



LAKELAND
◆UNIVERSITY◆

Master of Arts in Counseling (MAC)

Practicum and Internship
Supervisor Handbook

Revised February 2026

Welcome

Bringing counseling theory and practice together can be one of the most exciting experiences to a graduate student in a counseling program. As an on-site supervisor, you provide that important link between a graduate student's knowledge and skills and application into the student's chosen area of counseling. Thank you in advance for volunteering to have a positive impact on your field of professional counseling by supervising a counselor in training. As much as you will supervise and coach a graduate counseling student this semester, I also hope this experience will energize you and continue to expand your own counseling practices.

If at any time you need to speak with someone about your role in this experience or about any issues or challenges that might arise, please contact your practicum or internship student's course instructor. In addition, feel free to contact me by email: nettcm@lakeland.edu

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 student through their practicum or internship experience.

With kind regards,

Christine Nett, LCSW, CSAC, ICS

Christine Nett, LCSW, CSAC, ICS
MAC Practicum, Internship, and Program Support Coordinator
Nettcm@lakeland.edu

PowerPoint link for Basics of Supervision:

<https://lakeland.edu/degrees/mac-supervision-presentation>

Table of Contents

Section I: University & Program Overview	5
Lakeland University Mission Statement	5
Program Philosophy	5
MAC Mission Statement	5
MAC Admission Requirements	5
MAC Program Conceptual Framework	6
The Learning Environment	6
MAC Program Overview	7
MAC Student Educational Outcomes	7
MAC Curriculum Requirements	8
Section II: Practicum & Internship Overview & Expectations	9
Description of Practicum Course	9
Description of Internship Courses	9
Locating an Internship Site	10
Requirements of On-Site Supervisors	10
Student's Responsibility as a Supervisee	10
Guidelines for On-Site Supervisor	11
Preparing for Practicum or Internship: Before the Graduate Student Arrives	11
When the Graduate Student Arrives	11
During the Semester	12
Graduate Student Guidelines During Practicum and Internships	13
End of the Counseling Placement Policies	13
Videotaping	13
Observing Other Professionals	14
Confidentiality	14
Grading Graduate Students During Placements	14
Professional Development Opportunities for On-site Supervisors	14
Section III: Appendixes	14
MAC Practicum Application	Error! Bookmark not defined.
Student Evaluation of Practicum Experience	32
Student Evaluation of Internship I and II Experience	33
Authorization, Waiver and Release Form	34
.....	1

Section I: University & Program Overview

Lakeland University Mission Statement

Lakeland University educates individuals of diverse backgrounds, preparing them to think critically, to communicate effectively, to succeed professionally, and to lead ethical, purposeful and fulfilling lives. Rooted in the values of the United Church of Christ, Lakeland integrates the liberal arts and experiential learning to develop the whole person for success in a dynamic, multi-faceted world.

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 Mission Statement

Lakeland University's Master of Arts in Counseling (MAC) program builds on the university's mission in its dedication to the personal growth and professional development of graduate students in counseling. The MAC program prepares graduate students to be ethical practitioners, leaders, and scholars. The faculty provides an environment that facilitates students' ability to think critically, reflect with personal insight, and to work within an increasingly diverse and global society.

MAC Admission Requirements

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

- An application for admission, including a \$50 application fee
- All previous official transcripts, including those indicating the completion of a bachelor's degree from a regionally accredited institution
- Completion of an undergraduate degree in the behavioral sciences, or 9 undergraduate semester hours in courses related to human services or behavioral science with grades of "B-" or above in each of the courses
- One of the following:
 - A cumulative grade point average of 2.75 on a 4.0 scale, or
 - A cumulative GPA of at least a 2.5 and score of 420 on the Miller Analogy Test, or
 - A cumulative GPA of at least a 2.5 on a 4.0 scale and a GPA of 3.0 in the final 48 credits of undergraduate degree, or
 - A cumulative GPA of at least a 2.5 on a 4.0 scale and completion of six or more credits of program-approved post-baccalaureate courses. These courses must be at the advanced undergraduate or graduate level with an earned grade of B or better (B- not acceptable) in each of these courses.
- Two letters of recommendation indicating applicant's potential for academic and personal success at the graduate level
- A two- to three-page personal essay
- A current resume
- Onsite formal interview
- A completed background check

Admission decisions are made with consideration of the candidate's application in its entirety.

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 or with consent of the MAC program director.

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, the model proceeds from knowledge, through understanding, application, analysis, and synthesis to evaluation.

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 that 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 modalities: Face-to-Face, Online, Collaborate Live® and combinations of these modalities or Hybrid. Collaborate Live® and Hybrid learning modalities provide students with technology enhanced learning in addition to the classroom learning experience. In these two learning modalities, students might attend class in a collaborate modality on a specific night every week attending remotely with their peers or attend online and Face-to Face specific days of the semester. Hybrid and Collaborate 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 counseling 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 **clinical mental health 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 counseling & student affairs 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 clinical mental health 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), Clinical Mental Health Counseling, and Higher Education Counseling & Student Affairs. The School Counseling program is a 51-semester hour program, the Clinical Mental Health Counseling program is a 60-semester hour program, and the Higher Education Counseling & Student Affairs 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, many of 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 practicum and Internship I & II courses represent the culmination of the student's graduate studies. These experiences are 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 MAC faculty 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 including 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 Introduction to 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 & Student Affairs Emphasis (48 Semester Hours)

CN 785 Seminar: Structure and Organization of Higher Education Counseling & Student Affairs
 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)

Clinical Mental Health 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 Clinical Mental Health Counseling
 CN 776 Practicum (125 clock hours)
 CN 777 Internship I (300 clock hours)
 CN 778 Internship II (300 clock hours)

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: Practicum & Internship Overview & Expectations

Description of Practicum Course

The practicum in counseling is a one-semester, 125-hour minimum, supervised counseling experience within the context of an approved counseling placement. The course is designed to help students integrate and apply the knowledge, skills, and dispositions learned in previous program coursework and provide ethical competent counseling to students and clients at their practicum site. Students will both observe and serve in individual and group counseling sessions with a minimum of 50 hours of direct service with students that involves activities that complement their particular counseling area of emphasis. Audio or video recordings are often used to develop skills as well as conceptualizing cases and selecting and implementing appropriate interventions. The application of ethical and legal issues in counseling is reviewed.

