

# PRACTICUM/INTERNSHIP SITE SUPERVISOR TRAINING



Counselor Education Program  
*College of Education*  
THE FLORIDA STATE UNIVERSITY

Updated August 2020

# Welcome

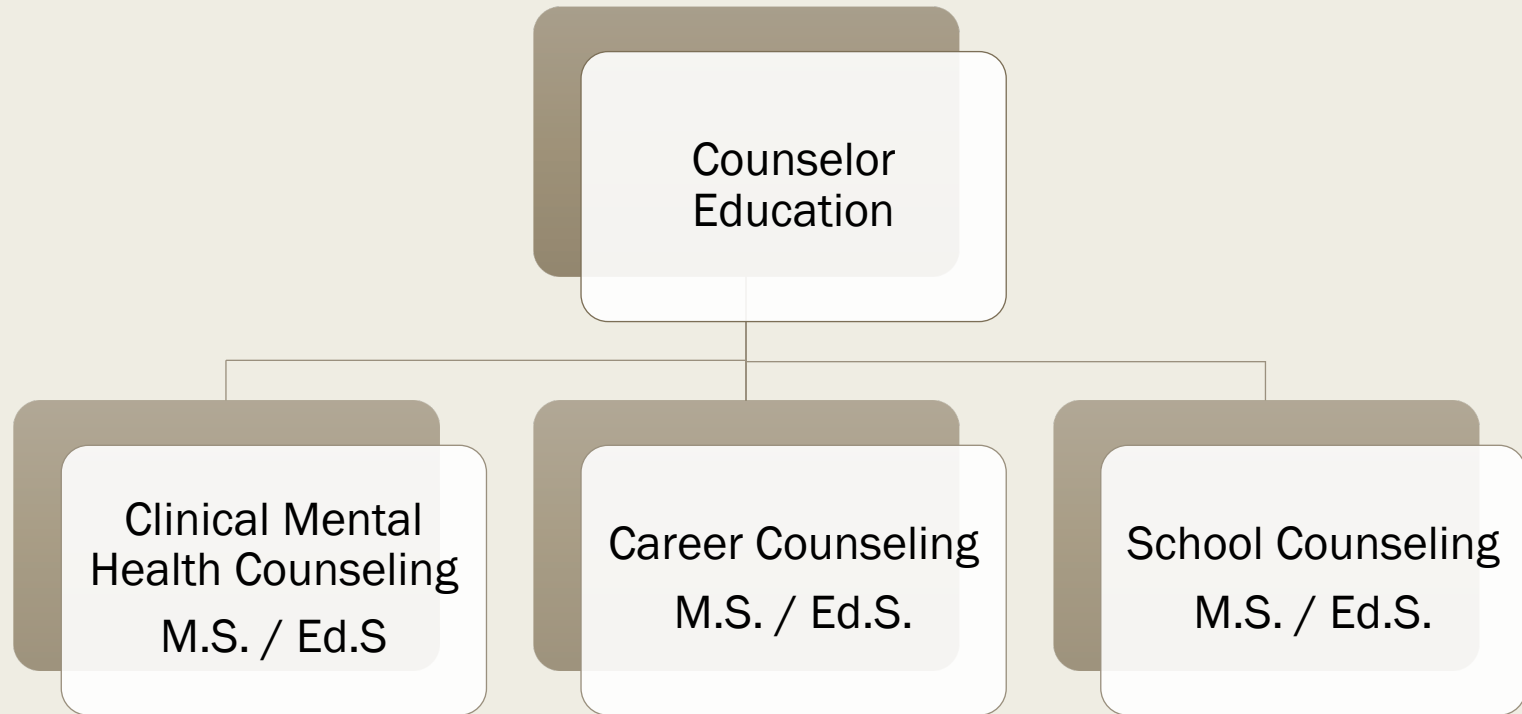
- This is the practicum and internship site supervisor training for the Counselor Education program at FSU.
- We will review the training module for those serving as supervisors for our students in the Clinical Mental Health Counseling and Career Counseling programs.
- Please take the training completion survey at the end of the module.

# PROGRAM OVERVIEW, MISSION, & OBJECTIVES

Practicum/Internship Site Supervisor Training

MODULE I

# Counselor Education (CE) Program



# 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)
- Mental health graduates eligible for LMHC licensure (<http://floridasmentalhealthprofessions.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*

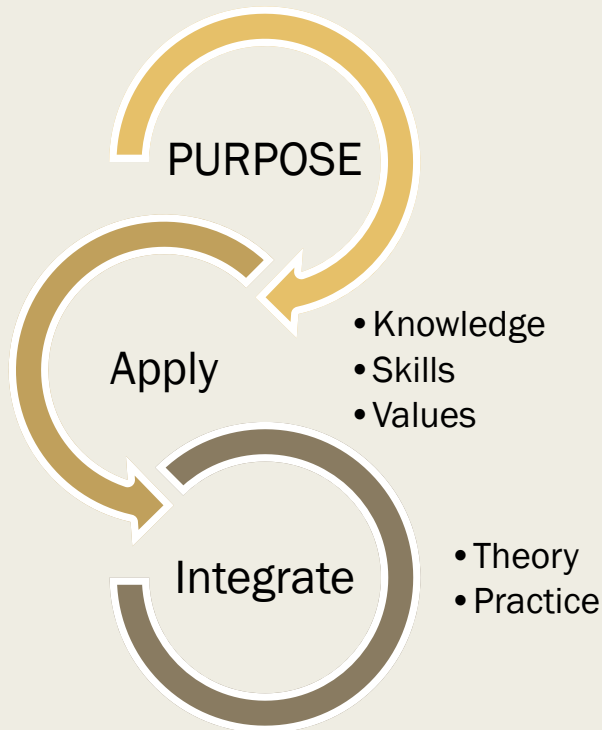


# PRACTICUM & INTERNSHIP GUIDELINES

Practicum/Internship Site Supervisor Training

MODULE II

# Purpose of Practicum & Internship



- 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](mailto:thyatt@fsu.edu)) for Career Counseling*
  - *Dr. Simone May ([vmay@fsu.edu](mailto: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

Bernard, J. M. & Goodyear, R. K. (2014). *Fundamentals of clinical supervision* (5th ed.). Boston, MA: Pearson Education.

Borders, L. D., & Brown, L. L. (2005). *The new handbook of counseling supervision*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Corey, G., Haynes, R., Moulton, P., & Muratori, M. (2010). *Clinical supervision in the helping professions* (2nd ed.). Washington, DC: American Counseling Association.

Engels, D. W., & Associates (Eds.). (2010). *The professional counselor* (4th ed.). Alexandria, VA: American Counseling Association.

Ladany, N., & Bradley, L. J. (Eds.) (2010). *Counselor supervision* (4th ed.). New York: Taylor and Francis Group, LLC.

Russell-Chapin, L., & Chapin, T. (2011). *Clinical supervision: theory and practice*. Pacific Grove, CA: Brooks/Cole.

Stoltenberg, C. D., & McNeill, B. W. (2010). *IDM supervision: An integrative developmental model for supervising counselors and therapists* (3rd ed.). New York: Taylor & Francis Group, LLC.

Association for Counselor Education & Supervision: <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](mailto: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](mailto:thyatt@fsu.edu)), the Career Counseling Clinical Coordinator or Dr. Simone May ([vmay@fsu.edu](mailto: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.