

COUNSELING INTERNSHIP HANDBOOK

2023-2024



ALUMNI TESTIMONIAL

"Learn as much as you can and maintain a positive attitude. Every business/site will have things that you'd like to see changed or done differently, but you will also be able to learn new skills in EVERY single different environment you're in. Be like a sponge, ask questions, and have an open mind so you can grow."

RACHEL GRACE, CRC, PHD (ABD)

Rehabilitation Counseling Graduate 2015



REHABILITATION STUDIES
ST. CLOUD STATE UNIVERSITY



PREPAREDNESS

Your academic courses and practicum experience has provided you the foundation to begin your clinical internship and professional practice.



PROFESSIONALISM

Counseling interns in the Rehabilitation Counseling program have learned the skills necessary to have professional behaviors and relationships with clients and colleagues.



PRACTICE

Over the next two semesters you will demonstrate that you have the clinical competencies needed to become an effective counselor.

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About Supervision

Welcome to your internship journey. Your internship is your culminating experience where you are able to not only practice your skills but also learn from licensed counselors. No two internships are the same and you hold a great deal of responsibility to get what you want out of internship.

Often students are afraid to speak up when they are dissatisfied with their experience or they have concerns. You have to be assertive and make sure you are advocating for your learning experience. Hold your site supervisor accountable to provide you feedback, not just explain their own counseling style.

When scheduling issues come up and your supervisor cancels, make them reschedule, it's your internship and you must make sure you are getting your supervision hours. If problems occur, reach out to your faculty advisor right away. Remember they are there to support you.

This is a busy time! You are juggling family, classes, work, and an internship. It can all become very overwhelming. Make a schedule that you can depend on to get your hours documented in Tevera. If you are struggling to keep up, talk to your faculty supervisor about strategies for helping with time management.

Program Supervisors & Staff



Dr. Matthew Michals-Voigt
GRADUATE
DIRECTOR



Dr. Brad Kuhlman
CLINICAL
COORDINATOR



Dr. Amy Hebert Knopf



Katie Ramos
INTERIM GRANT
DIRECTOR

Mission and Vision

The Rehabilitation Counseling Program at St. Cloud State



Mission

The Master of Science in Rehabilitation Counseling prepares students to become highly effective and competent counselors in working with people with disabilities and diverse client populations. The program equips students with professional understanding, knowledge, and skills needed to assist adolescents and adults with disabilities in achieving their maximum level of independence and functioning. Students will gain competency in navigating a global society with cultural fluency.

Vision

To prepare students to become effective counselors with cultural fluency.

Program Learning Objectives

With course work, interaction with professional staff, and direct experience, students will be provided with the opportunity to:

Objective #1

Gain knowledge and skills to counsel diverse populations effectively with cultural fluency.



Objective #2

Understanding of one's own beliefs, values, attitudes, and acculturative experiences and the interactions that these have within the development of multicultural competence through experiential activities.

Objective #3

Develop competence in working with various cultures and subcultures in numerous types of treatment settings and various modalities (individual, family, group, and community treatment interventions) through an applied understanding of the various aspects of cultural identity and the interaction of such identity within the context of counseling.

Objective #4

Attain knowledge to work with adolescents and adults, both in the private and public sectors, to assist them in achieving their maximum level of independence and functioning.

Objective #5

Participate in local, state, national, and global professional activities to develop intercultural skills through disability advocacy.

Objective #6

Reinforce knowledge, understanding, and a professional attitude.

Objective #7

Synthesize current evidence-based practices and participate in the research process.

Objective #8

Develop self-understanding and preparation for doctoral-level training or certification.



Internship Timeline

Paperwork & Insurance	Fall Internship	Mid-Evaluation	Spring Semester	Final Evaluation
Proof of insurance, Internship site, and paperwork must be approved prior to starting internship	Dates of internship must be completed during the start and end dates of the Fall Semester.	Prior to the end of Fall semester the CCS-R must be completed by the faculty and site supervisor	Dates of internship must be completed during the start and end dates of the Spring Semester.	Prior to the end of the Spring semester, the CCS-R must be completed by the faculty and site supervisor.

