



LAKELAND
♦ COLLEGE ♦

*Master of Arts in Counseling
Internship
Supervisor Handbook*

Welcome

Thank you in advance for what you, the on-site Supervisor, are about to do for the future of the professional counseling field! Hopefully, this semester you will not only supervise and coach a graduate counseling student, but also learn something new yourself.

If, at any time you need to speak with someone about your role in this endeavor or about any issues or challenges that might arise, please contact your supervisee's Adjunct Instructor of the Internship I or Internship II course. In addition, feel free to contact me either by email, BilzingDJ@lakeland.edu, or by phone 920-565-6568.

On behalf of Lakeland College thanks again for taking the time to supervise a Master of Arts in Counseling (M.A.C.) graduate student through his/her Internship experience.

With kind regards,

A handwritten signature in black ink, appearing to read 'Bilzing', with a large loop at the end.

Dr. Deborah Bilzing
Director of the Master of Arts in Counseling Program

PowerPoint website for Basics of Supervision:

http://www.lakeland.edu/adult/supervision_presentation.asp

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SECTION I: COLLEGE & PROGRAM OVERVIEW

LAKELAND COLLEGE MISSION STATEMENT

Lakeland College, a liberal arts college related to the United Church of Christ, is committed to educating men and women of diverse backgrounds, enabling them to earn a living, to make ethical decisions, and to lead purposeful and fulfilling lives distinguished by intellectual, moral, and spiritual growth.

PROGRAM PHILOSOPHY

The Master of Arts in Counseling Program provides the opportunity for students who wish to improve themselves in their present jobs or open themselves to new opportunities in the guidance and counseling fields. Students are encouraged to continually evaluate themselves and their own needs in order to be ready to provide services and support to students and clients. Incoming students often cite a wish to find greater purpose and fulfillment as the primary reason for wanting to return to graduate school in the counseling program. The opportunities for self-improvement and for intellectual, moral and spiritual growth for students in the counseling program is synchronous with the overall mission of Lakeland College.

M.A.C. ADMISSION REQUIREMENTS

To be considered for admission into the Master of Arts in Counseling program, a prospective student must submit the following:

- An official transcript from an accredited college or university with a minimum *2.75 grade point average on a 4.0 scale in undergraduate work; and indicating completion of an undergraduate degree in the behavioral sciences or nine (9) undergraduate semester hours in courses related to human services or behavioral science with grades of “B-” or above in each of the courses;
- Two letters of recommendation indicating applicant’s potential for academic success at the graduate level;
- An application essay; and
- A current resume.

Admitted students may request to transfer up to nine (9) graduate semester hours related to the M.A.C. curriculum. To be considered for transfer credit, the course or courses must be from an accredited college or university within ten (10) years prior to application.

** Students with an undergraduate GPA above 2.5 but less than a 2.75 may be accepted on a probationary basis. Please refer to the Kellett School Academic Catalog for more information on Probationary Admission*

M.A.C. PROGRAM CONCEPTUAL FRAMEWORK

Lakeland College has chosen the core concepts of Bloom's Taxonomy of Educational Objectives as the unifying conceptual guide for the preparation of our MAC graduate students.

The Bloom model of learning is a foundational model proceeding through six levels of content mastery with each progressive level presuming some mastery of the preceding, more basic level(s). In this model, the accumulation of "knowledge" is a prerequisite to "understanding." The model assumes further that graduate students must be able to apply knowledge before moving to the level of "analysis," the dissection of knowledge into component parts. Analysis is, in turn, necessary for "synthesis" of ideas, combining the parts from different ideas to form new ideas, and synthesis is necessary before knowledge or ideas can be subjected to valid "evaluation." Thus Bloom's model proceeds stepwise from knowledge, the most basic level of learning, through understanding, application, analysis, and synthesis to evaluation, the highest and most complex level of learning and mastery.

In applying Bloom's model to state and national counseling standards, the obvious connection is that most of the content standards begin with an expectation of "knowledge" and "understanding," the two most basic levels in the Bloom model. Where guidelines specify the "demonstration" or "use" of knowledge (i.e. "skills"), this can be connected to Bloom's "application" level and the use or practice of knowledge and understanding. Where the guidelines speak of "evaluation" or "ethics", we are guided by Bloom's framework for critical thinking based on analysis, synthesis, and evaluation. Finally, where guidelines call for assessment of "dispositions" we step outside of the Bloom model to enumerate and measure the personal attitudes that might assist or detract from the effectiveness of learning and transmitting that learning through teaching.

As stated, Lakeland College's Master of Arts in Counseling program embeds Bloom's taxonomy in its individual courses and throughout its curriculum. General use of Bloom's taxonomy allows the program to plan objectives, sequence those objectives from simple to complex, show how the objectives are interrelated, plan for sequential activities, build on previous learning, and plan for appropriate levels of instruction and assessment. For example, entry-level counseling courses introduce students to the professional life of a counselor, discuss basic philosophies, and introduce basic principles of ethics, licensing, counseling orientation, and therapeutic relationships. These courses form the basic foundation for the other courses offered within the program and as such are the "knowledge" and "comprehension" stages of program planning based on the taxonomy.

