

SUPERVISION OF COLLEGE INTERNS: EFFECTIVE TOOLS AND SKILLS TO MAKE THE MOST OF STUDENT AND SUPERVISOR GROWTH

Tori Rokicki, LPC-MHSP
TLPCA 2025

a little about me



LPC-MHSP since 2018
11 years as a therapist
Worked in schools
and private practice
9 years working with
student interns



Passion is for young
children, but also
work with families
and middle school
aged kids
Work with severe
trauma



I really like to be silly

The “why” of supervision

- New professional relationships
- Opportunities for new learning
- Connections to universities, learning professionals
- Feedback and fun!



Varying approaches to Intern Supervision

There are many approaches to supervision, based on your theoretical approach to therapy, and your supervisees previous experience, Typically, college level clinicians are coming to us with little to no experience at all.

No matter the approach you take, the three types of supervision you are able to provide include: formative, normative, and restorative.

CBT

- Goal and specific skill oriented
- Use of rehearsal and modeling
- Focus on most effective counseling interventions

Person Centered

- Unconditional positive regard
- Focuses on personal congruence in the process

IFS

- Parallel process of supervision
- More self-led supervision with focus on parts interaction with clients

Solution-focused

- Highlights and builds upon strengths
- Encourages students to find their own solutions

Supervisee Development Model

IDM STAGES OF INTERN DEVELOPMENT

COMPARISON CHART

Stolenberg, McNeill and Delworth (1987)

STAGE	SUPERVISEE CHARACTERISTICS	SUPERVISOR ROLE	FOCUS AREAS
STAGE 1: BEGINNER	Anxious Motivated Rigid Dependent	Teacher / Instructor Provides clear direction, structure, and support	Basic counseling skills Building confidence and competence Normalizing anxiety and learning curve
STAGE 2: INTERMEDIATE	Struggles with feedback and ambiguity Fluctuating confidence Developing boundaries and awareness	Guide / Facilitator Offers support with increased challenge and feedback	Case conceptualization Open feedback Discussing transference/countertransference
STAGE 3: ADVANCED	Reflective Self directed Autonomous Has professional identity Seeks feedback	Consultant / Peer Collaborative, affirming, and growth-oriented	Providing professional resources for growth Refining skills and specializations Addressing ethical dilemmas

- Most commonly used model
- Developed by Stolenberg, McNeill and Delworth (1987)
- Addresses both pieces of the supervision process
- Table here

Boundaries

Boundary Quick Hits

- No matter the supervision model, you will have a contract provided by the university or institution
- This contract most likely will NOT provide a framework for professional boundaries between you and the student, or the student and clients (some students will be taking ethics as they begin their professional internships)!
- It's most important to discuss boundaries BEFORE your intern's first day



Burnout

Burnout typically happens only 18 months out of school for new clinicians

Signs of burnout

substance abuse
avoiding work
overworking
missed preparation for sessions

Reasons for burnout

high caseloads
limited autonomy
socio-political climate
perfectionism

Assessment

Burnout
Assessments: For
both mentor and
intern

Prevention and Treatment

Weekly
Supervision
Example

Shame/Perfection

How old are our college-level interns?

Gen Z: 1997-2012

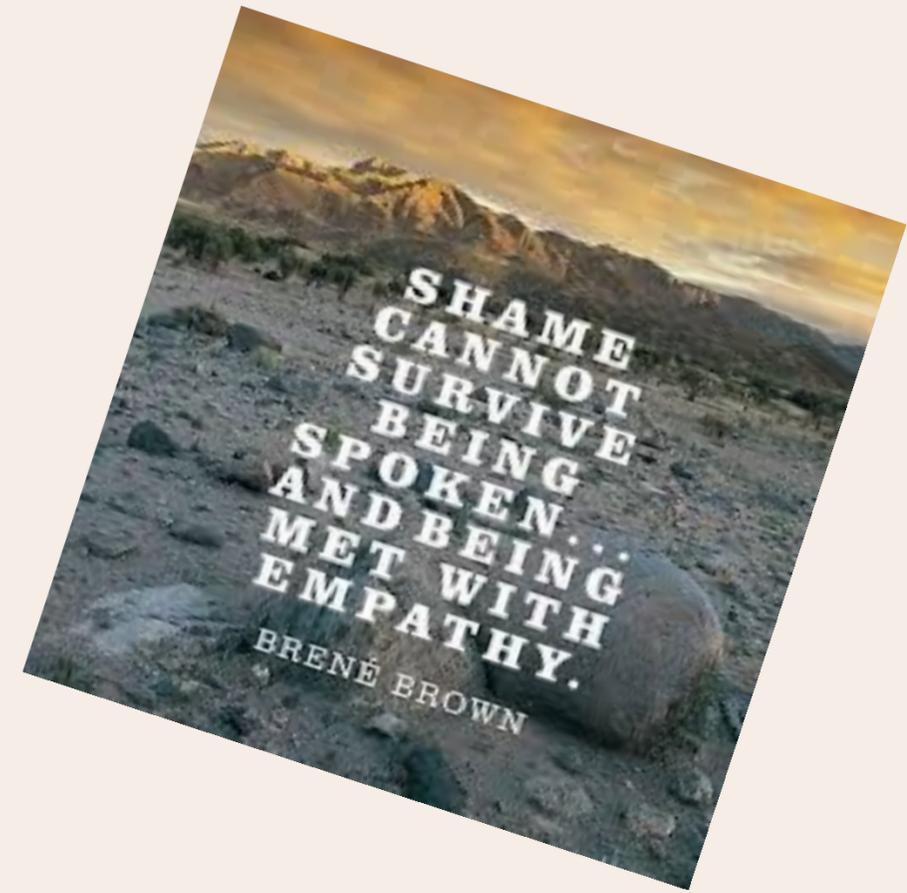
“Brand”

Marketing on social platforms for careers

Comparison, instant feedback

More aware of mental health, but also pushed to be
high-functioning

Living with digital footprint*



Feedback: Goals, Empathy and Finesse

Ask if the person is ready, and make sure that feedback is build into a normal cadence. It feels punitive if you only give feedback once in a while.

01.

Choose 1-2 feedback pieces to deliver per meeting. Have some suggestions in the back of your head, even if you are trying to have the intern reflect themselves. Have specific and observable examples of behaviors you are giving feedback on.

02.

Incorporate the goals of the feedback into the next meeting to ensure alignment and developmental/career progression.

03.

Accept feedback! This should also be incorporated in to each meeting cycle so that it is a normative process, and so that the intern feels autonomy and belonging in the work place.



Resources

[Brief Initial Treatment Plan for Supervisees](#)

[Downloadable SOAP Notes Template](#)

[Article: Five Steps to Building an Intern Feedback Loop](#)

[Article: Supervising Gen Z and Millennials](#)

A decorative border made of watercolor brushstrokes in shades of orange, green, and blue, framing the central text.

THANK YOU
VERY MUCH!