Supervised Counseling Internship Accreditation

J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

K. Internship students complete at least 240 clock hours of direct service.

L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

M. Internship students participate in an average of 1.5 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. (CACREP 2016, Section 3)

Supervised Counseling Internship Introduction

Students are required to complete an internship in an appropriate agency setting as part of their academic training. It is anticipated that this work experience will provide the student with an opportunity to put into practice the theoretical concepts and skills learned in their coursework and during their practicum experience.

The student and university benefit from the internship experience in that the student is given the opportunity to put into practice, theory and skills learned in the classroom. The university's responsibility is not completed until the students have realistically tried out what they have learned and feel confident in facing the challenges of the counseling profession.

In addition to providing practical experience to the counseling intern, it is expected that the sponsoring agency will also benefit from the internship experience. The student comes to the agency with an enthusiasm for learning and a willingness to accept guidance and direction from established professionals. Following the orientation and observation phases of the internship; it is anticipated that the counseling intern should be ready to function semi-independently and carry out many of the duties and responsibilities of a counselor.

In some cases, this transition may be difficult, and in most cases, it involves testing theory against practice. It provides each student with the opportunity to determine their own strengths and weaknesses. If this transition is made with adequate supervision, the student will find greater strength and security in what they are doing. Thus, the student has the opportunity to make an adaptation to the professional life they are about to enter.

I felt supported by supervisors that allowed opportunities for me to be vulnerable and or feel humbled.

Nathan Anderson
Class of 2018

Internship Objectives

The primary objective of the supervised counseling internship is to provide rehabilitation counseling students the opportunity to gain on-the-job experience in an agency or institutional setting. The internship objectives are as follows:

Guide the intern toward the development of specific professional skills and technical knowledge relating to the counseling process.

Supplement the knowledge and skills learned in the academic setting.

Provide an opportunity for practical application of classroom instruction.

Provide the intern an opportunity to develop confidence in their ability to apply learning theory and techniques in counseling situations.

Help intern to develop case management and resource allocation skills.

Assist the intern in determining appropriate diagnosis and prognosis.

Help the intern develop relationships with supervisors, colleagues, and personnel from other agencies.

Provide counseling services within the sponsoring agency.

Procedures For Supervised Counseling Internship

The supervised counseling internship will provide practical agency experience in a work setting. Students should investigate at least three possible internship sites according to each student's area(s) of interest. In general, the sites should 1) provide interns with an opportunity to do counseling, 2) have an on-site supervisor with at least a master's degree, 3) have an on-site supervisor who is a Certified Rehabilitation Counselor (CRC) and a Licensed Alcohol and Drug Counselor (LADC) if the student is seeking LADC. A list of approved sites can be obtained from the internship coordinator.

Students must also determine the configuration of their internship. Rehabilitation counseling students must complete a minimum of 600 hours of internship (240 hours must be direct client contact). Students needing to complete 600 hours of internship will complete this over 2 semesters, completing 300 hours each semester. During the 240 hours of direct client contact, students must include both individual client contact and group facilitation by leading or co-leading a counseling or psychoeducational group

Students completing more than one emphasis area must do at least 600 hours of internship, meeting the accreditation/certification/licensure requirements of each emphasis area. For LADC, students must complete 880 hours of internship. Rehabilitation majors must have CRC supervision from either the on-site supervisor or faculty supervisor. It may be possible to find one site that satisfies the requirements of both emphasis areas.

To meet the certification requirements for Certified Rehabilitation Counselor, you must meet at least one hour a week in face-to-face supervision with either your on-site, or faculty supervisor.

All interns are required to attend supervision meetings held via Zoom weekly each semester of their internship. The purpose of these meetings will be to share internship experiences, discuss ethical dilemmas, and receive face-to-face supervision from the faculty supervisor. Students must attend face-to-face supervision to successfully pass internship.

Procedures For Supervised Counseling Internship

All students, full-time and part-time, must complete and submit to their internship coordinator the application requirements for all internships to be conducted during the succeeding academic year:

1. Attend internship orientation.
2. Internship form on Tevera.
3. A resume with your internship application.
4. A list of learning objectives that can be used in formulating an internship contract.

Students will be assigned to a faculty member who will help set up the internship. This faculty member may, or may not, be your internship supervisor. Internship placements should be finalized before the intended internship semester begins.