After students complete entry-level courses and move further into the professional sequence of courses, they take therapeutic techniques courses which build on the basic information of the

entry-level courses and provide students with methods for application and analysis of counseling tools and techniques.

THE LEARNING ENVIRONMENT

The counseling field is unique in that a person who chooses to pursue a master's degree in counseling and become a practitioner in the field is also choosing to become a student for life. The learning is never completed and opportunities for gaining knowledge are endless in this field of study.

The M.A.C. program is designed with the working professional in mind and is dedicated to providing students a diverse range of theoretical orientations to counseling through instructors who bring a variety of everyday clinical experiences to the classroom. Classes include active discussions, critical examination of personal ideas and values, and explorations of the actions and motivations of others in an attempt to better understand the world through their eyes. All courses are taught by adjunct instructors who are practitioners in their respective fields, and bring a valuable mix of theory and practice to their classrooms. Students are encouraged to participate in course discussions while developing their own styles and interpretations of theories. Respect and value for others is at the core of M.A.C. program, and students are encouraged to develop their unique talents as they prepare to make connections with future students and clients.

The M.A.C. program is delivered using three learning platforms; on site, online and BlendEd®. BlendEd® provides students with technology enhanced learning in addition to the classroom learning experience. Students choose every week whether to attend class in the traditional classroom setting or to complete that week's coursework online. Feedback from faculty and peers in the program enhances the growth and personal discovery that students experience in the program.

Our students leave the M.A.C. program with the capacity to provide psychological services that adhere to the highest ethical and professional standards. Since 2001, the Lakeland Master of Arts in Counseling program has made every effort to meet the professional needs of our students, including working to ensure that our students meet all state and national standards.

M.A.C. PROGRAM OVERVIEW

Lakeland College's M.A.C. degree is a 48-semester hour professional graduate training program. The M.A.C. program is dedicated to preparing students for one of three professional counseling areas: School Counseling (K-12), Community Counseling, and Higher Education Counseling.

All tracks of this program have two primary functions: academic and performance. The academic portion of the program focuses on providing students with opportunities to study

content matter that comprises the foundation of counseling, but also provides students with opportunities to study more recent developments in the art of counseling. The performance strand of the program provides students with opportunities to apply academic concepts in counseling situations. Consequently, the graduates from this program will develop a professional portfolio that will demonstrate their intellectual growth as an academic and professional practitioner.

Lakeland College's graduate student Internship I & II courses represent the culmination of the student's graduate studies. The experience is designed to assist the graduate student in applying the knowledge, skills, dispositions, theory, and pedagogy learned from course work as well as from previous field and personal experiences. On-site professional counseling supervisors and College adjunct instructors work collaboratively to support the graduate students in their professional growth.

M.A.C. STUDENT EDUCATIONAL OUTCOMES

The graduate program in counseling provides students with excellent opportunities to develop and enhance skills and competencies that enable them to:

1. Identify and apply counseling roles and theories, including models of interaction, prevention, and intervention.
2. Explain and apply relevant state and federal laws, institutional rules, regulations and standards along with the national and ethical standards of the appropriate licensing bodies and boards.
3. Explain and illustrate the psychological and sociological foundations of human development, learning, and behavior.
4. Explain the role that diversity, inclusion, gender and equity have on academic, personal/social, emotional, and professional development.
5. Differentiate and apply career development theories to develop age-appropriate practices and programs.
6. Exhibit individual counseling skills, including assessment of and response to social, emotional, behavioral, and physical concerns.
7. Demonstrate group counseling skills, including group management, interaction, and programming.
8. Utilize research, data and institutional assessments to improve programs and recommend systematic changes.
9. Reflect on skills and knowledge in support of ongoing professional development and self-evaluation.
10. Demonstrates effective ethical and professional behaviors in working responsibly with individuals, groups, instructional support networks, community agencies, and governing agencies.
11. Demonstrate skills to locate, collect, and evaluate information from a variety of sources which include the use of electronic sources.

