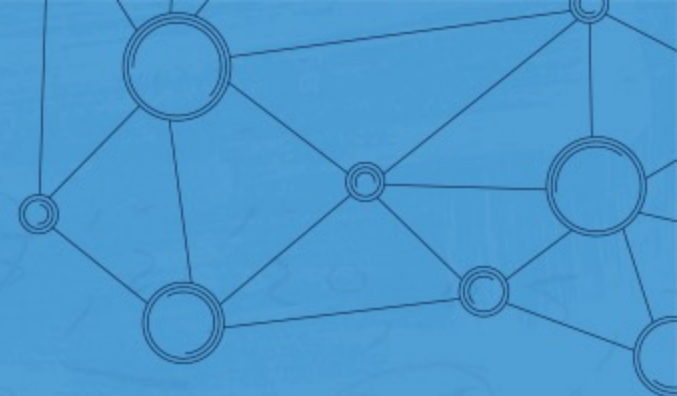




$$Q \begin{bmatrix} S_1 \\ S_2 \\ S_3 \\ M_1 \end{bmatrix} P^N \times \begin{pmatrix} 10 \\ 2 \end{pmatrix} \leftarrow \frac{9.1}{20.3} = \frac{9.8}{2} \text{ conv } x = \begin{pmatrix} 2.3 \\ 1.2 \\ 0.8 \end{pmatrix} \begin{pmatrix} 2.1 \\ 2.0 \\ 0.5 \end{pmatrix} \begin{pmatrix} 2.5 \\ 4 \end{pmatrix}$$

$\rightarrow = 3.6$



UNC School Counseling Program Fall 2025 Site Supervisor Orientation

*Partnering to Develop the Next
Generation of School Counselors*

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

School of Education

Welcome and Objectives

Welcome to the Fall 2025 Site Supervisor Orientation

Today's Goals:

- Build collaboration between UNC and site supervisors
- Share tools for supporting intern growth
- Clarify roles, expectations, and resources



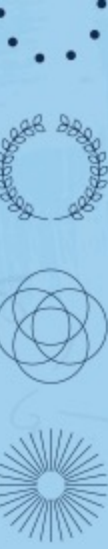
Fledgling School Counselor-in-Training Syndrome (F-SCITS)

Diagnosis requires at least 5 of the following symptoms within a single practicum cycle:

- Panic when left alone in the counseling office without a script.
- Compulsive use of reflection statements in every setting, including lunch duty.
- Feeling the need to “fix everything” for a student by the end of their first session.
- Fear of doing anything without first checking with their site supervisor... twice.
- Belief that one small misstep will result in failing practicum and being banned from the profession.
- Inability to tolerate silence—even when the student is just thinking.
- A tendency to over-plan a classroom guidance lesson... and then freeze when the projector doesn't work.
- Daily existential crises triggered by the phrase “consultation with parents.”
- Desire to impress the entire faculty during Week 1.
- Obsessively rewatching their counseling session recordings and noticing every “um.”



Fledgling School Counselor-in-Training Syndrome (F-SCITS)



Discussion Questions/Prompts:

- Which of these symptoms have you seen before in interns?
- How did you support them through it?
- Which ones made you chuckle in recognition?
- What helps normalize and guide new counselors through these growing pains?



From Laughs to Learning: Supporting New Counselors



Your Role as a Site Supervisor

Three Supervisor Roles

(Discrimination Model of Supervision – Bernard & Goodyear)

- Teacher – Instruct, model, provide direct feedback
- Counselor – Support reflection, explore feelings and self-awareness
- Consultant – Collaborate, encourage autonomy, share expertise as needed

Focus Areas:

- Intervention Skills
- Conceptualization Skills
- Personalization Skills



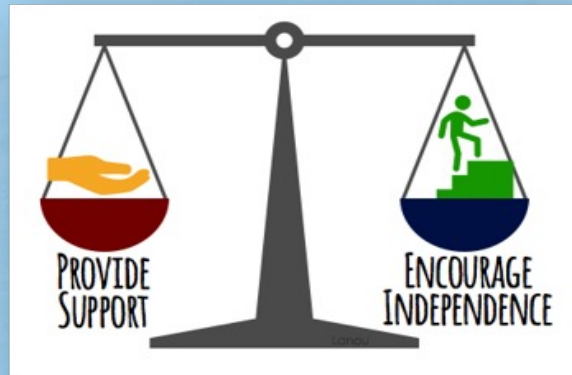
Your Role as a Site Supervisor (cont.)

