

- Who we are
- What we did
- Why we did it
Objectives

After today’s presentation we hope you...

1. Recognize the unique developmental characteristics of the early career (EC) phase and why supervision is essential during this time.

2. Understand when and how early career school psychologists (ECSPs) are currently accessing supervision and mentoring.

3. Appreciate how supervision and mentoring can foster growth and professional development for ECSPs and lead to improved outcomes for children.

4. Gain familiarity with strategies to improve access to supervision and mentoring for ECSPs.
Some Background
Who are ECSPs?

- NASP: First 5 years as a working professional

- *Novice Professionals* working through four professional tasks (*Rønnestad & Skovholt, 2012*):
  - Professionalization
  - Dependence to Independence
  - Overcoming disillusionment regarding training, self, or profession
  - Exploring professional role

- Ideally, growth from challenges rather than stagnation from adversity
“I think a major stressor to early career school psychologists is not having a support system of peers and school psychologists with more experience to ask questions and get feedback on different aspects of the job.”

–Survey respondent
Defining Supervision

An interpersonal interaction between two or more individuals for the purpose of sharing knowledge, assessing professional competencies, and providing objective feedback with the terminal goals of developing new competencies, facilitating effective delivery of school psychological services, and maintaining professional competencies

--McIntosh & Phelps (2000) pp. 33-34

Clinical Supervision: supervision of school psychologists
BY school psychologists
Defining Mentoring

Guidance, coaching, or counseling provided by a more experienced person to a less experienced person.

NCSP renewal applicants will need to demonstrate evidence of having successfully completed “one academic year of professional support from a mentor or supervisor” provided by a credentialed school psychologist with at least three years’ experience within school settings or a psychologist appropriately credentialed for practice within non-school settings; an hour per week of individual or group supervision and/or mentoring is recommended (p. 10).

--NASP (2010) Standards for the Credentialing of School Psychologists (p. 10)
Trends in Supervision

- SPs see supervision as important, but have limited access to high-quality clinical supervision (Harvey & Pearrow, 2010)

- More common: administrative supervision (e.g., performance evaluations) by non-SPs (Curtis, Castillo, & Gelley, 2012)

23% had access to individual or group clinical supervision, but 95% felt they should.
--Zins, Murphy & Wess (1989)

31% of SPs reported receiving supervision, but mostly on an as-needed basis.
--Ross & Goh (1993)

Less than 1/3 of ECSPs (received 1+ hrs/wk of supervision.
--Ross & Goh (1993)

90% of SPs were not receiving clinical supervision, though 70% viewed it as necessary.
--Fischetti & Crespi (1999)
The Most Recent Research

**Chafouleas, Clonan & Vanauken (2002)**
- NCSP survey (19% EC)
- 55% received some formal supervision
- 32% had no access to supervision
- Only 10% received more than 3 hrs/month of supervision

**Curtis, Castillo & Gelley (2012)**
- NASP member survey
- 56% received administrative supervision
- Only 29% received type of supervision described in NASP Practice Model
The Present Study
Research Questions

- What types of supervision and mentoring are currently available to ECSPs?
  - Are they interested?
  - What are they currently getting?
  - Are there differences in who gets what?
  - What are perceived benefits?

- What structures of professional supervision are currently being used by ECSPs?

- What barriers impede ECSP access to supervision and mentoring, and what is the impact of lack of access?
Participants

700 NASP members in first five years of practice (2013-14 academic year)

- Zero Years: 10%
- One Year: 26%
- Two Years: 19%
- Three Years: 8%
- Four Years: 7%
- Five Years: 14%

- Female: 83%
- Male: 9%
- Not identified: 8%

- Doctoral: 86%
- Specialist-equivalent: 14%

- NCSP: 28%
- Non-NCSP: 72%
Where They Work

- 26% Central
- 23% Northeast
- 18% Southeast
- 32% West
- 1% Other

- 29% Urban
- 29% Suburban
- 42% Rural

- 60% 1-10 School Psychologists on Staff
- 25% 11-20 School Psychologists on Staff
- 15% 21+ School Psychologists on Staff
Results
## Availability and Access

<table>
<thead>
<tr>
<th>Type</th>
<th>Available</th>
<th>Accessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Supervision</td>
<td>48%</td>
<td>39%</td>
</tr>
<tr>
<td>Professional Supervision</td>
<td>38%</td>
<td>29%</td>
</tr>
<tr>
<td>Peer Supervision</td>
<td>40%</td>
<td>32%</td>
</tr>
<tr>
<td>Mentoring</td>
<td>55%</td>
<td>40%</td>
</tr>
<tr>
<td>Supervision from Lead School Psychologist</td>
<td>27%</td>
<td>22%</td>
</tr>
<tr>
<td>None</td>
<td>10%</td>
<td>17%</td>
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Interest in Supervision

- 68% of ECSPs were interested in receiving mentoring and/or supervision
  - 21% weren’t sure
  - 11% not interested

- Supervision was generally viewed as very important (52%) or somewhat important (45%) to ECSPs

- 52% indicated that employer required mentoring or professional supervision during first 5 years
Interest in Supervision

- 38% would like to receive support for two years post-degree; 49% would like to have access to supervision for up to five years

- Areas in which ECSPs would like more support:

<table>
<thead>
<tr>
<th>Area</th>
<th>Support Percentage</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>27%</td>
</tr>
<tr>
<td>Counseling/Therapy</td>
<td>25%</td>
</tr>
<tr>
<td>Legal/Ethical/Professional Practice Concerns</td>
<td>21%</td>
</tr>
<tr>
<td>“Everything”</td>
<td>14%</td>
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</tbody>
</table>
Perceived Benefits of Supervision

- Helps manage professional stressors (66%)
- Prevents or mitigates feelings of burnout (89%)
- Lack of access to supervision increases feeling pressure to practice outside boundaries of professional competence (30%)
  - More on this later!
How Much Professional Supervision?

