



Lunch and Learn Series

Supporting Mentors



Mentored
Internship
Program



Supporting Mentors

Lunch and Learn Series
Presented by Rebekah Children's Services



Indigenous Land Acknowledgement

- We respectfully acknowledge that we live and work in territories where indigenous nations and tribal groups are traditional stewards of the land. Our California office resides in Tongva territory.
- Please join us in supporting efforts to affirm tribal sovereignty across what is now known as California and in displaying respect, honor, and gratitude for all indigenous people.

Whose land are you on?

Option 1: Text your ZIP code to 1-907-312-5085

Option 2: Enter your location at <https://native-land.ca>

Option 3: Access Native Land website via QR Code



Agenda

- Learning Objectives
- About Us: Rebekah Children's Services
- Mindfulness Exercise
- Considerations for Identifying a Mentor
- Clarifying Roles
- Differentiating Between Supervisors and Mentors
 - Roles Defined
 - Differentiating Between Supervisors and Mentors
 - Supervisor/Mentor Agreement
- Supporting Mentors—Ongoing
 - Support Strategies

Learning Objectives

After attending this webinar, participants will be able to:

- Have two strategies to identify an MIP mentor.
- Differentiate between an MIP intern supervisor and their mentor.
- Identify three strategies for ongoing support of the MIP mentor.



About Us: Rebekah Children's Services

Who We Are:

- Rebekah Children's Services (RCS) has been a mental health provider in Santa Clara County for decades and has a wonderful reputation built on trust and commitment to the community we are honored to serve.
- RCS offers a full continuum of family-centered services, including prevention, mental health, foster care and adoption, and educational services to promote the healthy development of children and families. Our services are designed to meet the individual needs of children and families based on their age, developmental functioning, history of trauma, cultural values, family environment, and physical health.





Kneaded
Culinary
Academy

FRC

P&E

First5

DR SSA

PEI

SLS

Outpatient

DR BHS

Intensive
Outpatient

Katie A
ICC, IHBS

Wrap

TFC



TBS Therapeutic Behavior Services

Foster Adoption

Cal-SOAP



RCS Continuum of Care

Programs That Currently Accept Interns

- **Family Recourse Center** (bachelor's-level interns accepted)
- **Outpatient and Intensive** (master's-level interns accepted)
- **Prevention & Education** (high school- and bachelor's-level interns accepted)
- **Prevention & Early Intervention** (master's-level interns accepted)
- **School Linked Services** (master's-level interns accepted)
- **Wraparound** (master's-level interns accepted)
- **Differential Response** (both bachelor's- and master's-level interns accepted)
- **First 5 Services** (master's-level interns accepted)
- **Katie A** (master's-level interns accepted)

Mindfulness

- We like to start our trainings with a mindfulness exercise, as we know we are better able to learn when we are in relaxed or at least baseline.
- <https://www.youtube.com/watch?v=u9Q8D6n-3qw>



Considerations for Identifying a Mentor

- Consider the following:
 - Interest in mentoring.
 - Availability to mentor.
 - Lived experience.
 - Similar degree as mentee is pursuing.
 - Being in the same program/department.
- Identifying mentors at all different levels of the agency can be beneficial.
- MIP promotes compensation or reduced caseload for interns.

Differentiating Between Supervisors and Mentors

- Be clear about expectations:
 - Roles Defined
 - Mentored Internship Program Agreements
 - Intern Tracker

Clarifying Roles

- Providing a “Roles Defined” resource can be helpful for interns and mentors.
- This document can have the titles and roles of key people the intern will interact with in their internship.
- The roles we cover:
 - Program Manager/Supervisor
 - MIP Mentor
 - MIP Coordinator
 - Field Instructor
 - BBS Individual Supervisor
 - BBS Group Supervisor
 - Human Resources (HR)
 - Information Technology (IT)



Roles Defined

Program Manager/Supervisor

An RCS Program *manager or supervisor* ensures the internship is a meaningful learning experience for the Intern and supports the Intern in successfully fulfilling their program-specific duties. The Program Manager/Supervisor effectively trains the interns and provides all necessary resources for the Intern position. Monitors interns to ensure they are completing assigned duties.