CURRICULUM REQUIREMENTS – (Prerequisites listed in parentheses after course information)

- CN 710 INTRODUCTION TO COUNSELING & ETHICS
- CN 714 MULTICULTURALISM & THE PRACTICE OF COUNSELING (CN 710 Pre-req or Co-req)
- CN 716 LIFESPAN DEVELOPMENT & COUNSELING: AN INTEGRATION
- CN 718 PSYCHOPATHOLOGY (CN 710, 714, 726)
- CN 724 COUNSELING METHODS & ETHICS (CN 710, 714)
- CN 726 COUNSELING THEORIES
- CN 728 PSYCHOMETRICS & ASSESSMENT (CN 710, 714, 718)
- CN 734 RESEARCH METHODS & PROGRAM EVALUATION (CN 728)
- CN 736 COUNSELING CHILDREN & ADOLESCENTS (CN 716, 724, 726)
- CN 738 GROUP THERAPY (CN 724)
- CN 739 CAREER COUNSELING & DEVELOPMENT (CN 716, 724)
- CN 744 CRISIS INTERVENTION & CONFLICT RESOLUTION (CN 716, 724)

And: The completion of the courses for at least 1 of the following areas of emphasis

SCHOOL COUNSELING:

- CN 765 SEMINAR: SCHOOL COUNSELING (CN 710, 714, 716, 718, 724)
- CN 766 PRACTICUM (125 CLOCK HOURS/ 50 hours of direct client contact) (CN 710, 714, 716, 718, 728, & 736 or 738)
- CN 767 INTERNSHIP I (300 CLOCK HOURS/ 225 hours of direct client contact)(*CN 736, 738, 766, pre-req or co-req 739)
- CN 768 INTERSHIP II (300 CLOCK HOURS/ 225 hours of direct client contact) (**CN 744, 767)

COMMUNITY COUNSELING:

- CN 775 SEMINAR: COMMUNITY COUNSELING (CN 710, 714, 716, 718, 724)
- CN 776 PRACTICUM (125 CLOCK HOURS/ 50 hours of direct client contact) (CN 710, 714, 716, 718, 728, & 736 or 738)
- CN 777 INTERNSHIP I (300 CLOCK HOURS/ 225 hours of direct client contact) (**CN 736, 738, 776, pre-req or co-req 739)
- CN 778 INTERNSHIP II (300 CLOCK HOURS/ 225 hours of direct client contact) (**CN 744, 777)

HIGHER EDUCATION COUNSELING:

- CN 785 SEMINAR: COLLEGE STUDENT AFFAIRS & COUNSELING (CN 710, 714, 716, 718, 724)
 - CN 786 PRACTICUM (125 CLOCK HOURS/ hours of direct client contact) (CN 710, 714, 716, 718, 728, 736)
 - CN 787 INTERNSHIP I (300 CLOCK HOURS/ 225 hours of direct client contact) (**CN 736, 786)
 - CN 788 INTERNSHIP II (300 CLOCK HOURS/ 225 hours of direct client contact) (**CN 739, 787)
- All courses are 12 week, three semester hours

SECTION II: INTERNSHIP OVERVIEW & EXPECTATIONS**Description of the Internship Courses**

Counseling Internship I is a one-semester, 300-hour minimum, supervised counseling experience within the context of an approved counseling placement. The course is designed to build extensively on a student's practicum experience by involving students in all aspects of the role and functioning of a professional counselor in a specific career context. Depending upon the chosen counseling area, Interns are expected to serve in individual and group counseling sessions with a minimum of 40% or 120 hours of direct service with clients involving assessment, intervention, and evaluation. In the case of school counseling Interns will integrate and apply the knowledge, skills, and dispositions learned in previous program coursework to implement comprehensive, developmental, and collaborative school counseling programs. Audio or video recordings are used to develop skills in conceptualizing cases and selecting and implementing appropriate interventions. The application of ethical and legal issues in counseling is reviewed. The course culminates in an evaluation of each student's counseling performance throughout the internship.

The Counseling Internship II is a one-semester, 300-hour minimum, supervised counseling experience within the context of an approved counseling placement. The course is designed to help Interns master all aspects of the role and functioning of a professional counselor in a specific career context. Depending upon the chosen counseling area, Interns are expected to serve in individual and group counseling sessions with a minimum of 40% or 120 hours of direct service with clients involving assessment, intervention, and evaluation. In the case of school counseling, Interns will integrate and apply the knowledge, skills, and dispositions learned in previous program coursework to implement comprehensive, developmental, and collaborative school counseling programs. Audio or video recordings are used to develop skills in

conceptualizing cases and selecting and implementing appropriate interventions. The application of ethical and legal issues in counseling is reviewed. The course culminates in an evaluation of each student's counseling performance throughout the internship.

In order for graduate students to be exposed to a variety of counseling experiences, students are expected to select different placements for their practicum and internships. Exceptions are made in situations where placement sites, because of serving a diverse clientele, are able to provide students with experiences in various departments within an institution. At the conclusion of both of these courses counseling graduate students will have logged at least 600 hours in supervised counseling experiences.

Locating an Internship Site

Selecting an internship site is one of the most important aspects of our graduate students' internship experience. Students are encouraged to select sites and supervisors that consistently model the dispositions of caring, a strong work ethic, critical and creative thinking, and a commitment to excellence and professional integrity. Supervisors are carefully selected based on their willingness to supervise and guide counseling graduate students and whose practices are in compliance with either the Department of Safety and Professional Services (former DRL), the Department of Public Instruction, or the standards set by the American College and Personnel Association.

