Department of Graduate Psychology & Counseling

On-Site SUPERVISOR HANDBOOK

GDPC655 Internship in Counseling

Dear On-Site Supervisor,

Welcome!

The faculty and students of Counselor Education program at Andrews University wish to thank you for your generous contribution of valuable time and experience as an on-site supervisor for one of our interns. Your efforts help promote excellence in the field of Counseling, and the supervisory role you play will contribute greatly to the quality of education and professional preparation of the intern at your site and we look forward to a great working relationship with you.

As you may know, our Counseling Education programs here at Andrews University are accredited by the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP standards ask that all on-site supervisors receive orientation, assistance and consultation regarding clinical supervision of interns in our programs. We hope to do this in three ways:

First, the Clinical Coordinator of our Counseling programs will be in contact with you throughout the placement to provide whatever assistance you may need.

Second, we have developed an On-Site Supervisor Orientation and Training presentation, which can be found at www.andrews.edu/gpc to provide you with an over view of what supervision is and the training required of all our supervisors. This presentation explores theories of counseling supervision and processes/strategies for effective supervision. Once you have received and completed this orientation and training presentation, please email Dr. Dennis Waite at gpc@andrews.edu to verify receipt of training. Any feedback regarding the on-line training would be appreciated. We hope that you will find it both convenient and informative.

Third, please find attached the On-Site Supervisor's Handbook that contains information about our program, a description of our policies and procedures, and copies of the forms used during the internship experience.

Thanks again for your contribution to the training of our students, and I hope your experience with our program is an enriching one.

Sincerely yours,

Clinical Coordinator
Department of Graduate Psychology & Counseling
Andrews University

CONTACT INFORMATION

Counselor Education Program
Department of Graduate Psychology & Counseling
Bell Hall
Andrews University
Berrien Springs, MI 49104
(269) 471-3473 (administrative assistant)
(269) 471-6374 (fax)

Clinical Coordinator: Dennis Waite, Ed.D denniswaite@phoenixconsultation.com

STATEMENT OF PHILOSOPY

Graduate training programs in Clinical Mental Health and School Counseling are designed to prepare professional counselors who are committed to excellence and service to others. Training is based on a Christian worldview and philosophy that promotes the balanced development of the mental, physical, social, and spiritual nature of persons. Human beings are seen as unique. Freedom of choice and individual differences are respected. Because of human diversity, an eclectic training model has been adopted.

MISSION STATEMENT

The mission of the Clinical Mental Health Counseling and School Counseling program is to prepare professional counselors who are ethical, creative leaders, lifelong learners, and self-reflective practitioners prepared to work in a multicultural, global community. We strive to prepare professionals who excel as community leaders and advocates, committed to the bio-psycho-social-spiritual development of all persons. Our goal is to promote wellness, counseling, consultation, and preventive services to individuals, families, groups, and communities in clinical mental health and K-12 settings. Our carefully structured training programs prepare students for success, responsible citizenship, and lifelong learning in the field of clinical mental health counseling and school counseling.

PROGRAM OBJECTIVES

The School Counseling program and the Clinical Mental Health Counseling program are accredited by CACREP (Council for the Accreditation of Counseling Related Educational Programs) accredited and the following CACREP standards have been assigned to our students Practicum and Internship experiences.

CACREP Common Core

Professional orientation and ethical practice

- self-care strategies appropriate to the counselor role;
- counseling supervision models, practices, and processes;
- advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;
- ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal consideration in professional counseling.

Social Cultural Diversity

- individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies

Helping Relationships

- essential interviewing and counseling skills

Group Work

- group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles

Clinical Mental Health Counseling Internship

- Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling
- Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of and mental and emotional disorders
- Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities
- Applies effective strategies to promote client understanding of and access to a variety of community resources
- Demonstrates appropriate use of culturally responsive individual, couple, family,group, and systems modalities for initiating, maintaining, and terminating counseling
- Demonstrates the ability to use procedures for assessing and managing suicide risk
- Applies current record-keeping standards related to clinical mental health counseling.

School Counseling Internship

- Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling
- Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program
- Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students
- Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate
- Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development
- Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations
- Makes appropriate referrals to school and/or community resources
- Conducts programs designed to enhance student academic development
- Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities
- Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community

- Understands the important role of the school counselor as a system change agent

INTERNSHIP SITE REQUIREMENTS

The Internship site should provide the student with the following opportunities in order to fulfill course objectives.

- Internship: To complete a 600-clock-hour counseling internship in either a school counseling situation or a mental health counseling facility. Of the 600 clock hours required, a minimum of 240 clock hours must be in direct service work (face-to-face interaction with clients). Typically, the internship requires 20 clock hours per week for two consecutive semesters (30 weeks) during the second year of enrollment;
- To receive 3 credits per semester for each 300 hours of internship completed. They must accumulate a minimum of 6 credits in GDPC655 Internship in Counseling to meet graduation requirements for the M.A. in either Clinical Mental Health Counseling or School Counseling;
- To receive at least one hour per week of individual supervision on-site;
- To counsel clients representing ethnic, lifestyle, and demographic diversity within the community;
- To videotape or audiotape individual clinical sessions for presentation in group supervision with permission from the client and/or the client's guardian (all measures will be taken to maintain client confidentiality);
- To engage in a variety of professional activities, including record keeping, supervision, information and referral, consultation, in-service training, advocacy, and staff meetings, as well as direct service.
- A setting for individual and group counseling with assured privacy; and
- An orientation session reviewing site policies, procedures, and protocols, including procedures that ensure that the client's confidentiality and legal rights are protected. Supervisor Requirements and Expectations. The student will receive group supervision from the University professor and will receive individual supervision:

Professional Credential Requirements

The on-site supervisor must possess the following credentials:

- At least a master's degree in counseling or a closely related profession;
- A minimum of two (2) years of professional experience in counseling or a closely related profession; and
- Professional certifications and/or licenses, appropriate for the profession.
- Training in Clinical Supervision. The Counselor Education Department here at Andrews University offers an online training that is required of all our supervisors.

Expectations

The on-site supervisor is expected to engage in the following supervisory activities:

•Conduct weekly, individual, clinical supervision of at least one (1) hour per week; additional supervision may be necessary or required by the setting;

- Coordinate an orientation session reviewing site policies, procedures, and protocols, including procedures that ensure that the client's confidentiality and legal rights are protected;
- Participate in biweekly consultation with the University instructor;
- Encourage the student to engage in other professional development opportunities offered to the full time staff; and
- Evaluate the student's performance and professional development at the conclusion of the course (University instructor will provide the link to an online survey).

The supervisor's insight, evaluation, and support are pivotal in encouraging the student's professional growth and development in Counseling.

