

Georgia Southern University  
College of Education

Community Counseling Program

Internship Manual for  
Site Supervisors

COUN 7738: Counseling Internship I  
COUN 7739: Counseling Internship II

Revised January, 2007

Internship Manual for the Site Supervisor  
Georgia Southern University  
Counseling Program

To the Supervisor:

We appreciate your willingness to serve as a supervisor for an intern from the Counselor program at Georgia Southern University. It is our intent to provide you with an intern who is well prepared and an appropriate placement for your school/agency. With the team approach between you, the intern, and the University Supervisor, we trust the experience will be both positive and productive. We understand how busy you are, however, we ask you to carefully read the following pages to ensure we are all in agreement about the objectives, procedures, and attitudes that will make the internship process successful.

Again, thank you for agreeing to supervise our interns.

Lisa L. Schulz, Clinical Coordinator

Assistant Professor

College of Education

Georgia Southern University

Website: [www.georgiasouthern.edu/lthd/counselored](http://www.georgiasouthern.edu/lthd/counselored)

Phone: (912) 681-0498

Email: [lschulz@georgiasouthern.edu](mailto:lschulz@georgiasouthern.edu)

Following are the courses a student must complete to earn the Master's Degree:

- |   |                                      |
|---|--------------------------------------|
| 1) Foundations of Community Counseling and Ethics | 9) Group Dynamics                    |
| 2) Addiction Counseling                           | 10) Theories of Counseling           |
| 3) Family Counseling                              | 11) Models/Techniques of Counseling  |
| 4) Psychopathology                                | 12) Practicum in Counseling          |
| 5) Career Counseling                              | 13) Counseling Internship            |
| 6) Cross Cultural Counseling                      | 14) Counseling Internship            |
| 7) Life Span Development                          | 15) Learning Theories & Applications |
| 8) Individual Analysis                            | 16) Educational Research             |

The Community Counseling Program at Georgia Southern University prepares students for employment at the entry level as professional counselors in diverse community settings such as community mental health, substance abuse treatment, and corrections. The program is also designed to meet the academic requirements for licensure in professional counseling (LPC) in Georgia and certification by the National Board of Certified Counselors. Graduates are eligible for these credentials after successfully passing the appropriate exams and completing required post-graduate supervised counseling experiences. The program emphasizes a multifaceted approach to counseling, including direct and indirect client and community services, and policy and advocacy to meet the social, emotional, and academic needs of a diverse population.

### **Student Intern Time Commitment for Internship I and II**

	<b>Internship I</b>	<b>Internship II</b>
1. Direct Service – 240 hrs	120 in an agency setting	120 in an agency setting
2. Supervision On-Site– 30 hrs	1 hour per week (15 weeks)	1 hour per week (15 weeks)
3. University Supervision- 45hrs	1 ½ hours per week (15)	1 ½ hours per week (15)
4. Other Hours – 385hrs	192 ½ hours	192 ½ hours

**Total Hours for two internships: 600**

**1. Direct Service:**

Hours include individual, group and family counseling, prevention activities, advocacy and consultation. As well as counting the intern's own service, they may also receive direct service hours when the intern is observing someone else conducting these activities.

**2. Site Supervision:**

At least one hour of supervision per week must be face-to-face one hour individual supervision between the site supervisor and the intern. Georgia Southern strongly recommends these meetings occur in a quiet office without interruption.

**3. University Supervision:**

The intern is required to attend a Counseling Internship class for the academic year. The intern may count the hours as listed above.

**4. Other Hours:**

These hours include professional development activities, additional training experiences, any related readings, duty at other on-site and agency community activities (e.g. community service board /collaborative meetings, open houses, etc.). Internship class but may not count direct service hours until the university internship class begins (under direct University supervision). Students are expected to remain at their placement sites for the entire school term. The number of hours spent at the intern's site varies according to the needs of the site and the students. Typically, interns can expect to spend about 20 hours per week at each site.

### **The Role of the Supervisor**

The mindset and functions of a supervisor are similar to but not the same as a counselor. Indeed, your role will be unique, as it pertains to:

- 1) your background, expertise, and personal approach;
- 2) the background, expertise, and personal approach of the intern (he/she may already have had counseling experience – or may still be in the process of identifying a “style” as a counselor);
- 3) and the particular circumstances of your agency setting (size; demographics; counselor/client ratio; administrative and other support; special needs; and other factors).

