

**COUNSELING INTERNSHIP
SITE SUPERVISOR
MANUAL**

**College Counseling Program
Clinical Mental Health Counseling Program
School Counseling Program**



Dear Prospective Supervisor:

Thank you for considering one of our counselors-in-training for an internship in your professional setting. Your willingness to work with this candidate speaks to your interest in supporting the growth and development of a new counseling professional.

The purpose of this manual is to familiarize you with the essential elements of an internship in professional counseling through Eastern Michigan University. This manual provides information regarding the standards for an internship experience for our students as required by our national accrediting organization, 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.

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. If you have any questions or desire additional information, please feel free to contact any member of the counseling faculty. Our specialization tracks and contact information are included in Section 1 of this manual.

Sincerely,

The Counseling Faculty

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Section 1: The Counseling Faculty

The Counseling program faculty at Eastern Michigan University includes 5 full-time individuals who have a continuing commitment to their students, the program, the profession, and their own professional development. Faculty members are involved in professional activities at the state and national levels, including research and publication, conference presentations, and holding offices in professional organizations. Faculty offices are located in the John W. Porter Building, Suite 304. The telephone number for the department secretary and department head is 734.487.0255. Each faculty member can also be reached directly.

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Section 2: Description of Internship

Application for the internship, department permission and approval of the internship site and site supervisor are required prior to registration.

Internship is normally taken at or near the end of the program of study, and prospective interns need to have satisfactorily completed the practicum course before beginning the internship. The practicum course involves a supervised counseling experience that takes place in our on-campus clinic in which our students provide direct counseling services to clients from colleges, the wider community, and area schools for a variety of mental health and personal growth issues. Some students may also participate in a School-based Practicum which involves providing students with mental health counseling in a local school setting. During practicum students provide both individual and group counseling and may also work with couples and families.

In contrast with the breadth of counseling experiences obtained through the practicum course, the internship is designed to offer a depth of counseling experiences within the student's chosen field of specialization (college, clinical mental health, or school counseling). During internship, students are expected to integrate advanced counseling competencies and knowledge with professional supervision. This professional supervision requires a minimum of one uninterrupted hour per week of individual supervision provided by the Site Supervisor as well as regularly scheduled group supervision on campus with an EMU faculty supervisor. Specific information regarding the goals of internship and the types of opportunities an intern should have in each respective specialization setting is delineated in Section 4 of this manual.

A minimum of six hundred (600) hours in the internship placement is required. Although all 600 hours must be accrued within the student's chosen field of specialization (college, community or school counseling), all the hours do not need to be accumulated in a single semester or at single site. With the approval of the intern's academic advisor, the internship can be completed over multiple semesters and may be distributed over more than one site, either consecutively or in the same time period. The following course numbers are associated with the clock hours to be completed within a given semester.

Course Numbers:

- COUN 691 A (150 clock hours for the semester)
- COUN 691 B (300 clock hours for the semester)
- COUN 691 C (450 clock hours for the semester)
- COUN 691 D (600 clock hours for the semester)

Interns completing internship over more than one semester are required to attend a regular on-campus group supervision seminar conducted by one of the Counseling faculty during the entire period that they are accruing internship hours.

Section 3: CACREP Standards (2016)

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

The CACREP standards (2016) include guidelines for implementing the internship. Because Eastern Michigan University's counseling programs are accredited by CACREP, it is essential that both the internship site and the overall internship experience adhere to the following standards.

The CACREP standards requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor in roles and settings with clients relevant to the student's specialty area. Each student's internship includes all of the following:

1. At least 240 clock hours of direct service.
2. Weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Section 4: 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 core coursework in counseling, specialized coursework focuses on student services in higher education, college student development, diagnosis and treatment planning, ethical, legal, and professional issues in college counseling, as well as other areas selected by the student.

The college counseling program meets the program requirements for limited licensure as a professional counselor (LLPC) in the State of Michigan.

Clinical Mental Health Counseling

The Clinical Mental Health Counseling Program is intended for students who seek licensure as professional counselors and employment in community settings. The program prepares graduates to work with clients presenting with a range of mental and emotional disorders, as well as to promote mental health and wellness. Examples of settings in which students complete internships and ultimately seek employment include community mental health, substance abuse treatment, domestic violence, sexual assault, women's centers, etc. In addition to core coursework in counseling, specialized coursework focuses on ethical, legal & professional issues in mental health counseling, substance abuse, couple and family counseling, community resources, and other areas selected by the student.

The clinical mental health counseling program meets the program requirements for limited licensure as a professional counselor (LLPC) in the State of Michigan.

School Counseling

The School Counseling Program provides competencies for entry-level positions as school counselors in elementary, middle, and high school educational settings. In addition to core coursework in counseling, 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.

If an intern holds the Preliminary Employment Authorization as a School Counselor (PEASC), he or she may be legally employed as a school counselor prior to internship and may count hours on the job toward the internship requirements. Upon completion of the internship and master's degree, students with valid Michigan teaching certificates are then eligible to apply for the NT School Counselor Endorsement. Non-teacher certified students are eligible to apply for the School Counselor License (SCL).

