

Site Supervisor Manual for Counseling Programs



Counseling Program
Department of Leadership and Counseling
Eastern Michigan University

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Dear Supervisor:

Thank you for considering one of our counselors-in-training for an internship in your professional setting. The purpose of this manual is to familiarize you with the essential elements of an internship in Counseling.

This manual provides information regarding the standards for an internship experience as required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The manual also identifies the qualifications required of all site supervisors. Finally, this document will provide information regarding logistical matters such as assessment of the intern and the internship experience, liability insurance requirements, and the formal “universal affiliation agreement” utilized by Eastern Michigan University.

Your willingness to interview this candidate speaks to your interest in supporting the growth and development of a new professional. Should you have any questions or desire additional information, please feel free to contact any member of the Counseling faculty at (734) 487-0255.

Should you agree to supervise this counselor-in-training, he/she will contact you in the near future to discuss the university affiliation agreement and other details regarding the internship.

Sincerely,

The Counseling Faculty

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Description of Internship

COUN 785, 786, 787, 788 & 789

The Internship is an intensive field-based experience for candidates in the master's degree programs in counseling. Counselors-in-training will integrate advanced competencies and knowledge with professional supervision. Placements occur in a variety of community agency, school, college, or institutional settings. Application for the internship and approval for placement are required prior to registration. A minimum of six hundred (600) hours in the internship placement is required. The grading system is credit/no credit. Prospective interns need to have completed the Practicum course before beginning the internship. Internship is normally taken at or near the end of the program of study, after the Practicum experience. Department permission is required.

Program Descriptions

College Counseling

The College Counseling Program is designed to prepare individuals who wish to work as professional counselors in institutions of higher education. In addition to coursework in core counseling skills, process, and theory, specialized coursework focuses on student services in higher education, student development, diagnosis and treatment planning, ethical, legal, and professional issues in college counseling, as well as other areas selected by the student.

Community Counseling

The Community Counseling Program is intended for students seeking employment in community agency settings. Examples of settings in which students find employment include community mental health, substance abuse treatment, domestic violence, sexual assault, women's centers, etc. In addition to coursework in core counseling skills, process, and theory, specialized coursework focuses on community resources, diagnosis and treatment planning, ethical, legal and professional issues in community counseling, as well as other areas selected by the student.

School Counseling

The School Counseling Program provides competencies for entry-level positions as school counselors in elementary, middle-junior high, secondary, and adult education settings. Upon completion of the graduate program of study, students with valid Michigan teaching certificates are eligible to apply for the K-12 Guidance Counselor Endorsement. Non-teacher certified students are eligible to apply for the School Counselor License. In addition to coursework in core counseling skills, process, and theory, specialized coursework focuses on counseling in schools, organization of school counseling programs, ethical, legal and professional issues in school counseling, as well as other areas selected by the student.

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards

The CACREP standards are the guidelines for use in implementing internship. Because Eastern Michigan University's counseling programs are designed to meet CACREP standards, it is essential that both the internship site and the overall internship experience adhere to the following standards.

The CACREP standards require a supervised internship of six hundred clock hours, which include the following:

1. A minimum of 240 hours of direct services with clients appropriate to the program of study;
2. A minimum of one hour per week of individual and/or triadic supervision, throughout the internship, usually performed by the on-site supervisor;
3. A minimum of one and one-half hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member;
4. The opportunity for the counselor-in-training to become familiar with a variety of professional activities other than direct service;
5. The opportunity for the counselor-in-training to develop audio and/or videotapes of the student's interactions with clients appropriate to the specialization for use in supervision;
6. The opportunity for the counselor-in-training to gain supervised experience in the use of a variety of professional resources such as, assessment instruments, computers, print and non-print media, professional literature, research, and information and referral to appropriate providers;
7. A formal evaluation of performance during internship by a program faculty supervisor in consultation with the site supervisor.

Council for Accreditation of Counseling and Related Educational Programs (CACREP). (2001). *The 2001 Standards* [Electronic version]. Retrieved November 16, 2000, from <http://www.counseling.org/cacrep/2001standards700htm>

Goals of the Internship

Through the internship experience, the counselor-in-training should learn and experience, under supervision, the duties and responsibilities of a person and professional who is employed at the site. In addition, you will have specific professional goals to fulfill during the internship experience. Though the goals of individual counselors-in-training will vary, the internship requirements outlined by your program must also be addressed.

