



LAKELAND
♦UNIVERSITY♦

*Master of Arts in Counseling
Internship
Supervisor Handbook*

"there is no question that feedback may be one of the most difficult arenas to negotiate in our lives. We should remember, though, that victory is not getting good feedback, avoiding giving difficult feedback, or avoiding the need for feedback. Instead it's taking off the armor, showing up, and engaging." -Brene Brown

Welcome

Thank you in advance for what you, the on-site supervisor, have volunteered to do for your field of professional counseling in supervising a counselor in training. Hopefully, this semester you will not only supervise and coach a graduate counseling student, but also learn something new as well as continue to be energized yourself.

If at any time you need to speak with someone about your role in this endeavor or about any issues or challenges that might arise, please contact your intern's internship instructor who, within the first two weeks of the semester, should be contacting you. In addition, feel free to contact me anytime as well either by email, BilzingDJ@lakeland.edu, or by phone 920-565-1021 x 2119.

On behalf of Lakeland University, I want to thank you again for taking the time to supervise a Master of Arts in Counseling (MAC) graduate intern through his/her internship experience.

With kind regards,

A handwritten signature in black ink, appearing to read 'Bilzing', with a stylized flourish at the end.

Dr. Deborah Bilzing, Ed.D., NCC
Director of the Master of Arts in Counseling Program

PowerPoint website for Basics of Supervision: http://www.lakeland.edu/adult/supervision_presentation.asp

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SECTION I: UNIVERSITY & PROGRAM OVERVIEW

LAKELAND UNIVERSITY MISSION STATEMENT

Lakeland University, a liberal arts university related to the United Church of Christ, is committed to educating men and women of diverse backgrounds, enabling them to earn a living, to make ethical decisions, and to lead purposeful and fulfilling lives distinguished by intellectual, moral, and spiritual growth.

PROGRAM PHILOSOPHY

The Master of Arts in Counseling program provides the opportunity for students who wish to improve themselves in their present jobs or open themselves to new opportunities in the counseling fields. Students are encouraged to continually evaluate themselves and their own needs in order to be ready to provide services and support to students and clients upon graduation and earning their master's degree. Incoming students often cite a wish to find greater purpose and fulfillment as the primary reason for wanting to return to graduate school in a counseling program. The opportunities for self-improvement and for intellectual, moral, and spiritual growth for students in the counseling program is synchronous with the overall mission of Lakeland University.

MAC ADMISSION REQUIREMENTS

To be considered for admission into the Master of Arts in Counseling program, a prospective student must submit the following:

- An official transcript from an accredited college or university with a minimum *2.75 grade point average on a 4.0 scale in undergraduate work; and indicating completion of an undergraduate degree in the behavioral sciences or nine (9) undergraduate semester hours in courses related to human services or behavioral science with grades of "B-" or above in each of the courses;
- Two letters of recommendation indicating applicant's potential for academic success at the graduate level;
- An application essay demonstrating disposition toward counseling and graduate writing ability; and
- A current resume.

Admitted students may request to transfer up to nine (9) graduate semester hours related to the MAC curriculum. To be considered for transfer credit, the course or courses must be from an accredited college or university within ten (10) years prior to application.

** Students with an undergraduate GPA above 2.5 but less than a 2.75 may be accepted on a probationary basis. More information on probationary admission can be found in the Evening/Weekend/Online Academic Catalog.*

MAC PROGRAM CONCEPTUAL FRAMEWORK

Lakeland University has chosen the core concepts of Bloom's Taxonomy of "Educational Objectives" as the unifying conceptual guide for the preparation of our MAC graduate students.

The Bloom model of learning is a foundational model proceeding through six levels of content mastery with each progressive level presuming some mastery of the preceding, more basic level(s). In this model, the accumulation of “knowledge” is a prerequisite to “understanding.” The model assumes further that graduate students must be able to apply knowledge before moving to the level of “analysis,” the dissection of knowledge into component parts. Analysis is, in turn, necessary for “synthesis” of ideas, combining the parts from different ideas to form new ideas, and synthesis is necessary before knowledge or ideas can be subjected to valid “evaluation.” Thus Bloom’s model proceeds stepwise from knowledge, the most basic level of learning, through understanding, application, analysis, and synthesis to evaluation, the highest and most complex level of learning and mastery.