This course also requires students to complete **weekly** supervision notes. These notes are to be signed by the student and on-site supervisor and then sent to the course instructor. This course also requires the on-site supervisor and student to complete a mid-term (formative) and final (summative) evaluation using the final evaluation rubric. Both of these documents are to be sent to the student's course instructor.

Description of 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 if 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.

Both of the internship courses require students to complete **weekly** supervision notes. These notes are to be signed by the student and on-site supervisor and then sent to the course instructor. These courses also require the on-site supervisor and student to complete a mid-term (formative) and final (summative) evaluation using the

final evaluation rubric. Both of these documents are to be sent to the student's course instructor and are considered part of the supervision responsibility on the part of the student.

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.

*For more information about delivery of direct services please access the "MAC Guide for Delivery of Direct Service During Practicum and Internship" in Section III of the APPENDIXES

Locating an Internship Site

Selecting a practicum or internship site is one of the most important aspects of our graduate students' clinical experiences. 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 complies with both 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 students to choose sites that will offer them a unique opportunity to obtain experience in the type of setting in which the graduate student may eventually be employed. Prospective practicum and internship students are required to discuss with their 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. A practicum or internship site is not approved until the course instructor or MAC Coordinator – Practicum & Internships has granted approval of the placement.

Requirements of On-Site Supervisors

On-Site MAC 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*.
http://www.lakeland.edu/adult/supervision_presentation.asp

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

**Some exceptions can be made upon approval of the MAC Coordinator – Practicum & Internships*

Student's Responsibility as a Supervisee

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

- Provide opportunities for observation of professional practice. (Live or taped)
- Intentionally reflect upon the skills they hope 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 collaboratively with supervisor to critically evaluate supervision experience and minimize resistance.

Students should be prepared to initiate topics consistent with their needs during supervision sessions. Rather than being fearful of admitting they are frustrated or feeling challenged, students should realize that supervisors expect them to struggle and talk about difficulties.

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

Guidelines for On-Site Supervisor

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

- Orient the practicum or intern to the mission, goals and objectives of the agency or institution, as well as to the internal operating procedures;
- To become familiar with the counseling program's expectations and requirements;
- To organize the placement experience and ensure that the student will have an opportunity to work with a variety of clients, staff, and where appropriate community members;
- Provide the opportunity for their student 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, technology, and research;
- Meet with the practicum or intern student regularly, (supervision sessions that average one hour a week) to discuss progress, plan future experiences and evaluate tapes when available;
- Verify all supervision notes and log of hours completed; and
- Participate in a mid-term and final evaluation of the student by completing the electronic Handshake evaluation form and providing any additional feedback to the MAC course instructor.

Preparing for Practicum or Internship: Before the Graduate Student Arrives

- Complete the **Placement agreements** found below if you have not already done this. Once completed give the original to the graduate student to upload into their Handshake account.
- Review "**The Basics of Supervision, A PowerPoint Presentation For On-Site Counseling Supervisors**" (website on the placement agreement)
- Inform the colleagues that a MAC graduate student intern will be interning in your agency or institution.
- Prepare clients, students, and parents where appropriate, as they will appreciate knowing that a graduate counseling student will be working in your agency, institution, or school district. Providing interesting information about your student may enhance all parties' acceptance of your graduate student.
- Request to review the Student Evaluation forms from your practicum or internship student. The University follows standards documented by the Department of Safety and Professional Services, Department of Public Instruction, and American College Personnel Association as the student evaluations closely measures student's performance towards each appropriate standard.

The on-site Supervisor is responsible for the day-to-day activities as well as the physical safety, academic achievement, and the professional development of the counseling student in training. For internship II, as the semester progresses and the graduate student demonstrates professional counseling competencies, the supervisor is encouraged to provide their student with opportunities to independently conduct professional counseling services.

When the Graduate Student Arrives

Time should be spent during that first day identifying and exploring the knowledge, skills, and areas of interest of your practicum or internship student. The student's experience and yours will be more successful if based upon strengths, experiences, or areas of interests. Provide the student with written information (such as the following) and encourage them 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 graduate student in training requires **continuous specific verbal and written feedback**. Feedback should be supported with specific data gathered from observations, lesson plans, other written requirements, peers, as well as the observed dispositions. This can be gathered using the supervision notes students are required to hand in to their instructor at the end of each week. Graduate students are 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 course instructor must be apprised of your student's progress especially if concerns arise. **Early intervention and remedial strategies are crucial to a successful experience and enhance consistency in feedback for all individuals involved.**

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

During the supervision sessions, the supervisor is advised to establish a time frame for these weekly sessions, 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 your graduate student to:

- Prepare written questions or concerns that they feel need to be addressed. This will give the student some ownership in these sessions.
- Review the guidelines found in the Practicum or 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 your graduate student as a copy will need to be made for the course instructor. Encouraging your student to write down plans for improvement, assignments, etc., gives the student 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. Supervisors are also required to use the final evaluation as a mid-term or formative evaluation of student progress.

Several weeks into the experience, you will receive a call from the student's course instructor. While the practicum does not require an on-site observation, internship experiences do require one observation per internship. This call will include a request to schedule an on-site visit/observation if you are supervising an intern. If an on-site visit is scheduled, the visit will include you as the intern's supervisor, the intern, and the internship

instructor and consist of a conference and if possible, 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.