The school counseling program also meets the program requirements for limited licensure as a professional counselor (LLPC) in the State of Michigan.

Section 5: Goals of the Internship

During the internship experience, the counselor-in-training should learn and experience, under supervision, a wide array of the duties and responsibilities of a professional counselor who is employed at the site. In addition, the intern may have specific professional goals to fulfill during the internship experience. Though the goals of individual interns will vary, the internship requirements outlined by the intern’s program must also be addressed. A listing of the program goals specific to each specialization area are delineated below.

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 socio-cultural, 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. This learning agreement will probably include such activities as:

1. Conducting individual counseling sessions with clients representative of the socio-cultural, demographic, and lifestyle diversity of the campus community;
2. Conducting career planning activities for college students;
3. Designing and leading counseling groups applicable to college populations;
4. 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);
5. Experiencing additional knowledge and skill-building opportunities including, but not limited to:
 - a. Methods and procedures to promote positive interpersonal relationships
 - b. Consultation skills related to organizational behavior and the promotion of organizational change; and
6. Using consultation skills related to organizational behavior and the promotion of organizational change.

Clinical Mental Health Counseling

Areas of experience recommended for students in this program include:

1. Exploring the roles of clinical mental health counselors in the practice setting and relationships between counselors and other professionals in this setting;
2. Using the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
3. Applying current record-keeping standards related to clinical mental health counseling
4. Using diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
5. Conceptualizing a diagnosis and discussing the differential diagnosis with collaborating professionals.
6. Conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
7. Learning about organizational, fiscal, and legal dimensions of the institutions and settings in which mental health counselors practice;
8. Modifying counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations
9. Learning about the effects of socioeconomic status, unemployment, aging, chronic illness, developmental transitions, and interpersonal, family, and community violence on clients
10. Exploring effective strategies for promoting client understanding of and access to community resources;
11. Advocating for policies, programs, and services that are equitable and responsive to the unique needs of clients
12. Demonstrating the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate

A plan to meet these goals will be developed jointly with the site supervisor and the Clinical Mental Health Counseling student, with the assistance of the faculty supervisor as necessary.

This learning agreement will probably include such activities as:

1. Opportunities for individual and group counseling under supervision with a diverse client pool that represents the socio-cultural, demographic, and lifestyle diversity of the community;
2. Opportunities to observe and participate in case presentations and discussions;
3. Opportunities to interact with site professionals concerning diagnosis, treatment planning, intervention, the profession, and the operation of the agency;
4. Opportunities to participate in learning seminars and workshops that are provided for site personnel; and

School Counseling

Areas of experience recommended for students in this program include:

1. **Guidance Counseling Curriculum:** Designing and implementing a school-wide curriculum of classroom guidance lessons that address the academic development, career development, and personal/social development needs of students;
2. **Individual Planning:** Participating in activities that are designed to help all students plan for their individual academic and career futures;
3. **Responsive Services:** Providing individual and group counseling as well as other activities intended to meet immediate needs and concerns of students; and
4. **Systems Support:** Engaging in management activities that help to 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. This learning agreement will probably include such activities as:

1. Designing and delivering classroom guidance lessons that address the academic development, career development, and personal/social development needs of students
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 socio-cultural, demographic, and lifestyle diversity of the school community;
4. Being involved in in-service training activities, counseling staff meetings, case conferences, and consultations with teachers; and
5. Assisting with the collection and analysis of data regarding student achievement, needs assessments, and counseling program evaluations.

Section 6: The Internship Expectations

During the first several weeks of the internship, interns are expected to discuss their professional goals and activities with their internship site supervisor. This information then becomes part of the intern's learning agreement. These learning agreements should address the breadth of goals and experiences reflected in Section 5 for the intern's chosen field of specialization.

Interns are expected to keep a well-documented weekly log and semester tally sheet that shows the amount of time of direct client service and other specific functions performed on and off-site. As a site supervisor, it is important that you review and sign each weekly log sheet for accuracy and ensure that the intern's logged hours reflect attention to each aspect of the learning agreement.

Assessment is a key part of the on-going learning experience for the intern and the supervisors. If difficulties arise at any time, the faculty supervisor should be contacted as soon as possible so that the issues can be resolved. In addition to these as-needed contacts, EMU has several points at which contact with the faculty supervisor will occur for all interns. Specifically, these contacts consist of:

- Site Contact by EMU Faculty Member
 - Usually conducted between 250-300 clock hours of the intern's experience but may be conducted simultaneously with the Site Supervisor Evaluation
 - Will involve a physical site visit or a conference call to "meet" with you and the intern (depending upon location of internship site)
- Site Supervisor Evaluation
 - Conducted midway through the internship, at approximately 300 clock hours of the intern's experience
- Certification of Internship Completion
 - A formal evaluation conducted at the end of the internship by the site supervisor in consultation with the faculty supervisor
 - Includes signatures on intern's summary logs

Forms associated with each of these contacts are included in the appendices of this manual.

