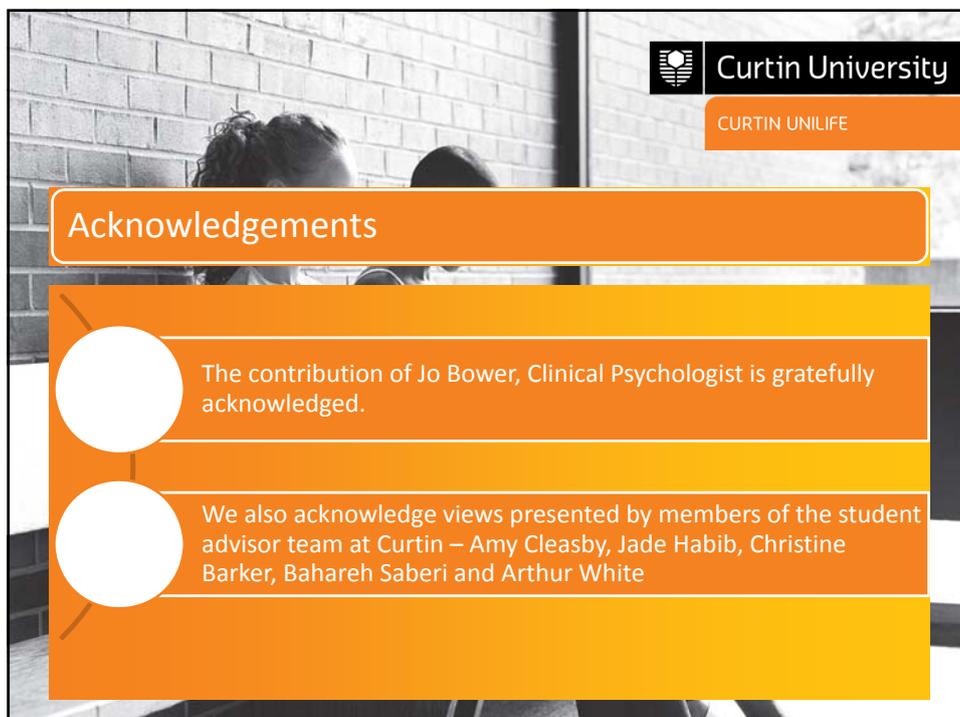


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Professional Support for Student Advisors

The Value of Formal Supervision Meetings Delivered via the Counselling Service

Presenters:
Jim Elliott
Sean Murray
Helen Hesselberg



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Acknowledgements

The contribution of Jo Bower, Clinical Psychologist is gratefully acknowledged.

We also acknowledge views presented by members of the student advisor team at Curtin – Amy Cleasby, Jade Habib, Christine Barker, Bahareh Saberi and Arthur White



Agenda for this presentation

- Introduction and Background: Jim Elliott
- Overview of Professional Supervision: Sean Murray
- The Experience of Student Advisors: Helen Hesselberg
- Questions and Discussion



Introduction and Background

- Growth of Advisory Service as “first point of contact”
- Mixed background of qualification and experience of Advisors
- Consideration of risk management
- Difficulty of supervision from line manager



What is Supervision?

Contextual

- Administrative
- Coaching
- Training
- Mentoring
- Educative
- Supportive

Main purpose in psychology: Training and consultation



Psychologist Requirements

- Min 3080 hrs @ 35 hrs/week over two years
- Face to face
- CPD = 30hrs/year
- Peer supervision 10hrs/year
- High standard of professional practice
- Best practice