During the mid-term and at the end of all of the placement experiences supervisors will be asked to fill out a summative evaluation of their student's experience. These documents can be used as post-observation documents as well as become part of the school counselor's portfolio. This evaluation could also be used during the initial pre-conference and help guide the further experiences and will be used for the *midterm* evaluation. Copies of the evaluations are included in this guide. The evaluations will be sent to supervisors electronically via Handshake.

Graduate Student Guidelines During Practicum and Internships

Recommendations from the MAC Advisory Board, Practicum and Internship instructors, graduate students, and many on-site supervisors, the MAC program began implementing the guidelines listed below. These guidelines have been established to ensure our graduate students in training feel competent and are skilled enough to provide competent ethical counseling services during their clinical placements. Please contact the specific course instructor should you or your student have any questions about these guidelines.

*Guidelines During Practicum and Internships:

- Practicum students are not approved to see clients or facilitate group therapy alone. During these courses, students must be supervised at all times. (co-facilitation is recommended)
- During the first 3-4 weeks of internship I, graduate students in training are not approved to see clients or facilitate group therapy alone. During these courses, students must be supervised at all times. (Decisions concerning providing services to clients or students will be a joint decision made by the internship student, on-site supervisor and course instructor)
- Lakeland continues to require all students to receive at least 30 minutes of F2F individual supervision every week. If 30-60 minutes of **F2F** group supervision is provided every week, the instructor of the course may allow the individual supervision to take place on an every other week basis. **Weekly supervision notes continue to be required whether individual or group.**

*Note: There will always be exceptions, but a majority of students and on-site supervisors will find these guidelines very helpful.

End of the Counseling Placement Policies

At the end of the placement experiences, supervisors are asked to complete all assessment forms for their graduate student. The supervisors should be certain that both the student and the 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 graduate students, videotaping a lesson, a session, and/or a presentation etc., during the semester can be a useful learning tool. If possible, ideally it would be helpful to have a peer perform the taping. While audiotaping 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 student, 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 graduate students during their practicum and internships gain significant insight into the much of the counseling profession by observing other professionals in a variety of settings. This also provides students with the opportunity to observe a variety of counseling and or instructional strategies and behavior management techniques. It will benefit your student greatly if you as a supervisor is willing to facilitate these observations by scheduling these observations.

Confidentiality

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

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

Grading Graduate Students During Placements

Grading is an important component to the completion of the clinical experience. Whereas the site supervisor provides an evaluation of the knowledge, skills, and disposition of their student, they work in collaboration with the course instructor in assigning a final grade for the course. Through the collaboration between the site supervisor and the instructor experience, it is expected that practicum and internship students will earn a final grade for their placement and clinical experience.

Professional Development Opportunities for On-site Supervisors

All MAC placement supervisors are invited and welcomed to attend any professional development event offered through the MAC program at any of the centers across Wisconsin. Information about professional development opportunities can be accessed by going to the MAC Facebook page <https://www.facebook.com/LakelandUniversityMAC/> or by connecting to your practicum or internship student's MAC faculty instructor.

Section III: Appendixes

Some of the forms that you will need this semester are included in this section of the Handbook. It is important to note that all on-site supervisor evaluations are sent directly to onsite supervisors electronically using Handshake. Each of these documents are different and correspond to the specific counseling track, i.e., School Counseling, Clinical Mental Health Counseling, and Higher Education Counseling & Student Affairs.



Lakeland University
MAC Practicum Agreement
Courses CN 766/776/786

Practicum requires 125 hours, supervised counseling experience within the context of an approved school, community, or higher education placement. A minimum of 50 hours of direct service involving assessment, intervention and evaluation is also required. Additional course requirements include, but are not limited to, on-campus class meetings, and an average of one hour per week of supervision meetings with an on-site supervisor, which include documented signed supervision notes detailing these meetings. Further detailed course requirements and syllabi are available from the instructor for each Practicum. All students need to complete a Background Check.

Lakeland University and _____ (SITE) join to provide _____ (STUDENT) with a learning experience as a part of coursework in the Master of Arts in Counseling program through Lakeland University.

Following are the requirement of STUDENT:

1. STUDENT will complete 125 hours with the schedule to be determined jointly by STUDENT AND SITE SUPERVISOR of practicum. The purpose of this course is for STUDENT to observe or participate in as many activities of a SITE as possible. These activities can include: One-on-one counseling, group counseling, program development, administrative duties, delivery of services, and any other activities carried out by members of the agency.
2. STUDENT will follow all agency protocols including health screenings, inoculations, criminal background checks, and other as required by the agency.
3. STUDENT will maintain confidentiality as required by the ethical code and the agency (exceptions as defined by law).
4. STUDENT will provide documentation of liability insurance as required by SITE.
5. STUDENT will complete the course prerequisites as outlined in the practicum course guidelines.
6. STUDENT will make a contact with the Lakeland University faculty course instructor as required in course syllabus. As needed, additional contact may be required or contact between the Lakeland University faculty and the site supervisor.

Following are the requirements of SITE:

1. Site supervisor will review the Basics of Supervision training PowerPoint: <https://lakeland.edu/Evening-Weekend-and-Online/mac-supervision-presentation>
2. Provide STUDENT with a variety of activities and experiences typical of the activities of the placement site.
3. Provide at least one hour of supervision weekly including signed supervision notes documenting these meetings.
4. Instruct STUDENT on the protocols of the placement site, including requirements that they will need to satisfy that are beyond the requirements of Lakeland University.
5. Assist STUDENT as needed with questions, issues that arise, learning experiences, etc.
6. Upon completion of the 125 hours, verify that STUDENT has satisfactorily completed the practicum hours and complete the student evaluation (sent electronically through Handshake).
7. Contact Lakeland faculty if concerns arise about STUDENT's work at SITE or ability to function as an ethical counselor.

