On-Site Supervisor Handbook

Student Affairs Services Internship

Welcome, Students!

Radford University
Department of Counselor Education

Revised Fall 2010
Dear Internship Supervisor:

Thank you for considering one of our student affairs students for an internship in your school. The purpose of this manual is to familiarize you with the essential elements of the internship. This manual also provides information regarding the standards for an internship experience as required by the Department of Counselor Education Counseling Program standards at Radford University.

Hosting an intern can be a wonderful experience for all involved. A successful internship provides students with an unparalleled opportunity to apply their classroom learning to the workplace. Internships also provide host schools with high-achieving workers who bring fresh perspectives and ideas.

An assigned university supervisor will schedule a site visit and/or have a conference with you at some point during the semester. Each student has been informed about the university’s expectations regarding his or her internship. He or she has been asked to share this information with you, including a copy of the course syllabus and required forms. Most of this information is also available online at https://eduweb.education.radford.edu/counselored/forms.htm.

Students are expected to have weekly meetings with you, as the site supervisor, and weekly meetings during the semester with a university supervisor. The course syllabus will indicate if there are more specific requirements regarding supervision. The student is allowed to begin counting internship hours on the first official class day of the semester. Hours prior to then will be on a voluntary basis and may not be counted toward the university’s required hours for this semester. All hours must be completed and paperwork submitted to the university supervisor on or before the Monday of finals week by 5:00 pm. This paperwork may include: tape/observation, evaluation forms, an activity log, and student and supervisor evaluation forms.

It is hoped that the internship student, in addition to gaining valuable competencies, will be an enthusiastic and capable source of assistance within your organization. We look forward to working with you and hope this will be an enjoyable experience that you will want to repeat in the future. Please keep in touch if we can help in any way. Should you have any questions or desire additional information, please feel free to contact the university site supervisor.

Sincerely,

The Faculty and Staff Of the department of Counselor education

For any further information, please contact the University Supervisor or:
Fran Steigerwald, Ph.D., LPC, - COED Internship Coordinator
Phone: (540) 831-6479 -Fax: (540) 831-6755 - fsteiger@radford.edu
The Nature of Supervision

Supervision is one of the most essential aspects of the internship experience, because it provides the intern with information concerning his or her performance, case conceptualization, use of appropriate interventions, and understanding how self-awareness plays a role in the college student relationship. The faculty of the Department of Counselor Education at Radford University has specific training and appropriate licensure and certification to provide interns with high quality supervision.

Borders and Leddick (1987, p. 22) have described critical issues that are used to assess the progress of counselor interns. These eight issues include:

1. Issues of Competence concerning skills, technique, mastery, and ability to take appropriate action.
2. Issues of Emotional Awareness: Knowing oneself, differentiating among one’s feelings, and the ability to use one’s emotions and reactions as a guide in working with client/students.
4. Issues of Identity: Demonstrating theoretical consistency, “conceptual integration,” and development of identity as “student affairs professional.”
5. Issues of Respect for Individual Differences: Appreciation of individual differences and basic respect for clients and other professionals.
6. Issues of Purpose and Direction: Formulation of plans and developing appropriate long and short-term goals.
7. Issues of Personal Motivation: The meaning attached to being a student affairs professional and understanding its rewarding value.
8. Issues of Professional Ethics: Integrating legal issues, professional standards, FERPA, and values into one’s practice.

According to the Council for Accreditation of Counseling and Related educational Programs (CACREP), supervision is:

…a tutorial and mentoring form of instruction in which a supervisor monitors the student’s activities in practicum and internship and facilitates the learning and skill development experiences associated with practicum and internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients (CACREP, 2009, p. 62).