Site Supervisor Responsibilities

- **Weekly Supervision:** 1 hour minimum (may be split)
- **Observe & support** counseling skills and professionalism
- **Complete evaluations:** Mid-Semester & Final
- **Provide feedback** on counseling skills, ethical issues, and professional dispositions



Supervision Strategies



Stages of Supervisee Development

	Level 1 "toddlers"	Level 2 "adolescence"	Level 3 "young adult"
Self/Other Awareness	Self focused; anxiety; negativity, "what do I do?" Providing support, reassurance, positive reinforcement specific to behaviors done well	Blurry boundaries, focus on students, increased empathy, confusion, awareness of the realities as a school counselor, "how can I fix it?" Perspective taking, other relationships (e.g., teachers, parents), self-care, encouragement, continued support, constructive criticism focusing on growth	Clearer boundaries, awareness of thoughts, emotions, and behavior in relation to students; having perspective on role; being reflective Exploring the relationship, focus on process rather than product, lessons learned, cognitive & affective integration
Motivation	Highly motivated, be successful, do well, make the supervisor happy Highlight the positives, structure supervision, give the gift of time	Develop confidence, vacillates, external events Highlight previous successes, developmental perspective on growth, bridge to professionalism	Recognizing this is just the beginning, excitement, "ready to fly" Share resources, collegial, celebration, reciprocal (e.g., respect, share successes)
Autonomy	"Low" and dependent, in relation to supervisors Challenge to become more independent, "what do you think?"	Some resistance, avoidance, or conflict Give them more responsibilities, opportunities; encourage self-assessment and reflection	Supervisor as consultant, ownership of what I do (e.g., students, supervisors) You have provided roots and wings



Supervision Strategies (cont.)

- Balance challenge with support
- Use feedback models (e.g., 'Praise–Polish–Plan'; Glows and Grows; Sandwich models, etc.)
- Encourage self-reflection and self-assessment
- Model professional boundaries and self-care



Practical Feedback Models for Site Supervisors

1. Praise–Polish–Plan

- **Praise:** Start with specific, genuine positive feedback on what went well.
- **Polish:** Identify one or two areas to refine or strengthen.
- **Plan:** Collaboratively set a concrete next step or strategy.

2. Glows and Grows

- **Glows:** Highlight strengths and successes (“What’s working well?”).
- **Grows:** Focus on areas of opportunity for professional growth.
- **Why it works:** Simple, memorable framing that keeps tone positive.

3. Sandwich Model

- **Positive → Constructive → Positive**
- Begin with a strength, address an area for improvement, and close with encouragement or another strength.
- **Caution:** Avoid “sugarcoating” so much that the constructive feedback gets lost.

4. Stop–Start–Continue

- **Stop:** Identify unhelpful behaviors or strategies to discontinue.
- **Start:** Suggest new skills, approaches, or strategies to try.
- **Continue:** Reinforce effective practices to maintain.



Practical Feedback Models for Site Supervisors (cont.)



5. Reflect–Reframe–Refocus

- **Reflect:** Invite the supervisee to self-assess (“How do you think that went?”).
- **Reframe:** Offer a different perspective or interpretation.
- **Refocus:** Shift toward next steps or solutions.

6. The DESC Model (Describe, Express, Specify, Consequences)

- **Describe:** Objectively describe the behavior or situation.
- **Express:** Share your feelings or concerns about it.
- **Specify:** State the change you want to see.
- **Consequences:** Explain positive outcomes of making the change.

7. Feedforward Model

- Focus primarily on **future-oriented suggestions** rather than dissecting past mistakes.
- Example: “Next time you might try...” rather than “You should have...”

8. Pendleton’s Rules (often used in clinical settings)

- The supervisee starts with what went well.
- The supervisor adds what they observed went well.
- The supervisee identifies what could be improved.
- The supervisor adds improvement suggestions.
- **Benefit:** Encourages reflection and shared ownership of learning.



What to Do If Concerns Arise

- Reach out to the **university supervisor immediately**
- We can support with:
 - Additional supervision
 - Clarifying expectations
 - Initiating a remediation plan if needed
- Common concerns: Lack of initiative, professionalism, or skill development



Practicum Overview

Practicum at a Glance

- 100 total site hours | 40 direct hours required
- Practicum ends: **October 24**
- 3 days/week on-site (M/W/F recommended)
- Required to progress to Fall Internship



Key Student Assignments

What Interns Are Working On

- Weekly site logs & hours tracking
- Counseling session recordings + case conceptualizations
- Learning goals & reflections
- Basic skills demonstration
- Classroom guidance proposal



UNC Support & Communication

How UNC Supports You

- Dedicated **clinical coordinator** to help with pragmatics and overall communication
- Dedicated **university supervisor** assigned to each intern
- We provide:
 - Ongoing support for supervision or site-related issues
 - Midterm check-ins
 - Timely responses to concerns or questions
- You are a valued co-educator in this process



Self-Care for Supervisors

- Schedule restorative activities
- Connect regularly with peers for support
- Model healthy boundaries for interns



Thank You & Let's Stay Connected

Final Notes

- We deeply appreciate your mentorship and time
- Please reach out with questions or updates
- We're here to support you and your intern





“Empty Houses”

by Langston Hughes



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