PRACTICUM/INTERNSHIP
SITE SUPERVISOR TRAINING

FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION

Psychological & Counseling Services Program

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Hello everyone and welcome. This is the practicum and internship site supervisor training for the psychological and counseling services program here at FSU. We will be going over the training module for those who are serving as supervisors for our students in the mental health counseling and career counseling programs.

There are recordings on each slide. To listen, click on the sound or play button.

If you would prefer to read the captions, escape out of presentation mode to view the notes.

Be sure to take the training completion at the survey at the end of the module.
Psychological & Counseling Services Program (PCS)

PCS Program

Counselor Education
- Mental Health Counseling M.S. / Ed.S.
- Career Counseling M.S. / Ed.S.

Counseling Psychology
- School Psychology
- Combined School / Counseling Psychology
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
- Provide clinical training and understanding of professional issues
- Provide effective individual and group counseling
- Conduct needs assessment and research
- Address diversity issues
- Apply ethical and legal principles
Career Counseling & Mental Health Counseling Programs

- Program Structure
  - **Career**: 63 credit hours
  - **Mental Health**: 66 credit hours
    - 5 semesters
    - Academic coursework
    - Practica
    - Internship

- CACREP accredited

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

- Mental health graduates eligible for LMHC licensure (http://floridasasmentalhealthprofessions.gov/)
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

- **PURPOSE**
  - Knowledge
  - Skills
  - Values

- **Apply**
  - Theory
  - Practice

- **Integrate**

- **Results in...**
  - Promotion of professional development
  - Integration of knowledge & skills
  - Development of professional competence & identity

- Student exchanges work in return for on-the-job supervision & field experience
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, doctoral student with counselor degree, or field supervisor who is under the supervision of a faculty member
- **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** supervised internship hours
- **400** direct service (mental health)
  **240** direct service hours (Career)
- **1 hour per week** individual supervision by a licensed/certified MHC, LPC, NCC, Psychologist, Marriage & Family Therapist, or CSW field supervisor, faculty member, or doctoral student with a counselor 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 receive input from the faculty practicum supervisor in designing the practicum experience
  - Practicum students to assist them in carrying a case-load
  - To set aside at least 1 hour per week to provide students with direct, individual supervision
  - To complete 2 evaluation reports 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

- Complete “Data Required for Internship Supervisors” form (in supervision manual)
- Return completed form to Specialization Program Coordinator
  - Dr. Shengli Dong for mental health counseling
  - Dr. Deb Osborn for career counseling
- Form will be forwarded to Dean of Faculties who will mail the COP to the supervisor.
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 contacts

BENEFITS OF GROUP SUPERVISION

■ Gives supervisees the opportunity to discuss cases & receive feedback

■ 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
- Willingness to accept feedback
- 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

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

*Integrated Developmental Model of Supervision (IDM)*

(Stoltenberg, McNeill, & Delworth, 1998)
Effective Supervision Strategies & Practices

- Sessions must occur in an environment conducive to learning
  - *Private, distraction-free setting*
  - *Regularly scheduled sessions*

- Supervisor & supervisee should express personal learning styles to optimize learning options

- Supervisor should discuss his/her theoretical orientation & its influence on supervision activities & discussions
Effective Supervision Strategies & Practices

- Supervisors can utilize different methods of supervision:
  - Direct observation
  - Demonstration
    - 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

- That concludes our training module for supervisors in the career and mental health counseling programs. Here is a list of the resources where our information was derived from, as well as some resources where you can gain more information related to being a supervision. Also, you can contact Dr. Deb Osborn. She is the program coordinator, and she can be contacted at dosborn@fsu.edu.

- You may also contact Dr. Shengli Dong, who is the Clinical Coordinator of our Masters/EdS programs in Career Counseling and Clinical Mental Health Counseling at sdong@fsu.edu.

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

Please visit bit.ly/2vFOmQh (copy link and paste into your browser) to complete a brief survey as indication that you have completed the Supervisor Training for FSU Counselor Education Program.

https://fsu.qualtrics.com/jfe/form/SV_3xYja3YGMI1UoJL