OVERVIEW OF CLINICAL SUPERVISION

Definition of Clinical Supervision

Clinical supervision is paramount in the training of professional counselors. It involves a supervisor, a senior member of the profession and one or more supervisees, junior members of the profession. Clinical supervision is defined as a relationship that is "... evaluative, extends over time and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality Of professional services offered to clients that she, he, or they see(s), and serving as a gatekeeper of those who are to enter a particular profession" (Bernard & Goodyear, 2004, p. 8). Baird (2005) states "unlike academic coursework, in which the primary focusis on master of an established body of knowledge or skills, supervision involves ongoing work as it takes place in real time in a real world setting". Thus, in supervising practicum and internship students, the goals of supervision should include enhancing the professional development and functioning of students while simultaneously monitoring the welfare of the client. The clinical supervisor is asked to aid in the counselor in training's development of counseling skills, help the supervisee move along a continuum of expertise and enhance clinical wisdom and knowledge base (Bernard & Goodyear, 1992). Ultimately, effective supervision should yield increased confidence and autonomy, increased self-awareness, increased ability to focus on the client without over-investment in the client's issues, and increased feelings of relaxation in the role of counselor for the supervisee(Hill, Charles,& Reed, 1981; Stoltenberg & Pierce, 1981).

Discrimination Model of Supervision

One of the models of supervision emphasized in the Counselor Education Department at Andrews University is the Discrimination Model (Bernard, 1997). The three foci for supervision include:

1. Process/Intervention skills - techniques and strategies used in a counseling session that are observable by the supervisor (e.g. empathy, confrontation, interpretation, pacing, silence, and other counseling skills) (Bradley et al., 2000);
2. Conceptualization skills - how the trainee understands what is occurring in the session, identifies patterns, or chooses interventions (e.g. read overt and covert cues;

3. Personalization skills - how the trainee integrates a personal style into their counseling while also keeping his/her person issues separate.

Within this model the supervisor assumes the role of teacher, counselor, consultant, and mentor. The role that the supervisor takes is dependent to the supervisee's needs and the roles often overlap.

Roles of the Clinical Supervisor (Bernard & Goodyear, 2009)

Teacher:

The supervisor teaches the supervisee in relation to his or her specific needs as a developing counselor. As a teacher, the clinical supervisor must evaluate the supervisee in counseling sessions which might include skill development, deficits, and ability to deliver interventions. Such evaluation can beconducted via live supervision or listening to audiotapes of the counseling session.

Counselor:

The supervisor as counselor helps the supervisee address the intrapersonal and interpersonal factors influencing the counselor client relationship. The supervisor facilitates the supervisees' examination of his or her behavior, thoughts, and feelings associated with client, especially if barriers are present. This should not entail therapeutic services, but instead helps the supervisee develop insight related to the client and the counseling session. The supervisor as counselor may help the supervisee explore his or her feelings regarding interventions, define strengths and weaknesses as a counselor in general and within specific counseling sessions, as well as encourage self-exploration in the role of counselor.

Consultant:

The supervisor as consultant works with the supervisee to explore or offer ideas about a particular client or issue. The supervisor acts almost as if a colleague as together the supervisor and supervisee brainstorm possible reasons for client behavior, interventions, and what skills the supervisee needs to be effective with a particular client. The supervisor will solicit supervisee needs and attempt to provide services to meet those needs through allowing the supervisee to structure the supervision session and encourage the discussion of perceived client/ consumer problems and motivations, as well as suggesting alternative interventions or conceptualizations and brainstorming of interventions.

Mentor:

The supervisor as mentor will facilitate the professional development of the supervisee through encouragement of professional activities in the field of counseling, which may include active membership in professional organizations, attendance at conferences and trainings, encouraging review of literature for help with clients, and contributing to the counseling literature.

Stages of Development of Interns

Littrell et al. (1979), outlined the following stages of development typically experienced by interns:

The first stage is the Orientation Stage, which includes establishing the relationship with the supervisor and constructing the learning contract. Teaching and counseling roles from Bernard's Discrimination Model are more helpful to use with interns at this stage (Nelson & Johnson, 1999).

The second stage is the Working Stage where interns are exposed to clients and the supervisor assesses the intern's strengths and weaknesses. As the intern progresses throught this stage, he or she might strengthen existing skills or learn new strategies. The supervisor will provide knowledge, structure, and support by alternating between roles of teacher and counselor (Nelson & Johnson, 1999).

The third stage is the Transition Stage, marked by a gain in the intern's self-confidence related to an improvement in their skills. Interns should have the capacity for greater self-awareness at this stage and should be encouraged to assert their independence by offering options or suggestions for interventions, rather than looking directly toward the supervisor for answers. It is suggested that the supervisor begin to adopt more of a collegial or consultant role at this stage (Nelson & Johnson, 1999).

The fourth and final stage is the Integration Stage, which many interns will not attain until they have acquired more post-master's experience in the school or agency. However, a few students may have either considerable skills or previous related work experience that helps them reach this stage while still in internship. The competence level that accompanies this stage includes knowledge of solid counseling skills important for the site, as well as skills necessary to create their own strategies, activities, or programs for clients. On-Site Supervisors at this stage will still find it appropriate to assume roles of teacher or counselor at times, but the primary role will be that of consultant. This final role characterizes the relationship as more of a partnership, where supervisors play a more distant role that allows interns to design the remainder of their experience. A strong focus is on integration which is accomplished through verbal feedback and periodic written and summative evaluations.

LEGAL AND ETHICAL CONSIDERATIONS

The American Counseling Association (ACA) established the ACA Code of Ethics and Standards of Practice. The web address to review this code can be found at: http://www.counseling.org/Resources/aca-code-of-ethics.pdf

The ACES Ethical Guidelines for Counseling Supervisors (1993) follows here and establishes principles that define the ethical behavior of supervisors engaged in the professional preparation of professional counselors.

ETHICAL GUIDELINES FOR COUNSELING SUPERVISORS

ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

Adopted by ACES Executive Counsel and Delegate Assembly

March, 1993

Preamble:

The Association for Counselor Education and Supervision (ACES) is composed of people engaged in the professional preparation of counselors and people responsible for the ongoing supervision of counselors. ACES is a founding division of the American Counseling Association for (ACA) and as such adheres to ACA's current ethical standards and to general codes of competence adopted throughout the mental health community. ACES believes that counselor educators and counseling supervisors in universities and in applied counseling settings, including the range of education and mental health delivery systems, carry responsibilities unique to their job roles. Such responsibilities may include administrative supervision, clinical supervision, or both. Administrative supervision refers to those supervisory activities which increase the efficiency of the delivery of counseling services; whereas, clinical supervision includes the supportive and educative activities of the supervisor designed to improve the application of counseling theory and technique directly to clients.

Counselor educators and counseling supervisors encounter situations which challenge the help given by general ethical standards of the profession at large. These situations require more specific guidelines that provide appropriate guidance in everyday practice. The Ethical Guidelines for Counseling Supervisors are intended to assist professionals by helping them:

1. Observe ethical and legal protection of clients' and supervisee' rights;
2. Meet the training and professional development needs of supervisees in ways consistent with clients' welfare and programmatic requirements; and
3. Establish policies, procedures, and standards for implementing programs.