Practicum On-site supervisor: _____

License/Certification or Qualification as an On-site supervisor _____

___ All my licenses/certifications are valid and up to date.

___ I have at least three years' experience in this practicum field

___ I have been employed for at least one year with my current employer.

___ I have viewed the PowerPoint training on "Basics of Supervision" <https://lakeland.edu/Evening-Weekend-and-Online/mac-supervision-presentation>

Practicum supervisor signature: _____ Date: _____

Email: _____ Phone: _____

Placement location: _____

Start Date: _____ End Date: _____

Days and hours of practicum: _____

Please document a proposed plan for how your 125 hours of practicum will be spent. Indicate the practicum setting (where appropriate) and the specific field site supervisor.

ACTIVITIES	HOURS/% OF TIME	SETTING	SUPERVISOR

Student Signature: _____ Date: _____

REMINDER: This Agreement needs to be added as an Attachment when you create your Handshake Experience.

Lakeland University
Master of Arts in Counseling Program
Clinical Mental Health Counseling Internship I ___ Or II ___ Agreement

This agreement is made on _____ by and between _____
(Date) (Internship on-site supervisor)
and _____. The agreement will be effective for a period
(Student)
from _____ to _____
(Date) (Date)
_____ will devote not less than 300 clock hours during the semester.
(Student)

This Clinical Mental Health Counseling Internship I or II is a one-semester, 300-hour minimum, supervised counseling experience within the context of an approved clinical mental health counseling placement. **40% of the time spent on-site will involve direct client contact at the internship site under the direct supervision of a Licensed Professional Counselor (LPC), Clinical Social Worker (MSW), Licensed Marriage and Family Therapist (LMFT) or other University or DSPS approved mental health supervisor for clinical mental health counseling students.**

Purpose:

The purpose of this agreement is to provide a qualified graduate student with an internship and advanced internship experience in the field of counseling.

Lakeland University Agrees:

- to assign a qualified course instructor to facilitate communication between the University and the internship site, who will provide supervision during the entire internship experience and schedule **at least** one on-site observation during each course
- to provide to the internship site supervisor, prior to placement of the student, all internship objectives and requirements
- to notify the student that they must adhere to the administrative policies, rules, standards, schedules, and practices of the internship site
- that the University instructor will be available for consultation with both internship site supervisor and student and shall be contacted immediately should any problem or change in relation to student, site, or University occur
- that the University instructor is responsible for the assignment of an Internship grade and a final written instructor evaluation form
- to provide workers compensation insurance coverage for each of its students during their participation in the field/clinical placement with the agency

The Internship Site Agrees:

- to organize the internship experience and assure that the student will have an opportunity to work with an appropriate number of clients
- to provide the student opportunity for observation and/or audio/video taping of counseling sessions for the purpose of evaluating the student's involvement and performance (can be revised to meet the requirements of the placement site)
- to provide regular supervision each week, a minimum of 1 hour per week, to ensure that the student is providing appropriate and ethical counseling for clients and to facilitate counselor trainee development
- to provide written evaluation of student's work at the end of the internship and verify student's log of hours completed
- to promptly advise the university if it has any reason to believe a claim may exist against an officer, employee, student, or agent of the University in connection with any activities performed under this agreement

If the internship site supervisor has reason to believe that a student's knowledge/skills/attitudes are professionally unacceptable, they are asked to bring this to the attention of the University instructor at the earliest possible time so that a review of the matter may be initiated.

The Clinical Mental Health Counseling Graduate Student Agrees:

- to arrange and maintain a schedule of involvement with the internship placement and supervisor (a minimum of ____ clock hours is required)
- to conduct themselves in a professional manner consistent with the image of the professionals at the internship site placement
- to actively seek feedback relative to general performance and involvement of internship responsibilities on a weekly basis
- to adhere to policies and procedures followed by the internship site placement
- to be reliable, professional, ethical and punctual
- to meet any additional requirements as determined by the site supervisor

I certify by affixing my signature to this document that I have not been suspended or excluded from participation in any state or federally funded health care program, including without limitation, Medicare and Medicaid.

Suggested Internship Activities:

- orientation to the policies and procedures of internship site placement
- involvement (as appropriate) with case conferences and staff meetings
- intake interviewing
- individual counseling – personal, social, educational and occupational
- group counseling – co-facilitating and facilitating
- testing (as appropriate) administration and interpretation
- psycho educational activities – e.g., outreach, classroom guidance, parent conferences, client orientation, contact with community resources, etc.
- report writing – e.g., record keeping, treatment plans, treatment summaries, etc.
- consultation of referral (as appropriate)
- in-service activities
- other (please list)

Proposed Plan for Internship Days & Hours:

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

Name of Internship Site: _____

Address of Site: _____

Internship On-site Supervisor: _____

Email: _____ Phone: _____

Site Supervisor Qualifications _____ (degree/credentials/license)

___ All my licenses/certifications are valid and up to date.

___ I have at least three years of experience in a clinical mental health/community counseling setting.

___ I have been employed for at least one year with my current employer.

___ I have reviewed the Supervision PowerPoint training:

<https://lakeland.edu/degrees/mac-supervision-presentation>

(Signature of Site Supervisor)

Date

(Signature of Counseling Graduate Student)

Date

This agreement **MUST** be signed and agreed to by all parties before a student may begin accumulating internship on-site hours. **No student will be allowed to begin their internship experience before the first day of the semester of the class. Students must be able to finish their internship experience within the term. No student will be allowed to take an Incomplete without the consent of the Lakeland course instructor. An Incomplete Contract must be signed by the instructor and the student and must be filed before the last day of class.** Either party (student or internship site) may terminate the relationship at any time; this agreement is not intended as a legal contract for any specific period of time.

