PRACTICUM/INTERNSHIP SITE SUPERVISOR TRAINING

Counselor Education Program
College of Education
THE FLORIDA STATE UNIVERSITY

Updated August 2020
Welcome

- This is the practicum and internship site supervisor training for the Counselor Education program at FSU.

- We will review the training module for those serving as supervisors for our students in the Clinical Mental Health Counseling and Career Counseling programs.

- Please take the training completion survey at the end of the module.
PROGRAM OVERVIEW, MISSION, & OBJECTIVES

Practicum/Internship Site Supervisor Training

MODULE I
Counselor Education (CE) Program

Clinical Mental Health Counseling
M.S. / Ed.S

Career Counseling
M.S. / Ed.S

School Counseling
M.S. / Ed.S
Counselor Education Program
Mission

- Provide high quality training to prepare professional counselors for work
- Enhance the learning capacity of children, adolescents, and adults by addressing counseling and human development needs
Counselor Education Program Objectives

- Provide quality education and clinical training
- Provide an understanding of professional issues
- Provide effective individual and group counseling
- Conduct needs assessments and research
- Address multicultural and social justice issues
- Apply ethical and legal principles
Career Counseling & Mental Health Counseling Programs

- **Program Structure**
  - *Career*: 60 credit hours
  - *Mental Health*: 60 credit hours
    - 5 semesters
    - Academic coursework
    - Practicum
    - Internship

- CACREP accredited

- Graduates eligible for national certified counseling certificate (test required)

Career Counseling Program

- **Services provided:**
  - Individual & Group Career Counseling
  - Consultation
  - Computer-Based Guidance Systems
  - Career Assessment
  - Information Resource Provision
  - Program Development
  - Career Courses & Workshops
  - Dual Career Issues
  - Educational and Occupational Information
  - Decision Making and Career Planning
  - Job Search Strategies
  - Career and Life Transitions
  - Client Advocacy
  - Unemployment and underemployment
Career Counseling Program

- **Work settings:**
  - Public and Private Agencies
  - Schools, Colleges, & Universities
  - Businesses
  - Consultants
Mental Health Counseling Program

- **Services provided:**
  - Diagnosis & Assessment
  - Psychotherapy
  - Treatment Planning & Utilization Review
  - Brief Solution-Focused Counseling
  - Alcohol & Substance Abuse Treatment
  - Consultation
  - Psychoeducational and Prevention Services
  - Program Evaluation
  - Client Advocacy
  - Crisis Management
Mental Health Counseling Program

- **Work Settings**
  - Private Practice
  - Community Agencies
  - Behavioral Health Care
  - Hospitals
  - Military
  - Hospice Care
  - Employee Assistance Programs
  - Student Counseling Centers
  - Prisons
  - Substance Abuse Treatment Centers
PRACTICUM & INTERNSHIP GUIDELINES

Practicum/Internship Site Supervisor Training
MODULE II
Purpose of Practicum & Internship

- Student exchanges work in return for on-the-job supervision & field experience
- Results in.....
  - Promotion of professional development
  - Integration of knowledge & skills
  - Development of professional competence & identity
CACREP Standards for Practicum

- A minimum of **100 hours** of supervised practicum experience over a minimum 10 week academic term
- At least **40 hours** of direct service with clients
- **1 hour per week** of supervision by a faculty member or a doctoral student with counseling degree, or a field supervisor
- **1 ½ hours per week** group supervision provided by a faculty member or student under the direction of a faculty member
- Program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interaction with clients
- Evaluation of the student’s counseling performance throughout the semester, including documentation of a formal evaluation after the student completes the practicum
CACREP Standards for Internship

- **600 hours** of supervised internship experience
- **240** direct service hours
- **1 hour per week** individual supervision by a licensed/certified supervisor (i.e. MHC, LPC, NCC, Psychologist, LMFT, LCSW), faculty member, or doctoral student with a counseling degree under the supervision of a faculty member
- **1 ½ hours** group supervision
- Allows student to become familiar with a variety of profession activities other than direct service work
- Allows student to obtain audio/video tapes of student’s interactions with clientele for use in supervision
- Formal evaluation of student’s performance by a faculty supervisor
- Site & experience must be commensurate with licensure/certification requirements for specialization area
CACREP Standards for Supervisors

Site supervisors are required to meet the following qualifications:

- Hold a minimum of a master’s degree in counseling or a related profession with equivalent qualifications
- Hold appropriate professional licenses and/or certifications
- Have a minimum of 2 years professional experience in the program area in which the student is enrolled
- Demonstrate knowledge of the Counselor Education program’s expectations
- Have appropriate training in counseling supervision
Agency Expectations for Student Counselors/Interns

- Students are expected to report as professional staff members & behave accordingly. This includes:
  - Dressing professionally
  - Acting professionally
  - Calling agencies if they will be late or absent
Agency Requirements for Practicum/Internship

■ Sufficient time for supervision
■ Adequate facilities, equipment, & materials
■ Opportunities to benefit from the experience of other staff members
■ An orientation to agency program components
  - History & philosophy of the agency
  - Counseling & interview sessions with clients
  - Evaluation of case materials
  - Clerical & administrative procedures in case load management
  - Relating medical, economic, & social knowledge to counseling
  - Utilization & interaction with the community & professionals
  - Testing & research
  - Job development & placement (when applicable)
■ Work rules & guidelines used by the professional staff
Site Supervision Expectations

- **Site supervisors can expect:**
  - To collaborate with the faculty supervisor in designing the practicum/internship experience
  - The counseling student to assist them in carrying a case-load.
  - To set aside at least 1 hour per week to provide students with direct, individual or triadic supervision.
  - To complete an evaluation by the end of the semester.
  - To be eligible to receive a “Certificate of Participation” entitling them to a set number of free tuition hours at a university within the State University System of Florida.