The specification of ethical guidelines enables ACES members to focus on and to clarify the ethical nature of responsibilities held in common. Such guidelines should be reviewed formally every five years, or more often if needed, to meet the needs of ACES members for guidance.

The Ethical Guidelines for Counselor Educators and Counseling Supervisors are meant to help ACES members in conducting supervision. ACES is not currently in a position to hear complaints about alleged non-compliance with these guidelines. Any complaints about the ethical behavior of any ACA member should be measured against the ACA Ethical Standards and a complaint lodged with ACA in accordance with its procedures for doing so.

One overriding assumption underlying this document is that supervision should be ongoing throughout a counselor's career and not stop when a particular level of education, certification, or membership in a professional organization is attained.

DEFINITIONS OF TERMS:

Applied Counseling Settings-Public or private organizations of counselors such as community mental health centers, hospitals, schools, and group or individual private practice settings.

Supervisees-Counselors-in-training in university programs at any level who working with clients in applied settings as part of their university training program, and counselors who have completed their formal education and are employed in an applied counseling setting.

Supervisors-Counselors who have been designated within their university or agency to directly oversee the professional clinical work of counselors. Supervisors also may be persons who offer supervision to counselors seeking state licensure and so provide supervision outside of the administrative aegis of an applied counseling setting.

1. Client Welfare and Rights

1.01 The Primary obligation of supervisors is to train counselors so that they respect the integrity and promote the welfare of their clients. Supervisors should have supervisees inform clients that they are being supervised and that observation and/or recordings of the session may be reviewed by the supervisor.

1.02 Supervisors who are licensed counselors and are conducting supervision to aid a

supervisee to become licensed should instruct the supervisee not to communicate or in any way convey to the supervisee's clients or to other parties that the supervi see is himself/herself licensed.

1.03 Supervisors should make supervisees aware of clients' rights, including protecting clients' right to privacy and confidentiality in the counseling relationship and the information resulting from it. Clients also should be informed that their right to privacy and confidentiality will not be violated by the supervisory relationship.

1.04 Records of the counseling relationship, including interview notes, test data, correspondence, the electronic storage of these documents, and audio and videotape recordings, are considered to be confidential professional information. Supervisors should see that these materials are used in counseling, research, and training and supervision of counselors with the full knowledge of the clients and that permission to use these materials is granted by the applied counseling setting offering service to the client. This professional information is to be used for full protection of the client. Written consent from the client (or legal guardian, if a minor) should be secured prior to the use of such information for instructional, supervisory, and/or research purposes. Policies of the applied counseling setting regarding client records also should be followed.

1.05 Supervisors shall adhere to current professional and legal guidelines when conducting research with human participants such as Section D-1 of the ACA Ethical Standards.

1.06 Counseling supervisors are responsible for making every effort to monitor both the professional actions, and failures to take action, of their supervisees.

2. Supervisory Role

Inherent and integral to the role of supervisor are responsibilities for:

a. Monitoring client welfare;
b. encouraging compliance with relevant legal, ethical, and professional standards for clinical practice;
c. monitoring clinical performance and professional development of supervisees; and
d. evaluating and certifying current performance and potential of supervisees for academic, screening, selection, placement, employment, and credentialing purposes.

2.01 Supervisors should have had training in supervision prior to initiating their role as supervisors.

2.02 Supervisors should pursue professional and personal continuing education activities such as advanced courses, seminars, and professional conferences on a regular and ongoing basis. These activities should include both counseling and supervision topics and skills.

2.03 Supervisors should make their supervisees aware of professional and ethical

standards and legal responsibilities of the counseling profession.

2.04 Supervisors of post-degree counselors who are seeking state licensure should encourage these counselors to adhere to the standards for practice established by the state licensure board of the state in which they practice.

2.05 Procedures for contacting the supervisor, or an alternative supervisor, to assist in handling crisis situations should be established and communicated to supervisees.

2.06 Actual work samples via audio and/or video tape or live observation in addition to case notes should be reviewed by the supervisor as a regular part of the ongoing supervisory process.

2.07 Supervisors of counselors should meeting regularly in face-to-face sessions with their supervisees.

2.08 Supervisors should provide supervisees with ongoing feedback on their performance. This feedback should take a variety of forms, both formal and informal, and should include verbal and written evaluations. It should be formative during the supervisory experience and summative at the conclusion of the experience.

2.09 Supervisors who have multiple roles (e.g., teacher, clinical supervisor, administrative supervisor, etc.) with supervisees should minimize potential conflicts. Where possible, the roles should be divided among several supervisors. Where this is not possible, careful explanation should be conveyed to the supervisee as to the expectations and responsibilities associated with each supervisory role.

2.10 Supervisors should not participate in any form of sexual contact with supervisees. Supervisors should not engage in any form of social contact or interaction which would compromise the supervisor-supervisee relationship. Dual relationships with supervisees that might impair the supervisor's objectivity and professional judgment should be avoided and/or the supervisory relationship terminated.

2.11 Supervisors should not establish a psychotherapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only in terms of the impact of these issues on clients and on professional functioning.

2.12 Supervisors, through ongoing supervisee assessment and evaluation, should be aware of any personal or professional limitations of supervisees which are likely to impede future professional performance. Supervisors have the responsibility of recommending remedial assistance to the supervisee and of screening from the training program, applied counseling setting, or state licensure those supervisees who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the supervisees who are so evaluated.

2.13 Supervisors should not endorse a supervisee for certification, licensure, completion

of an academic training program, or continued employment if the supervisor believes the supervisee is impaired in any way that would interfere with the performance of counseling duties. The presence of any such impairment should begin a process of feedback and remediation wherever possible so that the supervisee understands the nature of the impairment and has the opportunity to remedy the problem and continue with his/her professional development.

2.14 Supervisors should incorporate the principles of informed consent and participation; clarity of requirements, expectations, roles and rules; and due process and appeal into the establishment of policies and procedures of their institutions, program, courses, andindividual supervisory relationships. Mechanisms for due process appeal of individual supervisory actions should be established and made available to all supervisees.

3. Program Administration Role

3.01 Supervisors should ensure that the programs conducted and experiences provided are in keeping with current guidelines and standards of ACA and its divisions.

3.02 Supervisors should teach courses and/or supervise clinical work only in areas where they are fully competent and experienced.

3.03 To achieve the highest quality of training and supervision, supervisors should be active participants in peer review and peer supervision procedures.

3.04 Supervisors should provide experiences that integrate theoretical knowledge and practical application. Supervisors also should provide opportunities in which supervisees are able to apply the knowledge they have learned and understand the rationale for the skills they have acquired. The knowledge and skills conveyed should reflect current practice, research findings, and available resources.

3.05 Professional competencies, specific courses, and/or required experiences expected of supervisees should be communicated to them in writing prior to admission to the training program or placement/employment by the applied counseling setting, and, in case of continued employment, in a timely manner.

