

Collaborative Supervision: Best practice to improve student well-being and empower student services staff

Katy Dib, Helen Nicholls-Stary, Lisa Trevaskis, Zoe Fang



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What is clinical supervision?



Clinical supervision is a formal professional relationship between two or more people in designated roles, which facilitates reflective practice, explores ethical issues, and develops skills.



Clinical supervision is about the clinician, their work and learning needs. It is always staff focussed and led, according to individual goals, and not managerially led according to organisational goals.



Generic clinical supervision uses the supervisory or learning alliance to fulfil the tasks of maintaining professional standards, focusing on educational needs and providing emotional support.



Professional practice that concerns working with people requires its staff, regardless of their seniority or experience, to participate in clinical supervision for the benefit of both themselves and their students.

A little about Deakin:



**Melbourne Burwood
Campus**
- 32 000 students

Geelong Campuses
- 13 400 students

Warrnambool Campuses
- 597 students

Cloud Campus
- 15 076 students



61,219

Course enrolments

46,558

Total domestic students

14,661

Total International students

42,827

Undergraduate students

15,769

Postgraduate students

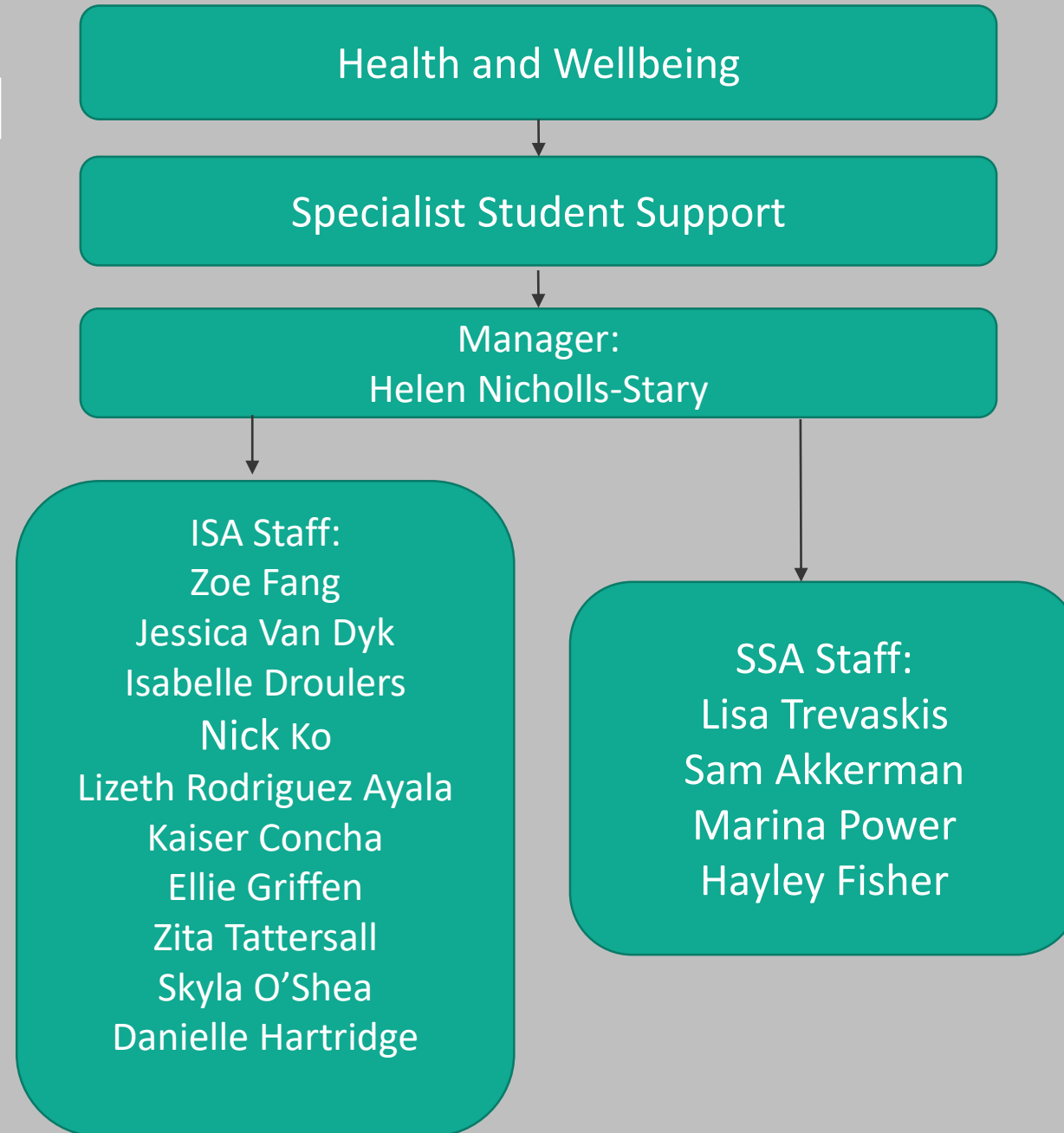
1,912

Higher Degree by Research students

711

Non-award course enrolments

Organisational Structure



Why Supervision

- Increase in complex issues,
- Health and wellbeing of staff,
- Capacity building and upskilling of staff.



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Quarterly with an independent
mental health expert



Monthly peer supervision



Weekly Manager's supervision

Three-tiered approach to supervision and support



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- Creating a safe environment to have honest conversations about our practice and creating a culture of support to adopt a student-centred approach.
- Using a strength-based approach to guide staff and build confidence
- Every staff member is valued for their views and input.
- Staff input informs my work.



Manager's Supervision

Senior Student Adviser Role

- Case Management of students with multiple and complex needs.
- Secondary Consultation with colleagues and other Deakin staff.
- SSAs work from a framework that empowers and strengthens student capacity to address their own unique needs and in addition to work and support staff within the University which also promotes and supports capacity building.



International Student Adviser Role

ISAs can assist students with :

- Settling into life at Deakin and in Australia
- General and personal issues that may affect a student's ability to study
- Student visa queries
- Applying for intermission / leave of absence
- Financial difficulties (not approval of payment extensions or loans)
- Homesickness
- Social or cultural adjustment difficulties