  - Supervisors in Florida state agencies are not eligible for this certificate.
Process for Receiving Certificate of Participation (COP)

- Complete “Form for Certification of Participation” (in supervision manual)
- Return completed form to specialization program coordinator
  - Dr. Tristen Hyatt (thyatt@fsu.edu) for Career Counseling
  - Dr. Simone May (vmay@fsu.edu) for Clinical Mental Health Counseling
- Form will be forwarded to Dean of Faculties who will mail the COP to the supervisor.
THE EFFECTIVE SUPERVISOR

Practicum/Internship Site Supervisor Training

MODULE III
SUPERVISION

“An intervention provided by a more senior member of a profession to a more junior colleague or colleagues who are typically members of that same profession”

(Bernard & Goodyear, 2014)
Individual vs. Group Supervision

BENEFITS OF INDIVIDUAL SUPERVISION
- When supervisees are experiencing difficulty with specific techniques/skills
- At sites where direct observation is inconvenient, individual supervision time can be used to review recordings of client contact

BENEFITS OF GROUP SUPERVISION
- Gives supervisees the opportunity to discuss cases & receive feedback of multiple individuals
- Gives supervisees the opportunity to present case presentations to their colleagues
Supervisor Roles

- **Teacher**
  - Serves as the “expert”
  - Instruct supervisees in learning techniques, cases conceptualization, & application of interventions

- **Consultant**
  - Collaborates with supervisee in the discussion of treatment planning & case conceptualization
  - Offers supervisee options & alternatives

- **Counselor**
  - Aids supervisee in dealing with personal reactions to cases
  - Facilitates self-growth
Effective Supervisors

**CHARACTERISTICS**

- Capacity for self-reflection
- Ability to apply theory to practice
- Knowledge of supervision models & techniques

**SKILLS**

- Provide feedback
- Provide encouragement
- Provide support
- Serve as a role model
## Desirable Supervisee Attributes

### Rodenhauser, Rudisill, & Painter (1989)
- Sincere interest
- Desire to learn
- Psychological-mindedness
- Openness
- Enthusiasm
- Eagerness
- Motivation

### Stoltenberg, McNeill, & Delworth (1998)
- Willingness to grow
- Willingness to take responsibility for the consequences of own behavior
- Active participation in supervision sessions
- Respect & appreciation for individual differences
- Understanding of own personal dynamics as related to therapy & supervision
STAGES OF SUPERVISEE DEVELOPMENT

Integrated Developmental Model of Supervision (IDM)

(Stoltenberg, McNeill, & Delworth, 1998)

1. Dependent
   - Supervisees lack confidence, experience anxiety, & need guidance

2. Dependent-Autonomous
   - Supervisees begin to develop own sense of style as opposed to modeling supervisor behavior; some may become overconfident; others become overwhelmed

3. Conditional Dependency
   - Supervisees may only consult supervisors when they need to discuss a case; they begin to master some techniques

4. Integration
   - Supervisees become confident counselors with adequate skills & techniques to be effective counselors
Effective Supervision Strategies & Practices

- Sessions occur in an environment conducive to learning
  - Private, distraction-free setting
  - Regularly scheduled sessions
- Supervisor & supervisee express personal learning styles to optimize learning options
- Supervisor discuss his/her theoretical orientation & its influence on supervision activities & discussions
Effective Supervision Strategies & Practices

- Supervisors can utilize different methods of supervision:
  - Direct observation of student
  - Demonstration/modeling
    - Supervisor directly participates in session in order to demonstrate a technique/skill
  - Role-playing
    - Safe way to work through difficult counseling situations
  - Co-therapy
    - Especially useful during the beginning stages when supervisee may benefit from modeling techniques
  - Review of audio/video recordings
Sources of additional information


Association for Counselor Education & Supervision: [http://www.acesonline.net/](http://www.acesonline.net/)
Summary

- This concludes our training module for supervisors in the Career and Clinical Mental Health Counseling programs.

- You may contact Dr. Erik Hines (ehines@fsu.edu), the Counselor Education Program director for our MS/EdS programs in Career Counseling, Clinical Mental Health Counseling, and School Counseling.

- You may also contact Dr. Tristen Hyatt (thyatt@fsu.edu), the Career Counseling Clinical Coordinator or Dr. Simone May (vmay@fsu.edu), the Clinical Mental Health Counseling Clinical Coordinator.

- Please review the next slide for the training completion survey.
Training Completion Survey

Please complete the survey to indicate that you have completed the Site Supervisor Training for the FSU Counselor Education Program.