We encourage our graduate students to choose a site that will offer them a unique opportunity to obtain experience in the type of setting in which the student may eventually be employed. Prospective Internship students are required to discuss with the Internship course instructor or their M.A.C advisor, the sites they are considering in order to verify the appropriateness of the site, as well as to discuss expectations, limitations, and responsibilities of all parties. An internship site is not approved until the course instructor or program director has granted approval of the placement.

Requirements of On-Site Supervisors

On-Site M.A.C. Internship supervisors must have:

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;
2. A minimum of three years of pertinent professional experience in the program area in which the student is completing clinical instruction with at least one year of experience in the organization or agency of current employment;
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students; and
4. Completed a review of the PowerPoint slide presentation *Basics of Supervision*.

The on-site supervisor should be available for, and interested in, adequate supervision, consultation, and evaluation of an internship graduate student.

Guidelines for On-Site Supervisor

The Internship On-Site supervisor is asked to perform the following tasks:

- Orient the student to the mission, goals and objectives of the agency or institution, as well as to the internal operating procedures;
- To familiarize themselves with the counseling program's expectations and requirements;
- To organize the Internship experience and ensure that the student will have an opportunity to work with a variety of clients, staff, and community members;
- Provide the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media and professional literature and research;
- Meet with the student **regularly**, (at least once a week) to discuss progress, plan future experiences and evaluate tapes when available;
- Verify student's log of hours completed; and
- Participate in final evaluation of the student by completing the written evaluation form and providing feedback to the Internship course adjunct faculty supervisor.

Before the Graduate Student Arrives

- Complete the **Placement agreement form** (page 15) if you have not already, and give the original to the graduate student.
- Review "**The Basics of Supervision, A PowerPoint Presentation For On-Site Counseling Supervisors**" which can be downloaded from the M.A.C. website found on the Lakeland College website under "Kellett School of Adult Education".
- Prepare the professionals in your agency or institution that a M.A.C. graduate student will be joining them for the next 12+ weeks.
- Prepare Clients and or Students and Parents as they will appreciate knowing that a graduate counseling student will be working in your agency, institution, or school district. Providing interesting information about the graduate student may enhance all parties' acceptance of the graduate student.
- Review the Student Evaluation form (page 20). The College closely follows the Department of Safety and Professional Services, Department of Public Instruction, and American College Personnel Association Standards and the evaluation closely measures graduate students' performance towards the appropriate standards.

The on-site Supervisor is responsible for the physical safety and academic achievement as well as the professional development of the counseling intern. As the semester progresses and the graduate student demonstrates professional counseling competencies, the supervisor is

encouraged to provide the student with opportunities to independently conduct professional counseling services.

When the Graduate Student Arrives

Time should be spent during that **first day** identifying and exploring the knowledge, skills, and areas of interest of your graduate student. The graduate student's experience and yours will be more successful if based upon strengths, experiences, or areas of interests. Provide the graduate student with written information (such as the following) and encourage remind him/her to keep the following in a binder:

- a copy of your agency or institution policies, including faculty policies and procedures, and any other materials necessary for graduate student success;
- expected time of arrival and departure each day;
- sign-in, sign-out procedures, if applicable;
- acceptable dress codes
- orientation to the building
- when and where to eat lunch.
- where to park (are there designated parking spots?);
- how to join the coffee drinkers' fund, etc.;
- the supervisor's home/cell and agency/institution telephone numbers so that the supervisor may be reached in case of an illness or emergency;
- lock down procedures; the fire and tornado drill procedures;
- faculty meeting date if applicable; in-service dates if applicable.

During The Semester

The graduate student Intern requires **continuous specific verbal and written feedback**. Feedback should be supported with specific data gathered from observations, lesson plans, other written requirements, as well as the observed Intern's dispositions. The Intern will be more receptive to feedback when comments focus first on strengths then on suggested areas for improvement and when they are actively engaged in self- evaluative reflections during both formal conferences and informal conversations. The Internship Instructor **must** be apprised of the Intern's progress especially if concerns arise. Early intervention and remedial strategies are crucial to a successful Internship experience and enhance consistency in feedback for all individuals involved.

Communication between the On-Site Supervisor and the Intern should be open, continuous, collaborative and intentional. There is a need for both verbal and written comments. Frequently, On-Site Supervisors and their Interns have conversations throughout the course of the day. These conversations are essential. Yet, critical to the success of the Intern is the ***scheduled weekly conference***. This intentional, uninterrupted conference enables the On-Site Supervisor and the Intern to have in- depth, reflective conversations. Again, feedback should be supported with specific data gathered from the Interns performance.