Specific standards have been established by CACREP for the internship experience. Students complete a supervised internship of 600 clock hours (over two semesters) that begins after successful completion of all practica and most major coursework. The internship provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed staff member in the setting would be expected to perform (CACREP Accreditation Standards and Procedures Manual, 2009). Careful selection of an internship site needs to be made that considers the opportunity for both individual and group activities, counseling, or one-on-one assistance.
Internship Supervisors

Interns have two supervisors who work with them during the internship experience: an on-site supervisor and a university supervisor. Students sign a contract with and are accountable to both supervisors.

On-Site Supervisor

The on-site supervisor provides experiences and information that inform the intern of the responsibilities and roles of a school counselor. The on-site supervisor assists the intern in learning the procedures and regulations that are part of the school environment and affect counselor functioning.

Although the intern is expected to demonstrate initiative and self-direction at the internship site, he or she needs to work with the on-site supervisor in developing a plan for internship. On-site supervisors may, for example, screen students with whom interns work at the beginning of the internship. On-site supervisors may ask interns to observe for the first week of the internship. In addition, the on-site supervisor may request that the intern begin a specific type of group activity at the school. Student interns are expected to adhere to on-site supervisors’ requests in a professional manner. Your internship student will meet with you at the beginning of the semester to collaboratively work on a learning contract which will clearly delineate goals and activities, expectations and evaluation processes.

Student interns need to communicate continually with their on-site supervisors. Interns who wish to confer with an outside agency concerning students, or administer tests, need to receive approval from the on-site supervisor. Students are expected to meet with the on-site supervisor throughout the semester to determine the quality of an intern’s performance, and professional functioning at the internship site.

Qualifications of On-Site Supervisors

CACREP (2009) standards require that the on-site supervisor meet the following qualifications to supervise counseling interns:

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 years of pertinent professional experience in the program area in which the student is enrolled.

3. Knowledge of the program’s expectations, requirements, and evaluation procedures for students.


Responsibilities of On-Site Supervisors

The specific responsibilities of the on-site supervisor are listed below:

1. To plan a minimum of one (1) hour per week of individual supervision, throughout the internship.
2. To provide an atmosphere of trust and support to encourage and enhance the professional
growth and maturity of the intern.

3. To provide information and knowledge that is helpful to the intern in effectively carrying out the roles and responsibilities of a student affairs professional.

4. To assist the intern in exploring intrapersonal and interpersonal issues which impact (positively or negatively) on his or her performance.

5. To encourage and facilitate the development of the intern’s collaborative interpersonal and administrative skills.

6. To review student interaction (via live observation, videotape, or oral report) and to provide feedback regarding conceptualization and management.

7. To share expertise and skills in a way which will enhance the intern’s learning as well as his or her use of self.

8. To respect the individuality of the intern and his or her present level of development.

9. To seek advisement when issues develop which impede the supervisory process.

10. To recommend personal counseling or other interventions for the intern when personal issues appear to affect his or her performance.

11. To maintain confidentiality about the supervisory process.

12. To assign readings or other activities to help the intern learn more about the world of student affairs services.

13. To maintain a collaborative supervisory relationship with the intern which encourages continual feedback concerning the intern’s progress, and when necessary, re-negotiating of goals.

14. To assist the intern in refining their consultation and coordination skills.

15. To encourage the intern to develop a philosophy of counseling and professional practice as a student affairs professional.

16. To submit at least two (2) written evaluations of the intern; one at the mid-point of the semester, and the other after the intern has completed the internship. These forms are included at the end of this manual.

University Supervisor

A University Supervisor is assigned to each intern and helps the intern assess his or her progress during the internship. The University Supervisor is a faculty member in the Department of Counselor Education who takes the major responsibility for assessing and monitoring the progress of the student during internship.