In applying Bloom’s model to state and national counseling standards, the obvious connection is that most of the content standards begin with an expectation of “knowledge” and “understanding,” the two most basic levels in the Bloom model. Where guidelines specify the “demonstration” or “use” of knowledge (i.e. “skills”), this can be connected to Bloom’s “application” level and the use or practice of knowledge and understanding. Where the guidelines speak of “evaluation” or “ethics”, we are guided by Bloom’s framework for critical thinking based on analysis, synthesis, and evaluation. Finally, where guidelines call for assessment of “dispositions” we step outside of the Bloom model to enumerate and measure the personal attitudes that might assist or detract from the effectiveness of learning and transmitting that learning through teaching.

As stated, the MAC program embeds Bloom’s taxonomy in its individual courses and throughout its curriculum. General use of Bloom’s taxonomy allows the program to plan objectives, sequence those objectives from simple to complex, show how the objectives are interrelated, plan for sequential activities, build on previous learning, and plan for appropriate levels of instruction and assessment. For example, entry-level counseling courses introduce students to the professional life of a counselor, discuss basic philosophies, and introduce basic principles of ethics, licensing, counseling orientation, and therapeutic relationships. These courses form the basic foundation for the other courses offered within the program and as such are the “knowledge” and “comprehension” stages of program planning based on the taxonomy.

After students complete entry-level courses and move further into the professional sequence of courses, they take therapeutic techniques courses which build on the basic information of the entry-level courses and provide students with methods for application and analysis of counseling tools and techniques.

THE LEARNING ENVIRONMENT

The counseling field is unique in that a person who chooses to pursue a master’s degree in counseling and become a practitioner in the field is also choosing to become a student for life. The learning is never completed and opportunities for gaining knowledge are endless in this field of study.

The MAC program is designed with the working professional in mind and is dedicated to providing students a diverse range of theoretical orientations to counseling through instructors who bring a variety of everyday clinical experiences to the classroom. Classes include active discussions, critical examination of personal ideas and values, and explorations of the actions and motivations of others in an attempt to better understand the world through their eyes. All courses are taught by adjunct instructors who are practitioners in their respective fields, and bring a valuable mix of theory and practice to their classrooms. Students are encouraged to participate in course discussions while developing their own styles and interpretations of theories. Respect and value for others is at the core of the MAC program, and students are encouraged to develop their unique talents as they prepare to make connections with peers, future colleagues, students, and clients.

The MAC program is delivered using several learning platforms; on-site, online, BlendEd®, and, BlendEd live®. BlendEd® and BlendEd live® provide students with technology enhanced learning in addition to the classroom learning experience. In these two learning environments students choose every week whether to attend class in the traditional classroom setting, attend classes remotely, attend remotely with others, attend online or catch the class later as *LIVE* classes are digitally video-recorded. As with all our learning options, feedback from faculty and peers in the program enhances the growth and personal discovery that students experience in the program.

Our students leave the MAC program with the capacity to provide psychological services that adhere to the highest ethical and professional standards. Since 2001, the Lakeland Master of Arts in Counseling program has made every effort to meet the professional needs of our students, including working to ensure that our students meet all state and national standards. The MAC program with a **community counseling emphasis** meets the Wisconsin Department of Safety and Professional Services (DSPS) requirements for a Wisconsin Licensed Professional Counselor (LPC). The MAC program with a **school counseling emphasis** is approved by the Wisconsin Department of Public Instruction and is meets all certification requirements for licensure as a Wisconsin School Counselor. The MAC program with a **higher education emphasis** meets all the standards currently endorsed by the Council for the Advancement of Standards in Higher Education (CAS), and professional competencies endorsed by the American College Personnel Association (ACPA). By completing the 60 credit community counseling program our students are also eligible for certification as a Substance Abuse Counselor through the Wisconsin Department of Safety and Professional Services.

MAC PROGRAM OVERVIEW

Lakeland University's MAC degree is a 48-60 semester hour professional graduate training program. The MAC program is dedicated to preparing students for one of three professional counseling areas: School Counseling (K-12), Community Counseling, and Higher Education Counseling. The School Counseling program is a 51 semester hour program, the Community Counseling program is a 60 semester hour program, and the Higher Education Counseling program is a 48 semester hour program.

All tracks of this program have two primary functions: academic and performance. The academic portion of the program focuses on providing students with opportunities to study content matter that comprises the foundation of counseling, but also provides students with opportunities to study more recent developments in the art of counseling. The performance strand of the program provides students with opportunities to apply academic concepts in counseling situations. Consequently, the graduates from this program will develop a professional portfolio that will demonstrate their intellectual growth as an academic and professional practitioner.