Duties include:

- Program Specific Supervisor
- Manages caseload
- Day to day operations
- Assigns and reviews clinical cases
- Reviews Agency expectations and performance improvement plans if needed

Mentor (MIP)

Mentors work directly with Interns/Mentees to enhance the professional development of diverse students through thoughtful MI settings to help meet California's urgent need for a Behavioral Health workforce. They participate in coaching and training opportunities. Each mentor can serve as a mentor for up to 2 interns.

- Participates in Agency scheduled MIP Meetings
- Could participate in coaching and training opportunities
- Provides mentorship to Mentees regarding professional development within the mental health field
- Discusses workplace responsibilities, normalizes challenges, and brainstorms strategies
- Discusses, shares, and helps to set professional development goals
- Debriefs setbacks, challenges, and performance

*Mentor can also be Field Instructors or BBS Supervisors but cannot be direct Program Managers/Supervisors.

RCS MIP Agreements



Mentored Internship Program Agreement

Program Supervisor Field Instructor BBS Supervisor

1. I agree to the above role at Rebekah Children's Services

from _____ through _____
(Month/Day/Year) (Month/Day/Year)

- I agree to assign and monitor a minimum of ___ hours of Internship per week at RCS, including ___ face-to-face client hours per week, including BBS and school weekly required/recommended dosages. These hours should be during normal business hours and not on RCS Holidays. If the Intern needs additional face-to-face hours, they can connect with the MIP intern coordinator.
- I agree to provide and/or ensure the following mandatory meetings for my Intern/Trainee/Mentee are attended:
 - Group Supervision (2 hours, per week)
 - Individual supervision (1 hour or more per week, depending on BBS ratio)
 - Client sessions.
- I will respond to notices of vacation requests, change of schedule requests, and resignation from my Intern/Trainee Mentee within at least 1 week whenever possible.
- Should an Intern have a concern with a given directive, I agree to follow up with MIP Internship Coordinator, program director, University partners, and HR if needed for further exploration and discussion.
- I agree to check my voice mail/Email at least one time per day and respond to my Interns, agency staff, and collateral agencies within 1 business day of the message. I also agree to follow any procedures surrounding the use of phones, voicemails, e-mails, printed documents, and Mitel voice/text applications.
- I agree to provide emergency guidelines for clients in crisis that are outlined in my training manual.
- I agree to support the maintenance of client files and promote documentation to be submitted on time. This includes timesheets, weekly schedules, mileage reimbursements, client surveys, questionnaires, assessments, treatment plans, consent to treatment, HIPAA regulations, client progress notes and termination summaries, and any other forms set forth by the agency.



Mentored Internship Program Agreement

Mentor Field Instructor BBS Supervisor

1. I agree to the above role at Rebekah Children's Services

from _____ through _____
(Month/Day/Year) (Month/Day/Year)

- I agree to provide mentorship to Mentee regarding professional development within the mental health field.
- I agree to attend monthly RCS MIP Mentor meetings and assigned Mentor Internship Program meetings such as Learning Collaborate.
- If applicable, I agree to provide and/or ensure the following meetings for my Intern/Trainee/Mentee:
 - Group Supervision (2 hours, per week)
 - Individual supervision (1 hour or more per week, depending on BBS ratio)
 - Client sessions.
- I agree to check my voice mail/Email at least one time per day and respond to my Interns/mentees, agency staff, and collateral agencies within 1 business day of the message. I also agree to follow any procedures surrounding the use of phones, voicemails, e-mails, printed documents, and Mitel voice/text applications.
- I agree to provide emergency guidelines for clients in crisis that are outlined in my training manual.
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- I agree to follow HIPAA guidelines and follow all guidelines set by RCS rules and