Specific Responsibilities of the University Supervisor

The specific responsibilities of the university supervisor are as follows:

1. To meet weekly with the intern for group supervision.
2. To provide training concerning the scope and standards of student affairs services.
3. To review tapes or notations and provide feedback and recommendations concerning the student’s conceptualization, interventions, and interpersonal relationship issues.
4. To work collaboratively with the intern and on-site supervisor to remediate deficiencies in skills or knowledge areas.
5. To help interns further refine use of techniques and skill level.
6. To assist interns in developing an integrated philosophy and style of student affairs.
7. To encourage the use of consultation skills among interns during group supervision as a method of providing feedback to each other concerning internship cases.
What You Can Expect From the University Supervisor

Communication is key to the relationship between the university supervisor and the on-site supervisor. Most university supervisors make site visits to monitor their students’ progress. All supervisors are available to you for consult during the semester. If any problems with the intern arise, please contact the university supervisor as soon as possible.

Expectations of Our Students.

We expect the following of our students:

1. They have malpractice insurance.
2. They follow the ethical guidelines of ACA, FERPA, NASPA, and ACPA.
3. They follow your directions and respect your authority as their supervisor in your setting.
4. They act professional.
5. They follow your dress code.
6. They are available to your school schedule (we tell them that they may need to be available during their university spring break if you need them).
7. They want to learn and view duties as learning opportunities.
8. They follow their learning contracts.
9. They behave as team players within the college/university setting.
10. They keep us and you abreast of any issues that arise that may interfere with internship.

Forms.

*Internship Site Agreement Form.* By the first week of internship, your intern will complete their learning contracts with your input. This is the contract that outlines their internship goals, objectives, and duties. You, the student, and the university supervisor sign the learning contract.

*Mid-term and Final Evaluations.* The mid-term evaluation (located at the end of this handbook) is our tool for measuring their progress. All students have areas to work on and this allows us to assist this development while in their remaining coursework. It also alerts us to any problems that we may not have been aware of.
Internship Site Agreement Form

Name of Intern: ____________________ Name of Internship Site: ____________________
Name of Internship Supervisor: ________________________________ Title: ________________
Site Address: _______________________________________________________________________
Site Phone Number: _______________________  Site Fax: ______________________________

Part I: Site Supervisor
As the internship site supervisor for _____________________________ (name of student), I agree to the following:
1. To provide the intern student an opportunity to experience all the activities that a professional would experience in this setting.
2. To meet a minimum of one hour per week for supervision sessions.
3. To conduct supervisory sessions in a professional and ethical manner which encourages the development of professional integrity and respect for professional ethics and codes of conduct.
4. To maintain confidentiality about the supervisory process.
5. To respect and foster the individuality of the intern and the elements of his/her professional style.
6. To provide an atmosphere of trust and support for professional growth.
7. To provide information and knowledge helpful to the intern student the functions of this position.
8. To assist the intern student in exploring intrapersonal or interpersonal issues which impact (positively or negatively) on his/her conduct as a counseling professional.
9. To recommend personal counseling for the intern student should he/she be unable to resolve personal issues that affect his/her effectiveness.
10. To model positive interpersonal behaviors which enhance the supervisory process.
11. To help the intern student work with diverse students and/or clients.
12. In collaboration with the student, monitor and evaluate the progress of the intern student in the supervisory process, with an opportunity for re-negotiating goals and means towards those goals, within the context of this agreement.
13. To complete both a mid-term and final evaluations of the intern and allow for bi-monthly collaboration with the Radford University Counselor Education Supervisor on the intern student’s progress.
14. To agree to a site visit by the Radford University Counselor Education Supervisor.

Site Supervisor Signature:_________________________ Date:___________

Part II: Internship Student
As the internship student working with ________________________________ (name of site supervisor), I agree to the following:
1. To be open and willing to experience the various opportunities and activities at this site.
2. To meet a minimum of one hour per week for supervision sessions.
3. To conduct myself in accordance to the professional ethics and codes for my internship area and overall counseling profession.
4. To adhere to and support the confidentiality standards of my professional field and internship site.
5. To seek information and knowledge to be successful in the functions of this position.
6. To seek help and possibly counseling to resolve personal issues that may be affecting my internship experience.
7. To model positive interpersonal behaviors in working with peers, supervisors, and clients.
8. To be open and embracing of work with diverse colleagues and clients.
9. To participate in projects, programs, research activities, and other opportunities that are agreed upon.
10. To continually evaluate my progress and discuss with my supervisor re-negotiating goals and means towards those goals, within the context of this agreement.
11. To complete all of the assignments agreed upon.