The supervisor plays three roles:

- 1) Counselor – participating with the intern in self-exploration; establishing distance; becoming aware of one’s values and possible biases; and confronting the range of emotions that inevitably occur.
- 2) Teacher –imparting new knowledge; refining skills as requested by the intern or as the occasion calls for; inquiring about the cognitive theoretical orientation of the intern; demonstrating by example as a role model; assuring the intern has a range of experiences; and observing and providing feedback on performance.
- 3) Consultant – meeting weekly with your intern, responding to intern special request for a conference to discuss a specific counselee, or approach/ technique the intern utilized; emphasizing on professional commitment and improvement.

### **Site Supervisor Responsibility Checklist**

1. Submit a copy of your license/certificate to the Clinical Coordinator to verify you meet the criteria for selection as a site supervisor.
2. Sign the agreement form (to be provided by intern) and provide a copy of your resume to the Clinical Coordinator (your intern can deliver it) within two weeks of placement of the intern at your site.
3. Meet one hour face-to-face each week with your counselor intern in a quiet and uninterrupted location.
4. Attend all supervisor trainings. The Georgia Southern University Counselor Education Program offers training in supervision for site supervisors each semester.
5. Complete the Site Supervisor and Director’s Evaluations of Counseling Intern’s Performance to indicate your professional assessment of the counseling intern’s demonstrated knowledge, skills, and competencies. Review them with the intern.
6. Each month review the Internship Time Sheet that the counseling interns will be required to fill out. Please sign to confirm your concurrence.
7. Provide experience for the counseling intern to job shadow you and other key faculty members.

8. Provide the intern with experience in co-leading and leading individual, psycho-educational, and group counseling activities. Provide feedback to intern based on your observations.
9. Provide the intern with experience in observing and conducting consultation sessions with staff, other agencies, and community representatives.
10. For your information, the intern will evaluate their site placement and supervision experience at the end of the year. Georgia Southern University will use this information to evaluate the effectiveness of the placement and address concerns.  
You will find a Site Evaluation Form and a Student Counselor Evaluation of Supervisor in the Student Internship manual.

### **Suggestions for Interns Transitioning to the Site**

#### **Site Supervisor will introduce intern to:**

- Agency and unit personnel
- Key staff members
- Administrative team
- Staff (who will assist with coordination of referrals, communications, etc.)
- Other community resources or individuals who are interactive with the agency

#### **Site Supervisor the Intern will assist with:**

- Clinical observations
- “Team” counseling in the beginning
- Intern observing (“shadowing”) other counselors and key personnel
- Development of groups with the intern as co-facilitator (e.g. psycho-educational, divorce, a, eating disorder, sexual minority, etc.)
- Attaining an intern caseload
- Individual counseling (beginning early on with consultation/supervision around each session...daily “debriefing”)
- Within 4 to 6 weeks, intern working independently with clients and groups in consultation with site supervisor

#### **Site Supervisor will address:**

- Personal/social counseling...how/what
- Treatment planning...how/what
- Counseling assessment...
- Crisis Intervention...who/how/what
- Carefully outline procedures for special needs referrals and assistance
- Policies and Procedures for the agency (e.g. mandatory reporting)
- Importance of understanding the agency and the “political climate”
- Role of the counselor within the agency (e.g. treatment team, staffing, advocacy etc.)
- Role of the counselor and unit with administrative team and staff
- Obtaining of resources...within the agency and from the community.

**Site Supervisor will provide:**

- One-on-one weekly supervision—one hour uninterrupted.
- Physical area for individual counseling, and mailbox for agency communications.
- Clear understanding of weekly supervision time, criteria, method.
- Calendar of agency activities (e.g. staffing, counselor meetings, staff meetings, meetings with Community Service Boards /collaboratives)
- Counseling time management strategies and prioritization strategies for daily activities.
- Regular feedback on counseling activities...immediately and during weekly supervision...be specific...while allowing the intern to “brainstorm” what went wrong, what they would change, what was good.
- A packet with all agency forms (e.g. referral, reporting, client information) and Employees Handbook.
- Clear agreement around days of week for intern at site, time for supervision, preparation needed for supervision (e.g. lists, video, questions/concerns).
- Clear understanding of expectations for growth and individuality.
- Awareness of agency collaboratives/ partnerships.

**Additional hints for Site Supervisors and interns:**

- Discuss diversity and cultural issues of agency and community...be clear and specific
- Introduce resources frequently utilized
- Do home visits (if appropriate)

### **Communication and Evaluation**

You are encouraged to communicate with the University supervisor as frequently as you think is appropriate, by telephone, e-mail, or personally. Ideally, we would enjoy connecting every three weeks or so. At supervisor seminars, you will be asked to:

- 1) review briefly your counseling program,
- 2) share your philosophy and approach to the supervision of counseling interns, including “success stories”,
- 3) raise general and specific questions regarding effective approaches/methods to use in difficult situations,
- 4) suggest ways the counseling program in general, and the internship process in particular, could be strengthened,
- 5) raise other issues which you believe to be pertinent, and
- 6) read and discuss current literature/research on the role of the community/mental health counselor.