At the end of the internship, the intern will submit evaluations of the site supervisor and faculty supervisor, and an overall assessment of the internship experience in the particular placement.

Section 7: Role of the Site Supervisor

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 the intern will be participating.

Requirements for Site Supervisors

According to the 2016 CACREP standards, site supervisors must meet the following criteria:

1. A minimum of a master's degree, preferably in counseling, or a related profession
2. Relevant certifications and/or licenses
3. A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled (i.e. college, clinical mental health or school counseling)
4. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
5. Relevant training in counseling supervision (an online training module for supervisors of EMU Counseling Interns will be provided)

Responsibilities of Site Supervisors

As the site supervisor, you have four important responsibilities:

1. To ensure the safety of your intern's clients;
2. To facilitate the growth and professional development of your intern;
3. To evaluate your intern's competencies and progress;
4. To monitor your intern's completion of EMU requirements;

Checklist of Site Supervisor Tasks

- ✓ Have the director of the agency or educational setting read, sign, and return the affiliation agreement to EMU. This will be sent by the EMU Legal Affairs department once the intern's paperwork is processed.
- ✓ Provide one hour each week of uninterrupted face-to-face supervision to the intern. During this time, you will want to discuss the intern's activities and client needs. This is essential for monitoring client safety, facilitating the growth and professional development of your intern; and for gathering information that will be necessary to evaluate your intern's competencies and progress.
- ✓ Monitor and sign the intern's weekly logs and final summary log.
- ✓ Provide official evaluative feedback to EMU about the intern's performance at these times:
 - At any point you have a concern, please contact us immediately!
 - After approximately 250-300 hours –Site Contact by EMU Faculty Member;
 - At approximately 300 hours – Site Supervisor Evaluation;
 - At the end of internship – Certification of Internship Completion.

Section 8: Role of EMU Faculty

EMU faculty members are involved in several aspects of the internship process. The faculty as a whole, the faculty advisor, and the faculty group supervisor to interns each has unique roles.

The Faculty as a Whole:

Prior to seeking an internship, each student must apply to the EMU Counseling Faculty for approval. The faculty as a whole will consider each student's application, with attention to successful completion of prerequisite coursework and overall readiness to begin internship.

Faculty Advisor:

The faculty advisor is an integral part of all aspects of the internship process. The advisor may facilitate informal meetings with advisees in preparation for seeking and selecting an internship site. The faculty advisor will explain to students the requirements for internship sites and site supervisors, the types of activities in which interns should participate, and the application procedure. Ultimately, the faculty advisor must approve the site and site supervisor for each advisee prior to registration for internship. The overall goal of the faculty advisor is to support the counselor-in-training and facilitate a positive internship experience.

Faculty Group Supervisor:

In accordance with CACREP standards, all interns are required to meet on campus for group supervision for a minimum of one and one-half hours per week, scheduled regularly throughout the semester. A member of the program faculty conducts this group supervision and is the on-campus supervisor. This faculty group supervisor facilitates group supervision meetings and is responsible for monitoring and/or scheduling any site contacts required during the semester.

In the event that you have any concerns about the performance or behavior of an intern, please be sure to contact your intern's faculty group supervisor immediately. Contact information can be found on page 4 of this manual.

Internship Forms

- 1) Administrative forms
 - a) Affiliation Agreement Request Form
 - b) Site Supervisor Information Form
 - c) Internship Group Supervision Informed Consent (with faculty supervisor)

- 2) Program track specific logs (to be signed on a weekly and semester basis)
 - a) College Counseling
 - i) College Counseling Internship Weekly Log
 - ii) College Counseling Internship Summary Log
 - b) Clinical Mental Health Counseling
 - i) Clinical Mental Health Counseling Internship Weekly Log
 - ii) Clinical Mental Health Counseling Internship Summary Log
 - c) School Counseling
 - i) School Counseling Internship Weekly Log
 - ii) School Counseling Internship Summary Log

- 3) Evaluation Forms
 - a) Site Contact by EMU Faculty Supervisor
 - b) Midway Site Supervisor Evaluation
 - c) Certification of Internship (to be completed on completion of internship)
 - d) Intern Evaluation of Site Supervisor
 - e) Intern Evaluation of Site

AFFILIATION AGREEMENT REQUEST FORM

COUNSELING PRACTICE
THE COUNSELING INTERNSHIP

This form is to be completed by the student and submitted to the department prior to beginning internship.