This completed Agreement needs to be uploaded as an attachment to your Handshake experience.

Lakeland University
Master of Arts in Counseling
School Counseling Internship I ____ Or II ____ Agreement

This agreement is made on _____ by and between _____
(Date) (Internship on-site supervisor)
and _____. The agreement will be effective for a period
(Student)
from _____ to _____.
(Date) (Date)
_____ will devote not less than 300 clock hours (150 at
(Student)
each level) during the semester.

This School Counseling Internship I or II is a one-semester, 300-hour minimum, supervised counseling experience within the context of an approved school placement. **40% of the time spent on-site will involve direct client contact at the internship site under the supervision of a DPI Licensed Professional School Counselor or other University approved supervisor.**

Purpose:

The purpose of this agreement is to provide a qualified graduate student with an Internship and advanced internship experience in the field of counseling.

Lakeland University Agrees:

- to assign a qualified course instructor to facilitate communication between the University and the Internship site, who will provide supervision during the entire Internship experience.
- schedule **at least** one on-site observation and conference between the on-site supervisor, student, and course instructor during each of two semester courses. (2 conferences between internship I & II)
- to provide to the internship site supervisor, prior to placement of the student, all Internship objectives and requirements
- to notify the student they must adhere to the administrative policies, rules, standards, schedules, and practices of the internship site
- that the course instructor will be available for consultation with both internship site supervisor and student and shall be contacted immediately should any problem or change in relation to student, site, or University occur
- that the course instructor, in collaboration with the on-site supervisor, is responsible for the assignment of an internship grade and final written evaluation
- to provide workers compensation insurance coverage for each of its students during their participation in the internship placement with the school district or agency

The Internship Site Agrees:

- to organize the internship experience and assure that the student will have an opportunity to work with an appropriate number of clients
- to provide the student opportunity for observation and/or audio/video taping of counseling sessions for the purpose of evaluating the student's involvement and performance (can be revised to meet the requirements of the school district)
- to provide regular supervision each week, a minimum of 1 hour per week, to ensure that the student is providing appropriate and ethical counseling for clients and to facilitate counselor trainee development, including signing supervision notes
- to provide two written evaluations of student's work, one at the mid-point and one at the end of the internship and verify student's log of hours when completed
- to promptly advise the University if the on-site supervisor has any reason to believe a claim may exist against an officer, employee, student, or agent of the university in connection with any activities performed under this agreement

If the internship site supervisor has reason to believe that a student’s knowledge/skills/attitudes are professionally unacceptable, they are asked to bring this to the attention of the University instructor at the earliest possible time so that a review of the matter may be initiated.

The school counseling graduate student agrees:

- to arrange and maintain a schedule of involvement with the internship placement and supervisor (a minimum of ____ clock hours is required)
- to conduct themselves in a professional manner consistent with the image of the professionals at the internship site placement
- to actively seek feedback relative to general performance and involvement of internship responsibilities on a weekly basis
- to adhere to policies and procedures followed by the Internship site placement
- to be reliable, professional, ethical, and punctual
- to meet any additional requirements as determined by the site supervisor

Suggested internship activities:

- orientation to the policies and procedures of internship site placement
- involvement (as appropriate) with student/parent/teacher conferences, IEP, and staff meetings
- individual counseling – personal, social, educational and career (Individual Student Planning Conference), RTI, BBIS initiatives
- group counseling – co-facilitating and facilitating
- testing (as appropriate) administration and interpretation
- psycho-educational activities – e.g., outreach, classroom sessions, parent conferences, client orientation, contact with community resources, etc.
- report writing – e.g., recordkeeping, counseling plans, etc.
- consultation of referral (as appropriate)
- in-service activities
- other (please list)

Proposed Plan for Internship Hours:

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

Name of Internship Site: _____

Type of Setting (Circle one): Elementary School Middle School High School

Address of Site: _____

Internship On-site Supervisor: _____

Email: _____ Phone: _____

Site Supervisor Qualifications _____ (degree/credentials/license)

I have a valid and up-to-date DPI school counselor license.

I have at least three years of experience in school counseling, pupil services, or administrator experience.

(Please circle the correct area)

I have been employed for at least one year with my current employer.

I have reviewed the Supervision PowerPoint training:

<https://lakeland.edu/degrees/mac-supervision-presentation>

(Signature of Site Supervisor)

Date

(Signature of Counseling Graduate Student)

Date

This agreement **MUST** be signed and agreed to by all parties before a student may begin accumulating internship on-site hours. **No student will be allowed to begin their internship experience before the first day of the semester of the class. Students must be able to finish their internship experience within the term. No student will be allowed to take an Incomplete without the consent of the Lakeland course instructor. An Incomplete Contract must be signed by the instructor and the student and must be filed before the last day of class.** Either party (student or internship site) may terminate the relationship at any time; this agreement is not intended as a legal contract for any specific period of time.

This completed Agreement needs to be uploaded as an attachment to your Handshake experience.

Lakeland University
Master of Arts in Counseling Program
Higher Ed & Student Affairs Internship I ___ Or II ___ Agreement

This agreement is made on _____ by and between _____
(Date) (Internship on-site supervisor)
and _____. The agreement will be effective for a period
(Student)
from _____ to _____
(Date) (Date)
_____ will devote not less than 300 clock hours during the semester.
(Student)

This Higher Education & Student Affairs Internship I or II is a one-semester, 300-hour minimum, supervised counseling experience within the context of an approved higher education placement. **40% of the time spent on-site will involve direct client contact at the internship site under the direct supervision of an approved supervisor for Higher Education Counseling & Student Affairs graduate students.**

Purpose:

The purpose of this agreement is to provide a qualified graduate student with an internship and advanced internship experience in the field of counseling.

