

Georgia Southern University
College of Education

School Counseling Program

**Internship Manual
for
Site Supervisors**

COUN 7738: Counseling Internship I

COUN 7739: Counseling Internship II

**Internship Manual for the Site Supervisor
Georgia Southern University
School Counseling Program**

To the School Supervisor:

We appreciate your willingness to serve as a supervisor for an intern from the School 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. With the team approach between yourself, 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.

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

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|--|--------------------------------------|
| 1) Foundations of School Counseling and Ethics | 9) Group Dynamics |
| 2) Developmental Guidance | 10) Theories of Counseling |
| 3) Consultation and Interventions in the Schools | 11) Models/Techniques of Counseling |
| 4) Collaboration and Program Coordination | 12) Practicum in Counseling |
| 5) Career Counseling | 13) School Counseling Internship |
| 6) Cross Cultural Counseling | 14) School Counseling Internship |
| 7) Life Span Development | 15) Learning Theories & Applications |
| 8) Individual Analysis | 16) Educational Research |

The Georgia Southern University School Counseling Program prepares school counselors to deliver comprehensive counseling programs and to promote success for all students (PK–13) in the areas of academic, career, and personal/social development. Through leadership, advocacy, collaboration, use of data and counseling actions, school counselors will enhance students' achievement and their sense of competence and confidence. The program faculty assesses the counselors-in-training at multiple points throughout the program in accordance with the State of Georgia Board of Regents Principles for School Counselors. The program also carefully and thoroughly implements the National Standards for School Counseling Programs developed and published by The American School Counselor Association. A summary of the ASCA National Model and the

National Standards can be found at:

<http://www.schoolcounselor.org/content.asp?pl=325&sl=134&contentid=134>

More information about the program is available on the Counselor Education website at: www.georgiasouthern.edu/lthd/counselored; or call the departmental office at (912) 681-5307.

Student Intern Time Commitment for Internship I and II

	Internship I	Internship II
1. Direct Service – 240 hrs	120 in a pre-K-5 setting	120 in a 6-8 or 9-12 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, guidance and prevention activities, 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 School Counseling Internship class for the academic year. The intern may count the hours as listed above.

4. Other Hours:

These hours include any related readings, writing up of notes, consultation, additional training experiences, duty at school site (unless direct student, faculty, or parent intervention takes place), and other on-site activities (e.g. school board meetings, parent informational meetings, SST's, open houses, etc.). Students are required to begin Internship when the K-12 school begins and continue throughout the semester. The intern may accrue Other Hours (see #4 above) for one month prior to the beginning of the 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 Georgia Southern program adheres to the CACREP (Council for Accreditation of Counseling and Related Educational Programs) program and specialty standards.

CACREP Standards

CACREP curriculum area standards are identified as:

1. **Human Growth and Development:** Completion of the program will provide the student an understanding of the major theories of human growth and development; how human behavior and environmental factors affect both normal and abnormal behavior in both the school and community agency setting.

2. **Social and Cultural Foundations:** Completion of the program will provide the student an understanding of issues and trends in a multicultural and diverse society. These considerations are based upon human attitudes and behavior toward such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability.

3. **Helping Relationships:** Completion of the program will provide the student an understanding of counseling and consultation processes such as basic interviewing, assessment, and counseling skills. Other helping considerations include knowledge of counselor, consultant, and client characteristics; and behaviors that influence the helping process.

4. **Group Work:** Completion of the program will provide the student an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

5. **Lifestyle and Career Development:** Completion of the program will provide the student an understanding of career development and related life factors such as the career decision-making process and interrelationships among work, family and other life roles including multicultural and gender issues as related to career development.

6. **Appraisal:** Completion of the program will provide the student an understanding of individual and group approaches to assessment and evaluation.

7. **Research and Evaluation:** Completion of the program will provide the student an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.

8. **Professional Orientation and Ethics:** Completion of the program will provide the student an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

9. **Specialization:** Completion of the program will provide the student knowledge and competence in the basic skills for entrance into the counseling profession specialization of his or her program.