Lakeland University's graduate student Internship I & II courses represent the culmination of the student's graduate studies. The experience is designed to assist the graduate student in applying the knowledge, skills, dispositions, theory, and pedagogy learned from course work as well as from previous field and personal experiences. On-site professional counseling supervisors and University adjunct instructors work collaboratively to support the graduate students in their professional growth.

MAC STUDENT EDUCATIONAL OUTCOMES

The graduate program in counseling provides students with excellent opportunities to develop and enhance skills and competencies that enable them to:

1. Identify and apply counseling roles and theories, including models of interaction, prevention, and intervention.
2. Explain and apply relevant state and federal laws, institutional rules, regulations and standards along with the national and ethical standards of the appropriate licensing bodies and boards.
3. Explain and illustrate the psychological and sociological foundations of human development, learning, and behavior.
4. Explain the role that diversity, inclusion, gender and equity have on academic, personal/social, emotional, and professional development.
5. Differentiate and apply career development theories to develop age-appropriate practices and programs.
6. Exhibit individual counseling skills, including assessment of and response to social, emotional, behavioral, and physical concerns.
7. Demonstrate group counseling skills, including group management, interaction, and programming.
8. Utilize research, data and institutional assessments to improve programs and recommend systematic changes.
9. Reflect on skills and knowledge in support of ongoing professional development and self-evaluation.
10. Demonstrates effective ethical and professional behaviors in working responsibly with individuals, groups, instructional support networks, community agencies, and governing agencies.
11. Demonstrate skills to locate, collect, and evaluate information from a variety of sources which include the use of electronic sources.

MAC CURRICULUM REQUIREMENTS

REQUIRED COURSEWORK (48-60 SEMESTER HOURS)

CN 710 Introduction to Counseling & Ethics
CN 714 Multiculturalism & the Practice of Counseling
CN 716 Lifespan Development & Counseling: An Integration
CN 718 Psychopathology
CN 724 Counseling Methods & Ethics
CN 726 Counseling Theories
CN 728 Psychometrics & Assessment
CN 734 Research Methods & Program Evaluation
CN 736 Counseling Children & Adolescents
CN 738 Group Therapy
CN 739 Career Counseling & Development
CN 744 Crisis & Trauma: Theory & Practice

Students must select and successfully complete one of the following emphases:

HIGHER EDUCATION COUNSELING EMPHASIS (48 SEMESTER HOURS)

CN 785 Seminar: Structure and Organization of Higher Education Counseling
CN 786 Practicum (125 clock hours)
CN 787 Internship I (300 clock hours)
CN 788 Internship II (300 clock hours)

SCHOOL COUNSELING EMPHASIS (51 SEMESTER HOURS)

(Prepares students for DPI certification as a PK-12 school counselor)

CN 733 Foundations of School Counseling

CN 765 Seminar: Structure and Organization of School Counseling

CN 766 Practicum (125 clock hours)

CN 767 Internship I (300 clock hours)

CN 768 Internship II (300 clock hours)

COMMUNITY COUNSELING EMPHASIS* (60 SEMESTER HOURS)

(Meets Wisconsin state credential requirements for a professional counselor license)

CN 735 Couples & Family Therapy

CN 737 Counseling & Treatment of Addictive Disorders

CN 743 Advanced Clinical Skills

CN 752 Psychopharmacology

CN 775 Seminar: Structure and Organization of Community Counseling

CN 776 Practicum (125 clock hours)

CN 777 Internship I (300 clock hours)

CN 778 Internship II (300 clock hours)

**pending approval by DSPS*

ELECTIVE COURSEWORK

CN 735 Couples & Family Therapy

CN 737 Counseling & Treatment of Addictive Disorders

CN 743 Advanced Clinical Skills

CN 752 Psychopharmacology

CN 760 Contemporary Topics in Counseling

SECTION II: INTERNSHIP OVERVIEW & EXPECTATIONS

Description of the Internship Courses

Counseling Internship I is a one-semester, 300-hour minimum, supervised counseling experience within the context of an approved counseling placement. The course is designed to build extensively on a student's practicum experience by involving students in all aspects of the role and functioning of a professional counselor in a specific career context. Depending upon the chosen counseling area, interns are expected to serve in individual and group counseling sessions with a minimum of 40% or 120 hours of direct service with "clients" involving assessment, intervention, and evaluation. In the case of school counseling, interns will integrate and apply the knowledge, skills, and dispositions learned in previous program coursework to implement comprehensive, developmental, and collaborative school counseling programs. Many times and were approved, audio or video recordings are used to develop skills in conceptualizing cases and selecting and implementing appropriate interventions. The application of ethical and legal issues in counseling is reviewed. The course culminates with the supervisor's and course instructor's evaluation of the intern's counseling performance throughout the internship.