Intern Signature: _____________________________________   Date: __________________
Learning Contract
Internship Learning Contract

Name: _______________________________________________________
Address:_________________________________________________________________
________________________________________________________________________
Home Phone: ________________ Work Phone: __________________________
Student Email: __________________________
Site Supervisor: ____________________________________________ Title: ________________
Site Placement: (name of office and office address) __________________________________________
Site Phone: ___________________________ Site Fax: __________________________
Supervisor Email: __________________________

Your Learning Contract includes the following sections:
1) Description of Internship Site: (office, location, hours per week, days you will be at site, time of weekly supervision, and anything else you feel is crucial to share)

2) Itemized Goals of Internship Experience: (at least 5 - 7 goals)

3) Under each goal specifically how you plan to meet each one.

Here’s an Example Of A Potential Goal You Might Have:

Goal 1: To increase my comfort with presenting professionally.
- I will discuss with my supervisor topics we have in common and together we will create a program.
- We will determine which professional conference this year would be appropriate for our presentation.
- We will put together a proposal form for VCPA.
- I will provide the literature review of the topic and my supervisor will help me integrate this into an experiential presentation.
- We will attend and present our workshop.

4) Major Project(s):
5) Your expectations of your supervisor (at least 3-5 expectations)

6) Your supervisor’s expectations of you

7) Evaluation of progress (in addition to your end of the semester evaluation, **how will you know if you are meeting your goals??**)

8) Other areas specifically related to your internship site:

Signatures:

____________________________________  ______________________

COED 694 Student                    Date

____________________________________  ______________________

On-Site Supervisor                  Date
# INTERNETINSHIP ASSESSMENT OF PROGRESS

## COED 694 Internship in Student Affairs Services

**MIDTERM – FINAL** (Circle One)

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Rating Options</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td>Appropriate dress, timeliness, contributed to meetings/discussions, and ability to present oneself and be received in a professional manner.</td>
<td>1, 2, 3, 4, 5</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Knowledge</strong></td>
<td>Depth and breadth of knowledge about theories and practices related to college students.</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td><strong>Responsibility</strong></td>
<td>Willingness to accept responsibility for tasks and new assignments.</td>
<td>1, 2, 3, 4, 5</td>
<td></td>
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<tr>
<td><strong>Initiative</strong></td>
<td>Ability to suggest or engage in tasks or projects.</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td><strong>Self-Awareness</strong></td>
<td>Willing to look at oneself and how aspects of the self affect work with diverse clients, peers, and supervisors.</td>
<td>1, 2, 3, 4, 5</td>
<td></td>
</tr>
<tr>
<td><strong>Flexibility</strong></td>
<td>Ability to change plans or adapt responsibilities; open to trying out new approaches in working with students/clients.</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td><strong>Rapport/Relationship Building</strong></td>
<td>Ability to create working alliance with students/clients.</td>
<td>1, 2, 3, 4, 5</td>
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**Supervision:** Actively participates in weekly and informal supervision interactions.

1  2  3  4  5

**Administrative Skills:** Organized and clear in planning and implementing tasks and filling out paperwork.

1  2  3  4  5

**Counseling/Student Development Skills:** Ability to communicate and connect with students.

1  2  3  4  5

**Other areas___________________________________________________:**

1  2  3  4  5

**Overall Performance:**

1  2  3  4  5

**Student’s Strengths:**


Your insight about the appropriateness of a career in student affairs administration/college counseling for this graduate student:

Supervisor Signature: ________________________________  Date: _________________

Student has been advised______________________________  Date: _________________

(student signature)