



Hidden Gems: The Power of Utilizing Interns Effectively

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Former Cal Baptist University School Counseling Intern

Yuridia Nava- Ed.D.

a truly great
Counselor
is hard to find
Difficult to part
with and
impossible
to forget!

Education

- Ed. D Educational Psychology – La Sierra
- Ed. S School Psychology – La Sierra
- PPSY- School Psychology- La Sierra
- MA- School Counseling- University of Redlands
- Administrative Services Credential- University of Redlands
- Dropout Prevention Specialist- Sacramento State

Certifications

- Family Wellness
- Trauma Crisis Counseling
- Applied Suicide Intervention Skills
- Specialist College Admissions
- Specialist Anxiety and Stress Management
- Specialist Grief and Loss
- Specialist Closing the GAP
- Specialist Ethical Standards



Leadership

- Board Service 10+ Years
- ASCA RAMP Reviewer
- RUSD Equity Task Force
- RCOE Counselor on Special Assignment
- Instructional Leadership Team Lead
- ACA Multicultural and Social Justice Committee
- Western States Leadership Committee

Awards

- ASCA RAMP 2017
- Women of Distinction State Assembly 2018
- Excellence in Counseling State Assembly 2017
- Top Advisor – Riverside Mayors Office 2017
- ASCA SCOY Finalist 2017
- CASC School Counselor of the Year 2016
- FUSD Best Practices Elementary Level 2014
- Certificate of Excellence California Student Aid Commission 2014
- Glaes Nobel Educator of Distinction 2013

Robyn Wijnhamer- PPSC



Education

- MS- School Counseling-
California Baptist University
- BA- Psychology with a Minor in
Global Studies-
California Baptist University
- Suicide Awareness and
Intervention
safeTALK
- New School Counselor Academy
RCOE
- Closing the Gap Specialist
ASCA University

Internships

- ES- Terrace Elementary
School
- MS- Corona Fundamental
Intermediate School

Current Role

- Long Term Substitute
Counselor at Terrace
Elementary School



Session Objectives

What is supervision?

Purpose of supervision?

Professional standards in supervision

Types of supervision

Incorporating the ASCA National Model

Best Practices/What Works





Introductions: Audience Poll

- 1) I have no yet provided supervision
- 2) I have limited experience as a supervisor
- 3) I have some experience as a supervisor
- 4) I have extensive experience as a supervisor



HOW DO YOU DEFINE SUPERVISION ?

Definition of Supervision

- “Supervision is an intervention provided by a more senior member of a profession to a more junior colleague or colleagues who typically (but not always) are members of that same profession. This relationship
 - is evaluative and hierarchical,
 - extends over time, and
 - has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for the particular profession the supervisee seeks to enter.”
- Bernard and Goodyear, 2019, p. 9



Purpose of Supervision

- To promote acquisition of professional competencies
- To facilitate the personal and professional development of the supervisee, helping to develop professional identity
- To evaluate the professional functioning of the supervisee
- To monitor the quality of the service provided to and to safeguard to clients
- To serve as a gatekeeper for the profession

Best Practice Considerations:

The Benefits

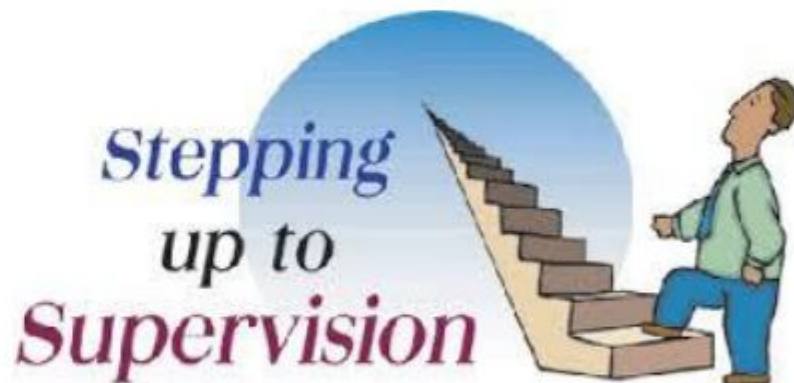
- Expansion in school counseling services
- Augmentation of the burden high caseloads
- Infusion of new ideas from graduate students
- Supports students and families who receive services
- Support graduate students development
- Support mission and vision of graduate school counselin
- Supports mission and vision of school counseling programs



Best Practice Considerations:

Determine Beliefs and Philosophy

1. Begin the process by thinking carefully about your beliefs and philosophy about supervision and school counselor training.
2. Explore your own graduate school experiences especially those related to being supervised. Consider roles, responsibilities, feelings and thought related to supervision.
3. Out of this process should emerge ideas related the various benefits and uses of supervision for all parties concerned. From this process also emerge ideas about constitutes an ideal supervisor, supervisee or supervision site.