Intern Tracker

Intern Name	School	Degree	Program	Start Date	End Date	Mentor	Program Manager/Supervisor	Field Instructor	BBS Supervisor	BBS Group Supervision
FALL										
Master's students										
Student A	WU	MFT	Campbell OP	8/29/2022	5/7/2023	Michelle	Justin	NA	Jennifer	NA
Student B	ASU	MSW	Campbell OP	8/18/2022	12/2/2022	Cindy	Justin	Cindy	NA	NA
Student C	CSUMB	MSW	ED Services	8/22/2022	5/12/2023	Priscila	Jessica	Anette	NA	NA
Student D	CSUMB	MSW	ED Services	8/22/2022	5/24/2023	Priscila	Jessica	Lupe	NA	NA
Student E	SJSU	MSW	ED Services	9/7/2022	5/5/2023	Anette	Priscila	Lupe	NA	NA
Student F	SJSU	MSW	ED Services	9/7/2022	5/5/2023	Jessica	Priscila	Jessica	NA	NA
Student G	SJSU	MSW	ED Services	9/7/2022	5/5/2023	Jessica	Priscila	Jessica	NA	NA
Student H	SJSU	MSW	ED Services	9/7/2022	5/5/2023	Anette	Priscila	Anette	NA	NA
Student I	SCU	MFT	First 5	8/22/2022	6/1/2023	Rosalva	Yadira	NA	Yadira	Yadira
Student J	SJSU	MSW	First 5	9/7/2022	5/5/2023	Yadira	Teresa	Yadira	NA	NA
Student K	CSUMB	MSW	Gilroy OP	8/22/2022	5/12/2023	Angela	Cecilia	Angela	NA	NA
Student L	CSUMB	MSW	Gilroy OP	8/22/2022	5/12/2023	Angela	Breanna	Angela	NA	NA
Student M	CSUMB	MSW	Head Start	8/22/2022	1/20/2023	Yadira	Rosalva	Yadira	NA	NA
Student N	SJSU	MSW	Katie A	9/7/2022	5/5/2023	Cindy	Aimee	Cindy	NA	NA
Student O	PU	MFT	Katie A	7/11/2022	6/25/2023	Aimee	Cindy	NA	Jennifer	Ruth
Student P	USC	MSW	Gilroy OP	11/28/2022	8/1/2023	Julio	Breanna	Julio	NA	NA
Bachelor's Students										
Student Q	SJSU	BSW	FRC	9/6/2022	5/19/2023	Ale	Jessica	Jessica	NA	NA
Student R	SJSU	BSW	FRC	9/6/2022	5/4/2023	Ale	Jessica	Jessica	NA	NA
Student S	SJSU	BSW	P&E	9/6/2022	5/4/2023	Lorenzo	Jessica	Jessica	NA	NA
Student T	SJSU	BSW	P&E	9/6/2022	5/4/2023	Lorenzo	Jessica	Jessica	NA	NA

Be Supportive of Individual Styles and Change

We are all human, and approaching this role in a trauma-informed way can lead to a better experience for those participating.

- Mentors can offer different meeting styles.
- Mentors can have individual styles, such as open-door or more structured.
- Acknowledge fit with mentee.
- Mentors can decide to leave their role, and communication is key.

Trauma-Informed Approaches

Trauma-informed care recognizes and responds to the signs, symptoms, and risks of trauma to better support our clients and staff through:

- **Understanding** the prevalence of trauma and adversity and their impacts on health and behavior.
- **Recognizing** the effects of trauma and adversity on health and behavior.
- **Training** mentors on **responding** to their interns with best practices in trauma-informed care.
- **Integrating** knowledge about trauma and adversity into policies, procedures, practices, and treatment planning in our agency.
- **Avoiding** re-traumatization by approaching mentors'/interns' adversities with non-judgmental support.

Ongoing Support Strategies for Mentors

Ongoing support can look like:

- Mirroring communication that was given to their mentees.
- Conducting self-care assessments.
- Offering anonymous check-ins.
- Communicating about MIP events.
- Offering agency MIP mentor monthly meetings.
- Offering trainings.
- Participating in team-building events.