Date: _____

Intern: _____

Proposed length of internship: _____ weeks From: ____/____/____
To: ____/____/____

NAME OF AFFILIATING INSTITUTION: _____

Contact person: _____
(Authorized to sign legal agreements)

Title: _____

Department: _____

Address: _____

City, State, Zip: _____

Phone: _____ Email: _____

COUN Faculty Advisor Signature

For COUN Department Use:

Affiliation agreement currently in effect – expires: ____/____/____

For Office of Legal Affairs Use:

____ New EMU Contract
____ New Agency Contract
____ Renew EMU Contract – Expires: ____/____/____
____ Student Scheduled to Start: ____/____/____
____ Other: _____

PROFESSIONAL EXPERIENCE (Begin with most recent)

Employer	
Employer Address	
Dates of Employment	
Position Title	
Position Responsibilities	

Employer	
Employer Address	
Dates of Employment	
Position Title	
Position Responsibilities	

Employer	
Employer Address	
Dates of Employment	
Position Title	
Position Responsibilities	

PROFESSIONAL AFFILIATIONS/MEMBERSHIPS:

1. _____
2. _____
3. _____

Supervisor Signature: _____

Date: _____

**INTERNSHIP GROUP SUPERVISION
INFORMED CONSENT**

Counseling Intern: _____

Internship Site: _____

Site Supervisor: _____

EMU Faculty Supervisor: _____

Fee per Hour: _____ No additional charge beyond tuition/fees for COUN 691A-D

Period of Supervision: _____

Overview:

Counseling internship is the culminating experience for the prospective professional and requires a constellation of supports. In internship (COUN 691A-D), counselors-in-training are engaged in the practice of counseling in a site consistent with their program track, under the individual supervision of a Site Supervisor who meets the standards of being at a minimum a Master’s level mental health professional, with two or more years of relevant professional experience in the population/site of the internship experience. In addition, counseling interns must participate in on-campus group supervision for an average of 90 minutes per week under the supervision of an EMU Faculty Supervisor who is a licensed professional counselor. Michigan law prohibits the independent practice of counseling by anyone who is not fully licensed (LPC). It also requires that individuals complete specific supervised counseling practica, internships and additional practice experiences prior to obtaining a license.

In internship, group supervision consists of case presentations, discussions and analysis of sessions, and discussion of relevant issues. Counselors-in-training benefit from on-campus group supervision in COUN 691 because it assists them in progressing toward their goal of achieving a master’s degree in counseling and of eventually being licensed as a professional counselor, because it provides them with the support and “back up” necessary to work in the chosen setting, and because it helps them learn to negotiate and navigate the professional challenges of organizational and administrative structures and to effectively counsel clients who present with complex issues that intersect with the setting limitations.

The EMU Faculty Supervisor is responsible for monitoring and promoting the welfare of the clients for whom the counselor-in-training is providing counseling services, as well as evaluating the fit between site and intern. In order to do so, the supervisor must be able to trust that the intern will keep him/her informed of relevant clinical issues – especially any high-risk or potentially high-risk situations – and that the intern will immediately implement all supervisory directives. One purpose of a supervision contract is to create a specific and binding agreement to this effect.

Goals of Group Supervision:

In internship (COUN 691A-D), group supervision has several goals. These include:

- Promoting the welfare of the clients for whom the intern is providing counseling services
- Monitoring the progress of the intern and collaborating with the site supervisor to ensure a satisfactory and formative professional experience
- Supporting the development of the intern’s competence as a counselor and
- Monitoring and guiding the intern’s adherence to the professional and ethical standards of conduct
- Promoting the development of the intern’s professional identity and understanding of the counselor’s role in his or her specialty track setting
- Fulfilling licensure, certification and accreditation requirements for supervised clinical experiences in graduate training programs
- Evaluating the intern’s competence to practice and readiness to progress toward graduation

The intern may also identify other individual needs and, based on these needs, other specific goals may be established at the initial supervision session. These should be evaluated at periodic intervals and updated as necessary:

Methods of Supervision:

On-campus group supervision consists of case presentations, discussions and analysis of sessions, and discussion of relevant issues. Periodic review of counseling logs of activity and direct evidence of client sessions (such as case notes or session recordings) is also required.

Responsibilities of Counseling Intern (Supervisee):

- Attend all scheduled group supervision sessions in person or (through advance arrangement) by conference call or computer. If the intern is unable to attend a scheduled session for group supervision, the faculty supervisor must be contacted and informed, and the intern must make every effort to make up the missed supervision.
- Come prepared for all supervision sessions, ready to discuss specific cases, clinical issues or other training issues. Any high risk or potentially high-risk situations must be discussed and/or updated in these sessions.
- Display openness to supervision by bringing all requested records to supervision sessions; being willing to openly discuss sessions and skills demonstrated; being open to change and alternative methods of practice; demonstrating an integration of supervision discussions into clinical work with clients; and implementing all supervisory directives.
- Uphold ethical guidelines and professional standards.
- Consult both the Site Supervisor and the EMU Faculty Supervisor in cases of emergency. As the clinician on-site, the Site Supervisor is directly responsible for the intern's clinical work and should be notified immediately regarding any emergency, crisis or ethical concerns. Additionally, the EMU Faculty Supervisor should be notified within 24 hours of such concerns. Liability, competency, and scope of practice is covered through one's status as a student in the Counseling program except in specific situations such as collection of internship hours in-between semesters when group supervision does not meet.