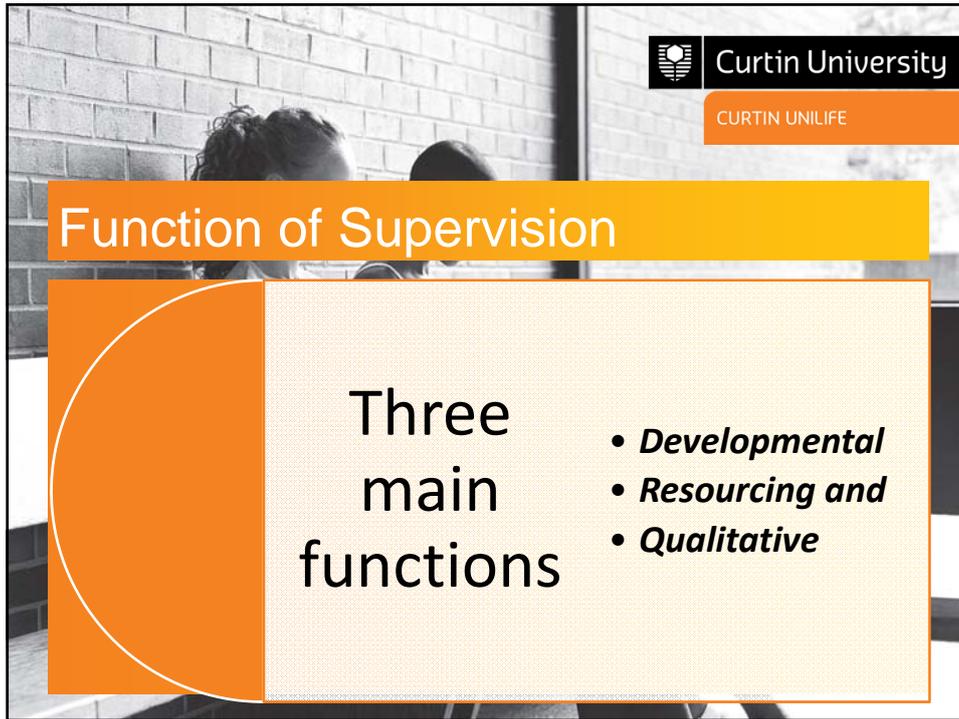
Student Advisors

- Provide general psychological support
- Attend to their distress
- Refer to appropriate services
- Core helping skills required by student advisors



Supervision for SA

- acquisition and development of new skills
- ongoing professional development
- assisting in working with challenging client
- providing opportunity for reflection and awareness of own responses and reactions
- concerned with issues of technique
- boundaries
- understanding the material clients' bring
- dealing with personal feelings of anxiety
- teasing out relationship dynamics
- choosing intervention options
- dealing with feelings of frustration and boredom towards clients'



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Function of Supervision

Three main functions

- *Developmental*
- *Resourcing and*
- *Qualitative*



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Group Supervision

Advantages

- economies of scale
- share anxieties and identify with others
- offers feedback and reflections
- supervisor can compare
- life experiences
- serve the same purpose



Group Supervision

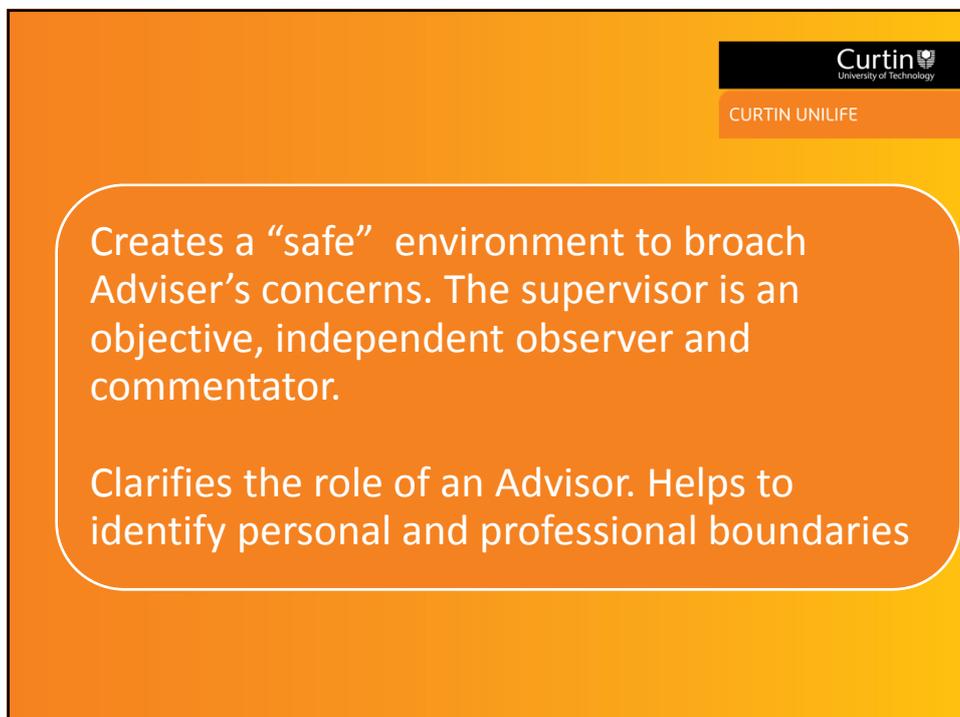
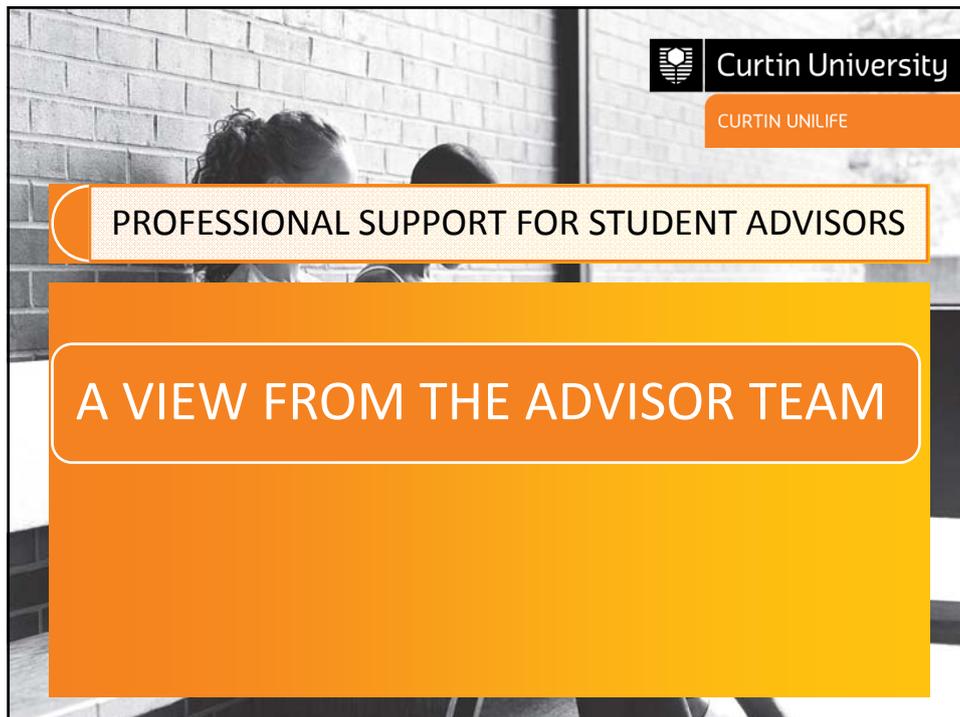
Disadvantages