College Counseling

Areas of experience recommended for students in this program include:

1. Issues and problems in higher education;
2. The purpose and function of counseling in higher education;
3. Legal and ethical practices in higher education, including relationships between students and their institutions;
4. Models for designing, managing, and evaluating student affairs programs, including information management and computer application in higher education;
5. The purpose and use of professional standards for program development; and
6. Implications of sociocultural, demographic, and lifestyle diversity relevant to college counseling.

A plan to meet these goals will be developed jointly with the site supervisor and the College Counseling student, with the assistance of the faculty supervisor as necessary. It will probably include such activities as:

1. Conducting career planning activities for college students;
2. Understanding methods and procedures in-group work applicable to college populations (e.g., designing and leading structured groups);
3. Exploring preventive methods and procedures designed to deter harmful habits and to promote healthful living (e.g., interventions for eating disorders, chemical dependence, stress management);
4. Experiencing additional knowledge and skill-building opportunities including, but not limited to, the following sets:

- a. methods and procedures to promote positive interpersonal relationships (e.g., interventions for gender identity issues)
- b. consultation skills related to organizational behavior and the promotion of organizational change;
5. Conducting individual counseling sessions with clients representative of the ethnic, lifestyle, and demographic diversity of the campus community.

Community Counseling

Areas of experience recommended for students in this program include:

1. Exploring the roles of community counselors in a variety of practice settings and relationships between counselors and other professionals in these settings;
2. Learning about organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;
3. Understanding the theories and techniques of conducting a community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems;
4. Experiencing general principles of community intervention, consultation, education, and outreach; characteristics of human service programs and networks (public, private, and volunteer) in local communities;
5. Learning about client characteristics of individuals served by institutions and agencies offering community counseling services, including, but not limited to the effects of socioeconomic status, unemployment, aging, gender, sexual orientation, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence;
6. Understanding the principles of program development and service delivery for a clientele based on assumptions of normal development, including, but not limited to prevention, implementation of support groups, peer facilitation, training, parent education, career information and counseling, and encouragement of self-help;
7. Exploring effective strategies for promoting client understanding of and access to community resources;
8. Learning the principles of conducting an intake interview and mental health history for planning counseling interventions;
9. Practicing effective strategies for client advocacy in public policy and government-relations issues.

A plan to meet these goals will be developed jointly with the site supervisor and the Community Counseling student, with the assistance of the faculty supervisor as necessary. It will probably include such activities as:

1. Opportunities for individual and group counseling under supervision with a diverse client pool that represents the demographic diversity of the community;
2. Opportunities to observe and participate in case presentations and discussions;
3. Opportunities to interact with site professionals concerning helping people, the profession, and the operation of a community agency;
4. Opportunities to participate in learning seminars and workshops that are provided for site personnel;
5. Opportunities to learn about the support, management, and operation of a community agency.

School Counseling

Areas of experience recommended for students in this program include:

1. Counseling Curriculum: “structured developmental experiences presented systematically through classroom and group activities kindergarten through grade twelve;”
2. Individual Planning: “activities that help all students plan, monitor, and manage their own learning as well as their personal and career development;”
3. Responsive Services: “activities to meet immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral, or information;”
4. Systems support: “management activities that establish, maintain, and enhance the total guidance and counseling program.”

A plan to meet these goals will be developed jointly with the site supervisor and the School Counseling student, with the assistance of the faculty supervisor as necessary. It will probably include such activities as:

1. Teaching or assisting in teaching the curriculum in the classroom, addressing the content areas of career development and exploration; knowledge of self and others; and educational career/technical development;
2. Developing educational/employability plans, interpreting test and inventory results, and assisting students with school to work transition planning;
3. Conducting individual counseling sessions with students representative of the ethnic, lifestyle, and demographic diversity of the school community;
4. Being involved in service training activities, counseling staff meetings, case conferences, and consultations with teachers.

Role of Faculty Advisor

The faculty advisor is an integral part of all aspects of the internship process. The advisor may facilitate informal meetings on the internship, assist in preparation of interns for interviews at sites, and help with application procedures and processes. The advisor must approve the final site placement.

The overall goal of the faculty advisor is to support the counselor-in-training and facilitate a positive internship experience.

