

**Georgia Southern University
College of Education
Counselor Education Program**

**Internship
Student Services in Higher Education**

INTERN SUPERVISOR MANUAL

Coun 7798: Internship I

Coun 7799: Internship II

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**Supervisor Manual
Georgia Southern University
Student Services in Higher Education Internship**

To the Site Supervisor:

Thank you for your willingness to serve as a supervisor for an intern in Student Services in Higher Education at Georgia Southern University. It is our intent to provide you with an intern who is well prepared and appropriate for your unit/institution. With a collaborative approach between you, the intern, and the intern's academic advisor, we trust the experience will be positive and productive. Please read this handbook to ensure that the objectives, procedures, and expectations match your understanding. Please contact the academic advisor, if you have further questions. Again, thank you for agreeing to supervise our interns.

**Contact: Dr. Fayth Parks, Academic Advisor
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Georgia Southern University**

Counselor Education Program

Mission

The Counselor Education Program at Georgia Southern teaches that individuals have an innate drive toward growth, health, and adjustment. The application of the knowledge base is seen as the process of enhancing or facilitating normal growth and development in a dynamic society that is multicultural and global. Students in the program look at growth and change patterns as applied to both self and others. The program prepares students to be reflective learners so that they may better able to understand and help others directly, and indirectly as advocates in providing programs and services which assist others in their development. Graduates employed as student services professionals or as counselors within schools or agency settings, address affective, cognitive, and behavioral concerns of their clientele, and facilitate the development and/or adjustment of those they serve.

Vision

The Counselor Education Program is for students who serve their communities, their institutions, and their professions as school and community counselors and student service professionals. By 2010, the program will prepare professionals at the masters, specialist, and Doctoral levels. The program will have Council for Accreditation of Counseling and Related Educational Programs (CACREP) or meet other sets of national standards as approved preparation programs in school counseling, community counseling, and student services. Counselors will help public education, community

agencies, and post secondary institutions meet their demands for excellence across a wide range of competencies as applied to a more diverse population. Counseling professionals will collaborate with all educators and service providers in devising means to develop and maintain those climates and individual characteristics that foster intellectual, academic, social, and emotional development among a broad clientele in an increasingly pluralistic society.

Student Services in Higher Education

The Student Services in Higher Education track is a preparation program for current or potential student services professionals employed at colleges, universities and other post-secondary institutions. Student services professionals are dedicated to enhancing the "worth, dignity, potential, and uniqueness of each individual within post-secondary educational institutions and thus to the service of society" (ACPA Statement of Ethical Principles and Standards, 1993). Student service professionals are involved in fostering environments that are conducive to learning and development through areas such as residence life, student union, student activities, orientation, admissions, advisement, judicial affairs, career services, financial aid and other direct student service delivery areas.

The primary goals of the program are to prepare its graduates for entrance into professional positions or to enhance career opportunities in positions currently held. Graduates have a solid foundation in the human development theories, which are the basis for service delivery in higher education. Graduates have knowledge of the basic student service areas and how they vary from institution to institution, as well as an understanding of today's college students. They are familiar with the ethical and professional standards and the philosophy that govern the profession and acquire knowledge of basic counseling skills that enhance effective service delivery on today's cross-cultural campuses.

Internships

The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum. Consideration should be given to selecting internship sites that offer opportunities for students to engage in both individual student contact and program planning. The internship provides an opportunity for the student to perform under supervision of a variety of activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring.

Students are required to find their own internship site. For a list of sites that we have a contract with, please contact the program coordinator or academic advisor.

Site supervisor requirements (CACREP C .1-2) 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 two (2) years of pertinent professional experiences in the program area in which the student is completing clinical instruction;
3. knowledge of the program's expectations, requirements, and evaluation procedures for students.