3.06 Supervisors should accept only those persons as supervisees who meet identified entry level requirements for admission to a program of counselor training or for placement in an applied counseling setting. In the case of private supervision in search of state licensure, supervisees should have completed all necessary prerequisites as determined by the state licensure board.

3.07 Supervisors should inform supervisees of the goals, policies, theoretical orientations toward counseling, training, and supervision model or approach on which the supervision is based.

3.08 Supervisees should be encouraged and assisted to define their own theoretical

orientation toward counseling, to establish supervision goals for themselves, and to monitor and evaluate their progress toward meeting these goals.

3.09 Supervisors should assess supervisees' skills and experience in order to establish standards for competent professional behavior. Supervisors should restrict supervisees' activities to those that are commensurate with their current level of skills and experiences.

3.10 Supervisors should obtain practicum and fieldwork sites that meet minimum standards for preparing student to become effective counselors. No practicum or fieldwork setting should be approved unless it truly replicates a counseling work setting.

3.11 Practicum and fieldwork classes would be limited in size according to established professional standards to ensure that each student has ample opportunity for individual supervision and feedback. Supervisors in applied counseling settings should have a limited number of supervisees.

3.12 Supervisors in university settings should establish and communicate specific policies and procedures regarding field placement of students. The respective roles of the student counselor, the university supervisor, and the field supervisor should be clearly differentiated in areas such as evaluation, requirements, and confidentiality.

3.13 Supervisors in training programs should communicate regularly with supervisors in agencies used as practicum and/or fieldwork sites regarding current professional practices, expectations of students, and preferred models and modalities of supervision.

3.14 Supervisors at the university should establish clear lines of communication among themselves, the field supervisors, and the students/supervisees.

3.15 Supervisors should establish and communicate to supervisees and to field supervisors specific procedures regarding consultation, performance review, and evaluation of supervisees.

3.16 Evaluations of supervisee performance in universities and in applied counseling settings should be available to supervisees in ways consistent with the Family Rights and Privacy Act and the Buckley Amendment.

3.17 Forms of training that focus primarily on self understanding and problem resolution (e.g., personal growth groups or individual counseling) should be voluntary. Those who conduct these forms of training should not serve simultaneously as supervisors of the supervisees involved in the training.

3.18 A supervisor may recommend participation in activities such as personal growth groups or personal counseling when it has been determined that a supervisee has deficits in the areas of self understanding and problem resolution which impede his/her professional functioning. The supervisors should not be the direct provider of these activities for the supervisee.

3.19 When a training program conducts a personal growth or counseling experience involving relatively intimate self disclosure, care should be taken to eliminate or minimize potential role conflicts for faculty and/or agency supervisors who m
ay conduct these experiences and who also serve as teachers, group leaders, and clinical directors.

3.20 Supervisors should use the following prioritized sequence in resolving conflicts among the needs of the client, the needs of the supervisee, and t
he needs of the program or agency. Insofar as the client much be protected, it should be understood that client welfare is usually subsumed in federal and state laws such that these statutes should be the first point of reference. Where laws and ethical standards are not present or are unclear, the good judgment of the supervisor should be guided by the following list.

a. Relevant legal and ethical standards (e.g., duty to warn, state child abuse laws, etc.);
b. Client welfare;
c. Supervisee welfare;
d. Supervisor welfare; and
e. Program and/or agency service and administrative needs.

From: www.acesonline.net

GDPC655 INTERNSHIP IN COUNSELING SYLLABUS

Note: the following is a sample of the course syllabus each intern receives as they work to fulfill the requirements of the internship experience. It is shared here with you facilitate your supervision and the professional growth of the intern.

ANDREWS UNIVERSITY
Department of Educational & Counseling Psychology
GDPC655 Internship in Counseling

Course Description:
Field placement in clinical mental health counseling or school setting. Requires a minimum of 6 credits for a total of 600 clock hours of experience, of which 240 must be in direct service with clients. Prerequisites: GDPC650 and departmental approval. Limited to students enrolled in MA in Community Counseling or School Counseling programs.

School of Education Elements:
Instruction in the School of Education (SED) is organized around six SED elements. The SED elements are described as follows:

1. Worldview: This element addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise.

2. Human Growth and Change: This element addresses principles of growth, development, and learning and the use of these principles to effect positive change.

3. Groups, Leadership, and Change: This element addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations.

4. Communication and Technology: This element addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning.

5. Research and Evaluation: This element addresses valuing and conducting disciplined inquiry for decision-making.

6. Personal and Professional Growth: This element addresses commitment to holistic personal and professional growth.

These elements provide a framework for the development of specific course and program objectives.

Course Knowledge Base:
The purpose of the internship experience is to further train students in the practice of counseling in a field placement. Counseling practice is based on counseling theory, which is based on psychological models and personality theory. Students in the MA program in Clinical Mental Health Counseling will demonstrate in their clinical placements in mental health settings a knowledge and understanding of how to do the following: assess and diagnose mental disorders using the DSM-V classification system, develop treatment plans, use appropriate interventions to treat mental disorders and facilitate normal human development. Students in the MA program in School Counseling will demonstrate in their clinical placements in school settings a knowledge and understanding of how to do the following: provide individual academic, career, and personal counseling services; provide group counseling and group guidance services; provide standardized testing and test interpretation services; provide career development services, use appropriate interventions to treat adjustment disorders; and facilitate normal human development.

Philosophy and Integration of Faith and Learning:
This course is based on a redemptive Christian world view that cultivates the balanced spiritual, mental, physical, and social development of persons. Principles of scripture are upheld as a guide for personal and professional relationships. The specific objectives of this course are intended to prepare students for service.

Methods of Instruction:
The following methods of instruction are used in this course: discussion and case presentations.

Course Objectives:
Typically, students in the MA in Clinical Mental Health Counseling Program completing this course are expected to demonstrate:

- how to use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. (6)
- how to apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (1)
- how to apply effective strategies to promote client understanding of and access to a variety of community resources. (6)
- the appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (1)
- the ability to use procedures for assessing and managing suicidal risk. (6)
- how to apply current record-keeping standards related to clinical mental health counseling. (4)

- how to provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders. (6)
- the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. (6)
- maintain information regarding community resources to make appropriate referrals. (4)
- the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (1)
- skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (6)
- how to screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. (6)
- appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. (6)
- how to conceptualize an accurate multiaxial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. (6)

Typically, students in the MA in School Counseling Program completing this course are expected to demonstrate:

- the ability to apply and adhere to ethical standards in school counseling. (6)
- self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (1)
- how to provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. (6)
- the ability to use procedures for assessing and managing suicide risk. (6)
- the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. (6)
- multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (1)
- how to advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. (2)
- how to advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (1)
- how to engage parents, guardians, and families to promote the academic, career, and personal/social development of students. (2)
- how to assess and interpret students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (6)
- how to make appropriate referrals to school and/or community resources. (6)
- how to assess barriers that impede students' academic, career, and personal/social development. (2)

- how to implement strategies and activities to prepare students for a full range of postsecondary options and opportunities. (6)
- how to consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. (2)
- how to uses peer helping strategies in the school counseling program. (6)
- how to use referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. (6)

*The number in parenthesis after each course objective indicates the SED element represented.

