



Palm Beach County
Youth Services Department
Residential Treatment and Family Counseling Division

Supervision

Individual Supervision Description

Interns receive a minimum of 2 hours of individual clinical supervision each week by licensed psychologists. This is routinely supplemented by brief and spontaneous discussions between supervisors and interns.

Supervisor Selection Standards. Minimum standards for appointment as intern supervisor are as follows:

1. Doctorate in psychology from an APA accredited institution.
2. Completion of an APPIC-member internship in clinical or counseling psychology.
3. Licensure under Florida statute as “Psychologist” or a Psychology Resident under the supervision of a licensed psychologist, with the Resident’s supervision of the intern being the focus of the licensed psychologist’s supervision time with the Resident.
4. Knowledge and experience in the activities to be supervised.

Term. Supervision assignments are for the duration of each rotation, with the exception of extenuating circumstances. If a supervision assignment is made after the start of the rotation, the assignment will end at the completion of the rotation.

Supervision Sessions. Individual supervision can take two forms. One of these is in-vivo supervision, with the supervisor present to coach and observe during the provision of services by the intern. The other is scheduled, one-to-one, face-to-face self-report of relevant professional clinical activities and progress toward training goals as well as review of audio/video recordings. Unscheduled supervisory consultation may be utilized as needed. Telesupervision will be utilized in conjunction with in-person supervision, depending on the locations of the supervisor and the trainee. Please refer to Telesupervision Policy for more specific information on this supervision modality.

Work Products. Supervisors will review and approve intake assessment reports, genograms, treatment plans, case conceptualization/psychosocial summaries, substantive case notes, written correspondence, closing/discharge summaries, and evaluation/assessment reports. Supervisors co-sign closing/discharge summaries and evaluation/assessment reports. Trainees will receive ongoing instruction/feedback on documentation and will be expected to produce documents that meet agency and professional standards. All written work products must be completed in a timely manner as determined by the supervisor, and as outlined in the intern expectations and the Documentation Manual.

Recording Sessions. Supervisors require trainees to audio and/or video record evaluation or treatment sessions for supervision purposes, with the consent of the client. Audio/video recordings are used both as an assessment tool in the evaluation of client’s responses within the treatment process and in the ongoing monitoring of the trainee’s work. They are essential to the work of the therapist both in reflective process and in their use within supervision. If clients do not wish to sign for audio/video recordings, they are not recorded but then must be open to participating in a live supervision observation.

Site Mentors. Role models are available at each rotation site, including other psychologists as well as postdoctoral fellows, staff from other disciplines (i.e., social work, mental health counseling, marriage and family therapy, nursing) and non-licensed mental health staff. While not appointed clinical supervisors, these site mentors are available for counsel and instruction in their particular professional areas of

competence. The individual supervisor may incorporate professional peer-consultation into a trainee's individual supervision.

Group Supervision Description

Within each six-month rotation, the intern will attend a minimum of 2 hours per week of group supervision with a minimum of one licensed psychologist as well as the therapists and trainees working at each site. Initial group supervision sessions may include training on various topics to acclimate students to YSD, which may include follow-up discussions on orientation content, ongoing announcements, and overviews of collaborative diversion programs. Subsequent group supervision meetings may include brief presentations from organizations funded by YSD and community partners that offer services relevant to clients served. The group will also be asked to read articles/book chapters for discussion during group supervision. Interns are expected to present and discuss therapy and evaluation cases at group supervision meetings. They are expected to bring audio/video clips to accompany their presentation. Live sessions may also be scheduled. Group supervision case presentations should include the following. It is up to the presenter to determine the best way to cover all of the information.

Case Presentation Outline

- Question(s) to the team, reason this case is being presented
- Description of the family
 - complete genogram (ideally three generations)
 - note intergenerational trauma
 - note trauma reenactments
 - note areas of loss and change
 - cultural considerations (e.g., race, ethnicity, sexual orientation, religion, SES, etc.)
 - sources of trauma and adversity for the family (ACES)
 - family's resiliency factors
- Presenting problem through a trauma lens from the perspective of
 - the family
 - the therapist
- Number of sessions attended
- Diagnoses considered
- Treatment goals – identify elements of Safety, Emotions, Loss, and Future (SELF)
- Course of treatment, trauma-informed interventions, and family's response to interventions
 - Integrate 7 Commitments
- A self-evaluation of your effectiveness
- Case conceptualization (consider evidence-based treatment and incorporate SELF)
- Recording of a session, cued to a relevant segment
- Reiterate question(s) to the team, reason why case is being presented