Phases Of Training

It is suggested that the supervised internship work be divided into three phases – orientation, observation, and participation. These, no doubt, will overlap to some extent. Time devoted to participation necessarily will be much longer than that devoted to orientation and observation.

A. Supervision

The role of supervision in the internship is a difficult one and very often is the decisive factor in the success or failure of an intern's experience. Supervision involves at least four (4) major dimensions: (1) planning, (2) assignment, (3) observation, and (4) evaluation.

An agency should have one staff member responsible for coordinating the internship activities within their agency. Consideration should be given to the assignments available within the agency, and how the student's interests and needs can best be met by the opportunities the agency will provide.

Student assignments, which will best meet the needs of both the student and agency, will follow careful interviewing of intern applicants. Whenever possible, the counseling program should refer all interested candidates to each available site. The agency has the right to select or reject the candidates, providing that the candidates and the counseling program are informed of the rationale for actions taken.

Procedures For Supervised Counseling Internship

B. Agency Supervisor

The persons responsible for selecting the supervisor should consider the following:

1. The immediate supervisor must meet the CACREP standards for site supervisors. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision (CACREP, 3P).
2. The supervisor should have sufficient experience not only in service areas of counseling, but also in representing the agency to other disciplines in the community so that he/she can help the intern explore his/her own reactions to the various roles that a counselor will be asked to assume, such as: functioning as a professional person in the community, and functioning as a professional counselor who may have to balance his/her own professional aspirations with the limitations of the agency.
3. Adequate time should be available for supervision of the intern.
4. Supervision involves day-to-day responsibility for the intern's activities, depending on the degree of responsibility the intern is able to assume.
5. Conferences between the supervisor and intern should be planned in advance to ensure the following content:
 - a. The intern is encouraged to present cases and bring up questions that may be troubling to them.
 - b. The intern is required to record a minimum of three client sessions. If this is not possible due to agency policy, the site supervisor must conduct live supervision and provide a report to the student and the faculty supervisor regarding the student's counseling skills.
 - c. Satisfy any and all questions the agency supervisor has about the intern's caseload, counseling, professional behavior, and agency contacts.
 - d. Assignment of new cases can be discussed.
 - e. Address questions that the intern may raise in reference to agency procedure.

Procedures For Supervised Counseling Internship

C. Observation

To help the intern understand the agency setting, it is requested that a period of time for observation be provided to the intern prior to being assigned a workload. Depending upon accessibility and appropriateness it is desirable for the intern to observe interviews of several types. These interviews should include whatever procedures are used in the agency.

Observation of team and case conferences, staff meetings, diagnostic assessments, and counselor visits in the field to client homes, employers, and community resources are also beneficial.

The agency supervisor will be observing the intern as they perform the wide variety of duties of the internship. Observation is closely related to evaluation, and these two aspects of supervision provide the content of the training session between the intern and supervisor.

Evaluation is the joint responsibility of the university supervisor and the agency that is providing the internship. Evaluations may be written, verbal, or both, and should be communicated regularly to the student. The evaluation should be seen as a feedback mechanism that provides the intern the opportunity to change and grow as a professional.

D. Participation

The student intern should be permitted to engage in as many activities as their individual readiness, time, and supervision allows:

1. Under supervision, the intern should participate in intake, diagnostic, vocational, and personal adjustment counseling, placement, and follow-up with clients.
2. Under supervision, the intern should be allowed to communicate with other professional personnel within the agency, and with agencies, as applicable, outside of the internship agency.
3. Suggested criteria for case selection:
 - a. Cases should be typical and/or representative of those carried and served by the agency.
 - b. There should be clear-cut function and purpose for the intern.
 - c. Size and type of caseload should be reviewed and kept at a workable level.
 - d. Increasingly complex cases should be assigned as the intern gains self-confidence and skill.