The New CTC School Counselor Standards

The revised CTC SC standards have increased hours spent on:

- College and Career Readiness
- Transcript Evaluation
- Working with Diverse Students
- Parent Engagement

What does this mean for the Intern Experience?



Association of Counseling Education & Supervision Best Practices

1. Initiate Supervision (Dual Growth Process)
2. Goal Setting
3. Conduct Supervision
4. Give Feedback
5. The Supervisory Relationship
6. Consider Diversity and Advocacy

Question - What types of activities do your your interns currently do?

Tip: Compare activities to the SC List of Appropriate/Non-Appropriate Duties, almost like a self-audit?

Appropriate and Inappropriate Activities for School Counselors

| Appropriate Activities for School Counselors | Inappropriate Activities for School Counselors |
|---|---|
| ■ advisement and appraisal for academic planning | ■ building the master schedule |
| ■ orientation, coordination and academic advising for new students | ■ coordinating paperwork and data entry of all new students |
| ■ interpreting cognitive, aptitude and achievement tests | ■ coordinating cognitive, aptitude and achievement testing programs |
| ■ providing counseling to students who are tardy or absent | ■ signing excuses for students who are tardy or absent |
| ■ providing counseling to students who have disciplinary problems | ■ performing disciplinary actions or assigning discipline consequences |
| ■ providing short-term individual and small-group counseling services to students | ■ providing long-term counseling in schools to address psychological disorders |
| ■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data | ■ covering classes when teachers are absent or to create teacher planning time |
| ■ interpreting student records | ■ maintaining student records |
| ■ analyzing grade-point averages in relationship to achievement | ■ computing grade-point averages |
| ■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success | ■ supervising classrooms or common areas |
| ■ protecting student records and information per state and federal regulations | ■ keeping clerical records |
| ■ consulting with the school principal to identify and resolve student issues, needs and problems | ■ assisting with duties in the principal's office |
| ■ advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary | ■ coordinating schoolwide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards |
| ■ analyzing disaggregated schoolwide and school counseling program data | ■ serving as a data entry clerk |

Association of Counseling Education & Supervision Best Practices

- 1) Provide Documentation
- 2) Evaluation is a Process
- 3) Supervision Format
- 4) Incorporate the ASCA Model
 - a) Annual Agreement
 - b) Closing the Gap
 - c) Core Curriculum & Small Group Action Plan
 - d) Data Analysis
- 5) Find out intern strengths (survey/discussion)
- 6) Provide opportunities to participate in all aspects of the comprehensive counseling program (individual, group, classroom, consultation, crisis, etc.)
- 7) Connect Interns to School LCAP Goals
 - a) School needs
 - b) Dashboard Data

Best Practice Guidelines for School Counselors

Continued

1. Give professional parody
2. Introduce Intern(s)
 - a. Staff
 - b. Parents/Students
3. Provide history and context of the school/district
4. Plan by Domain (Academic, College/Career, Social/Emotional)
5. Train with a Handbook(s)
6. Have intern provide a Personal Self-Care Plan
 - a. Journaling
 - b. Coping Skills
 - c. Counseling
 - d. Time Out
7. Require Professional Membership
8. Require Professional Liability Insurance
9. Require weekly professional journal articles/best practices
10. Require a Project/Contribution



Counseling Intern School Ideas

| | Elementary | Middle School | High School |
|---|------------|---------------|-------------|
| Classroom Lessons | ✓ | ✓ | ✓ |
| Group Counseling | ✓ | ✓ | ✓ |
| Individual Counseling | ✓ | ✓ | ✓ |
| Parent Workshops | ✓ | ✓ | ✓ |
| Closing the Gap | ✓ | ✓ | ✓ |
| Staff Presentations | ✓ | ✓ | ✓ |
| Needs Assessment (Staff, Student, Parent) | ✓ | ✓ | ✓ |
| Student Focus Groups | ✓ | ✓ | ✓ |
| Staff Presentations | ✓ | ✓ | ✓ |
| Data Analysis | ✓ | ✓ | ✓ |