During the formal conferences, the On-Site Supervisor is advised to establish a time frame for the weekly conference and adhere to the designated time and avoid interruptions by placing a sign on your door; Ex: *Conference in Session*. At these conferences you could:

- Ask the Intern to prepare written questions or concerns that he/she feels need to be addressed. This will give the Intern ownership in the conference process.
- Review the guidelines found in the Internship Guide and on the Summative Evaluation
- Ask the Intern to provide any artifacts or copies of other materials that the Intern has used since the last meeting
- Engage Intern in self-evaluation and reflective analysis based on any data gathered from observations, video tapings, and the Intern's knowledge, skill and disposition
- Use self-disclosure when appropriate, yet sparingly.

Copies of weekly conferencing should be kept by the Intern's with a copy made for the Intern's working portfolio. The Internship Instructor will appreciate having a copy of the On-Site Supervisor's written feedback. Encouraging the Intern to write down plans for improvement, assignments, etc. again, gives the Intern ownership in the process. Remember to establish a specific timeline for the completion of assignments or actions agreed upon during the conference and summarize the major points made at the end of the conference.

Several weeks into the Internship experience you will receive a call from the Internship Instructor to schedule an on-site visit. This visit will include the Supervisor, the Intern and the Internship Instructor and consist of a conference and formal observation. This visit will further document the Intern's progress and help to address any issues or challenges that the Intern has encountered or might encounter before the end of the semester.

At the end of the Internship experience the On-Site Supervisor will be asked to fill out a summative evaluation of the Intern's experience. This document will be used as a post-observation document as well as become part of the portfolio. This evaluation can also be used during the initial pre-conference and help guide the Internship experience as well as a *midterm* evaluation. A copy of the Evaluation is included in this guide.

End of the Counseling Graduate Placement Policies

At the end of the Internship experience, Supervisors are asked to complete all assessment forms for the graduate student Intern. The On-Site Supervisor should be certain that both the Intern and the Internship course Instructor have copies of any assessment documents used by either the College or the placement. These documents are:

- For each placement, 2 formative evaluations
- For each placement 1 summative evaluation
- One self-evaluation report

Videotaping

Many times the Intern will be required to video tape a lesson, a session, and a presentation etc., during the semester. Ideally, a peer should perform the taping. While audio taping is less intrusive or distracting and can provide specific evidence of the Intern's oral communication skills the video tape provides concrete evidence of ineffective body language, distracting mannerisms, inadequate circulation, ineffective behavior management, inadequate preparation, etc. Watching or listening to tapes made for identification and monitoring of growth areas should be viewed by the On-Site Supervisor and the Intern and with the College Instructor during the on-ground class time. Together should individuals identify ineffective behaviors reflective problem solving questions should be the foundation for selection of prescriptive strategies. Videotaping applies only where client/student or parent has provided signed permission for videotaping. The Intern will be asking you about permission forms and about getting your signature on a Video Permission Letter for their coursework.

Observing Other Professionals

It has been found that Interns gain significant insight into the whole counseling profession by observing other professional in a variety of settings. This also provides the Interns with the opportunity to observe a variety of counseling and or instructional strategies and behavior management techniques. It will benefit the Intern greatly if the On-Site Supervisor is willing to facilitate these observations by assisting the Intern in scheduling these observations.

Confidentiality

Confidentiality is critical in any profession. In an effort to ensure that confidentiality is maintained, an effective On-Site Supervisor ought to:

- provide the Intern with information about clients, students, staff, or parents in a confidential manner. Conveying confidential information to your Intern in a crowded faculty room communicates a disregard for maintaining confidentiality; and
- avoid talking derogatorily about the Intern with other faculty or staff members, school personnel or community members. This models insensitivity and disregard for the confidentiality issue.

Grading Internship Graduate Students

Grading is an important component to the completion of the Internship experience. Whereas the site supervisor provides an evaluation of the knowledge, skills, and disposition of their Intern, the course instructor is responsible for assigning a final grade for the course. Through the collaboration between the site supervisor and the instructor experience, it is expected that students will earn a final grade for their Internship experience.

SECTION III

APPENDIXES

Evaluation forms and other forms that you will need this semester are included in this section of the Handbook.

Lakeland College
Master's in Counseling Program
Internship I & II Application

Name of Student _____ Semester _____

Email Address _____ Phone# (____) _____

Cell Phone # (____) _____ Street Address _____

Check one: ☐ Internship I ☐ Internship II

Name of Internship Site _____

Street/Mailing Address _____

E-mail address _____ Telephone # (____) _____

Type of Community Setting _____

Proposed start date _____ end date _____

Days and hours at Internship site _____

Internship site Supervisor _____

Supervisor's phone # (____) _____

Proposed plan for Internship hours:

| Competency area | Hours/ % of time | Setting | Supervisor |
|---------------------------------|---------------------|---------|------------|
| Example: Facilitating groups | 3 hrs./week | clinic | M. Smith |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Approved by _____ (*Internship Instructor*) Date _____

Internship I & II Agreement - Master's of Arts in Counseling

Lakeland College, Kellett School

Revised May, 2011

This agreement is made on _____ by and between _____

(Date)

(Internship site)

and _____. The agreement will be effective for a period from _____

(Student)

(Dates)

to _____. The _____ will devote not less than 300 clock hours

(Student)

during the semester.