Lakeland University Agrees:

- to assign a qualified course instructor to facilitate communication between the University and the internship site, who will provide supervision during the entire internship experience and schedule **at least** one on-site observation during each course
- to provide to the internship site supervisor, prior to placement of the student, all internship objectives and requirements
- to notify the student that they must adhere to the administrative policies, rules, standards, schedules, and practices of the internship site
- that the University instructor will be available for consultation with both internship site supervisor and student and shall be contacted immediately should any problem or change in relation to student, site, or University occur
- that the University instructor is responsible for the assignment of an Internship grade and a final written instructor evaluation form
- to provide workers compensation insurance coverage for each of its students during their participation in the field/clinical placement with the agency

The Internship Site Agrees:

- to organize the internship experience and assure that the student will have an opportunity to work with an appropriate number of clients
- to provide the student opportunity for observation and/or audio/video taping of counseling sessions for the purpose of evaluating the student's involvement and performance (can be revised to meet the requirements of the placement site)
- to provide regular supervision each week, a minimum of 1 hour per week, to ensure that the student is providing appropriate and ethical counseling for clients and to facilitate counselor trainee development
- to provide written evaluation of student's work at the end of the internship and verify student's log of hours completed
- to promptly advise the university if it has any reason to believe a claim may exist against an officer, employee, student, or agent of the University in connection with any activities performed under this agreement

If the internship site supervisor has reason to believe that a student's knowledge/skills/attitudes are professionally unacceptable, they are asked to bring this to the attention of the University instructor at the earliest possible time so that a review of the matter may be initiated.

The Higher Education & Student Affairs Counseling Graduate Student Agrees:

- to arrange and maintain a schedule of involvement with the internship placement and supervisor (a minimum of ____ clock hours is required)
- to conduct themselves in a professional manner consistent with the image of the professionals at the internship site placement
- to actively seek feedback relative to general performance and involvement of internship responsibilities on a weekly basis
- to adhere to policies and procedures followed by the internship site placement
- to be reliable, professional, ethical and punctual
- to meet any additional requirements as determined by the site supervisor

Suggested Internship Activities:

- orientation to the policies and procedures of internship site placement
- involvement (as appropriate) with case conferences and staff meetings
- intake interviewing
- individual counseling – personal, social, educational and occupational
- group counseling – co-facilitating and facilitating
- testing (as appropriate) administration and interpretation
- psycho educational activities – e.g., outreach, classroom guidance, parent conferences, client orientation, contact with community resources, etc.
- report writing – e.g., record keeping, treatment plans, treatment summaries, etc.
- consultation of referral (as appropriate)
- in-service activities
- other (please list)

Proposed Plan for Internship Days & Hours:

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

Name of Internship Site: _____

Address of Site: _____

Internship On-site Supervisor: _____

Email: _____ Phone: _____

Site Supervisor Qualifications _____ (degree/credentials/license)

___ All my licenses/certifications are valid and up to date.

___ I have at least three years of experience in a higher education setting.

___ I have been employed for at least one year with my current employer.

___ I have reviewed the Supervision PowerPoint training:

<https://lakeland.edu/degrees/mac-supervision-presentation>

(Signature of Site Supervisor)

Date

(Signature of Higher Education Counseling & Student Affairs Graduate Student)

Date

This agreement **MUST** be signed and agreed to by all parties before a student may begin accumulating internship on-site hours. **No student will be allowed to begin their internship experience before the first day of the semester of the class. Students must be able to finish their internship experience within the term. No student will be allowed to take an Incomplete without the consent of the Lakeland course instructor. An Incomplete Contract must be signed by the instructor and the student and must be filed before the last day of class.** Either party (student or internship site) may terminate the relationship at any time; this agreement is not intended as a legal contract for any specific period of time.

This completed Agreement needs to be uploaded as an attachment to your Handshake experience.

The MAC Guide for Delivery of Direct Services During Practicum and Internship

In an effort to make sure professionals who are supervising our practicum and internship graduate students are aware of what our students are permitted to do during their field placements, please note the following:

Practicum or Intern Activities **without** Supervisor or other Onsite Professional Staff Present (following appropriate orientation/demonstration, and as student's competency increases):

- Psycho-social assessments:
- Students can collect client/student information and data.
- For our Clinical Mental Health graduates, students may collect the data, but clinical staff must review, make treatment recommendations/conclusions and counter-sign any assessment.
- Individual sessions for the purpose of:
 1. Supportive/ empathetic connection with client/student
 2. Increasing client's/student's rapport/engagement
 3. Continued processing of issues arising in group therapy
 4. Case management/documentation purposes
 5. Supportive education of material needing to be reinforced which have been presented in other areas of client's treatment/continued participation in school or classes etc.
 6. Strategies to increase clients/student's self-efficacy with primary supervisors' approval
- Documentation or confirmation of session must occur within 24 hours with appropriate staff.

Practicum or Internship I Activities **with** Supervisor or Clinical Staff present:

- All other Assessments
- For our Clinical Mental Health graduates involved in Family Assessment/Therapy--Clinical Staff must lead session and client must agree to student involvement
- Co-Leading Process Group
- Education Group
- Individual Counseling or Therapy-Supervisor or Clinical Staff must lead the session and client must agree to student involvement.
- For our Clinical Mental Health graduates, any activity which involves billing must be conducted with a supervisor present.

Internship II Activities **without** Supervisor or Clinical Staff Present (when appropriate orientation/demonstration, and with supervisor's assessment of student's competency)

- Individual counseling, classroom activities, therapy, all other required counseling duties
- Education / Group therapy
- Working with individuals, family or groups, as long as the student has the approval of their supervisor – sessions are not to be done in secret.
- The student is never to provide services the student feels unprepared for, or unable to successfully accomplish- or sees a conflict of interest. These situations need to be relayed to the student's supervisor.
- Students are never to provide services that may compromise a client's, student's, staff, family, etc., well-being, or which risks negatively impacting the placement site or Lakeland University.