Counseling Intern School Ideas

| | Elementary | Middle School | High School |
|---|------------|---------------|-------------|
| Counseling Brochure | ✓ | ✓ | ✓ |
| Progress Monitor Students | ✓ | ✓ | ✓ |
| Create Resource Library (Digital) | ✓ | ✓ | ✓ |
| Join Committees (ELAC, DELAC, PTA) | ✓ | ✓ | ✓ |
| Volunteer | ✓ | ✓ | ✓ |
| Attend School Activities | ✓ | ✓ | ✓ |
| Enhance Technology (Counseling Website/Social Media) | ✓ | ✓ | ✓ |
| Create a Counseling Newsletter | ✓ | ✓ | ✓ |
| Create/Participate in School Student Recognition Programs | ✓ | ✓ | ✓ |

Robyn - The Intern Voice

Activities that prepared me for my current role:



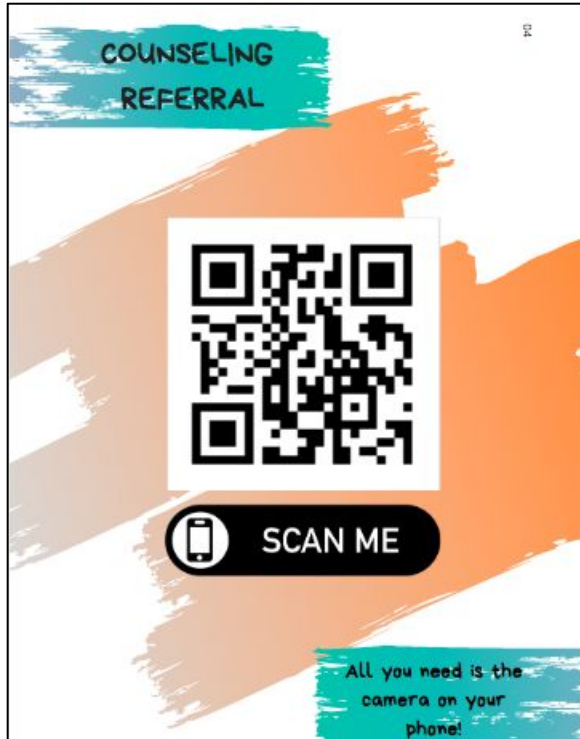
Elementary School:

- Conducting classroom guidance lessons
- Co-Facilitating intervention small groups
- Responding to students in crisis
- Consulting with staff and families
- Assisting in school wide attendance initiative.

Middle School:

- Collecting data from state testings and site specific resources in order to create intentional tier 2 curriculum dedicated to closing the gap.
- Designing and facilitating intervention group curriculum that was aligned with ASCA standards.
- Conducting classroom guidance lessons.
- Responding to students in crisis.
- Creating and implementing a mentorship program for at-risk students.
- Presenting to staff and community regarding comprehensive school counseling program.
- Participating in district-wide counseling meetings.

Snapshot of Portfolio



Counseling Referral

think it or say it?

Is it helpful?
Would saying it make someone's life easier or better?

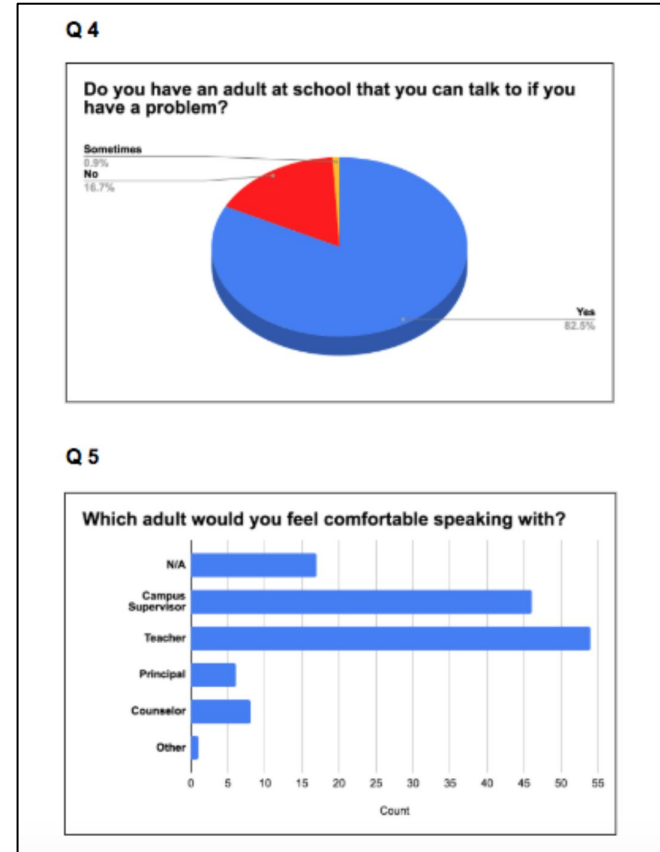
Is it necessary ?
Does it HAVE to be said? Do YOU have to be the one to say it?