Responsibilities of EMU Faculty Supervisor:

- Attend all scheduled group supervision sessions. In the event that the supervisor is unavailable due to illness or other factors, the supervisor is responsible for arranging supervision back-up.
- Promote client welfare and safety issues and intervene when necessary.
- Facilitate the development of a safe atmosphere in supervision sessions in order to encourage open reflection and discussion of clinical competence and professional development.
- Maintain channels of communication with the Site Supervisor to be aware of any potential or problematic issues developing on site.
- Provide formative feedback and information to support the intern's effectiveness with clients.
- Recommend additional readings and supplemental materials to assist the intern.
- Challenge assumptions that may interfere with the intern's effectiveness.
- Recommend alternative conceptualizations and interventions for the intern to consider.
- Issue supervisory directives when appropriate.
- Provide evaluative and formative feedback to the intern.

Confidentiality:

Client information and any personal information shared during supervision are considered confidential in accordance with the American Counseling Association's 2005 Code of Ethics. Instances in which the supervisor has concerns about a client's safety to self or others or about child abuse or neglect may require intervention and disclosure. Additionally, the process of the intern's work with clients may be shared with others (including site supervisors, administrative supervisors and counseling faculty) for the purposes of consultation, assessment, and evaluation.

Evaluation:

The purpose of evaluation in internship is to assess the intern's level of competence, relative strengths and weaknesses as a counselor the degree to which he/she has met the internship responsibilities as outlined above, and the intern's readiness to progress toward graduation. Evaluation is an ongoing process that occurs throughout the semester.

Midway through the established internship period, the EMU Faculty Supervisor will make contact with the Site Supervisor either in person during a site visit or by telephone. During this contact, the EMU Faculty Supervisor will engage in a conversation with both the Site Supervisor and the intern, and a midway evaluation will be prepared. At the end of the internship period the Site Supervisor, in consultation with the faculty supervisor, will prepare a written evaluation of the Counseling Intern's strengths as well as areas needing improvement. This Certification of Internship Completion evaluation will become a part of the intern's permanent records in EMU's Department of Leadership and Counseling.

Statement of Consent:

I have read this contract and any questions I may have at this time have been answered to my satisfaction. I understand that the supervision process offers limited confidentiality and that my supervisors have responsibilities not only to support my growth, but also to protect client welfare and to serve as a gatekeeper for the profession. As such, I understand that my supervisors will evaluate me and that the evaluations may affect my ability to enter the profession. I also understand that my supervisors can terminate this contract at any time. If a supervision contract is terminated, I will be unable to see clients for the remainder of internship and will be receiving either NC or am I in the class. I agree to participate in this process.

Signature of Counseling Intern

Date

Signature of EMU

College Counseling Internship Summary Log

Name: _____ Beginning & Ending Dates: _____ to _____

Record the number of hours spent in each activity. Have the site supervisor sign the completed form. Submit the completed form to the faculty internship supervisor at the end of the semester.

Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total Hours
Direct Services																
Individual Advising																
Individual Counseling																
Group Advising/ Activities																
Group Counseling																
Total Direct Service Hours																
Planning, Presentations and Systems Support																
Program Planning																
Staff Planning & Meetings																
Documentation/ Report writing																
Consulting for Individual & Campus programs																
Presenting Educational Workshops																
Committee/ Advisory Boards																
Program Management and Operation																
Professional Development																
Campus Outreach																
Individual Supervision																
Group Supervision																
Proposal/ Grant writing																
Other																
Total indirect Service Hours																
All Hours																

Signature of Intern

Date

Signature of Site Supervisor

Date

Signature of Faculty Supervisor

Date

Clinical Mental Health Counseling Internship Weekly Log

Name: _____ Beginning & Ending Dates: _____ to _____

Record the number of hours spent in each activity each week. Have the site supervisor sign the completed form.
Submit the completed form to the faculty internship supervisor.

Activities	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours
Direct Services								
Intake/ Assessments								
Individual Counseling								
Group Counseling								
Couples/Family Counseling								
Total Hours								
Planning, Presentations and Systems Support								
Program Development								
Proposal/ Grant writing								
Documentation/ Report writing								
Case Conference/ Teaming/ Consulting								
Presenting Educational Workshops								
Committee/ Advisory Boards								
Professional Development								
Staff Development/ Training								
Individual Supervision								
Group Supervision								
Other								
Other								
Total Hours								
All Hours								

Signature of Intern

Date

Signature of Site Supervisor

Date

Signature of Faculty Supervisor

Date

Clinical Mental Health Counseling Internship Summary Log

Name: _____ Beginning & Ending Dates: _____ to _____

Record the number of hours spent in each activity. Have the site supervisor sign the completed form. Submit the completed form to the faculty internship supervisor at the end of the semester.

Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total Hours
Direct Services																
Intake/ Assessments																
Individual Counseling																
Group Counseling																
Couples/Family Counseling																
Total Direct Service Hours																
Planning, Presentations and Systems Support																
Program Development																
Proposal/ Grant writing																
Documentation/ Report writing																
Case Conference/ Teaming/ Consulting																
Presenting Educational Workshops																
Committee/ Advisory Boards																
Professional Development																
Staff Development/ Training																
Individual Supervision																
Group Supervision																
Other																
Other																
Total indirect Service Hours																
All Hours																

Signature of Intern

Date

Signature of Site Supervisor

Date

Signature of Faculty Supervisor

Date

School Counseling Internship Summary Log

Name: _____ Beginning & Ending Dates: _____ to _____

Record the number of hours spent in each activity. Have the site supervisor sign the completed form. Submit the completed form to the faculty internship supervisor at the end of the semester.

Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total Hours
Curriculum Guidance																
Classroom Activities*																
Group Activities*																
Planning Activities																
Individual Planning																
Individual Advisement*																
Individual Assessment*																
Placement*																
Career Exploration*																
Planning Activities																
Responsive Services																
Consultation*																
Group Counseling *																
Individual Counseling*																
Crisis Counseling*																
Referral*																
Planning Activities																
System Support																
Research																
Staff/Community Development																
Professional Development																
Committee/Advisory																
Program Mgmt./Operation																
Planning Activities																
Non-Guidance Activities (No more than 10% of hours may be used in non-guidance duties)																
Building Duties																
Scheduling																
Substitute Teaching																
Supervision																
Individual Supervision																
Group Supervision																
Group by EMU Faculty																
*Direct Service Hours																
Non-Direct Hours																
Total Hours																

Signature of Intern	Date	Signature of Site Supervisor	Date
		Signature of Faculty Supervisor	Date

**THE COUNSELING INTERNSHIP
SITE CONTACT BY EMU FACULTY SUPERVISOR**

Site Supervisor: _____	Counseling Intern: _____
EMU Faculty Supervisor: _____ Semester/ Year: _____	
This evaluation is based on a contact between the site supervisor, the counseling intern, and the campus faculty supervisor. This meeting occurred after the counseling intern had completed <u>300</u> clock hours.	

Comment on the following aspects of the intern and internship:

<u>Professional behaviors</u>	
<ul style="list-style-type: none"> ▪ Including Awareness of agency/ educational setting policies; Adherence to policies and procedures; Timeliness of reports; Attendance; Preparation and follow-up; Dependability 	
<u>Attitude</u>	
<ul style="list-style-type: none"> ▪ Including Willingness to perform responsibilities; Openness to new ideas; Motivation; Initiative; Ability to work cooperatively with staff and develop positive interpersonal relationships; Commitment; Awareness of self 	
<u>Counseling Skills</u>	
<ul style="list-style-type: none"> ▪ Including Ability to establish therapeutic relationships; Competence in basic counseling skills; Knowledge of therapeutic dynamics; Skill in diagnosis/assessment and establishing treatment plans; Appropriate use of intervention techniques and strategies; Knowledge of counseling process, stages, and outcomes; Competence in writing appropriate notes and reports; Adherence to ethical standards; Knowledge of referral resources 	
<u>Supervision Process</u>	
<ul style="list-style-type: none"> ▪ Including Responsiveness; Perceptiveness; Willingness to disclose as appropriate; Ability to articulate issues, questions, and concerns; Appropriate use of time and resources; Participation in staff meetings/school activities 	
Areas performed well	
Areas that require more focus	

Signature of Faculty Supervisor

Date

Signature of Site Supervisor

Date

Signature of Intern

Date

**THE COUNSELING INTERNSHIP
MIDWAY SITE SUPERVISOR EVALUATION**

Intern's Name: _____

Semester/Year: _____

Please complete this evaluation of the counseling internship student after he or she has completed half the contracted internship hours. Please review this evaluation with the intern and send a copy to the EMU faculty supervisor. Thank you.

Complete the following rubric using this scale:

3 points	ADVANCED	Consistently demonstrates on outstanding basis
2 points	ON TARGET	Demonstrates congruent with skill development level of an intern
1 point	DEVELOPING	Demonstrates unevenly or inconsistently or below level of an intern
0 points	UNSATISFACTORY	Does not demonstrate
N/A	NOT APPLICABLE	No opportunity to observe or unable to evaluate

	3	2	1	0	N/A
Professional behaviors					
<ul style="list-style-type: none"> • Awareness of agency/ educational setting policies • Adherence to policies and procedures • Timeliness of reports • Attendance • Preparation and follow-up • Dependability 					

Comments: _____

	3	2	1	0	N/A
Attitude					
<ul style="list-style-type: none"> • Willingness to perform responsibilities • Openness to new ideas • Motivation • Initiative • Ability to work cooperatively with staff and develop positive interpersonal relationships • Commitment • Awareness of self 					

Comments: _____

Complete the following rubric using this scale:

3 points	ADVANCED	Consistently demonstrates on outstanding basis
2 points	ON TARGET	Demonstrates congruent with skill development level of an intern
1 point	DEVELOPING	Demonstrates unevenly or inconsistently or below level of an intern
0 points	UNSATISFACTORY	Does not demonstrate
N/A	NOT APPLICABLE	No opportunity to observe or unable to evaluate

	3	2	1	0	N/A
Counseling Skills					
<ul style="list-style-type: none"> • Ability to establish therapeutic relationships • Competence in basic counseling skills • Knowledge of therapeutic dynamics • Skill in diagnosis/assessment and establishing treatment plans • Appropriate use of intervention techniques and strategies • Knowledge of counseling process, stages, and outcomes • Competence in writing appropriate notes and reports • Adherence to ethical standards • Knowledge of referral resources 					