Site Supervisor Evaluation of Student Intern

Clinical Mental Health Counseling

The internship evaluation is designed to provide counseling students with direct feedback regarding their counseling skills and professional dispositions, offering the students practical areas for improvement to support their continued development as effective and ethical professional counselors.

Directions: The mid-term and final evaluations are sent out through our online career services platform, Handshake. Paper copies of the evaluation are not to be completed and will not be accepted. If students or supervisors need assistance with the evaluation process, or need a copy of completed evaluations, email Megan Hellmer, Director of Cooperative Education & Career Readiness for assistance (hellmerm@lakeland.edu). Instructors have access to copies of evaluations through Handshake.

In evaluating internship students, site supervisors utilize the following rating scale on the items below:

- 3. Advanced-** Internship student demonstrates advanced in-depth analysis, interpretation, knowledge, skills and dispositions in this area. The student can apply counseling theory to counseling practice and communicate a case study related to working with clients in a counseling session.
 - 2. Proficient-** Internship student demonstrates consistent and proficient knowledge, skills, analysis and dispositions in this area. The student can apply counseling theory working with clients in a counseling setting.
 - 1. Deficient-** Internship student demonstrates a very limited understanding of knowledge, skills, analysis and dispositions in this area. The student does not appear to know how to apply counseling theory to working with clients in a counseling session.
- N/O- Not observed.

Counseling and Interpersonal Skills

1. Demonstrates basic counseling skills (e.g. active listening, reflection)
2. Demonstrates counseling skills utilizing theory-based skills and interventions
3. Understands client conceptualization (e.g. ability to understand client concerns from a coherent framework or model)
4. Establishes working relationships with clients
5. Establishes working relationships with colleagues
6. Demonstrates group counseling skills including group management, interaction, and programming
7. Considers and integrates clients' cultural values and context as part of clinical conceptualization
8. Provides clients with appropriate information
9. Facilitates realistic goal setting with clients
10. Explains, administers, and interprets assessments correctly.

Knowledge and Case Management skills

1. Demonstrates knowledge of counseling theories.
2. Demonstrates knowledge of counseling process and impact of their personal values and beliefs on the counseling process.
3. Demonstrates knowledge of policies and procedures of site.
4. Knowledge of community and institutional resources
5. Knowledge and use of electronic sources that can be used for client and program success
6. Understanding of counselor role/responsibilities at site
7. Completes paperwork and administrative responsibilities in a timely and conscientious manner

Personal and Professional Growth

1. Demonstrates the ability to form working relationship with supervisor
2. Is receptive to supervisor's feedback

3. Demonstrates responsible professional behavior by meeting with supervisor as scheduled
4. Behaves ethically in accordance with their role
5. Seeks out information in support of ongoing professional development and self-evaluation

Site supervisors are given the opportunity to comment on areas throughout the rubric that were graded as deficient (1), as well as on overall strengths, and areas for growth. They are also asked whether they would supervisor the intern for another semester, recommend the intern to advance to internship II, for graduation, or if they would hire the intern.

On-Site Supervisor Evaluation of Student Intern School Counseling

The internship evaluation is designed to provide counseling students with direct feedback regarding their counseling skills and professional dispositions, offering the students practical areas for improvement to support their continued development as effective and ethical professional counselors.

Directions: The mid-term and final evaluations are sent out through our online career services platform, Handshake. Paper copies of the evaluation are not to be completed and will not be accepted. If students or supervisors need assistance with the evaluation process, or need a copy of completed evaluations, email Megan Hellmer, Director of Cooperative Education & Career Readiness for assistance (hellmERM@lakeland.edu). Instructors have access to copies of evaluations through Handshake.

In evaluating internship students, site supervisors utilize the following rating scale on the items below:

- 3. Advanced-** Internship student demonstrates advanced in-depth analysis, interpretation, knowledge, skills and dispositions in this area. The student can apply counseling theory to counseling practice and communicate a case study related to working with clients in a counseling session.
 - 2. Proficient-** Internship student demonstrates consistent and proficient knowledge, skills, analysis and dispositions in this area. The student can apply counseling theory working with clients in a counseling setting.
 - 1. Deficient-** Internship student demonstrates a very limited understanding of knowledge, skills, analysis and dispositions in this area. The student does not appear to know how to apply counseling theory to working with clients in a counseling session.
- N/O-** Not observed.

Define

1. Demonstrates knowledge of the 10 teacher standards that help to engage all students. **(Pupil Services Standard # 1)**
2. Demonstrates knowledge of developmental stages and principles and can apply knowledge to the development of a K-12 comprehensive school counseling program based on the ASCA model. **(Pupil Services Standard #2)**
3. Demonstrates genuine caring and respect for individual students and students show respect for the intern. **(Pupil Services Standard #7)**
4. Demonstrates positive interpersonal relationships with entire school staff. **(Pupil Services Standard #7)**
5. Demonstrates positive interpersonal relationships with parents, guardians, employers, as well as community systems designed to support student academic, personal/social, and career success. **(Pupil Services Standard #7)**
6. Understands and can articulate the three domains of a comprehensive school counseling program, i.e., academic, personal/social, and career.
7. Understands the nine Model academic standards that provide the skills necessary for students to become successful lifelong learners, good citizens, and productive learners. **(Pupil Services Standard #6)**
8. Demonstrates the belief that the school counseling program is for all students regardless of race, ethnicity, gender, etc.
9. Demonstrates support of other school programs and understands the important leadership role of the school counselor.