Counseling Internship II is also a one-semester, 300-hour minimum, supervised counseling experience within the context of an approved counseling placement. This course is also designed to ensure interns master all aspects of the role and functioning of a professional counselor in a specific career context. Depending upon the chosen counseling area, interns are expected to serve in individual and group counseling sessions with a minimum of 40% or 120 hours of direct service with "clients" involving assessment, intervention, and evaluation. In the case of school counseling, interns are expected to clearly demonstrate the knowledge, skills, and dispositions learned during their Internship I experience continuing to implement, manage, and evaluate comprehensive, developmental, and collaborative school counseling programs. Again, if possible, audio or video recordings are encouraged and continue to develop skills in conceptualizing cases and selecting and implementing appropriate interventions. The application of ethical and legal issues in counseling is reviewed. This course also culminates with the supervisor's and course instructor's evaluation of the intern's counseling performance throughout the internship.

In order for graduate students to be exposed to a variety of counseling experiences, students are encouraged to select different placements for their practicum and internships. Exceptions are made in situations where placement sites, because of serving a diverse clientele or site policies, are able to provide students with experiences in various departments supervised by several professional counselors within an institution. At the conclusion of both of these courses, interns will have logged at least 600 hours in supervised counseling experiences.

Locating an Internship Site

Selecting an internship site is one of the most important aspects of our graduate students' internship experience. Students are encouraged to select sites and supervisors that consistently model the dispositions of caring, a strong work ethic, critical and creative thinking, and a commitment to excellence and professional integrity. Supervisors are carefully selected based on their willingness to supervise and guide counseling graduate students and whose practices are in compliance with either the Department of Safety and Professional Services (former DRL), the Department of Public Instruction, or the standards set by the American College and Personnel Association.

We encourage our graduate student interns to choose a site that will offer them a unique opportunity to obtain experience in the type of setting in which the intern may eventually be employed. Prospective internship students are required to discuss with the Internship course instructor or their MAC advisor, the sites they are considering in order to verify the appropriateness of the site, as well as to discuss expectations, limitations, and responsibilities of all parties. An internship site is not approved until the course instructor or program director has granted approval of the placement.

Requirements of On-Site Supervisors

On-Site MAC Internship supervisors must have:

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;
2. A minimum of three years of pertinent professional experience in counseling field in which the student is completing clinical instruction with at least one year of experience in the organization or agency of current employment;
3. Knowledge of the MAC program's expectations, requirements, and evaluation procedures for students; and
4. Completed a review of the PowerPoint slide presentation *Basics of Supervision*.

The on-site supervisor should be available for, and interested in, adequate supervision, consultation, and evaluation of an internship graduate student.

Intern's Responsibility as a Supervisee

As a supervisee, the MAC intern is expected to work diligently to provide ethical and effective counseling services and come to supervision prepared and ready to engage! In addition, as a supervisee, interns are expected to:

- Provide opportunities for observation of professional practice. (live or taped)
- Intentionally reflect upon the skills he/she hopes to develop and/or enhance through supervision.
- Actively work with supervisor to develop goals for supervision and professional development.
- Be open-minded.
- Bring a willingness to reflect upon personal feelings, characteristics and professional competence.
- Work actively to minimize personal resistance.
- Work collaboratively with supervisor to critically evaluate supervision experience.

Interns should be prepared to initiate topics consistent with their needs during supervision sessions. Rather than being fearful of admitting that the intern is frustrated or feeling challenged, interns should realize that supervisors expect the them to struggle and talk about difficulties.

During supervision meetings interns are encouraged to take an active role often demonstrated by establishing a tentative agenda. By being active we feel that the intern can help reduce any frustration that often results when either the intern or the supervisor feel that essential matters were not addressed.