Comments: _____

	3	2	1	0	N/A
Supervision Process					
<ul style="list-style-type: none"> • Responsiveness • Perceptiveness • Willingness to disclose as appropriate • Ability to articulate issues, questions, and concerns • Appropriate use of time and resources • Participation in staff meetings/school activities 					

Comments: _____

Hours to Date

Direct Contact with Clients:	
Individual Counseling:	
Group Counseling:	
Other Direct Contact	
Individual Supervision:	
Other:	
TOTAL HOURS:	

Briefly identify areas in which this counselor's training program seems to be particularly strong.

Briefly identify areas in which this counselor's training program is limited/needs strengthening.

Site Supervisor's Signature

Date

Intern's Signature

Date

Faculty Supervisor's Signature

Date

CERTIFICATION OF COUNSELING INTERNSHIP

Intern's Name:			
Internship Site <small>Name of Site</small>			
Address:			
City:	State:	Zip:	
Office Number:	Fax Number:		

Site Supervisor of Record:			
Highest Degree:	License and/or Certification:		

Dates of Internship	Begin:	End:	# of Weeks:	
Completed Hours	Direct Client Contact:			
	Individual Supervision On-Site			
	Group Supervision EMU Campus			
	Other Activities:			
	Total Hours:			

This is to certify that the above named intern has satisfactorily completed _____ hours of counseling internship under my supervision.

Signature of Site Supervisor Date

Signature of Intern Date

Signature of Faculty Supervisor Date

Please use the following scale to rate the intern's performance

ADVANCED 3 points	Consistently demonstrates on outstanding basis
ON TARGET 2 points	Demonstrates congruent with skill development level of an intern
DEVELOPING 1 point	Demonstrates unevenly or inconsistently or below level of an intern
UNSATISFACTORY 0 points	Does not demonstrate
NOT APPLICABLE N/A	No opportunity to observe or unable to evaluate

	3	2	1	0	N/A
<u>Professional behaviors</u>					
<ul style="list-style-type: none"> Including Awareness of agency/ educational setting policies; Adherence to policies and procedures; Timeliness of reports; Attendance; Preparation and follow-up; Dependability 					
<u>Attitude</u>					
<ul style="list-style-type: none"> Including Willingness to perform responsibilities; Openness to new ideas; Motivation; Initiative; Ability to work cooperatively with staff and develop positive interpersonal relationships; Commitment; Awareness of self 					
<u>Counseling Skills</u>					
<ul style="list-style-type: none"> Including Ability to establish therapeutic relationships; Competence in basic counseling skills; Knowledge of therapeutic dynamics; Skill in diagnosis/assessment and establishing treatment plans; Appropriate use of intervention techniques and strategies; Knowledge of counseling process, stages, and outcomes; Competence in writing appropriate notes and reports; Adherence to ethical standards; Knowledge of referral resources 					
<u>Supervision Process</u>					
<ul style="list-style-type: none"> Including Responsiveness; Perceptiveness; Willingness to disclose as appropriate; Ability to articulate issues, questions, and concerns; Appropriate use of time and resources; Participation in staff meetings/school activities 					

Please provide a summary that addresses the following areas. Attach additional sheet if necessary.

A comprehensive description of the intern's responsibilities and activities during the counseling internship:

A comprehensive statement on the intern's performance:

Briefly identify areas in which this counselor's training seems to be particularly strong.

Briefly identify areas in which this counselor's training is limited/needs strengthening.

Signature and Degree of Site Supervisor

Date

Signature of Faculty Supervisor

Date

INTERN EVALUATION OF SITE SUPERVISOR

This evaluation form should be completed by the counseling intern at the end of the internship experience. Discussion of the form with the site supervisor being evaluated is encouraged but not required.

Name of Site Supervisor: _____

Name of Site: _____

Name of Student: _____

Date of evaluation: _____ Semester/Year: _____

DIRECTIONS: Circle the number which best represents how you as the intern, perceive the supervision received at your site:

- 0 = Insufficient opportunity to observe/experience
- 1 = Not at all
- 2 = Rarely
- 3 = Often
- 4 = Always

Logistics:		0	1	2	3	4
1	Was time set aside exclusively for supervision					
2	Was your supervisor conscientious about appointments					
3	Was your supervisor accessible for impromptu consultation					
Skill Development: Did your supervisor...						
1	Provide help in conceptualizing clients					
2	Assist in defining counseling goals and treatment plans					
3	Assist in preparing and providing psychoeducational services					
4	Assist in developing and leading groups					
5	Provide support in crisis management					
6	Assist in recognizing and handling ethical dilemmas					
7	Help you broaden your ability to work with diverse clients					
Interpersonal Factors: Did your supervisor...						
1	Show interest in your personal and professional growth					
2	Establish mutual goals for supervision					
3	Create a safe atmosphere that facilitated your learning					
4	Model ethical and professional standards					
5	Provide a balance of support and challenge					
In Conclusion						
1	Did supervision contribute to your professional growth					
2	Was supervision appropriately matched to your current counseling level					
3	Did you look forward to supervision					
4	Would you recommend this supervisor to another trainee					

Comments and/or Suggestions: _____

Intern Signature: _____ Date: _____

THE COUNSELING INTERNSHIP – INTERN EVALUATION OF SITE

Student Name: _____

Semester/Year: _____

Please provide the following general information about your internship site.