\* \* \* \*

The following section outlines a remediation process to be used if the intern requires significant changes in personal and/or professional behavior. The counseling faculty will be fully supportive of the agency supervisor and the intern in arriving at the most beneficial solution for all individuals who are involved.

### **Remediation Tips for Your Intern**

- 1) Address your concerns immediately. Do so in a caring and concerned manner, offering the intern time for reflection and the opportunity to arrive at an alternative option.
- 2) Set a plan for correction if necessary. Make sure the intern is clear about expectations and steps for corrections.
- 3) Make the plan with the intern and brainstorm various solutions.
- 4) Develop short-term goals/objectives for the problem.
- 5) Develop long-term goals/objectives for the problem.
- 6) Put the plan in writing to be shared with the intern.
- 7) Include in the plan details for remedial supervision if necessary.
- 8) Include in the plan how attainment will be demonstrated/documented.
- 9) If the above procedures are not working or other difficulties are becoming apparent, notify the University supervisor IMMEDIATELY. Schedule a time for the university supervisor to visit first with you, and then with you and the intern.
- 10) Georgia Southern wants the internship experience to be beneficial for both you and the intern. Therefore, please notify the university supervisor immediately of concerns.

### **Criteria for Selection of Supervisor**

- A. Recognition of excellence in counseling from administrators, peers, and clients.
- B. Commitment to quality .
- C. Understanding of counselor's role as supportive of the learning process.
- D. Mature understanding of themselves as counselors, with sense of own professional efficacy and uniqueness.
- E. Clear philosophy of counseling and learning.
- F. Knowledge about, and respect for, the intellectual and social development of their clients, including differences and similarities because of gender, race, ethnicity, social class, exceptionality, disabilities, linguistic experience, and sexual orientation.
- G. Interest in participating and committing time to the program.
- H. At least Master's Degree in Counseling or counseling related area...
- I. At least three years of post-degree experience.
- J. Experience in supervising students.
- K. Familiarity with the Georgia Southern University Counseling Internship Manual.
- L. Familiarity with, and implementation of the AMHCA (2000) and the ACA (2005) Codes of Ethics.
- M. A current copy of the site supervisor's résumé must be on file at Georgia Southern University Counseling Program within two weeks of your intern's arrival.

### **Finally....**

#### **University Supervisor Responsibilities**

- (1) minimum of two site visits per semester;
- (2) small group supervision with intern;
- (3) video/audio tape review;
- (4) semester assessment of intern;
- (5) review of intern's organizational analysis and data based intervention projects; and
- (6) support for both the intern and site supervisor during the year.

## **CACREP Standards for Community Counseling Programs**

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program. Link to CACREP 2001 Standards - <http://www.cacrep.org/2001Standards.html>

### **A. FOUNDATIONS OF COMMUNITY COUNSELING**

1. historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community human service/ mental health movement;
2. roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors;
3. policies, laws, legislation, recognition, reimbursement, right-to- practice, and other issues relevant to community counseling;
4. ethical and legal considerations specifically related to the practice of community counseling (e.g., the *ACA Code of Ethics*); and
5. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling.

### **B. CONTEXTUAL DIMENSIONS OF COMMUNITY COUNSELING**

1. the roles of community counselors in various practice settings and the relationships between counselors and other professionals in these settings;
2. organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;
3. strategies for community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems; and
4. general principles of community intervention, consultation, education, and outreach; and characteristics of human services programs and networks (public, private, and volunteer) in local communities.

### **C. KNOWLEDGE AND SKILL REQUIREMENTS FOR COMMUNITY COUNSELORS**

1. typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services;
2. models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development, including prevention, implementation of support groups, peer facilitation training, parent education, career/occupational information and counseling, and encouragement of self-help;
3. effective strategies for promoting client understanding of and access to community resources;
3. principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans;

5. knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual*;
6. effective strategies for client advocacy in public policy and other matters of equity and accessibility;  
and
7. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

**D. CLINICAL INSTRUCTION**

For the Community Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a community setting, under the clinical supervision of a site supervisor as defined by Section III, Standard C.1 - 2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (Community Counseling Programs).

We appreciate your willingness to give your professional time and expertise during this process. If you need further information or have concerns or recommendations please contact; Dr Leon E. Spencer, Coordinator Community Counseling Program at (912) 681-5917 or [lespence@georgiasouthern.edu](mailto:lespence@georgiasouthern.edu)