Self-Care Assessment

Self-Care Assessment

Adapted from Saakvitne, Pearman, & Staff of TSI/CAAP (1996). *Transforming the pain: A workbook on vicarious traumatization*. Norton.

The following worksheet for assessing self-care is not exhaustive, merely suggestive. Feel free to add areas of self-care that are relevant for you and rate yourself on how often and how well you are taking care of yourself these days.

When you are finished, look for patterns in your responses. Are you more active in some areas of self-care but ignore others? Are there items on the list that make you think, "I would never do that"? Listen to your inner responses, your internal dialogue about self-care and making yourself a priority. Take particular note of anything you would like to include more in your life.

Rate the following areas according to how well you think you are doing:

- 3 = I do this well (e.g., frequently)
- 2 = I do this OK (e.g., occasionally)
- 1 = I barely or rarely do this
- 0 = I never do this
- ? = This never occurred to me

Physical Self-Care	Rating
Eat regularly	
Eat healthily	2
Exercise	1
Get regular medical care for prevention	2
Take time off when sick	2
Get massages	1
Dance, swim, walk, run, play	1
Take time to be sexual - with myself, with a partner, or partners	3
Get enough sleep	3
Wear clothes I like	3
Take vacations	2
Other:	
Total:	20

Psychological Self-Care	Rating
Take day trips or mini-vacations	2
Make time away from telephones, email, and the Internet	1
Make time for self-reflection	1
Notice my inner experience - listen to my thoughts, beliefs, attitudes, feelings	2
Have my own personal psychotherapy	2
Write in a journal	1
Read literature that is unrelated to work	1
Do something at which I am not expert or in charge	1
Attend to minimizing stress in my life	1
Engage my intelligence in a new area, e.g., go to an art show, sports event, theater	1
Be curious	3
Say no to extra responsibilities sometimes	2
Other:	
Total:	18

Emotional Self-Care	Rating
Spend time with others whose company I enjoy	3
Stay in contact with important people in my life	2

Self-Care Rating	
Physical Self-Care	20
Psychological Self-Care	18
Emotional Self-Care	22
Spiritual Self-Care	32
Relationship Self-Care	27
Workplace or Professional Self-Care	28

Self-Care Rating



- Physical Self-Care
- Psychological Self-Care
- Emotional Self-Care
- Spiritual Self-Care
- Relationship Self-Care
- Workplace or Professional Self-Care

Areas to rate:

- Physical self-care
- Psychological self-care
- Emotional self-care
- Spiritual self-care
- Relationship self-care
- Workplace or professional self-care

90-Day Check-ins

- Continuing to mirror communication, the “check-ins” for interns are also provided for mentors.
- Check-ins are quick surveys that are mindful of time but also value opinion.
- These can be anonymous and collected by email or by Forms.

The screenshot shows a Microsoft Forms survey titled "RCS- Mentor Internship Program". The form is titled "MIP Mentor Check-in" and includes a note: "This form is automatically collecting emails for Rebekah Children's Services users. [Change settings](#)".

The first question is: "How was your experience as a mentor with the MIP Program? Is there anything you'd like us to change/improve to improve the process?". The question type is "Paragraph" and it is marked as "Required". Below the question is a "Long answer text" input field. At the bottom of the question card, there is an "Answer key" section with "(0 points)", a copy icon, a trash icon, and a "Required" toggle switch.

The second question is: "How relevant are the trainings being provided? Is there anything you'd like to see more of?". It is also marked as "Required" and has a "Long answer text" input field below it.

The third question is: "Are you getting the support you need from your Program Supervisor and MIP Team?". It is marked as "Required" and has a "Long answer text" input field below it.

MIP Communications

- MIP coordinator forwards MIP emails to mentors, highlighting important information relevant to them.
- Provide the most up-to-date MIP Event Calendar.
- Promote mentor office hours and webinars.