Deliver

1. Demonstrates competency in individual counseling skills.
2. Demonstrates knowledge of group counseling practices and functions as a resource for group counseling programs.
3. Demonstrates knowledge of developmental counseling principles and applies knowledge in development of counseling and counseling programs.
4. Demonstrates an understanding of classroom management techniques and skills.
5. Demonstrates ability to help students reflect on, assess strengths and weakness, and apply this knowledge to development of appropriate programs within the counseling department and school environment. **(Pupil Services Standard #2)**
6. Facilitates realistic goal setting with students.
7. Is able to differentiate and apply career development theories and develop age-appropriate practices and programs.
8. Demonstrates an understanding of individual students and group needs and concerns.
9. Demonstrates ethical and professional behaviors in working within a diverse student environment.
10. Understands the role that diversity, inclusion, gender, and equity have on academic, personal, social, emotional, and career development of students.
11. Demonstrates knowledge of how to implement an effective referral process with entire school staff and parents or guardians.

12. Demonstrates knowledge of and participates in various teams and student support programs i.e., PBIS, RTI, Peer helping, career programs, etc. (**Pupil Services Standard #6**)
13. Demonstrates ability to discuss and network with other Pupil Services team members. (**Pupil Services Standard #5**)
14. Demonstrates consultation and coordination skills.

Manage

1. Demonstrates an understanding of the use and interpretation of a wide range of available assessment instruments and assists others in making decisions when using assessment results.
2. Demonstrates ability to **plan and implement** a developmental counseling curriculum including the importance of encouraging staff involvement in the implementation of the counseling curriculum.
3. Understands the importance of using research and collecting data using the results of the data to implement program changes to meet student, their school building, and district needs. (**Pupil Services Standard #3**)
4. Communicates with supervisor regarding current and potential issues or concerns.
5. Demonstrates ability to develop appropriate interventions as needed and monitors student progress.
6. Understands the importance of monitoring time spent on each of the four areas of a comprehensive counseling program to achieve recommended balance based on the ASCA model.

Assess

1. Demonstrates an understanding of the importance of evaluating the school counseling program on a yearly basis.
2. Demonstrates an understanding of the elements that need to be included in evaluating a school counseling program.
3. Understands the importance of using research and collecting data using the results of the data to implement program changes to meet student, their school building, and district needs. (**Pupil Services Standard #3**)
4. Seeks out information in support of ongoing professional development and self-evaluation.

Professional Characteristics

1. Forms a positive and constructive working relationship with supervisor.
2. Is open and receptive to supervisor's feedback.
3. Is responsible for being at the placement site as scheduled and on time. (exceptions noted by supervisor)
4. Is responsible for meeting with supervisor as scheduled.
5. Behaves ethically in accordance with their role. (**Pupil Services Standard #4**)
6. Demonstrates effective ethical and professional behaviors in working responsively with staff, parents, groups, support networks, community agencies, and other governing agencies.

Site supervisors are given the opportunity to comment on areas throughout the rubric that were graded as deficient (1), as well as on overall strengths, and areas for growth. They are also asked whether they would supervisor the intern for another semester, recommend the intern to advance to internship II, for graduation, or if they would hire the intern.

Student Evaluation of Practicum Experience

Name _____ Date _____

Site _____ (fill out one evaluation for each site)

Center Location _____

Please use the following rating scale and circle the correct score:

3... Exceeded expectations 2... Met expectations 1... Did not meet expectations

1. Please check the types of activities you performed while at your practicum site:

- | | |
|----------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> One-on-one counseling | <input type="checkbox"/> Administrative duties |
| <input type="checkbox"/> Group Counseling | <input type="checkbox"/> Program development |
| <input type="checkbox"/> Observation | <input type="checkbox"/> Staff meetings |
| <input type="checkbox"/> Classroom instruction | <input type="checkbox"/> Writing case notes |
| <input type="checkbox"/> Other (please list) _____ | |

2. The activities I performed at the Practicum site were educational and helped me to understand the overall functioning of the school.

3.....2.....1.....

Comments:

3. The Practicum supervisor was helpful and interested in the educational value of my experience at the site.

3.....2.....1.....

Comments:

4. I was able to interact with other people who worked at the site and gain additional perspectives.

3.....2.....1.....

Comments:

5. I was able to increase my knowledge about counseling through my experiences with this site.

3.....2.....1.....

Comments:

6. Please rate your overall experience.

3.....2.....1.....

Comments:

7. I would recommend this site to another student.

- Yes No

Student Evaluation of Internship I and II Experience

Internship I Internship II

Name of Student _____ Dates of Internship _____

Name of Site Supervisor _____ Placement Site _____

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/clinical mental health/or higher education/student affairs 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 Master of Arts in Counseling (MAC) program requires Interns to fill out this evaluation form as the ratings and remarks provide the MAC Placement and Program Coordinator with direct feedback regarding counseling interns experience with their placement site and on-site supervisor.

Criterion	Strongly Agree	Agree	Disagree	Neither Agree nor Disagree
Supervisor made me feel at ease with the supervision process.				
Supervisor gave me timely, useable feedback about my role.				
Supervisor was available for crisis consultation.				
Supervisor promoted legal and ethical practice through discussion and modeling.				
Supervisor modeled a variety of counseling techniques.				
Supervisor helped me understand my feelings about clients and their issues.				
Supervisor was sensitive to cultural differences between supervisee and supervisor and supervisee and counselees.				
Supervisor promoted my professional identity through national and or state standards.				
Supervisor offered resource information when needed or requested.				
Supervisor allowed and encouraged me to evaluate myself.				
Supervisor was available for regular meetings to provide consultation and feedback.				
Supervisor facilitated integration into Internship site.				
How would you rate your supervisor for future Internship students?				
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 University 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 University 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 master's 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 University 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 University and The Lakeland University 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 724, 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, clinical mental health/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 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) 565-6568.

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, 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 *(Please print)* _____

Adjunct Instructor Signature _____

Date _____