The Role of the School Supervisor

The mindset and functions of a school 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 school setting (size; demographics; counselor/student ratio; administrative and other support; special needs; and other factors).

The school 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 school 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 School Principal’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, classroom, and small 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, parents, 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 School Site

Site Supervisor will introduce intern to:

- Department personnel
- Key faculty members (e.g. department chairs)
- Administrative team
- Staff (who will assist with coordination of referrals, discipline, etc.)
- Other school or community individuals who are interactive with the department (e.g. school psychologist, special education).
- Key students (peer helpers, mentors, etc.)
- Participating parents

Site Supervisor will the Intern assist with:

- Classroom 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. divorce, academic, 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 students and groups in consultation with school supervisor

Site Supervisor will address:

- Academic counseling... how/what – benchmarks as designated by each school
- Career counseling...how/what
- Individual career awareness counseling
- Large group career awareness counseling
- Career Fair...how/what
- Personal/social counseling...how/what
- Crisis Intervention...who/how/what
- If secondary level: clarify academic and career criteria

- How transitions occur between schools
- Scheduling; forecasting
- Carefully outline procedures for special needs referrals and assistance (e.g. I.E.P.; 504)
- Procedures for reporting abuse
- Importance of understanding the educational and “political climate”
- Role of the counselor within the school (variation from elementary to middle to high school)
- Role of the counselor and department with administrative team and staff
- Obtaining of resources...within the school and from the community/district
- Daily schedules for counselors
- Yearly schedules for counselors

Site Supervisor will provide:

- One-on-one weekly supervision—one hour uninterrupted.
- Physical area for individual counseling, and mailbox for school communications.
- Clear understanding of weekly supervision time, criteria, method.
- Calendar of school activities (e.g. parent conferences, staffings, counselor meetings with parents, four-year plans, college planning, parent advisory, staff meetings, school board) and **require attendance to at least one of each.**
- Counseling time management strategies and prioritization strategies for daily activities.
- Regular feedback on classroom guidance, groups and individual...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 school forms (e.g. referral, reporting, parental information) and Faculty 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 business/school partnerships.

Additional hints for Site Supervisors and interns:

- Drive through the neighborhood – acquaint the intern with the area
- Do home visits (if appropriate)
- Introduce resources frequently utilized (e.g. youth service team)
- Discuss diversity and cultural issues of school and community...be clear and specific

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 school 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 school 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 school counselor.

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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 school 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 School Supervisor

- A. Recognition of excellence in counseling from administrators, peers, teachers, parents, and students.
- B. Commitment to quality education.
- 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 students, 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. A Master's Degree in School Counseling.
- I. At least three years of post-degree experience.
- J. Experience in supervising students.
- K. Familiarity with the Georgia Southern University School Counseling Internship Manual.
- L. Familiarity with, and implementation of the ASCA (2004) 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 School 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.

ASCA National Standards for School Counseling Programs

1. ACADEMIC DEVELOPMENT (AD)

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. (AD: A)

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. (AD: B)

Standard C: Students will understand the relationship of academics to the world of work, to life at home and in the community. (AD: C)

2. CAREER DEVELOPMENT (CD)

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (CD: A)

Standard B: Students will employ strategies to achieve future career success and satisfaction. (CD: B)

Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work. (CD: C)

3. PERSONAL/SOCIAL DEVELOPMENT (PSD)

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others. (PSD: A)

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals. (PSD: B)

Standard C: Students will understand safety and survival skills. (PSD: C)

The ASCA National Model: A Framework for School Counseling Programs

The School Counseling Program at Georgia Southern University is defining a new direction for professional training for school counselors for the 21st century. This vision of a comprehensive school counseling program is detailed in this published document intended to guide a state, district or school through the process of designing, developing, implementing and evaluating a school counseling program committed to enhancing high achievement for every student. The ASCA National Model may be purchased by calling 1.800.401.2404 or on-line at: http://www.schoolcounselor.org/store_home.asp