Guidelines for On-Site Supervisor

The Internship On-Site supervisor is asked to perform the following tasks:

- Orient their intern to the mission, goals and objectives of the agency or institution, as well as to the internal operating procedures;

- To familiarize themselves with the counseling program's expectations and requirements;
- To organize the internship experience and ensure that their intern will have an opportunity to work with a variety of clients, staff, and where appropriate community members;
- Provide the opportunity for the intern to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media and professional literature and research;
- Meet with the intern **regularly**, (supervision sessions at least once a week) to discuss progress, plan future experiences and evaluate tapes when available;
- Verify intern's supervision notes and log of hours completed; and
- Participate in final evaluation of the intern by completing the written evaluation form and providing feedback to the Internship course instructor.

Preparing for your Intern: Before the Graduate Intern Arrives

- Complete the **Placement agreement form** (page 15) if you have not already, and give the original to the graduate student.
- Review "**The Basics of Supervision, A PowerPoint Presentation For On-Site Counseling Supervisors**" (website on the placement agreement)
- Inform the professionals in your agency or institution that a MAC graduate student intern will be joining them for the next 12-14 weeks.
- Prepare clients and or students and parents as they will appreciate knowing that a graduate counseling student/intern will be working in your agency, institution, or school district. Providing interesting information about the intern may enhance all parties' acceptance of your intern.
- Review the Student Evaluation form (page 20). The University closely follows the Department of Safety and Professional Services, Department of Public Instruction, and American College Personnel Association standards and the evaluation closely measures interns' performance towards the appropriate standards.

The on-site Supervisor is responsible for the physical safety and academic achievement as well as the professional development of the counseling intern. As the semester progresses and the intern demonstrates professional counseling competencies, the supervisor is encouraged to provide the intern with opportunities to independently conduct professional counseling services.

When the Graduate Intern Arrives

Time should be spent during that **first day** identifying and exploring the knowledge, skills, and areas of interest of your internship student. The intern's experience and yours will be more successful if based upon strengths, experiences, or areas of interests. Provide the intern with written information (such as the following) and encourage remind the intern to keep the following in a binder:

- a copy of your agency or institution policies, including faculty policies and procedures, and any other materials necessary for intern success;
- expected time of arrival and departure each day;
- sign-in, sign-out procedures, if applicable;
- acceptable dress codes;
- orientation to the building;
- when and where to eat lunch;
- where to park (are there designated parking spots?);

- how to join the coffee drinkers' fund, etc.;
- the supervisor's home/cell and agency/institution telephone numbers so that the supervisor may be reached in case of an illness or emergency;
- lock down procedures; the fire and tornado drill procedures;
- faculty meeting date if applicable; in-service dates if applicable, board meetings where appropriate.

During The Semester

Your intern requires **continuous specific verbal and written feedback**. Feedback should be supported with specific data gathered from observations, lesson plans, other written requirements, as well as the observed intern's dispositions. This can be gathered using the supervision notes that interns are required to hand in to their instructor at the end of each week. The intern will be more receptive to feedback when comments focus first on strengths then on suggested areas for improvement and when they are actively engaged in self-evaluative reflections during both formal supervision sessions and informal conversations. The internship instructor **must** be apprised of the intern's progress especially if concerns arise. Early intervention and remedial strategies are crucial to a successful internship experience and enhance consistency in feedback for all individuals involved.

Communication between the On-Site Supervisor and the intern should be open, continuous, collaborative and intentional. There is a need for both verbal and written comments. Frequently, supervisors and their interns have conversations throughout the course of the day. These conversations are essential. Yet, critical to the success of the intern is the ***scheduled weekly supervision meeting***. This intentional, uninterrupted meeting enables the supervisor and the intern to have in- depth, reflective conversations. Again, feedback should be supported with specific data gathered from the intern's performance.

During the supervision sessions, the supervisor is advised to establish a time frame for these weekly sessions and adhere to the designated time and avoid interruptions by placing a sign on your door; Ex: *Meeting in Session*. At these supervision sessions you could remind the intern to:

- Prepare written questions or concerns that he/she feels need to be addressed. This will give the intern ownership in these sessions.
- Review the guidelines found in the Internship Guide and on the Summative Evaluation.
- Provide any artifacts or copies of other materials that the intern has used since the last meeting
- Engage in self-evaluation and reflective analysis based on any data gathered from observations, video tapings, and the intern's knowledge, skill and disposition
- Use self-disclosure when appropriate, yet sparingly.