40% or at least 120 hours of the time spent on-site will involve direct client contact at the Internship site under the direct supervision of a Licensed Professional Counselor (LPC), Clinical Social Worker (MSW) or other DRL approved mental health supervisor for Community Counseling students or DPI licensed school counselor for school counseling.

Purpose

The purpose of this agreement is to provide a qualified graduate student with an Internship and advanced Internship experience in the field of counseling.

Lakeland College agrees:

- to assign a qualified program instructor to facilitate communication between the college and the Internship site, who will provide supervision during the entire Internship experience and schedule **at least** one on-site observation during each course.
- to provide to the Internship site supervisor, prior to placement of the student, all Internship objectives and requirements.
- to notify the student that s/he must adhere to the administrative policies, rules, standards, schedules, and practices of the Internship site.
- that the college instructor will be available for consultation with both Internship site supervisor and student and shall be contacted immediately should any problem or change in relation to student, site, or college occur.

- that the college instructor is responsible for the assignment of an Internship grade and final written evaluation form.
- to provide workers compensation insurance coverage for each of its students during his/her participation in the field/clinical placement with the Agency or Institution.

The Internship site agrees:

- to organize the Internship experience and assure that the student will have an opportunity to work with an appropriate number of clients.
- to provide the student opportunity for observation and/or audio/video taping of counseling sessions for the purpose of evaluating the students involvement and performance. (can be revised to meet the requirements of the placement site)
- to provide regular supervision each week, a minimum of 1 hour per week, to ensure that the student is providing appropriate and ethical counseling for clients and to facilitate counselor trainee development.
- to provide written evaluation of students work at the end of the Internship and verify student's log of hours completed.
- to promptly advise the College if it has any reason to believe a claim may exist against an officer, employee, student, or agent of the College in connection with any activities performed under this Agreement.

If the Internship site supervisor has reason to believe that a student's knowledge/skills/attitudes are professionally unacceptable, they are asked to bring this to the attention of the college instructor at the earliest possible time so that a review of the matter may be initiated.

The M.A.C. counseling graduate student agrees:

- to arrange and maintain a schedule of involvement with the Internship placement and supervisor (a minimum of ____ clock hours is required).
- to conduct him/herself in a professional manner consistent with the image of the professionals at the Internship site placement.
- to actively seek feedback relative to general performance and involvement of Internship responsibilities on a weekly basis.
- to adhere to policies and procedures followed by the Internship site placement
- to be reliable, professional, ethical and punctual.
- to meet any additional requirements as determined by the site supervisor.

Suggested Internship activities:

- orientation to the policies and procedures of Internship site placement
- involvement with case conferences and staff meetings when appropriate
- intake interviewing (as appropriate)
- individual counseling – personal, social, educational and occupational/career
- group counseling – co-facilitating and facilitating
- classroom guidance lessons (school counselors)
- testing (as appropriate) administration and interpretation

- psycho educational activities – e.g., outreach, classroom guidance, parent conferences, client orientation, contact with community resources, etc.
- report writing – e.g., record keeping, treatment plans, treatment summaries, etc.
- consultation of referral (as appropriate)
- in-service activities
- other (please list)

Signature of Site Supervisor _____ date _____

___ All my licenses/certifications are valid and up to date.

___ I have at least three years-experience in a community counseling setting.

___ I have been employed for at least one year with my current employer.

___ I have reviewed and completed the PowerPoint presentation on the *Basics of Supervision*.

http://www.lakeland.edu/adult/supervision_presentation.asp

Counseling Graduate Student _____ date _____

College Course Instructor _____ date _____

This agreement **MUST** be signed and agreed to by all parties before a student may begin accumulating Internship on-site hours. **No student will be allowed to begin their Internship experience before the start of the class. Students must be able to finish their Internship experience within the 12 week term. No student will be allowed to take an Incomplete without the consent of the Lakeland College course instructor. An Incomplete Contract must be signed by the instructor and the student and must be filed before the last week of class.** Either party (student or Internship site) may terminate the relationship at any time; this agreement is not intended as a legal contract for any specific period of time

Lakeland College
Masters in Counseling Program
Internship I & II Hours Log Form

Student Name_____ **Term**_____

Agency/School _____

Activity codes:

| | |
|---------------------------------|---|
| 1= Individual Counseling | 7= Tape reviews |
| 2=Group Counseling | 8=Conferences |
| 3=Classroom Guidance Activities | 9=In-service |
| 4=Individual Supervision | 10=Professional Reading |
| 5=Group Supervision | 11=Staff Meetings |
| 6=Assessment/Testing | 12=Community Outreach |
| | 13=Client-related preparation/ record-keeping |
| | 14= Other (explain) |

| Date | Activity | Hours | Date | Activity | Hours |
|------|----------|-------|------|----------|-------|
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Verified by_____Date_____

