# SUPERVISED COUNSELING INTERNSHIP MANUAL

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I. PROGRAM MISSION STATEMENT

The general purpose of the rehabilitation counseling program in the Department of Counseling and Community Psychology is that of educating students in the area of rehabilitation and counseling psychology, and helping them develop the professional understanding, knowledge, attitude, and skill needed to assist individuals and groups with disabilities in achieving their maximum level of independence and functioning.

The program specifics designed to achieve the general purpose are as follows:

1. Students are encouraged to join and participate in appropriate professional organizations and activities, and to develop enthusiasm for work in rehabilitation counseling. For example, the Minnesota/National Rehabilitation Association, the American Counseling Association, or the National Rehabilitation Counseling Association.

2. By means of course work and interaction with professional staff, students should develop knowledge, understanding and a professional attitude toward the rehabilitation counseling setting in which he/she will work as well as any related “helping” community agencies.

3. By means of course work, interaction with professional staff, and direct experience, students should develop and understanding of the research process as it applies to rehabilitation counseling.

4. By means of course work and interaction with professional staff, students should develop knowledge, understanding, and professional attitude and skills needed to relate effectively with individuals, groups, and institutions, and to develop an understanding of principles of program design, implementation, and evaluation within the work setting that will help those individuals.

5. By means of course work and interaction with professional staff, students should learn to communicate more effectively, both orally and in writing.

6. By means of course work and interaction with professional staff, students should understand the philosophies and techniques pertinent to rehabilitation counseling, and should develop his/her own professional acceptable skills in using these techniques to help others.

7. By means of course work and interaction with professional staff, students should develop greater self understanding

8. By means of course work and interaction with professional staff, and direct experiences students should be prepared for doctoral level training, certification, and licensure.

Revised 9-11-13
II. 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 course work.

The Student and university profit 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 his/her own strengths and weaknesses. If this transition is made with adequate supervision, the student will find greater strength and security in what he/she is doing. Thus, the student has the opportunity to make an adaptation to the professional life he/she is about to enter.

III. INTERNSHIP OBJECTIVES

The primary objective of the supervised counseling internship program is to provide rehabilitation counseling students the opportunity to gain actual on-the-job experience in an agency or institutional setting.

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

2. Supplement the knowledge and skills learned in the academic setting.

3. Provide an opportunity for practical application of classroom instruction.

4. Provide the intern an opportunity to develop confidence in his/her ability to apply learning theory and techniques in counseling situations.

5. Help the intern develop case management and resource allocation skills.

6. Assist the intern in determining appropriate diagnosis and prognosis.
7. Help the intern develop relationships with supervisors, colleagues, and personnel from other agencies.

8. Provide counseling services within the sponsoring agency.

IV. 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 that is a Certified Rehabilitation Counselor (CRC), and 4) be within a 60 mile radius of St. Cloud. 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. Students needing to complete 600 hours of internship have two options. Option #1: interning for 20 hours per week over 2 semesters for a total of 6 credits (3 credits per semester). Option #2: interning for 40 hours per week over 1 semester, for a total of 6 credits. Option #2 will only be allowed in unusual circumstances approved by the internship coordinator.

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. Rehabilitation majors must have CRC supervision from either the on-site 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 on-campus each semester of their internship. The purpose of these meetings will be to share internship experiences, and receive face-to-face supervision from the faculty supervisor. Missing more than two of these meetings could result in an unsatisfactory grade for internship.

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

1. Attend internship orientation scheduled early in Spring Semester.

2. Complete the Internship Application Form.

3. Submit a resume with your internship application

4. Submit a list of learning objectives that can be used in formulating an internship contract.

5. Submit the above materials to the internship coordinator.
Students will be assigned to a faculty member who will help set up your internship. This faculty member may, or may not, be your internship supervisor. Internship placements should be finalized during Spring Semester.

V. 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 for 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 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.

B. Agency Supervisor

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

1. If possible, the immediate supervisor should be a Certified Rehabilitation Counselor (CRC).

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 which 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.

Revised 9-11-13
5. Conferences between the supervisor and intern should be planned in advance to insure the following content:

   a. The intern is encouraged to present cases and bring up questions that may be troubling to him/her.

   b. Satisfy any and all questions the agency supervisor has about the intern’s caseload, counseling, professional behavior, and agency contacts.

   c. Assignment of new cases can be discussed.

   d. Address questions that the intern may raise in reference to agency procedure.

C. Observation

To help the intern understand the setting, it is desirable to provide him/her with a period of time for observation 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, 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 he/she performs 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 rather than once at the end of the internship. The evaluation should be seen as a feedback mechanism that provides the intern the opportunity to change and grow as a professional.

D. Participation

Student intern should be permitted to engage in as many activities as their individual readiness, time, and supervision allows.

1. With clients. Under supervision, intern should participate in intake, diagnostic, vocational and personal adjustment counseling, placement, and follow-up.

2. With other professionals and community agencies. 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. The case should be typical or representative of those carried and served by the agency.
b. There should be clear-cut function and purpose for the intern.

c. Cases should represent the different types of services rendered by the agency.

d. Size and type of caseload should be reviewed and kept at a workable level.

e. Increasingly complex cases should be assigned as the intern gains self-confidence and skill.

VI. 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 his/her ability and accomplishment in 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 Regulation:** 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 mode of dress.

2. **Attendance:** The intern will fulfill the agreed upon time commitments. Time lost shall be made-up in a way that is agreeable to the supervising agency.

3. **Ethical Standards:** Students are expected to practice within the scope of the Code of Ethics For Rehabilitation Counselors, effect January 1, 2010.