Responsibilities of the Student Intern

The student intern has the all-important responsibility of learning, absorbing, and demonstrating through performance in the day-to-day work tasks of becoming a counseling professional. The intern is the key to the entire learning experience. The student intern has the following responsibilities:

1. **Adherence to Rules and Regulations:** The intern will assume a role as a member of the agency's staff in adhering to policies, regulations, and procedures within the agency. Also, the intern will observe and work within the framework of the agency related to staff protocol and behaviors, as well as dress requirements.
2. **Attendance:** The intern will fulfill the agreed-upon time commitments. Time lost shall be made-up in a way that is agreeable with the supervising agency.
3. **Ethical Standards:** Students are expected to practice within the scope of the American Counseling Association (ACA) Code of Ethics, and Code of Professional Behavior for Rehabilitation Counselors, effective January 1, 2017.
4. **Record (video or audio) counseling sessions with clients from their field sites.** Three video-recorded counseling sessions per semester will be submitted to the instructor for supervision feedback. Recordings will include a typed transcript, conceptualization, and self-evaluation (Tevera Counseling Recording Summary Form) of your counseling skills.
5. **Keep the agency internship supervisor regularly updated on the progress of cases assigned.**
6. **Actively learn within the limits of the agency, and actively seek out information.**
7. **Ask for assistance and supervision when needed, so that the clients receive adequate services.**
8. **Keep the university internship supervisor informed of significant learning experiences, problems, and progress in the internship.**
9. **Grievances:** The student, or on-site supervisor, shall contact the faculty supervisor and/or internship coordinator regarding any difficulties that arise regarding the internship or the supervision.

Responsibilities of the Faculty Supervisor

A member of the Rehabilitation Counseling Program faculty will be assigned to consult with the site supervisor. Each internship site will be evaluated to determine if it meets the criteria for an appropriate practicum site. A minimum of 2 visits to this site are conducted with the student, faculty, and site supervisor. When supervising and evaluating distant sites for interns, videoconferencing or tele-conferencing will be used for supervision meetings. In addition, this faculty member has the following responsibilities:

1. Conduct a meeting between the prospective intern and the agency personnel that should follow orientation to the agency by the agency supervisor.
2. The faculty supervisor is responsible for developing and maintaining the internship instruction program.
3. Act as a mediator for problems that might arise between the agency and intern.
4. Offer the university's services in whatever way necessary to assist the intern and agency in providing the most effective internship experience possible.
5. The faculty supervisor will conduct weekly supervision meetings for 1.5 hours remotely or on-campus. The purpose of these meetings are as follows:
 - a. Giving support and assurance to the student that the university has a continuing interest in their progress and studies.
 - b. Provide an opportunity for the student to discuss their experiences with the faculty supervisor, and other interns.
 - c. Assist the student in integrating academic knowledge and theory with the internship experience.
 - d. Giving the faculty supervisor an opportunity to maintain an ongoing evaluation of the effectiveness of the student's academic work in terms of their ability to relate it to current experiences.

Responsibilities of the Site Supervisor

Clinical supervision will not be possible without our site supervisors. Supervisors play a critical role in advising, providing feedback, and assisting the student in identifying areas of growth. Site supervisors are responsible for ensuring they meet the CACREP qualifications. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. Further site supervisors are responsible for ensuring their qualifications are uploaded in Tevera and kept current.

Meet weekly for supervision with the intern for a minimum of one hour.

Weekly review of student's hour log and sign off on its accuracy in Tevera.

Provide the student with a variety of experiences such as: intakes, individual counseling, group counseling, assessment, developing treatment/employment plans, case management, referrals, and consultation.

Ensure the student completes 600 hours of Internship that includes a minimum of 240 hours of direct client contact.

Ensure the student completes at least 10 hours of group facilitation or co-facilitation.

Help the intern explore their reactions to the various roles that a counselor will be asked to assume, such as: functioning as a professional person in the community and functioning as a professional counselor who may have to balance their own professional aspirations with the limitations of the agency.

Supervise day-to-day activities of the intern and provide feedback on what the intern is doing well and where they need to improve.

Work with the student to record a minimum of 3 client sessions each semester or conduct live observation of the student's counseling skills and provide a written and verbal report of their strengths and areas of growth.

Encourage the intern to discuss questions and concerns they may have on the site. If the student is not making satisfactory progress, reach out to the faculty supervisor right away.

Complete the CCS-R evaluation at the mid-point and end of the experience. Review the ratings with the intern.