Supervisor Evaluation of Student Intern

☐ Internship I or ☐ Internship II

Name of Student _____

Dates of Internship _____ to _____

The Lakeland Masters of Arts in Counseling program is grateful to you for your willingness to serve as a site supervisor. You are providing an invaluable training opportunity for our students and service to our department. Please complete this evaluation form as completely as possible; your remarks will not only benefit the student, but will also assist us in responding to the student's needs. Thank you for your assistance.

Counseling and Interpersonal skills

| | Deficient | Proficient | Advanced | N/A |
|---|-----------|------------|----------|-----|
| 1. Basic counseling skills (e.g. active listening, reflection) | 1 | 2 | 3 | |
| 2. Advanced counseling skills (e.g. utilizing theory-based skills and interventions) | 1 | 2 | 3 | |
| 3. Client conceptualization (e.g. ability to understand client concerns from a coherent framework or model) | 1 | 2 | 3 | |
| 4. Establishes working relationships with clients | 1 | 2 | 3 | |
| 5. Establishes working relationships with colleagues | 1 | 2 | 3 | |
| 6. Group counseling skills | 1 | 2 | 3 | |
| 7. Considers and integrates clients cultural values and context as part of clinical conceptualization | 1 | 2 | 3 | |
| 8. Provides clients with appropriate information | 1 | 2 | 3 | |
| 9. Facilitates realistic goal setting with clients | 1 | 2 | 3 | |
| 10. Explains, administers, and interprets assessments correctly | 1 | 2 | 3 | |

Comments:

Knowledge and Case Management skills

| | Deficient | Proficient | Advanced | N/A |
|---|------------------|-------------------|-----------------|------------|
| 1. Knowledge of counseling theories | 1 | 2 | 3 | |
| 2. Knowledge of counseling process | 1 | 2 | 3 | |
| 3. Knowledge of policies and procedures of site | 1 | 2 | 3 | |
| 4. Knowledge of community and institutional resources | 1 | 2 | 3 | |
| 5. Knowledge and use of electronic sources that can be used for client and program success | 1 | 2 | 3 | |
| 6. Understanding of counselor role/responsibilities at site | 1 | 2 | 3 | |
| 7. Completes paperwork and administrative responsibilities in a timely and conscientious manner | 1 | 2 | 3 | |

Comments:

Personal and Professional Growth

| | Deficient | Proficient | Advanced | N/A |
|---|------------------|-------------------|-----------------|------------|
| 1. Able to form working relationship with supervisor | 1 | 2 | 3 | |
| 2. Receptive to supervisor's feedback | 1 | 2 | 3 | |
| 3. Responsible for meeting with supervisor as scheduled | 1 | 2 | 3 | |
| 4. Behaves ethically in accordance with his/her role | 1 | 2 | 3 | |

Comments:

Overall strengths:

Areas for Growth:

Recommend for Internship II yes_____ no_____

Site Supervisor Signature_____ **date**_____

Internship Student Signature_____ **date**_____

Intern Evaluation of Internship Site Supervisor

☐ Internship I

☐ Internship II

Name of Internship Supervisor _____

Name of Student _____

Dates of Internship _____ to _____

| Criterion | poor | average | good | excellent | N/A |
|---|------|---------|------|-----------|-----|
| 1. Supervisor made me at ease with the supervision process | 1 | 2 | 3 | 4 | |
| 2. Supervisor gave me timely, useable feedback about my role | 1 | 2 | 3 | 4 | |
| 3. Supervisor was available for crisis consultation | 1 | 2 | 3 | 4 | |
| 4. Supervisor promoted legal and ethical practice through discussion and modeling. | 1 | 2 | 3 | 4 | |
| 5. Supervisor modeled a variety of counseling techniques including classroom management techniques | 1 | 2 | 3 | 4 | |
| 6. Supervisor helped me understand my feelings about clients and their issues. | 1 | 2 | 3 | 4 | |
| 7. Supervisor was sensitive to cultural differences between supervisee and supervisor and supervisee and clients. | 1 | 2 | 3 | 4 | |
| 8. Supervisor promoted my professional identity through national and or state standards. | 1 | 2 | 3 | 4 | |
| 9. Supervisor offered resource information when needed or requested. | 1 | 2 | 3 | 4 | |
| 10. Supervisor allowed and encouraged me to evaluate myself | 1 | 2 | 3 | 4 | |
| 11. Supervisor was available for regular meetings to provide consultation and feedback. | 1 | 2 | 3 | 4 | |
| 12. Supervisor facilitated integration into Internship site | 1 | 2 | 3 | 4 | |
| 13. How would you rate your supervisor for future Internship students? | 1 | 2 | 3 | 4 | |
| 14. How would you rate your site for future Internship students? | 1 | 2 | 3 | 4 | |

Please comment on the strengths of your placement and your site supervisor. (Continue on separate sheet, if needed)

Please comment on the weaknesses of your site placement and your site supervisor.