Site supervisors should provide interns:

Opportunities to:

- Attend staff/division meetings
- Become familiar with goals/objectives of functional area and method of service delivery
- Learn organizations' structure, literature, and any special guidelines which guide practice
- Opportunities to observe and then work, under supervision, with students directly, adhering to ethical guidelines. Either through one-on-one contact or with groups via programming/presentation activities.
- Development and implementation of a specific objective for the functional area.
- Attend conferences and/or training opportunities for area, if possible.
- Committee involvement.
- Exposure to the roles of multiple staff within the functional area.

Required Student Readings:

Professional journals and related literature for student service areas.

Intern Evaluation Instructions

Intern site supervisor will meet with the intern and his/her academic advisor on-site at least once a semester, preferably at midterm. If an intern is placed at a site out-of-state, then email and phone consultation will replace an on-site meeting. Included in this manual, an intern evaluation form must be completed and returned to the academic advisor at the end of each semester (300 hours).

For your information: Insurance

While fulfilling the clinical experience requirements of Models, Practicum, and Internship, students must carry liability insurance. Many professional organizations (members only) and some private companies offer low rates for students. Applications for membership and student liability insurance can be obtained by contacting the following organizations:

American Counseling Association (ACA) (800) 347-6647

www.counseling.org

American Mental Health Counselors Association (AMHCA) (800) 306-4722

www.amhca.org

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.

SPECIALIZATION IN HIGHER EDUCATION STUDENT SERVICES**PROFESSIONAL EDUCATION COURSES (6 HOURS)**

EDUR 7130 Educational Research

EDUF 7130 Learning Theories and Applications

COUNSELING COURSES (24 Hours)

COUN 7332 Theories of Counseling

COUN 7333 Models & Techniques of Counseling

COUN 7334 Group Dynamics

COUN 7335 Individual Analysis

COUN 7336 Career Counseling

COUN 7337 Cross Cultural Counseling

COUN 7338 Life Span Development

COUN 7737 Practicum

HIGHER EDUCATION SERVICES COURSES (18 Hours)

COUN 7131 Student Services in Higher Education

COUN 7132 Contemporary College Students

COUN 7133 Administration and Leadership in Student Services

COUN 7134 Ethical and Professional Issues in Student Services

COUN 7798 Internship I

COUN 7799 Internship II

A completed Program of Study with the required signatures must be submitted to the College of Graduate Studies for final review and approval no later than the end of the semester prior to the expected graduate term. At least fifty percent of the courses applicable toward a graduate degree must be courses in which enrollment is restricted to graduate students (courses numbered 6000 and above). No more than six (6) credit hours of independent study may be included on the program. No more than nine (9) hours of credit taken under non-degree admission may count toward degree requirements.

Georgia Southern University
Counselor Education Student Services in Higher Education
Graduate Student Intern Evaluation

Intern's name _____
 Dates internship completed: _____
 College/university: _____ Department/Unit _____
 Site supervisor: _____

Please check appropriate box and give comments if needed:

1) Were the internship requirements completed (300 clock hours)? YES NO

Comments: _____

2.) Did the intern report on time and work the scheduled hours agreed upon?

YES NO

Comments: _____

3.) Did the intern conduct himself/herself in a professional and ethical manner throughout the internship process? YES NO

Comments: _____

4) Did the intern assist with at least one major project within one of the functional areas (i.e., student activities, campus recreation, leadership, housing, financial aid, admissions, etc.)? YES NO

Comments: _____

5) Were there weekly/periodic informational or supervision meetings with site supervisor? YES NO

Comments : _____

6) Did the intern seem genuinely interested in participating in the internship process?

YES NO

Comments _____

7) Did the intern complete any readings or research designated by the site supervisor? YES NO

Comments _____

8) Is the intern now knowledgeable about the job requirements for various areas in student affairs? YES NO

Comments _____

9) Is the intern now knowledgeable about specific job functions of your specific area? YES NO

Comments _____

10) What is your overall rating of this intern's experience?

1 2 3 4 5
poor good excellent

Comments _____

11) Would you recommend this intern for a position in higher education/student affairs, if the situation presented itself?

YES NO

Comments _____