- 61% of ECSPs reported receiving less than one hour per week of professional supervision
- 29% did receive an hour per week
- 10% received more than one hour per week
### Types of Supervision Accessed

<table>
<thead>
<tr>
<th>Type</th>
<th>Percent Receiving</th>
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<tbody>
<tr>
<td>Individual Supervision</td>
<td>86%</td>
</tr>
<tr>
<td>Small Group Supervision (2-5 supervisees)</td>
<td>39%</td>
</tr>
<tr>
<td>Self-Supervision</td>
<td>38%</td>
</tr>
<tr>
<td>Unstructured Peer Group Supervision</td>
<td>35%</td>
</tr>
<tr>
<td>Large Group Supervision</td>
<td>20%</td>
</tr>
<tr>
<td>Structured Peer Group Supervision</td>
<td>10%</td>
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Supervision occurred via...

- Face-to-face 97%
- Email 74%
- Telephone 61%
- Web (e.g., Skype) 2%
## Techniques Used

<table>
<thead>
<tr>
<th>Technique</th>
<th>% Using</th>
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<tr>
<td>Case Consultation</td>
<td>95%</td>
</tr>
<tr>
<td>Live Observation</td>
<td>30%</td>
</tr>
<tr>
<td>Feedback on Written Reflections/Notes</td>
<td>24%</td>
</tr>
<tr>
<td>Technology-Based Supervision</td>
<td>19%</td>
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<tr>
<td>Written Reflection/Case Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Supervisor Modeling</td>
<td>11%</td>
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<tr>
<td>Co-Facilitation</td>
<td>11%</td>
</tr>
<tr>
<td>Process Notes</td>
<td>10%</td>
</tr>
<tr>
<td>Planning Forms</td>
<td>9%</td>
</tr>
<tr>
<td>Supervisee Rehearsal of Skills</td>
<td>8%</td>
</tr>
<tr>
<td>Audio- or Video-Recording</td>
<td>4%</td>
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Quality of Professional Supervision

- 76% described supervision arrangements as informal or as-needed
- 76% did not have written supervision contract
- 69% did not have tools in place to monitor quality/effectiveness of supervision
- 62% did not have documentation of supervision sessions
- 69% did not establish or monitor goals
## Barriers to Supervision

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>None</td>
<td>37%</td>
</tr>
<tr>
<td>Lack of Supervisor Availability</td>
<td>33%</td>
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<td>Insufficient Time</td>
<td>33%</td>
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<tr>
<td>Proximity to Supervisor</td>
<td>22%</td>
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<tr>
<td>Potential Supervisor’s Lack of Interest</td>
<td>9%</td>
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<tr>
<td>Cost</td>
<td>5%</td>
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No differences in barriers based on region, setting (urban/suburban/rural), or number of school psychologists in district.
Boundaries of Competence

“How often have you felt pressured to practice outside of your own boundaries of competence because you did not have access to mentoring/supervision?”

- Rarely: 41%
- Sometimes: 28%
- Never: 29%
- Often: 2%

Barriers to supervision and NCSP status were significant predictors of how often ECSPs felt pressure to practice outside their boundaries of competence; **more barriers → more likely to feel pressure**

The more interested participants were in receiving supervision, the less likely they were to feel pressured to practice outside their boundaries of competence.
Limitations

- Participants
- Terminology
- Methodology
What This All Means...
Practice Implications

- ECSPs access supervision to the same extent as all practitioners despite distinct EC challenges and expanded practice roles.
- Access is inconsistent with professional expectations, including NCSP renewal.
- Increased risk for problems of professional competence.
- Need to increase supervision access, reduce supervision barriers.
What School Districts Can Do

- Make formal supervision and mentoring arrangements for ECSPs
  - Recognize/reward staff who step up
  - Form consortium arrangements with other districts
  - Seek supervisors in community mental health partner agencies if supervisors are not available in-district
- Include supervision and mentoring time on SP contracts / provide release time
What Training Programs Can Do

- University-School district partnerships: Trainings / workshops (e.g., IL and MA)
- Offer clinical supervision groups (e.g., MSPP)
- Supervision coursework, applied experiences, and meta-supervision – possible at Ed.S. level?
- Two way mirror on the wall, what supervision strategies and competencies are we modeling, if any at all?
Supervision in Massachusetts

- Annual Supervision Institute
  - 2014 theme: Diversity in Action

- Clinical supervision groups offered by MSPP
Supervision in Illinois

- Annual Internship Supervision Day
- Supervision workshops for practitioners
- Developmental/Ecological/Problem-Solving (DEP) Model (Simon et al., 2014)
What Professional Associations Can Do

- Identify interested supervisors; provide contact info to ECSPs
- Provide guidance on use of technology in supervision
- Develop practical resources on “quality indicators” of supervision
Any Questions?
References