Disability Accommodations:

ADA Services for Students with Disabilities 471-6096
Andrews University accepts and appreciates diversity in its students, including students with disabilities. Accordingly, students are encouraged to inform the University of any disability by contacting the Student Success Center. Students who are otherwise qualified for college may receive reasonable accommodations for disabilities if they have provided documentation by a qualified, licensed professional. Arrangements for accommodations should be made as early as possible after acceptance, and each semester. Students who suspect that they may have disabilities may also contact Student Success to inquire about the documentation process. More information about disabilities accommodations in college can be found at the government website: www.ed.gov/about/offices/list/ ocr/transition.html. (Andrews University 2010-2011 Bulletin, p. 17)

Academic Honesty:

Academic Integrity. In harmony with the mission statement (p. 10), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters. Academic dishonesty includes (but is not limited to) the
following acts:

- Falsifying official documents;
- Plagiarizing, which includes copying others' published work, and/ or failing to give credit properly to other authors and creators;
- Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University);
- Using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud;
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those specifically allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;

- Assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee on Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. Departments and faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.(Andrews University Bulletin).

Textbooks: None

Course Requirements:

- A total of 300 clock hours is required this semester including a minimum of 120 hours of direct service to clients.
- Attend all individual supervision sessions on-site.
- Attend all group supervision sessions either on-site or on-campus.
- Submit Daily Activity Logs each week.
- Submit Internship Semester Summary Form at the end of the semester.
- Submit Semester Evaluation Form at the end of the semester.
- Submit an annotated bibliography of at least 10 selected sources at the end of the internship.

Evaluation:

You will be given a DG in EDPC655 Internship in Counseling at the end of each semester until you have completed 600 clock hours (including a minimum of 240 hours of direct service to clients), all internship paperwork, and your exit interview. Students who have demonstrated professional and ethical behavior and have met the objectives of the course will have their DG's removed and be given a satisfactory grade. Persons who fail to meet the objectives and/or conduct themselves in an unprofessional manner will have their DG's removed and be given an unsatisfactory grade.

You are required to receive one and one-half hours of group supervision each week either on-site or on-campus. If you miss a group supervision session you will not be permitted to count the clock hours or direct service hours accumulated during the week that you missed group supervision. Make-up group supervision sessions may be available on a limited basis if your absence from group supervision was due to severe illness or an unavoidable emergency.

If it is necessary to remove you from an internship site because of your unsatisfactory performance, you may not be able to count hours accumulated at that site and you may be asked to complete remedial training before you will be placed at another site.

INTERNSHIP FORMS

Note: the following is a copy of the forms the interns will be required to prepare and submit during their internship experience. It is shared here with you facilitate your supervision and the professional growth of the intern.

CONTRACT FOR INTERNSHIP IN COUNSELING

The M.A. in Community/ Clinical Mental Health Counseling and School Counseling requires the students to complete a supervised internship which meets the following standards:

1. The opportunity to complete 600 clock hours learning and performing the activities that an employed counselor would be expected to fulfill.
2. A minimum of 240 hours of direct service spent counseling individuals, couples, or groups.
3. A minimum of one (1) hour per week required in individual or triadic supervision by an On-Site Supervisor. (Triadic supervision is defined as a tutorial and mentoring relationship between a member of the counseling profession and two counseling students).
4. A minimum of one and one-half (1½) hours per week of group supervision.
5. The student is provided with an appropriate office space for counseling clients and is provided with the opportunity to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision.
6. The On-Site Supervisor must have a master's degree in counseling or a closely related professional specialty, and have appropriate certification or licenses with a minimum of two years of pertinent professional experience.
7. The internship experience encourages the student to gain supervised experience in the use of a variety of professional resources and a variety of professional activities other than direct counseling services. The student keeps a Daily Activity Log that documents on-site participation in activities during the internship. This log is summarized weekly and signed by the supervisor.
8. The student's performance is formally evaluated each semester by the On-Site Supervisor who completes and signs a Semester Evaluation Form. Three copies are made. One copy is kept by the On-Site Supervisor, one copy is given to the student, and one copy is sent to the Faculty Internship Supervisor.
9. The On-Site Supervisor reviews and signs an Internship Semester Summary Form each semester. Three copies are made. One copy is kept by the On-Site Supervisor, one copy is given to the student, and one copy is sent to the Faculty Internship Supervisor.
10. At the end of the internship an exit evaluation interview is scheduled between the On-Site Supervisor, the student, and the Faculty Internship Supervisor for the purpose of discussing the On-Site Supervisor's final Semester Evaluation Form, the student's Evaluation of Clinical Supervision Form and exchanging feedback.

Please Print:

Name of Agency: _____ Phone: _____

Address: _____

_____

Signature of
On-Site Supervisor: _____ Date: _____
(Signature)

_____ Phone: _____
(Print Name)

Email: _____

Signature of Student: _____ Date: _____
(Signature)

_____ Phone: _____
(Print Name)

Signature of
Internship Placement
Coordinator: _____ Date: _____
(Signature)

_____ Phone: _____
(Print Name)

Date of Internship: _____ **TO** _____
Month Year Month Year

Andrews University
Department of Graduate Psychology & Counseling

INTERNSHIP EVALUATION FORM:
Clinical Mental Health Counseling

GDPC655 Internship in Counseling

Student: _____ **Date of Report**: _____

Supervisor: _____

Please rate intern on the following characteristics. Place a check mark (√) in the appropriate category.

CATEGORIES	Excellent	Above average	Average	Needs Improvement	Unable to Evaluate
1. Starts and ends sessions on time.					
2. Maintains confidentiality at all times.					
3. Dresses in a professionally appropriate manner and is neatly groomed.					
4. Demonstrates ethical behavior.					
5. Knows the principles, models, & documentation formats of biopsychosocial case conceptualization and treatment planning.					
6. Applies current record-keeping standards related to clinical mental health counseling.					
7. Applies effective strategies to promote client understanding of & access to a variety of community resources.					
8. Demonstrates the ability to modify counseling systems, theories, techniques, & interventions to make them culturally appropriate for diverse populations.					
9. Maintains information regarding community resources to make appropriate referrals.					
10. Responds with genuineness, accurate empathy, and positive regard.					
11. Promotes optimal development, wellness, & mental health through prevention, education, and advocacy activities.					