Is it kind?
How will it make the other person feel? Will it make them smile or frown?

Is there a better way?
How else could you say it that is still honest, but won't hurt anyone's feelings?

An illustration of a red gumball machine with a blue gumball that says "think it" and a girl with brown hair blowing a pink bubble that says "say it?". The word "or" is written between them. Below the illustration are four questions in pink text, each followed by a question in black text.

Classroom Lesson Handout



Data from Student Surveys

Snapshot of Portfolio



CORONA FUNDAMENTAL INTERMEDIATE SCHOOL COUNSELING SMALL GROUPS SEPTEMBER--DECEMBER

1. Building Connections Group *Friday's at 7:30 AM*

This group is committed to increasing student attendance at school by creating a space for members to build connections with others. We will discuss how community increases a sense of belonging in the school environment and how attendance is vital to one's academic success.

Session Dates: 9/6, 9/9, 9/20, 10/11, 10/25, 11/8, 12/6

2. Calling All Scholars! *Monday's and Friday's During School Day*

This group is focused on helping students recognize their full potential as academic scholars. Through interactive lessons and fun activities, students will learn their unique skill sets and ways to improve their learning.

Session Dates: 9/6, 9/16, 9/30, 10/11, 10/21, 11/4, 11/22

3. Falcons Lead! *Monday's During School Day*

Everyone has the ability to lead and influence. This group will work on discovering personal skills and exploring ways for members to use their unique gifts to lead themselves and others. Additionally, we will work on building habits of mindfulness.

Session Dates: 9/9, 9/23, 10/14, 10/28, 11/18, 12/9

4. Building on Culture! *Wednesday's/Friday's During School Day*

This group will celebrate Hispanic culture and the influence it has had in the development of math. As we celebrate culture, students will strengthen their math skills and their confidence to succeed academically.

Session Dates: 9/4, 9/11, 9/20, 9/27, 10/2, 10/16, 10/30, 11/6, 11/20

Data-Informed Intervention Groups

Calling All Scholars!

Session #3:
S.M.A.R.T. Goals

| Objective(s): | ASCA Mindsets/Behaviors: | Materials: |
|--|--|---|
| *Students will be able to articulate the importance of setting intentional SMART goals | *M2 self-confidence in ability to succeed. *M5- Belief in using abilities to their fullest to achieve high-quality results and outcomes | *Progress Reports |
| *Students will identify areas of growth in their academics and set goals accordingly. | *B-SMS 7- Demonstrate ability to overcome barriers to learning. | *SMART Goal Handouts *SMART Goal Video |

Summary of Group:

This week your students learned about SMART Goals. As they strive to be better scholars, they learned that it is important to set intentional short-term and long-term goals for their academic success. Having learned strategies for their individual learning style last week, students were encouraged to implement those various tips and tricks for studying into their SMART goals for the month.

S.M.A.R.T. Goal:

S- Specific. *What exactly will you accomplish?*

M- Measurable. *How will you know when you have reached this goal?*

A- Achievable. *Is achieving this goal realistic with effort and commitment? Have you got the resources to achieve this goal? If not, how will you get them?*

R- Relevant. *Why is this goal significant to your life?*

T- Timely. *When will you achieve this goal?*

Ideas for Reinforcement

1. Reinforce the importance of goal setting to the classroom.
2. Affirm moments of intentionality. *We want our group to practice intentional behavior in their academics and pursuit of achieving their goal.*
3. SMART goals explained video: <https://www.youtube.com/watch?v=yA53yhiQe04>

Teacher Reinforcements

Supervision Resources



[ASCA Ethical Standards for School Counselors](#)

[ASCA School Counselor Competencies](#)

[CACREP Standards-Section 3: Professional Practice](#)

[The School Counselor and School Counseling Preparation Programs](#) Position Statement

[The Essential Role of School Counselor Educators/Practicum and Internship Supervisors](#) Position Statement

[PPS Standards and Performance Expectations Commission on Teacher Credentialing](#)

[36 Must Have Experiences for School Counseling Interns](#)

[Safety, Roll, and Crisis](#)

Pinterest & Teachers Pay Teachers Websites



Questions/Ideas ?

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