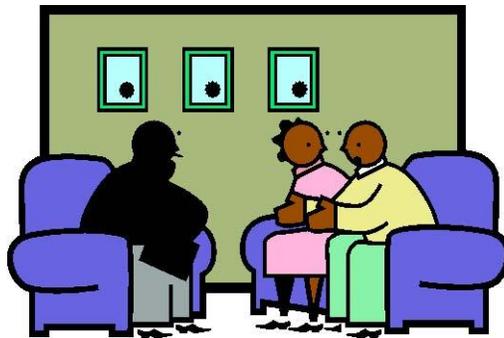


**Radford University  
Department of Counselor Education  
School Counseling Internship  
On-site Supervisor Handbook**



**Department of Counselor Education  
Radford University  
Radford, VA  
Fall, 2010**

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*Radford University*  
*Department of Counselor Education*  
*PO Box 6994, Radford, Va. 24142*  
*(540)831-5214/(540) 831-6755 fax*

Dear Internship Supervisor:

Thank you for considering one of our counselors-in-training 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 a 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,

Fran J. Steigerwald, Ph.D.  
Internship Coordinator  
Phone: (540) 831-6479  
Fax: (540) 831-6755  
fjsteiger@radford.edu

## **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 counseling group or group guidance activity at the school. Student interns are expected to adhere to on-site supervisors' requests in a professional manner.

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.

4. Relevant training in counseling supervision. (CACREP, 2009 p. 14).

### **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 therapeutic process and learning the roles and responsibilities of a school counselor.
4. To assist the intern in exploring intrapersonal and interpersonal issues which impact (positively or negatively) on his or her counseling performance.
5. To encourage and facilitate the development of the intern's assessment and counseling skills.
6. To review cases and case materials (via live observation, videotape, or oral report) and to provide feedback regarding case conceptualization and case management.
7. To share clinical expertise and skills in a way which will enhance the intern's learning as well as his or her use of self in the therapeutic process.
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 counseling 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 school counselors and their responsibilities.

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 professional school counselor.
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.

### **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 clinical practice.
3. To review counseling tapes and provide feedback and recommendations concerning case conceptualization, counseling interventions, and counselor/student relationship issues.
4. To work collaboratively with the intern and on-site supervisor to remediate deficiencies in counseling skills or knowledge areas of the intern.
5. To help interns further refine use of counseling techniques and skill level.

6. To assist interns in developing an integrated philosophy and style of counseling.
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 ASCA and ACA.
3. They follow your directions and respect your authority as their supervisor in your school.
4. They act professional.
5. They follow your school 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 school.
10. They keep us and you abreast of any issues that arise that may interfere with internship.

## **Forms**

***Learning Contract.*** 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 Evaluation.*** 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.

***Final Evaluation.*** The final evaluation (located at the end of this handbook) is one of our assessments that factor into the students' grades. It allows us to evaluate the students on their progress during their internship.

Radford University  
 Department of Counselor Education  
**Supervisor's Mid-Term Evaluation of Counselor Trainee**

Student Name: \_\_\_\_\_

Name of School/Agency: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Course: \_\_\_ Internship COED 691 \_\_\_ Internship COED 692 \_\_\_ Internship COED 693

The purpose of this evaluation is to provide meaningful feedback to the counselor trainee. Rate the student using the following scale:

<b>N/O</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Not Observed</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>

1. DISPOSITION

	N/O	1	2	3
Prompt				
Dependable				
Responsible				
Shows initiative				
Cooperative				
Appropriate appearance				
Good rapport with staff members				
Actively seeks opportunity for new learning experiences				
Maintains composure in difficult situations				

2. PROFESSIONAL BEHAVIOR

	N/O	1	2	3
Completes paperwork in a concise and timely manner				
Communicates orally and in writing in a clear and effective Manner				
Adheres to the ethical standards of the profession				
Seeks consultation regarding complex ethical situations				
Makes an effort to improve counseling knowledge and skills				
Makes appropriate referrals to other persons or agencies				
Seeks consultation with other professionals				
Exhibits willingness to work on personal/professional issues				

3. WORKING IN THE COUNSELING ENVIRONMENT

	N/O	1	2	3
Becomes integrated into placement site				
Arranges counseling sessions appropriately				
Maintains contact with the on-site supervisor				
Demonstrates appropriate case management skills				
Strives to increase professional competence				

4. COUNSELING PROCESS/SKILLS

	N/O	1	2	3
Counseling Process:				
Opens session appropriately				
Clarifies the presenting issues accurately				
Facilitates exploration of issues appropriately				
Facilitates goal-setting appropriately				
Exhibits control of session				
Closes session appropriately				
Terminates counseling relationship appropriately				
Counseling Skills:				
Summarizes session content accurately				
Demonstrates a variety of facilitative responses				
Uses culturally sensitive techniques				
Uses theory-specific skills appropriately				
Facilitates goal-setting appropriately				
Provides information/advice appropriately				