- competitiveness
- lack participation
- absenteeism
- social engagement
- time constraints



Contracting

clarifies intentions and boundaries	clear and honest feedback	deal with conflicts
rules of engagement	ground rules	Supervisor: <ul style="list-style-type: none">• Culture of intention• Empathic respect• Honesty and trust



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Allows time to 'let off steam' and share concerns, ideas, emotions. Establishes a stronger understanding and bond between team members.

Affirmation and reassurance fosters a positive and supportive team environment.

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Opportunity to work through difficult individual cases. Establishes complimentary work practices and protocols. Ensures consistent quality of the Adviser support service.


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Improves communication skills and sensitivity to the diverse student population.

Awareness to modify communication style according to cultural or social background


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Develop interview techniques required for successful one-to-one meetings with students.

Role play of hypothetical cases prepares

Advisers to deal confidently with students in person, by email or telephone.



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Enables ongoing education and discussion on topics relevant to the Curtin student cohort. (Cultural diversity, mental health and student wellbeing issues)

Notes, links to relevant websites and to directory of external support agencies are provided.

Managing Adviser Stress

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Techniques can be applied in the office, at home and can be taught to stressed students.

Valuable 'time out'!

Allows for reflection, leaves advisers feeling refreshed and motivated

In Conclusion.....

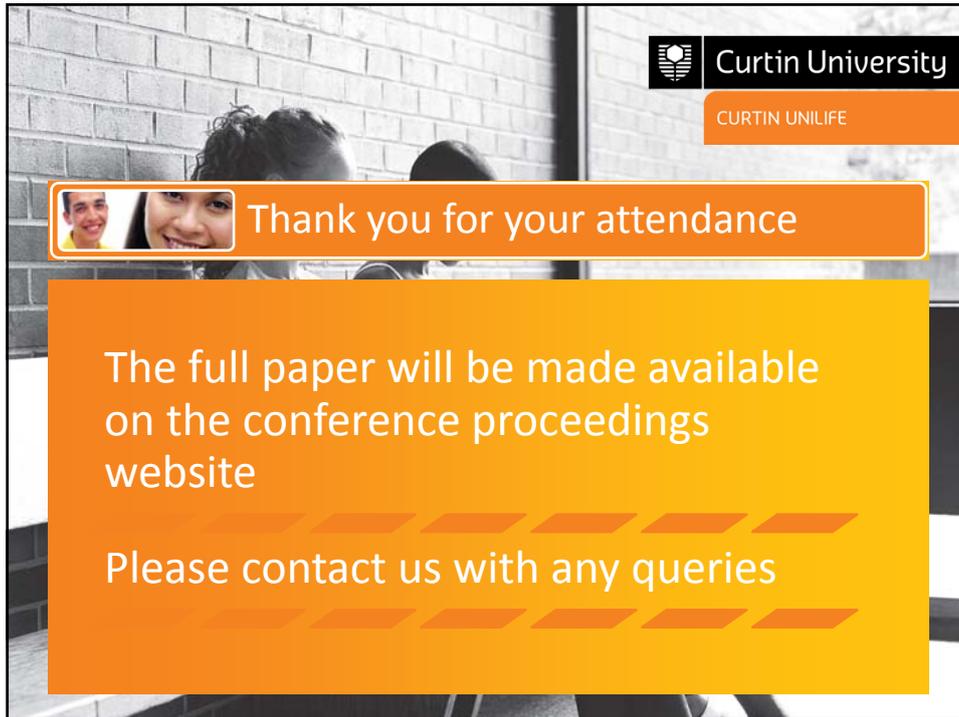
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START Advisers agree that the time invested in fortnightly Supervision sessions has been a beneficial initiative!

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Questions and Discussion

- Where are your front line Advisors placed?
- How are they trained and supported?
- Who do they consult in complex cases?
- Is there anything like the Curtin model operating elsewhere?
- Is this model generalizable to other universities?



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 Thank you for your attendance

The full paper will be made available
on the conference proceedings
website

Please contact us with any queries