Placement: _____

Placement Address: _____

Phone: _____

Fax: _____

Please describe the location of your placement below (e.g., city, suburbs, accessible by public transportation):

Type of Setting (see codes on last page): _____

Services Provided (see codes on last page, list all that apply): _____

Types of Clients Served: (see codes on last page, list all that apply): _____

Please describe the ethnic diversity of the population served below:

Schedule at Placement:

Days per week: _____ **Hours per week:** _____

Required Days & Times: _____

Total Hours Completed at the Placement: _____

Please indicate your site supervisor's name and credentials

Name: _____

Highest Degree: _____ **Credentials:** (e.g., diplomate, licensure) _____

Please summarize your internship activities (your typical week):

--

Please respond to the following questions using the rating scale outlined below:

1	2	3	4	5
Poor	Below Average	Average	Good	Excellent

_____ The quality of your professional learning experience at this site.
 _____ The quality of your clinical learning experience at this site
 _____ The quantity of supervision you received at this site.
 _____ The quality of supervision you received at this site.

Training at the Site: Assessment/Testing

Please indicate the number of formal test batteries that you have completed on the following individuals:

Children _____
 Adolescents _____
 Adults _____
 Older Adults _____

Please indicate the types of assessment you have completed:

Intake/Diagnosis _____
 Personality Assessment _____
 Educational Testing _____
 Neuropsychological Testing _____
 Intelligence Testing _____

Please describe the nature of these test batteries (i.e., types of referral questions, tests administered, length of battery).

Training at the Site: Counseling

Please indicate the number of clients that you treated in each of the following categories:

	Individual Counseling	Group Counseling (give # of groups)	Advising
Children	_____	_____	_____
Adolescents	_____	_____	_____
Adults	_____	_____	_____
Older Adults	_____	_____	_____

Couples Therapy: _____ Family Therapy: _____

Please specify if there was a primary theoretical orientation of the treatment you conducted (e.g., cognitive-behavioral, psychodynamic, behavioral systems, interpersonal, eclectic):

Please specify any other significant characteristics (e.g., average # of sessions, intake or assessment sessions only) of the treatment you conducted:

Amount of hours spent per week:

Direct Services with Client _____
Individual Supervision _____
Workshops/Inservices _____
Assessment Report Writing _____
Group Supervision _____
Paperwork/Case Notes _____
Other (specify): _____

Did you make any case presentations?

Yes (How many?) _____

No _____

Other Training Activities

Please indicate the number of opportunities you had to do the following:

_____ **Attend case conferences or staffings**
 _____ **Attend inservices or workshops**
 _____ **Observe a senior level clinician provide direct service**
 _____ **Attend ongoing seminars.**

Please provide a brief description of the topic areas covered in ongoing seminars:

Briefly indicate other training activities in which you participated (e.g., consultation, program evaluation, rehabilitation, outreach programs, etc.)

Recommendations

Would you recommend this site to another student?

Yes _____

No _____

Why?
Codes

Internship Setting Codes

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. Community Mental Health Center 2. Health Maintenance Organization 3. Medical Center 4. Military Medical Center 5. Private General Hospital 6. General Hospital 7. Veterans Affairs Medical Center 8. Private Psychiatric Hospital | <ul style="list-style-type: none"> 9. State/County Hospital 10. Correctional Facility 11. School District/System 12. University Counseling Center 13. Medical School 14. Consortium 33. Other (e.g., consulting), please specify |
|---|---|

Activity Codes (Services Provided by Site or Student)
--

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. Administration 2. Assessment <ul style="list-style-type: none"> a. Intake/Diagnosis b. Neuropsychological Assessment c. Personality Assessment d. Intelligence Testing e. Educational Assessment 3. Consultation | <ul style="list-style-type: none"> 4. Psychotherapy <ul style="list-style-type: none"> a. Individual b. Group c. Short-Term d. Long-Term 5. Research 6. Supervision 7. Teaching 33. Other (e.g., community-based intervention), please specify. |
|---|---|

Types of Clients Served

- | | |
|---|--|
| <ul style="list-style-type: none"> 1. Infants / Toddlers (0-2) 2. Pre-school children (3-5) 3. School-aged children (6-12) 4. Adolescents (13-17) 5. Adults (18-64) 6. Older Adults (65+) 7. Couples | <ul style="list-style-type: none"> 8. Families 9. Gay, Lesbian, Bisexual, Transsexual 10. Disabled (Physical, Visual, Deaf, Developmental) 11. Inpatient 12. Outpatient 13. Chronically Mentally Ill |
|---|--|