- Complaints and grievances
- Crisis management
- Social activities, events and programs.
- Specific support for Under 18 and Australia Award students



Facilitated on a monthly basis by the Senior Student Advisor.

A range of challenging and unique international student presentations brought to the group for discussion and feedback

Allows for sharing of ideas, shared problem solving and feedback and support

Peer to Peer Supervision



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Let's see it in action...

Complex student presents to ISA at drop in.
ISA reflects on student presentation and presenting problems

Manager and ISA reflect on case in weekly supervision

ISA determines they will continue to support the complex student with support from SSA in peer to peer supervision

SSA & ISA consult separately in supervision with clinical supervisor to ensure best practice and appropriate skill development is achieved

ISA is continued to be supported with peer supervision with SSA and weekly supervision with manager

Collaboration leads to stronger more cohesive teams that are webbed together through shared knowledge and as a result we see improved outcomes for students.



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Case study

Student made appointment with ISA via online booking system

During the first consultation, student raised significant mental health issues, including suicidal thoughts

ISA consulted with manager who recommended Counselling and Psychological Services (CAPS) be contacted to discuss concerns

Manager also offered support in weekly supervision sessions in recognition that the student's presentation may be causing distress to ISA and made aware of appropriate supports.

Undertook Secondary Consultation with Senior Counsellor who recommended suggesting a referral to the service

Student referred to CAPS and an appointment offered.

ISA continued to support student in other areas and continued to discuss in weekly meetings with Manager.

Student was discussed in peer to peer supervision in order to get feedback from both ISA's and SSA's about student support and share learnings with the team.

Case also discussed in monthly clinical supervision to get clinical feedback and guidance.

Outcomes



Student achieves planned outcomes with consistency of support from initial contact, increasing alliance and collaborative practice



ISA is empowered and furthers their skills in supporting complex students, increasing confidence and competence



SSA skills of peer support and mentoring are enhanced without having to “take over” the case, increasing team cohesion



Capacity building for all staff



Management increases confidence in staff in working with complex presentation, reducing burn out and staff demand



Current and future students are better supported

Discussion topics

Opportunities
to develop
student services
staff

All the potential
collaborations
for
international
student services

Opportunities
for building
collaboration in
team

Pro's & Cons
with internal-
external
supervision