Training Director Meeting Description

The Training Director leads a meeting with the doctoral interns and postdoctoral fellows. Other supervisors are not present. This is an opportunity for trainees to receive additional *group supervision* on matters related to professional development. Administrative concerns, issues related to payroll (timesheets and invoices), and other contractual requirements are addressed as well. During this meeting, each trainee's achievement toward the required clinical hours and other expectations (e.g. psychological evaluations, presentations, community outreach) will also be discussed. Trainees are welcome to bring up clinical issues and ethical concerns, time permitting.

Peer Supervision Description

Engaging in the experience of peer supervision has many potential benefits including enhancing psychological competencies by allowing for mutual analysis and feedback, providing an environment free of formal evaluation in which new ideas can be discussed and conflicts can be worked through, and allowing trainees to develop supervisory skills (Akhurst & Kelly, 2006; Greenburg *et al.*, 1985; Schreiber & Frank, 1983).

Interns will provide peer supervision to fellow interns during their training year at YSD. Specifically, interns will be matched with a peer supervisor participating in an opposite rotation (i.e., Education & Training Center intern will be paired with a Highridge intern). In order to maximize cohort cohesiveness, allow opportunity for obtaining varied perspectives, and to learn different supervisory approaches, the peer supervisory dyads will change halfway through the training year when interns change rotations. Interns will document peer supervision meetings in CMP using the Consultation note type. The Supervision Record Form may be used to document peer supervision in order to practice documenting supervision sessions and to serve as record of points to discuss in supervision as needed. Interns are also expected to submit at least one recording of a peer supervision session along with the Supervisor Record Form for that session during each rotation for review and feedback.

Interns will draw upon peer supervisory experiences when discussing articles in Supervision Series. Interns should also work on developing the competency of supervision with their individual supervisors by discussing any pertinent peer supervisory experiences during their individual supervision.

Telesupervision Description

The Youth Services Department (YSD) uses telesupervision, or the supervision of psychological services through a synchronous audio and video format. YSD recognizes the importance of supervisory relationships. Given the geographical distance between training sites, this model allows trainees to form a greater connection to the entire training faculty and training cohort than would be experienced otherwise. It is expected that the foundation for supervisory relationships will be cultivated initially during orientation and subsequently during other in-person meetings and interactions. When feasible, supervision is scheduled face-to-face; however, when scheduling does not permit and/or travel is an obstacle, telesupervision may be used instead. Trainees involved in peer supervision may also utilize telesupervision when they work at different training sites.

Telesupervision is utilized in accordance with the Standards of Accreditation set forth by the American Psychological Association. This form of supervision is regarded as consistent with the YSD's overall model of training in that it best approximates the in-person format of supervision and ensures continuity in the supervisory experience when in-person supervision is not feasible.

When more than one supervisor is assigned, the primary rotation's on-site supervisor maintains full professional responsibility for the clinical cases under the care of the intern unless arrangements are made with at least one other licensed psychologist to cover for non-scheduled consultations, time-sensitive issues, and crisis situations. When utilizing telesupervision, both the intern and supervising psychologist assure that privacy and confidentiality for both the client and trainee are maintained. Finally, telesupervision can only be viewed as a legitimate form of supervision if it is determined by both the supervisor and the intern that both the audio and video quality of the connection is adequate for the proper conduction of supervision. All telesupervision utilized by YSD occurs over a secure network. Supervision sessions using this technology are never recorded unless explicitly consented to. A remote videoconference platform (i.e., Zoom) is utilized. Each trainee is set up with a HIPAA-compliant Zoom account, and Zoom training is provided during orientation. Technical difficulties that cannot be resolved on site are directed to the

Network Operations Center at (561)355-HELP or by submitting an online request for IT support.

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Licensed Psychologists at the Youth Services Department

Shayna Ginsburg, Psy.D., Training Director/Chief of Clinical Services, Education & Training
Amanda Terrell, Psy.D., Chief of Residential Clinical Services, Highridge Family Center
Lynn Hargrove, Psy.D., Psychologist, Highridge Family Center
Rachelle Sosu, Psy.D., Psychologist, Education & Training
Twila Taylor, Psy.D., Division Director, Residential Treatment & Family Counseling

*All psychologists are licensed in the state of Florida.