CATEGORIES	Excellent	Above average	Average	Needs Improvement	Unable to Evaluate
12. Applies relevant research findings to inform the practice of clinical mental health counseling.					
13. Demonstrates ability to use procedures for assessing & managing suicide risk.					
14. Follows approved format for writing intake reports, progress notes, and termination transfer summaries.					
15. Writes intake reports and progress notes as soon as possible after each session.					
16. Documents skill in conducting an intake report, a mental status evaluation, biopsychosocial and mental history, & psychological assessment for treatment planning and caseload management.					
17. Videotapes every session and reviews important segments in supervision.					
18. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor & seeks supervision or refers clients when appropriate.					
19. Accepts responsibility in supervision for self-evaluation.					
20. Applies new insights and interventions resulting from supervision.					
21. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the use and interpretation of assessment protocols.					
22. Uses the principles & practices of diagnosis, treatment, referral, and prevention of mental & emotional disorders to initiate, maintain, & terminate counseling.					
23. Demonstrates appropriate use of culturally responsive individual, couples, family, group, & systems modalities for initiating, maintaining, and terminating counseling.					

CATEGORIES	Excellent	Above average	Average	Needs Improvement	Unable to Evaluate
24. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.					
25. Provides appropriate strategies when working with clients with addictions and co-occurring mental disorders.					
26. Screen for addiction, aggression, and danger to self and /or others, as well as co-occurring mental disorders.					
27. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.					
28. Differentiates between diagnosis & developmentally appropriate reactions during crises, disasters, and other trauma-causing events.					
29. Develops measurable outcomes for interventions, & treatment.					
30. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions.					
31. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.					
32. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms & clinical presentation of clients with mental & emotional impairments.					
33. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client & discuss the differential diagnosis with collaborating professionals.					

Summarize your evaluation of the student in the following areas:

STRENGTHS:

GOALS FOR PROFESSIONAL GROWTH:

_____ _____

Signature of Student Date Signature of Supervisor Date

Andrews University
Department of Graduate Psychology & Counseling

INTERNSHIP EVAULATION FORM: School Counseling

GDPC655 Internship in Counseling

(Please print)
Student: _____ **Date of Report**: _____

(Please print)
Supervisor: _____

Please rate intern on the following objectives. Place a check mark (√) in the appropriate category.

OBJECTIVES	Excellent	Above average	Average	Needs Improvement	Unable to Evaluate
1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.					
2. Demonstrates self-awareness to others and the skills needed to relate to diverse individuals, groups, and classrooms.					
3. Provides individual counseling to promote the academic, career, and personal/social development of students.					
4. Provides group counseling to promote the academic, career, and					

OBJECTIVES	Excellent	Above average	Average	Needs Improvement	Unable to Evaluate
personal/social development of students.					
5. Provides classroom guidance to promote the academic, career, and personal/social development of students.					
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.					
7. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.					
8. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.					
9. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.					
10. Advocates for school policies and programs that enhance a positive school climate and are equitable and responsive to multicultural student populations.					
11. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.					
12. Assesses and interprets students' strengths and needs recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.					
13. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.					
14. Analyzes assessment information in manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.					
15. Makes appropriate referrals to school and/or community resources.					
16. Assesses barriers that impede					

OBJECTIVES	Excellent	Above average	Average	Needs Improvement	Unable to Evaluate
students' academic, career, and personal/social development.					
17. Applies relevant research findings to inform the practice of school counseling.					
18. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.					
19. Analyzes and use data to enhance school counseling programs.					
20. Conducts programs designed to enhance academic development.					
21. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.					
22. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.					
23. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.					
24. Consults with teachers, staff, and community based organizations to promote student academic, career, and personal/social development.					
25. Uses peer helping strategies in the school counseling program.					
26. Uses referral procedures with helping agents in the community to secure assistance for students and their families.					
27. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.					
28. Plans and presents school-counseling-related educational programs for use with parents and teachers.					

Summarize your evaluation of the student in the following areas:

STRENGTHS:

GOALS FOR PROFESSIONAL GROWTH:

_____		_____	
Signature of Student	Date	Signature of Supervisor	Date

Andrews University
Department of Graduate Psychology & Counseling

CLINICAL EVALUATION OF SUPERVISION

GDPC655 Internship in Counseling

Student: _____ Site: _____
Supervisor: _____ Date: _____

Please rate supervision in the following categories. Place a check mark (√) in the appropriate box.

CATEGORIES	Strongly Agree	Agree	Disagree	Not Applicable
1. Supervision helped me gain insight into client dynamics.				
2. Supervision helped me gain insight into my own dynamics.				
3. Supervision encouraged increased awareness and use of audio and/or videotapes, appraisal instruments, computers, media, professional literature, and research.				
4. Supervision increased my competency in report writing.				
5. Supervision helped me develop proficiency in the use of the DSM-IV-TR.				
6. Supervision helped me improve my ability to establish a therapeutic relationship with clients.				
7. Supervision provided a positive learning environment that balanced support with confrontation.				
8. Supervision helped me to develop more effective intervention skills.				
9. Supervision helped me to improve my treatment planning skills.				
10. Supervision increased my multi-cultural counseling skills.				
11. Supervision provided opportunities for developing general strategies and alternative responses for therapy.				
12. My supervisor was empathic.				
13. My supervisor acknowledged my competencies.				
14. My supervisor encouraged independent thinking and action.				

Summarize your supervision experience:

What I valued most about my internship experience:

What I would change about my internship and clinical experience:

Signature of
On-Site Supervisor: _____ Date: _____
(Signature)

_____
(Print Name)

Signature of Student: _____ Date: _____
(Signature)

_____
(Print Name)

DAILY ACTIVITY LOG: Agency Example

The Daily Activity Log serves as an ongoing record of the internship experience. A few minutes should be set aside each day to briefly describe the activities in which the student participated and to record the amount of time spent in each activity (to the nearest half-hour). The following serves as a guide to the Daily Activity Log format:

Week#1		**Student Name**
October 3, 2005	Conducted intake interview	1.0 hour
	Wrote intake report	1.0 hour
	Attended staff meeting	1.0 hour
	Provided individual counseling	2.0 hour
October 4, 2005	Administered MMPI	1.0 hour
	Provided marital counseling	1.0 hour
	Led assertiveness training group	1.5 hour
	Participated in individual supervision	1.0 hour
October 5, 2005	Presented a talk on child abuse	1.0 hour
	Report writing	1.0 hour
	Professional development activity	1.0 hour
	Provided family therapy	1.0 hour
	Provided individual counseling	1.0 hour
October 6, 2005	Provided group therapy	1.5 hours
	Provided individual therapy	2.0 hours
	Participated in group supervision	1.5 hours
Direct Service Hours:	13	
Total Hours:	20.5	

Signature of On-site Supervisor: _____

Date: _____

SUGGESTED OBJECTIVES: Agency Setting

Name: _____

Suggested Objectives: Counselors in training will:

1. become oriented to the procedures and policies of the agency.
2. conduct intake interviews.
3. administer, score, and interpret tests.
4. provide individual counseling/therapy.
5. provide marital or relationship counseling/therapy.
6. provide family counseling/therapy.
7. provide group counseling/therapy.
8. provide leadership for structured groups activities.
9. write intake reports, progress notes, treatment plans, and termination reports.
10. consult with other mental health professionals in the agency about individual cases.
11. refer clients to other mental health professionals or agencies when appropriate.
12. participate in ongoing face-to-face supervision of individual cases.
13. participate in in-service training.
14. participate in staff meetings.
15. design and implement outreach/consultation programs.