4. Keep the agency internship supervisor regularly updated on the progress of cases assigned.

5. Actively learn within the limits of the agency, and actively seek out information.

6. Ask for assistance and supervision when needed, so that the client receives adequate services.

7. Keep the university internship supervisor informed of significant learning experiences, problems, and progress in the internship.

8. **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.

VII. FACULTY SUPERVISOR

A member of the Rehabilitation Counseling Program faculty will be assigned to consult with the agency supervisor. In addition, this faculty member has the following responsibilities:
1. Conduct a meeting between the perspective intern and the agency personnel that should follow an orientation to the agency by the agency supervisor.

2. The faculty supervisor is responsible for developing and maintaining the internship instruction program.

3. The faculty supervisor will conduct supervision meetings on-campus. The purpose of these meetings is as follows:
   a. Giving support and assurance to the student that the university has a continuing interest in his/her progress and studies.
   b. Provide an opportunity for the student to discuss his/her 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 on-going evaluation of the effectiveness of the student’s academic work in terms of his/her ability to relate it to current experiences.

4. Act as a mediator for problems that might arise between agency and intern.

5. Offer the university’s services in whatever way necessary to assist the agency in providing the more effective internship experience possible.

VIII. EVALUATION

The evaluation process is a joint one participated in by the student, the agency supervisor, and the university supervisor. Together they 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 university’s policies require that interns be assigned an S/U 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.

The internship contract that was agreed to by the intern, the agency supervisor, and the faculty supervisor at the beginning of the internship will be used in the evaluation process. Each of the objectives will be assessed to determine whether or not the intern has successfully completed them.

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.

ST. CLOUD STATE UNIVERSITY
REHABILITATION COUNSELING INTERNSHIP CONTRACT

Student Name: 
Address: 

Supervisor Name: 
Agency Name: 
Agency Address: 

Email: 

Phone: 

Internship Starting Date: ______________  Ending Date: ______________
Days/Hours On-Site: ________________________________________________
Description of Agency: 

Learning Objectives: (Broad Statements of Goals for Internship)
Specific Activities to be Accomplished in the Internship Site:

Other Intern Responsibilities: (i.e. Agency Meetings/Job Placements/Case Management)

FIELD SUPERVISOR’S RESPONSIBILITIES:
Field supervisor will meet with the intern at least one hour weekly per week of supervision.

Field supervisor will complete and discuss with the intern the Internship Rating Form.

Internship Rating Form will be returned to the university supervisor at the end of each semester.

UNIVERSITY SUPERVISOR’S RESPONSIBILITIES:
University supervisor will visit intern and field supervisor on-site at the onset of the internship.

University supervisor will conduct on-campus internship meetings.

INTERNSHIP GRADE:
Internship grade will be satisfactory/unsatisfactory, primarily determined by feedback from the field supervisor. Ultimate responsibility for the grade is with the university supervisor.

PROFESSIONAL LIABILITY INSURANCE:
Interns pay a special fee to the university for professional liability insurance. The limits of liability are $1,000,000 for each incident/occurrence, and 3,000,000 in the aggregate.

SIGNATURES:

Revised 9-11-13
ST. CLOUD STATE UNIVERSITY
DEPARTMENT OF COUNSELING AND
COMMUNITY PSYCHOLOGY
720 FOURTH AVENUE SOUTH
ST. CLOUD, MN 56301-4498

REHABILITATION COUNSELING
INTERNSHIP RATING FORM

Name of Student: ____________________________ Semester(s): __________________

Please evaluate the internship performance of the above named student by checking the response category that best describes the student’s behavior. If a specific performance has not been observed, do not check a response category for that item.

**VERY GOOD** implies distinguished mastery of performance.
**GOOD** implies good mastery of performance.
**AVERAGE** implies acceptable mastery of performance.
**BELOW AVERAGE** implies minimal mastery of performance.
**UNACCEPTABLE** implies no mastery of performance.

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NOTE: This contract should be completed, signed, and on-file with the agency and the university prior to completion of the first 100 hours of internship.
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<td>Maintains good case records</td>
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<td>Possesses emotional stability</td>
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Acts in a mature manner
Learns quickly
Demonstrates Flexibility
Demonstrates resourcefulness
Demonstrates imagination
Demonstrates originality
Profits from previous experience
Is reliable and dependable
Demonstrates interest and enthusiasm in their work
Maintains appropriate personal appearance
Recognizes own strengths
Recognizes own weaknesses

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<tr>
<th></th>
<th>VERY GOOD</th>
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<td>Attends work as scheduled</td>
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**Relationships**
- Works harmoniously with professional colleagues
- Works harmoniously with support staff
- Is accepted personally and socially by staff
- Participates actively in staff meetings
- Participates appropriately in staff meetings
- Genuinely desires to be helpful
- Treats clients with respect
- Accepts individual differences without prejudice

**VERY GOOD** implies distinguished mastery of performance.
**GOOD** implies good mastery of performance.
**AVERAGE** implies acceptable mastery of performance.
**BELOW AVERAGE** implies minimal mastery of performance.
**UNACCEPTABLE** implies no mastery of performance.
Adheres to personnel policies and regulations

Works harmoniously with other agencies

**Summary**
Potential as a rehabilitation counselor
Readiness for employment

Overall evaluation of this student

**Please add any additional comments you would like to make about this student.**

Based on your experience with one of our students, please suggest areas of training within our Rehabilitation Counseling Program that may need to be strengthened, added to, or changed to better prepare our students for their internship experience.

**To be complete by the intern:** Based on your experience with this agency, please suggest ways that this internship site could have better met your needs.
## Signatures:

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<th>Intern Signature</th>
<th>Date</th>
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<tr>
<th>On-Site Supervisor Signature</th>
<th>CRC/License Number</th>
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