Copies of weekly supervision notes should be kept by the intern as a copy will need to be made for the intern's course instructor. Encouraging the intern to write down plans for improvement, assignments, etc. again, gives the intern ownership in the process. Remember to establish a specific timeline for the completion of assignments or actions agreed upon during the session and summarize the major points made at the end of the meeting.

Several weeks into the internship experience you will receive a call from the internship instructor to schedule an on-site visit/observation. This visit will include you as the intern's supervisor, the intern, and the internship instructor and consist of a conference and formal observation. This visit will further document the intern's progress and help to address any issues or challenges that the intern has encountered or might encounter before the end of the semester.

At the end of the internship experience supervisors will be asked to fill out a summative evaluation of the intern's experience. This document will be used as a post-observation document as well as become part of the portfolio. This evaluation could also be used during the initial pre-conference and help guide the internship experience and will also be used for the *midterm* evaluation. A copy of the Evaluation is included in this guide.

End of the Counseling Graduate Placement Policies

At the end of the internship experience, supervisors are asked to complete all assessment forms for the graduate student intern. The supervisors should be certain that both the intern and the internship course instructor have copies of any assessment documents used by either the University or the placement. For Lakeland's purposes these documents are:

- For each placement, 1 formative evaluation
- For each placement 1 summative evaluation
- One self-evaluation report

Videotaping

For many interns, videotaping a lesson, a session, and/or a presentation etc., during the semester can be a useful learning tool. If this is possible, ideally it would be helpful to have a peer perform the taping. While audio taping is less intrusive or distracting this too can provide specific evidence of the intern's oral communication skills. However, the video tape provides concrete evidence of ineffective body language, distracting mannerisms, inadequate circulation, ineffective behavior management, inadequate preparation, etc. Watching or listening to tapes made for identification and monitoring of growth areas will only be viewed by the supervisor, the intern, and with the University instructor during the on-ground class time. Together should individuals identify ineffective behaviors reflective problem solving questions should be the foundation for selection of prescriptive strategies. Videotaping applies only where client/student or parent has provided signed permission for videotaping. The intern will be asking you about permission forms and about getting your signature on Lakeland's "Disclosure of Information and Consent to Participate" form.

Observing Other Professionals

It has been found that interns gain significant insight into the whole counseling profession by observing other professional in a variety of settings. This also provides interns with the opportunity to observe a variety of counseling and or instructional strategies and behavior management techniques. It will benefit the intern greatly if the supervisor is willing to facilitate these observations by assisting the intern in scheduling these observations.

Confidentiality

Confidentiality is critical in any profession. In an effort to ensure that confidentiality is maintained, please remember to:

- Provide the intern with information about clients, students, staff, or parents in a confidential manner. Conveying confidential information to your intern in a crowded faculty room communicates a disregard for maintaining confidentiality; and
- Avoid talking negatively about the intern with other faculty or staff members, school personnel or community members. This models insensitivity and disregard for the confidentiality issue.

Grading Internship Graduate Students

Grading is an important component to the completion of the internship experience. Whereas the site supervisor provides an evaluation of the knowledge, skills, and disposition of their intern, the course instructor is responsible for assigning a final grade for the course. Through the collaboration between the site supervisor and the instructor experience, it is expected that interns will earn a final grade for their internship experience.

SECTION III APPENDIXES

Some of the forms that you will need this semester are included in this section of the Handbook.

You will have to ask your intern to provide you with a copy of the MAC placement agreement and on-site supervisor evaluation. Each of these documents are different and correspond to the specific counseling track, i.e. School Counseling, Community Counseling, and Higher Education Counseling.

Lakeland University
Master's in Counseling Program
Internship I & II Application

Name of Student _____ Semester _____

Email Address _____ Phone# (____) _____

Cell Phone # (____) _____ Street Address _____

Check one: ☐ Internship I ☐ Internship II

Name of Internship Site _____

Street/Mailing Address _____

E-mail address _____ Telephone # (____) _____

Type of Community Setting _____

Proposed start date _____ end date _____

Days and hours at Internship site _____

Internship site Supervisor _____

Supervisor's phone # (____) _____

Proposed plan for Internship hours:

Competency area	Hours/ % of time	Setting	Supervisor
Example: Facilitating groups	3 hrs./week	clinic	M. Smith

Approved by_____ (Internship Instructor) Date_____

Lakeland University
Masters in Counseling Program
Internship I & II Hours Log Form

Student Name _____ Term _____

Agency/School _____

Activity codes:

1= Individual Counseling	7= Tape reviews
2=Group Counseling	8=Conferences
3=Classroom Guidance Activities	9=In-service
4=Individual Supervision	10=Professional Reading
5=Group Supervision	11=Staff Meetings
6=Assessment/Testing	12=Community Outreach
	13=Client-related preparation/ record-keeping
	14= Other (explain)

Date	Activity	Hours	Date	Activity	Hours

Verified by _____ Date _____

Intern Evaluation of Internship Site Supervisor

☐ Internship I

☐ Internship I

Name of Student _____

Name of Internship Supervisor _____

Placement Site _____ Dates of Internship _____

Internships are one of the most important stages in an intern's MAC education and training. The internship is designed to provide an opportunity for interns to perform a variety of professional counseling activities that a professional counselor in a school/community/or higher education setting would be expected to perform. Since the counseling internship is a joint enterprise, there must be a high level of understanding and cooperation among the participants.

The Lakeland Masters of Arts in Counseling (MAC) program requires Interns to fill out this evaluation form as the ratings and remarks provide the director of the program with direct feedback regarding counseling interns experience with their placement site and on-site supervisor.

Criterion	Strongly agree	Agree	Disagree	Neither agree nor disagree
1. Supervisor made me feel at ease with the supervision process.				
2. Supervisor gave me timely, useable feedback about my role.				
3. Supervisor was available for crisis consultation.				
4. Supervisor promoted legal and ethical practice through discussion and modeling.				
5. Supervisor modeled a variety of counseling techniques.				
6. Supervisor helped me understand my feelings about clients and their issues.				
7. Supervisor was sensitive to cultural differences between supervisee and supervisor and supervisee and counselees.				
8. Supervisor promoted my professional identity through national and or state standards.				
9. Supervisor offered resource information when needed or requested.				
10. Supervisor allowed and encouraged me to evaluate myself.				
11. Supervisor was available for regular meetings to provide consultation and feedback.				
12. Supervisor facilitated integration into Internship site.				

13. How would you rate your supervisor for future Internship students?				
14. How would you rate your site for future Internship students?				

Please comment on the strengths of your placement and your site supervisor. (Continue on separate sheet, if needed)

Please comment on the weaknesses of your site placement and your site supervisor.

(Continue on separate sheet, if needed)

Authorization, Waiver and Release Form

I hereby authorize Lakeland University to obtain criminal records about me from any source. I understand and agree that the results of my background search will be used in evaluating my eligibility to register for the Internship I course and subsequent Internship II course. I also authorize Lakeland College to share the results of my background search with third parties for the purposes of evaluating my acceptance into or continued participation in an internship or clinical placement.

I understand and agree that if I have been charged with, convicted of, pleaded guilty or no contest to, or forfeited bail for any criminal conduct under law or ordinance, and the nature of the charge or conviction is incompatible with the responsibilities of working in a clinical setting, I may be unable to participate or to continue to participate in an Internship or clinical placement and further, that Lakeland College reserves the right to deny my acceptance into or remove me from the Master of Arts in Counseling program.

I understand that the Wisconsin Department of Public Instruction (WDPI) and the Wisconsin Department of Regulation and Licensing (WDRL) may not grant licensure to a candidate with criminal/civil conviction issues even when the candidate has successfully earned a masters degree and completed an accredited counseling program.

I also understand that criminal/civil convictions may also prevent any private or public school district, institute of higher education, agency, organization, or governmental unit from hiring me, even if I am licensed by either the Wisconsin Department of Public Instruction or Wisconsin Department of Regulation and Licensing.

I also certify that I understand and agree that I have a continuing duty to notify the Lakeland College Master of Arts in Counseling Director as soon as possible, but no later than the next day I am expected to attend the Internship or clinical placement, when I have been convicted of any crime or have been or am being investigated by any governmental agency for any act or offense.

I hereby waive, release and relinquish all claims and causes of action against Lakeland College and The Lakeland College Foundation, their officers, trustees, employees, agents, servants, assigns and successors that may arise from the use or disclosure of any information referenced by this form or from the prevention or termination of my participation in an Internship or clinical experience or from the denial of my application to or my removal from the Master of Arts in Counseling program.

Dated this day of ____20____

Student Signature:

Each student must sign and date this waiver and release.