5. CONCEPTUALIZATION SKILLS

	N/O	1	2	3
Recognizes relevant client themes and patterns				
Uses client information to develop working hypotheses				
Uses client cultural background appropriately in assessment, diagnosis, and treatment				
Adapts theory and techniques to meet client's reality				
Develops appropriate strategies and interventions based on established counseling theories and techniques				

6. PERSONALIZATION SKILLS

	N/O	1	2	3
Recognizes personal assets and liabilities				
Directly addresses the relationship process				
Understands differences between clients and self				
Perceives and understands boundaries in the client-counselor relationship				
Sets and maintains appropriate boundaries				
Works effectively with clients who are culturally different from Self				
Aware of own feelings and uses them in assisting clients				
Manages personal values appropriately				

7. SUPERVISION CONDUCT

	N/O	1	2	3
Prompt and prepared				
Uses supervision time effectively				
Identifies questions, concerns, and issues				
Shows interest in learning				
Seeks help and direction				
Takes risks to learn and identify challenging situations				
Understands and incorporates supervisors' suggestions				
Accepts encouragement and constructive criticism				
Actively participates in the supervisory process				

8. SCHOOL RELATED EXPERIENCES AND OUTCOMES

	N/O	1	2	3
Demonstrates an understanding of the school, curriculum, student records, and appraisal processes				
Understands the role of the school counselor as a community liaison and school counseling advocate				
Demonstrates competencies in individual and group counseling through a rotating case load of at least two individual students and at least two groups				
Utilizes a variety of counseling tools, resources, and strategies facilitate the growth of students				
Observes and participates in consultation/collaboration with teachers or other school personnel				
Observes and participates in consultation/collaboration with parents				
Can apply referral procedures for students with special needs				
Facilitates appreciation for the cultural, lifestyle, and gender diversity of the school population				
Reviews and participates in school related activities, i.e., IEP, peer helper programs, peer mediation, program planning that supplements the scheduling process				
Designs goals that are consistent with the National Standards for School Counseling Programs, the state and local educational agency goals, and local school goals				
Adheres to appropriate ethical standards for working with Minors				

Any additional comments: (e.g., strengths and areas for continued improvement)

\_\_\_\_\_  
Site Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor/Instructor

\_\_\_\_\_  
Date

Please place this form in a sealed envelope and give to student. Or if you wish, mail this form to:  
**Attention:** [name of Internship Instructor], Radford University, The Department of Counselor Education, PO Box 6994, Radford, Va. 24142

Radford University  
 Department of Counselor Education  
**Supervisor's Final Evaluation of Counselor Trainee**

Student Name: \_\_\_\_\_

Name of School/Agency: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Course: \_\_\_ Internship COED 691 \_\_\_ Internship COED 692 \_\_\_ Internship COED 693

The purpose of this evaluation is to provide meaningful feedback to the counselor trainee. Rate the student using the following scale:

<b>N/O</b>	<b>1</b>	<b>2</b>	<b>3</b>
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Actively seeks opportunity for new learning experiences				
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	N/O	1	2	3
Completes paperwork in a concise and timely manner				
Communicates orally and in writing in a clear and effective Manner				
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Seeks consultation regarding complex ethical situations				
Makes an effort to improve counseling knowledge and skills				
Makes appropriate referrals to other persons or agencies				
Seeks consultation with other professionals				
Exhibits willingness to work on personal/professional issues				

3. WORKING IN THE COUNSELING ENVIRONMENT

	N/O	1	2	3
Becomes integrated into placement site				
Arranges counseling sessions appropriately				
Maintains contact with the on-site supervisor				
Demonstrates appropriate case management skills				
Strives to increase professional competence				

4. COUNSELING PROCESS/SKILLS

	N/O	1	2	3
Counseling Process:				
Opens session appropriately				
Clarifies the presenting issues accurately				
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	N/O	1	2	3
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Can apply referral procedures for students with special needs				
Facilitates appreciation for the cultural, lifestyle, and gender diversity of the school population				
Reviews and participates in school related activities, i.e., IEP, peer helper programs, peer mediation, program planning that supplements the scheduling process				
Designs goals that are consistent with the National Standards for School Counseling Programs, the state and local educational agency goals, and local school goals				
Adheres to appropriate ethical standards for working with minors				

Any additional comments: (e.g., strengths and areas for continued improvement)

\_\_\_\_\_  
Site Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor/Instructor

\_\_\_\_\_  
Date

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