(Continue on separate sheet, if needed)

Authorization, Waiver and Release Form

I hereby authorize Lakeland College to obtain criminal records about me from any source. I understand and agree that the results of my background search will be used in evaluating my eligibility to register for the Internship I course and subsequent Internship II course. I also authorize Lakeland College to share the results of my background search with third parties for the purposes of evaluating my acceptance into or continued participation in an internship or clinical placement.

I understand and agree that if I have been charged with, convicted of, pleaded guilty or no contest to, or forfeited bail for any criminal conduct under law or ordinance, and the nature of the charge or conviction is incompatible with the responsibilities of working in a clinical setting, I may be unable to participate or to continue to participate in an Internship or clinical placement and further, that Lakeland College reserves the right to deny my acceptance into or remove me from the Master of Arts in Counseling program.

I understand that the Wisconsin Department of Public Instruction (WDPI) and the Wisconsin Department of Regulation and Licensing (WDRL) may not grant licensure to a candidate with criminal/civil conviction issues even when the candidate has successfully earned a masters degree and completed an accredited counseling program.

I also understand that criminal/civil convictions may also prevent any private or public school district, institute of higher education, agency, organization, or governmental unit from hiring me, even if I am licensed by either the Wisconsin Department of Public Instruction or Wisconsin Department of Regulation and Licensing.

I also certify that I understand and agree that I have a continuing duty to notify the Lakeland College Master of Arts in Counseling Director as soon as possible, but no later than the next day I am expected to attend the Internship or clinical placement, when I have been convicted of any crime or have been or am being investigated by any governmental agency for any act or offense.

I hereby waive, release and relinquish all claims and causes of action against Lakeland College and The Lakeland College Foundation, their officers, trustees, employees, agents, servants, assigns and successors that may arise from the use or disclosure of any information referenced by this form or from the prevention or termination of my participation in an Internship or clinical experience or from the denial of my application to or my removal from the Master of Arts in Counseling program.

Dated this day of ____20____

Student Signature:

Each student must sign and date this waiver and release.

LAKELAND COLLEGE

MASTER OF ARTS IN COUNSELING

PERMISSION FOR AUDIOTAPE RECORDING

I hereby grant my permission for counselor, _____, to audiotape counseling sessions with the client named below. I understand that the purpose of these recordings is to assist the counselor in his/her professional training.

I understand that this tape recording will be used solely for training purposes and that the contents will be kept in strict confidence. Only the counselor, the counselor's supervisor, and fellow trainees will be permitted to listen to the recordings, and all of these individuals are bound by professional ethics to uphold confidentiality regarding these counseling sessions.

I also understand that my identity (or my child's identity) will be kept secret and that the counselor will hold all audiotape recordings securely. The recording will not be played by or in the presence of any unauthorized individuals. At the conclusion of the counselor's current training experience, all recordings will be erased or destroyed.

I understand that I can revoke this permission at any time by verbal request to the counselor. If I do so, I understand that the counselor will ask me to document my request in writing. I understand that my decision (to agree to be recorded or not agree to be recorded) will have no effect on my services with this counselor or at this organization.

Client (print name) _____

Client's signature _____

Parent/Guardian's signature (for minor clients) _____

Counselor's signature _____

Date _____

Site Name _____

LAKELAND COLLEGE

MASTER OF ARTS IN COUNSELING

PERMISSION FOR VIDEOTAPE RECORDING

I hereby grant my permission for counselor, _____, to videotape counseling sessions with the client named below. I understand that the purpose of these recordings is to assist the counselor in his/her professional training.

I understand that this video recording will be used solely for training purposes and that the contents will be kept in strict confidence. Only the counselor, the counselor's supervisor, and fellow trainees will be permitted to view the recordings, and all of these individuals are bound by professional ethics to uphold confidentiality regarding these counseling sessions.

I also understand that my identity (or my child's identity) will be kept secret and that the counselor will hold all videotape recordings securely. The recording will not be played by or in the presence of any unauthorized individuals. At the conclusion of the counselor's current training experience, all recordings will be erased or destroyed.

I understand that I can revoke this permission at any time by verbal request to the counselor. If I do so, I understand that the counselor will ask me to document my request in writing. I understand that my decision (to agree to be recorded or not agree to be recorded) will have no effect on my services with this counselor or at this organization.

Client (print name) _____

Client's signature _____

Parent/Guardian's signature (for minor clients) _____

Counselor's signature _____

Date _____

Site Name _____