Campus Group Supervision

During your internship you are required to meet for group supervision. A member of the program faculty conducts group supervision and is the on-campus supervisor. CACREP requires that students meet in-group supervision for a minimum of one and one-half hours per week, scheduled regularly throughout the semester. You will be required to maintain and/or submit:

1. Proof of liability insurance;
2. A well-documented log of activities;
3. Certification of Counseling Internship Completion;
4. Any additional assignments and/or documentation required by the faculty supervisor or the faculty advisor.

The on-campus supervisor facilitates group supervision meetings and is responsible for monitoring and/or scheduling any site visits required during the term. During your experience as an intern, please be aware that attendance at all group supervision sessions is mandatory.

The Internship Expectations

During the first three weeks of the internship, interns are expected to prepare their professional goals and activities statement for discussion with their internship site supervisor. A copy of the goals and activities statement will be provided to the supervisor and becomes part of the intern's learning agreement. Interns are expected to keep a well-documented daily log as well as a weekly log and semester tally sheet that shows the amount of time of direct client service and other specific functions performed. At the end of the internship, the intern will submit a final report that includes the following components: internship site and description, goals and activities learning statement and a description of how the goals were met, a comprehensive summary of the internship activities and experience, a self-assessment of the intern's own performance, and an overall assessment of the internship experience in the particular placement.

Assessment is a key part of the on-going learning experience for the intern and the supervisors. After approximately 200-225 clock hours of the intern's experience, the internship coordinator plans to visit the intern's placement setting to meet with the site supervisor and the intern for an informal assessment of the intern's progress, the intern-site supervisor relationship, the intern's strengths and areas that need work, and the general performance of the intern. If difficulties arise before the site visit, please call the internship coordinator so that the issues can be discussed. Midway through the internship, a more formal written evaluation of the intern's activities and progress is requested (see appendices). A form will be provided for the midway assessment and for the final assessment at the end of the internship that documents the internship experience for the intern, the university, and the agency. Near the end of the internship, the intern is required to evaluate formally the site supervisor and the campus supervisor. The site supervisor's evaluation is discussed with the site supervisor and a copy is provided for the counseling internship coordinator. The campus supervisor's evaluation is discussed and returned to the department head.

Role of the Site Supervisor: Evaluation

The Site Supervisor is a person who has expressed a willingness to supervise and serve as a mentor for a developing professional. The Site Supervisor is the key person at the agency or educational setting who facilitates and supervises all of the activities in which you will be participating.

According to the CACREP standards, site supervisors must meet the following criteria:

1. A minimum of a master's degree in counseling or a closely related field and appropriate certifications and/or licenses;
2. A minimum of two (2) years of pertinent professional experience;
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.

Council for Accreditation of Counseling and Related Educational Programs (CACREP). (2001). *The 2001 Standards* [Electronic version]. Retrieved November 16, 2000, from <http://www.counseling.org/cacrep/2001standards700htm>

Initially, the site supervisor makes sure that the director of the agency or educational setting reads, signs, and returns the affiliation agreement to EMU.

Site supervisors are expected to provide one hour of face-to-face individual supervision each week of the internship. They provide a midway evaluation and a final evaluation of the counseling intern (Certification of Internship Completion). The site supervisor also provides feedback on performance after the completion of approximately 200-225 clock hours of internship experience or as needed.

Site Supervisor Checklist

- ❑ Have the director of the agency or educational setting read, sign, and return the affiliation agreement to EMU.
- ❑ Consider serving on the Counseling Program Advisory Board.
- ❑ Provide one hour each week of face-to-face supervision to the intern. Monitor and sign the intern's weekly Internship Log
- ❑ Provide feedback on the intern's performance during the site visit by the university coordinator once the intern has completed approximately 200-225 clock hours of internship experience.
- ❑ Provide a midway evaluation of the intern.
- ❑ At the end of the semester sign the Tally Sheet for Semester
- ❑ Provide a comprehensive final evaluation of the intern (Certification of Internship).

Appendices

Specific program forms and information

- A. College, Community and School Counseling
 - 1. Counseling internship weekly log
 - 2. Counseling internship summary log

- B. Evaluation Forms
 - 1. Site Visit by EMU Faculty Supervisor
 - 2. Site Supervisor Evaluation
 - 3. Certification of Internship