Student Evaluation

There is a joint evaluation process in which the student, agency supervisor, and university supervisor evaluate their experiences. The faculty and site supervisor evaluate the intern's readiness to enter the profession, and the intern's needs for further training. The emphasis is on the intern's growth toward professional maturity. The intern evaluates their practicum experience and site supervisors evaluate the program.

Both Faculty and Site supervisors will evaluate their intern by completing the CCS-R evaluation form that is available on Tevera. Students must earn a (4) or better to be considered for successful completion.

The Counselor Competencies Scale-Revised (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors (Lambie, Mullen, Swank, & Blount, 2016).

Scales Evaluation Guidelines

Exceeds Expectations / Demonstrates Competencies (5) = The counselor or trainee demonstrates strong (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Meets Expectations / Demonstrates Competencies (4) = The counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the 'Demonstrates Competencies' level at the conclusion of their practicum and/or internship.

Near Expectations / Developing towards Competencies (3) = The counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Below Expectations / Insufficient / Unacceptable (2) = The counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Harmful (1) = The counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Student Evaluation

The university's policies require that interns be assigned a Satisfactory or Unsatisfactory grade at the conclusion of the supervised internship. The agency supervisor's evaluation, along with that of the university supervisor, will be used to determine the intern's grade. The assignment of the final grade is the responsibility of the university supervisor.

Students must earn a (S) satisfactory to pass the CEEP 696 Counseling Internship course. A site supervisor may decide to evaluate the student at any point during the internship if concerns arise to address the concerns and give the student an opportunity to remediate the behavior or issue. If the student is unsuccessful in remediating the concern the student will be removed from the site and either a.) placed at a different site, b.) put on a remediation plan, or c.) recommended for either dismissal from the program or to graduate with a non-counseling graduate degree.

In evaluating the student, these principles will be observed:

1. The underlying philosophy and approach of the evaluation will be directed constructively toward strengthening the student both personally and professionally.
2. The student will be included in the evaluation process.
3. The initial contract will be used for the final evaluation.
4. At the conclusion of the internship experience, the site supervisor will fill out a survey rating their experience with the SCSU intern.
5. At the conclusion of the internship experience, the student will fill out a survey rating their experience with the site, the supervision, and the faculty supervision course.

Liability Insurance

Students are required to obtain insurance prior to the start of their internship.

You can receive your through Healthcare Providers Service Organization (HPSO) You will be covered for 1 million dollars for an individual claim and 3 million dollars in aggregate annually. It is recommended that you obtain liability insurance coverage at least a week before the start of your practicum.

Step by Step Instructions for obtaining insurance from HPSO:

<https://www.hpsso.com>

1. Click on the goldenrod Get a Quote button.
2. Click on the third option provided – Students or Recent Graduates.
3. Verify that you are a Student, Your State of residence, Your Profession/Area of study, and your anticipated graduation date.
4. The annual quote is around \$42. Enter your personal information, including your social security number and the anticipated date that you will need coverage to start. You will upload proof of liability coverage to Tevera.

Tevera

Tevera is a required field education program that is designed to track your progress in the program as well as your practicum and internship experiences. Site Supervisors will also have access to Tevera in order to see weekly logs and complete evaluations.

Tevera will allow you to:

1. Search for approved field sites that complement your professional interests and personal strengths.
2. Apply for and confirm your field placements online.
3. Set up a Memorandum of Agreement between SCSU and the practicum site
4. Track your hours toward graduation and licensure.
5. Run time tracking reports in your internship weekly assignment course for your field instructors to sign.
6. Automate the process for submitting site evaluations and other program assignments/assessments.

Visit this page to get an overview of Tevera’s benefits. Add noreply@app.tevera.com to your e-mail contacts to ensure that you receive the registration email.

Weekly Logs

Students are required to keep a detailed log of their internship activities and document whether the hours worked in that week were direct client hours or indirect client hours. Logs must be completed in Tevera on a weekly basis. Failure to have all these documents in order may result in not being allowed to move to internship.

Make sure you sign your Internship Acknowledgement page in Tevera stating that you have received and read this handbook.

**DO SOMETHING
TODAY THAT
YOUR FUTURE
SELF WILL
THANK YOU FOR.**

*Our actions and decisions today will shape
the way we will be living in the future.*



**REHABILITATION
STUDIES
ST. CLOUD STATE UNIVERSITY**