Andrews University
Department of Graduate Psychology & Counseling

GDPC655 Internship in Counseling

INTERNSHIP SEMESTER SUMMARY FORM

Semester (circle): FA SP SU Year: _____

Hours per Week (Agency Sample)

Activity/objective	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Direct Client Contact	Total for semester
Orientation	8.0	4.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.0
Intake interviews	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	15.0	15.0
Administering, scoring and interpreting tests	0.0	0.0	1.0	2.0	1.0	1.0	2.0	1.0	0.0	0.0	1.0	0.0	2.0	0.0	1.0	0.0	12.0
Individual counseling/therapy	0.0	2.0	3.0	4.0	4.0	3.0	4.0	4.0	3.0	5.0	5.0	5.0	5.0	5.0	5.0	57.0	57.0
Marital counseling/therapy	0.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	24.0	24.0
Family counseling/therapy	0.0	1.0	1.0	2.0	2.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	19.0	19.0
Group counseling/therapy	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	22.5	22.5
Professional development	2.5	2.0	3.5	2.0	1.0	4.0	2.0	3.0	3.5	2.0	3.0.	2.0	3.0	2.0	3.0	0.0	38.5
Report writing	2.0	3.5	3.0	3.0	2.5	3.0	2.5	3.0	3.0	2.5	2.0	2.5	1.5	2.5	1.5	0.0	38.0
Individual supervision	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	15.0
Staff meetings	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	0.0	22.5
Outreach/ consultation programs	1.0	0.0	1.0	0.0	1.0	0.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	7.0	7.0
Group supervision	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	0.0	22.5

Direct hours	3.5	6.5	8.5	9.5	11.5	8.5	10.5	10.5	9.5	11.5	10.5	11.5	10.5	11.5	10.5	144.5	
Total hours	20.0	20.0	20.0	20.5	20.0	20.5	21.0	21.5	20.0	20.0	20.5	20.0	21.0	20.0	20.0		305.0

Name of Agency: _____ Phone: _____

Address: _____

_____

Signature of
On-Site Supervisor: _____ Date: _____
(Signature)

_____
(Print Name)

Signature of Student: _____ Date: _____
(Signature)

_____
(Print Name)

Signature of
Internship Placement
Coordinator: _____ Date: _____
(Signature)

_____
(Print Name)

Andrews University
Department of Graduate Psychology & Counseling

GDPC655 Internship in Counseling

DAILY ACTIVITY LOG: School Example

The Daily Activity Log serves as an ongoing record of the internship experience. A few minutes should be set aside each day to briefly describe the activities in which the student participated and to record the amount of time spent in each activity (to the nearest half-hour). The following example serves as a guide to the Daily Activity Log format:

Week #1 **Student Name**

October 3, 2005	Administered achievement test	2.0 hours
	Provided academic counseling	1.0 hour
	Observed student in industrial arts class	1.0 hour
	Provided personal counseling	1.0 hour
October 4, 2005	Presented study skills workshop	1.0 hour
	Helped students with class schedules	0.5 hour
	Helped students with attendance problems	0.5 hour
	Provided career counseling	1.5 hours
	Provided personal counseling	2.0 hours
October 5, 2005	Attended faculty meeting	1.5 hours
	Provided personal counseling	1.0 hour
	Helped students with class schedules	1.0 hour
	Professional development activity	1.0 hour
October 6, 2005	Provided career counseling	1.0 hour
	Facilitated personal growth group	1.0 hour
	Helped students with class schedules	0.5 hour
	Provided academic counseling	1.0 hour
	Helped students with attendance problems	0.5 hour
	Consulted with parent	1.0 hour

Direct Service Hours: 14.5

Total Hours: 20

Signature of On-site Supervisor: _____

Date: _____

Andrews University
Department of Graduate Psychology & Counseling

GDPC655 Internship in Counseling

SUGGESTED OBJECTIVES: School Setting

Name: _____

SUGGESTED OBJECTIVES: Counselors in training will:

1. become oriented to the procedures and policies of the school.
2. provide academic counseling.
3. provide career counseling.
4. provide personal counseling.
5. provide group counseling.
6. work with students with attendance problems.
7. administer, score, and interpret tests.
8. provide leadership for structured group activities.
9. observe students in classroom settings.
10. assist teachers in appropriate instructional activities.
11. participate in faculty meetings.
12. consult with teachers and administrators.
13. supervise student activities.
14. assist in constructing a Comprehensive Guidance Program..
15. assist in administering a Comprehensive Guidance Program.

Andrews University
Department of Graduate Psychology & Counseling

GDPC655 Internship in Counseling

INTERNSHIP SEMESTER SUMMARY FORM

(School Sample)

Semester (circle): F Sp Su Year: _____

Hours per Week

Activity/objective	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Direct Client Contact	Total for semester
Orientation	8.0	4.0	4.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.0
Academic counseling	8.0	6.0	4.0	6.0	2.5	4.5	4.0	6.0	8.0	8.0	6.0	4.0	5.0	6.0	5.0	83.0	83.0
Career counseling	0.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	2.5	3.0	2.0	3.0	33.5	33.5
Personal counseling	0.0	2.0	2.0	3.0	2.5	3.0	2.0	3.0	2.0	2.5	1.0	2.0	3.0	2.0	3.0	33.0	33.0
Work with students with attendance problems	0.0	2.0	0.5	0.0	1.0	1.0	1.5	0.5	0.5	1.0	1.0	1.5	0.5	1.5	1.5	14.0	14.0
Administer, score and interpret tests	0.0	2.0	1.0	2.0	2.0	2.0	0.0	3.0	0.0	0.0	0.0	1.0	1.0	0.0	1.0	0.0	15.0
Structured group leadership	0.0	0.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	26.0	26.0
Observation of students in classroom setting	0.0	0.0	0.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	0.0	4.0
Professional development	0.0	0.0	0.0	0.0	2.5	1.0	1.5	0.0	0.0	0.0	1.5	1.0	0.0	1.0	0.0	0.0	8.5
Faculty meetings	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	0.0	30.0
Consulting with teachers and administrators	0.0	0.0	0.0	0.0	1.0	1.0	0.5	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	9.5
Individual	1.	1.	1.	1.	1.	1.	1.	1.	1.	1.	1.	1.	1.	1.	1.	0.0	15.0

supervision	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Group supervision	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	0.0	22.5
Direct Hours	8.0	12.0	10.5	13.0	10.0	12.5	12.5	13.5	15.5	15.5	13.0	12.0	13.5	13.5	14.5	189.5	
Total Hours	20.5	22.5	20.0	20.5	20.0	21.0	20.0	22.0	20.0	21.0	20.0	20.5	20.0	21.0	21.0		310.0

Please complete both sides of this form.