MIP Event Schedule

Event Date	Event Type	Time	Event Title	Zoom Link	Who is required to attend?	Who can attend optionally?	Time Commitment
09/07/22	Webinar	12-1 PT	Speaking with Pride: The Importance of Person-First Language as Foundational to Diversity, Equity, and Inclusion	N/A	POC	Ed Partners Interns Mentors	1 hour / month
09/22/22	Learning Collaborative	10-12 PT	Inclusion and Person First Language	N/A	Ed Partners Interns Mentors POC		2 hours / quarter
09/22/22	Learning Collaborative	2-4 PT	Inclusion and Person First Language	N/A	Ed Partners Interns Mentors POC		2 hours / quarter
09/23/22	Learning Collaborative	10-12 PT	Inclusion and Person First Language	N/A	Ed Partners Interns Mentors POC		2 hours / quarter
09/23/22	Learning Collaborative	2-4 PT	Inclusion and Person First Language	N/A	Ed Partners Interns Mentors POC		2 hours / quarter
07/12/22	Webinar	12-1 PT	Workplace Ethics: Confidentiality, Ethical Dilemma, Matching Interns with Mentors	Meeting Registration - Zoom	POC	Ed Partners Interns Mentors	1 hour / month
07/14/22	Mentor- Open Office Hours	12-1PM	Mentor- Open Office Hours	Register Here		Mentors	1 hour / month
07/14/22	Intern- Open Office Hours	2-3PM	Intern- Open Office Hours	Register Here		Interns	1 hour / month
08/02/22	Webinar	12-1 PT	Working Smart: Preventing Burnout, Seeking Balance, and Managing Challenges	Meeting Registration - Zoom	POC	Ed Partners Interns Mentors	1 hour / month
08/09/22	Coaching Call- SoCal 1 (SA)	10-11 AM	ARP Grantee Administrative Coaching Call	Register Here	POC	Ed Partners	1 hour / quarter
08/09/22	Coaching Call- SoCal 2	11:30-12:30 PM	ARP Grantee Administrative Coaching Call	Register Here	POC	Ed Partners	1 hour / quarter
08/10/22	Coaching Call - Bay Area/Mid-State	10-11 AM	ARP Grantee Administrative Coaching Call	Register Here	POC	Ed Partners	1 hour / quarter
08/10/22	Coaching Call- NorCal & Capitol	11:30-12:30 PM	ARP Grantee Administrative Coaching Call	Register Here	POC	Ed Partners	1 hour / quarter
08/11/22	Mentor- Open Office Hours	12-1PM	Mentor- Open Office Hours	Register Here		Mentors	1 hour / month
08/11/22	Intern- Open Office Hours	2-3PM	Intern- Open Office Hours	Register Here		Interns	1 hour / month
09/08/22	Mentor- Open Office Hours	12-1PM	Mentor- Open Office Hours	Register Here		Mentors	1 hour / month

Mentor Monthly Meeting

- Provide polls to find when most mentors can meet.
- Send out an invitation.
- Provide an agenda that includes:
 - Welcome and introductions
 - Topics
 - What's working?
 - Any concerns?
 - Next meeting
- Send out minutes to those who cannot attend.

Offer Trainings

- TF-CBT
- Internal trainings
- MIP

Team- Building Events



*Rebekah Children's
Services
MIP Painting Party*

March 23, 2023 at 12-3 pm
290 IOOF Ave, Gilroy CA 95020
RSVP by accepting Outlook Invite

If you'd like to paint, dress accordingly
Light refreshments and snacks will be provided

See you there!

 **Rebekah**
CHILDREN'S SERVICES

Behavioral
Health
Workforce
Development 

Thank You



Q & A

Save the Dates!

Lunch and Learn	Continuing the Conversation
03/21/23: <i>Mentors</i> - How to support mentors and what does that support look like	03/22/23: <i>Mentors</i>
04/03/23: <i>Sustainability</i> - How to create and implement a sustainability plan 04/04/23: <u>Sustainability Webinar</u>	04/05/23: <i>Sustainability</i>
04/18/23: <i>Grant Writing</i> - How to write a grant and identify funding	05/19/23: <i>Grant Writing</i>