DISCLOSURE OF INFORMATION AND CONSENT TO PARTICIPATE COUNSELING PRACTICUMS and INTERNSHIPS

*CN 766, 776, 786, 767, 777, 787, 768,
778, 788*

Introduction

The Master of Arts in Counseling (MAC) program at Lakeland University is committed to excellence in preparing students for quality service in diverse communities. Our curriculum incorporates theoretical perspectives with practical applications and emphasizes clinical or experiential courses. Each of three emphasis areas prepares students for work in various school, community, and post-secondary settings. At the point in the curriculum when students begin applying counseling theories and skills in clinical settings, individuals are sought to participate as clients. These counseling sessions provide an opportunity for student counselors-in-training to experience working with clients in an individual or group setting and to receive feedback and guidance from a MAC program adjunct faculty member and the student's peers.

Clients have the right to choose counselors who best suit their needs and purposes. You are provided with the following information to assist you in making an informed decision to participate as a client with a student counselor-in-training.

1. Student Counselor-in-Training

The student counselor-in-training is: _____, a graduate level student in a counseling course at Lakeland University. The student is not a licensed professional. The student is familiar with ethical and practice standards that apply to counselors in Wisconsin. The student is working under the supervision of an adjunct faculty member in the MAC program. Neither the student nor the supervising adjunct faculty member charges a fee for the counseling sessions.

2. Counseling Program Faculty Member(s)

The adjunct faculty member supervising the student counselor-in-training is: _____, a counselor registered, licensed or certified by various Departments within the state of Wisconsin. You may contact the faculty member at the following email address: _____ or by phone at : _____.

3. Nature of Counseling Services

The student counselor-in-training is learning to apply counseling skills, methods, and techniques in a clinical setting. The number of sessions you have with the student is determined by the student's academic schedule.

4. Recording or Observation of Counseling Sessions

The counseling sessions serve an instructional, practice, and evaluation purpose for the student counselor-in-training. Therefore, the sessions may be recorded and/or may be observed by the MAC adjunct faculty, other student counselors-in-training, or on-site supervisors. Recordings are for educational purposes only and do not become a part of your health care records. The recordings are the property of the counselor-in-training and will be destroyed at the end of the course. Recordings are labeled "confidential" and do not contain your name on the label. The recordings are not disclosed outside of the clinical course or the counseling site, except as described in paragraph 5 below.

5. Confidentiality

The content of all counseling sessions will be treated as confidential communications and will not be discussed outside of a clinical course or supervision session, except as described below. Consistent with professional ethics and legal requirements, there are special circumstances under which information about you and the services you receive as a client may be disclosed, including, but not limited to the following:

- a. A student counselor-in-training is required by state law to report knowledge of abuse, neglect and/or exploitation of children (under 18 years), developmentally disabled adults, or elders.
- b. Disclosure may be made to a person the student counselor-in-training reasonably believes is providing health care to you.
- c. If your student counselor-in-training believes that you may be a danger to yourself or another person, the counselor may be required to disclose your health information to appropriate individuals or authorities.
- d. If you are gravely disabled due to mental illness/disability AND dangerous to yourself or others, information may be released to a county-designated Mental Health Professional if you refuse to accept treatment voluntarily.
- e. Disclosures may also be made at the discretion of your student counselor-in-training or MAC program adjunct faculty as permitted by law, and will be made when required by law.

6. Complaints or Concerns

If you have a complaint or concern regarding your counseling experience, we encourage you to discuss it with your student counselor-in-training; our experience suggests these experiences can be valuable. If this discussion is not to your satisfaction, please contact the supervising adjunct faculty member or the MAC Program Director by calling (920) 565-1021 x 2119.

7. Consent and Acknowledgement

I certify that I have read and understand the information on this form. I understand that I may ask questions about the information on the form or the MAC program, services, or relationship. If I have asked questions about the counseling relationship, services or program, those questions have been answered for me. I understand that I am free to withdraw from the counseling relationship at any time. I consent to participating as a client with a student counselor- in-training. I consent to observations, recording of counseling sessions for instructional purposes, including review and discussion of recordings or sessions by adjunct faculty, other graduate students, and on-site supervisors.

I am at least 18 years old and competent to give this consent. If not parent permission is required

Client Name *(Please Print)*

Client Signature

Date

Name of Parent or Guardian *(required if client is under 18 years of age)*

Signature of Parent/Guardian *(required if client is under 18 years of age)*

Date

Counselor-in-Training Name *(Please Print)*

Counselor-in-Training Signature

Date

Adjunct Faculty and Course Instructor

Adjunct Instructor Signature

Date