Name of Agency: _____ Phone: _____

Address: _____

_____

Signature of
On-Site Supervisor: _____ Date: _____
(Signature)

_____
(Print Name)

Signature of Student: _____ Date: _____

(Signature)

_____
(Print Name)

Signature of
Internship Placement
Coordinator: _____ Date: _____
(Signature)

_____
(Print Name)

Andrews University
Department of Graduate Psychology & Counseling

GDPC655 Internship in Counseling

INTERNSHIP SEMESTER SUMMARY FORM

Semester (circle): F Sp Su Year: _____

Hours per Week

Activity/objective	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Direct Client Contact	Total for semester
Direct Hours																		
Total Hours																		

Please complete both sides of this form.

Name of Agency: _____ Phone: _____

Address: _____

_____

Signature of
On-Site Supervisor: _____ Date: _____
(Signature)

_____
(Print Name)

Signature of Student: _____ Date: _____
(Signature)

_____
(Print Name)

Signature of
Internship Placement
Coordinator: _____ Date: _____
(Signature)

_____
(Print Name)

Andrews University
Department of Graduate Psychology & Counseling

GDPC655 Internship in Counseling

INTERNSHIP CHECKLIST

Name: _____

1. ___ Objectives.
2. ___ Vita from your internship supervisor.
3. ___ Contract form.
4. ___ Daily Activity Logs.
5. ___ Complete a total of 600 internship hours.
6. ___ Complete 240 hours of direct client contact.
7. ___ Complete one hour (1) individual supervision each week.
8. ___ Complete one and one-half hours (1½) of group supervision per week.
9. ___ Semester Summary Forms.
10. ___ Bibliography.
11. ___ Semester evaluations of student by the On-Site Supervisor.
12. ___ Evaluation of clinical supervision provided by the On-Site Supervisor at the completion of the internship.
13. ___ Exit interview with Faculty Internship Supervisor, student, and the On-Site Supervisor to discuss an evaluation of the student's performance and exchange feedback.
14. ___ On-Site Supervisor completes an Clinical Site Internship Supervisor Evaluation of a Training Program Survey.

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CLINICAL SITE INTERNSHIP SUPERVISOR EVALUATION OF TRAINING PROGRAM SURVEY

Clinical Mental Health and School Counseling

Please provide the following information as appropriate:

1. Name(s) of the most recent intern(s) that you supervised: _____
2. Your name: _____
3. Name of your agency/institution: _____
4. Who are the primary clients served in your agency/institution? _____
5. How many counselors other than the person being evaluated are employed at your agency/institution? _____

Professional Knowledge

Based on your most recent experience supervising one or more of our interns, please use a scale of 1 to 5 to indicate your personal evaluation of our counselor education program in imparting a level of **knowledge** to the intern(s) in each each of the following areas:

5 = Excellent
4 = Above Average
3 = Average
2 = Below Average
1 = Poor
NB = No Basis for Evaluation

6. _____ Ethical and legal issues
7. _____ Small group dynamics and counseling
8. _____ Theories of counseling
9. _____ Career and lifestyle counseling

10. _____ Multicultural counseling

11. _____ Human growth and development

12. _____ Standardized (i.e., group) testing

13. _____ Crisis intervention/counseling

14. _____ Consultation

15. _____ Psychological (i.e., DSM-IV) diagnosis

16. _____ Professional credentialing

17. _____ Abnormal psychology

18. _____ Family counseling

19. _____ Case planning/management

20. _____ Counseling persons with special needs

21. _____ Professional organizations

22. _____ Research and statistics

Professional Skills

Based on your most recent experience supervising one or more interns, please use a scale of 1 to 5 to indicate your personal evaluation of our counselor education program imparting a level of **skill** to the intern(s) in each of the following areas:

5 = Excellent
4 = Above Average
3 = Average
2 = Below Average
1 = Poor
NB = No Basis for Evaluation

23. _____ Individual counseling

24. _____ Small group counseling

25. _____ Multicultural counseling

26. _____ Career and lifestyle counseling

27. _____ Crisis intervention/counseling

28. _____ Child and adolescent counseling

29. _____ Family counseling

30. _____ Consultation

31. _____ Case planning/management

32. _____ Clinical (DSM-IV) diagnosis

33. _____ Counseling persons with special needs

34. _____ Assessment

35. _____ Couples/marriage counseling

Attributes

Based on your most recent experiences supervising one or more of our interns, please use a scale of 1 to 5 to indicate your personal evaluation of our counselor education program in facilitating the following **attributes** in the intern(s):

5 = Excellent
4 = Above Average
3 = Average
2 = Below Average
1 = Poor
NB = No Basis for Evaluation

36. _____ Overall competence

37. _____ Professional/ethical/legal behavior

38. _____ Responsiveness to supervision, feedback, and/or suggestions

39. _____ Professional demeanor

40. _____ Multicultural and gender sensitivity

41. _____ Relationships with other employees

42. _____ General work attitude/enthusiasm

43. _____ Dependability/conscientiousness/responsibleness

44. _____ Professional development

45. What appear to be the major strengths of our counselor education program?

46. In what ways could our counselor education program be most improved?

DISCRIMINATION AND HARASSMENT INCLUDING SEXUAL HARASSMENT

It is the policy of Andrews University to provide an educational and employment environment free from all forms of intimidation, hostility, offensive behavior and discrimination, including sexual harassment. Such discrimination or harassment may take the form of unwarranted verbal or physical conduct, verbal or written derogatory or discriminatory statements, which may result in decisions affecting status, promotions, raises, favorable work assignments, recommendations, class assignments or grades. Such behavior, or tolerance of such behavior, on the part of an administrator, supervisor, faculty or staff member violates the policy of the University and may result in disciplinary action including termination. The conduct herein described is contrary to University policy and may be illegal under both state and federal law.

The United States Equal Employment Opportunity Commission has defined sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

The State of Michigan has defined sexual harassment as unwelcome sexual advances, requests for sexual favors, and other such conduct or communication by an individual when used as a factor in decisions affecting such an individual's employment, public accommodations or public services, education, or housing, or creating an intimidating, hostile or offensive employment, public accommodations, public services, educational, or housing environment.

A student intern who believes that he/she has been subject to discrimination or harassment at the intern site should report the conduct to his/her immediate On-Site Supervisor at the internship site and the On-Campus Faculty Internship Supervisor. The On-Campus Faculty Internship Supervisor will immediately inform the Graduate Department of Counseling and Psychology Chair. In the event the On-Site Supervisor is the aggrieving party, the student intern must report it to the next higher responsible party. If necessary, the student grievance procedure outlined in the School of Education Handbook for Master's Students should be utilized.

An employee (including a student employee) who believes that he or she has been subject to discrimination or harassment should report the conduct to his or her immediate supervisor, and in the event the supervisor is the aggrieving party, to the next higher responsible party. If necessary, the Andrews University employee grievance procedure should be utilized.

A student who believes that he or she has been discriminated against or harassed by a teacher should report the conduct to the chair of the department to which the teacher is assigned, and if the chair is the aggrieving party, to the dean of the college/school in which he or she is enrolled.

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