



SITE SUPERVISOR HANDBOOK

Washington State University Community Counseling Preparation Program

Pullman Campus

Questions about this manual may be directed to
Dr. Phyllis Erdman
Community Counseling Coordinator

(509) 335-1738

WASHINGTON STATE UNIVERSITY
COUNSELOR PREPARATION PROGRAM

Internship Requirements for Community Counseling Interns

- Placement in a community counseling setting in which you can 1) work with clients, 2) seek permission to record counseling sessions, and 3) present recorded sessions to the CoPsy 533 class for supervision purposes.
- Supervision for at least one hour each week by a site supervisor who has a Master's degree or Ph.D. with a minimum of two years' experience.
- A minimum of 400 hours internship experience (supervision time, meetings, and direct client contact time) over two semesters
- Attendance at a weekly class entitled CoPsy 533 Master's Internship in Community Counseling and the completion of all course requirements
- A current professional vita for the site supervisor must be on file in the Department of Educational Leadership and Counseling Psychology
- An internship schedule must be developed between the site supervisor and the counseling intern and provided to the CoPsy 533 instructor.
- Related paperwork includes: 1) Internship Agreement Form, 2) Internship Goals Statement, 3) Monthly Internship Log; 4) Internship – Final Summary, and 5) Internship Evaluation by Site Supervisor

WASHINGTON STATE UNIVERSITY
COUNSELOR PREPARATION PROGRAM

Internship Responsibilities for Site Supervisors

A primary responsibility for all site supervisors is to assume responsibility for the welfare of all clients, including those clients with whom the intern is working.

- Orient the intern to the agency or practice. Inform the intern about relevant policies and procedures
- Assist the intern by reviewing and signing internship documents required for program completion
- Consult with intern as intern develops a list of major activities to be addressed through the internship experience. Please bear in mind that a primary goal of our training program is to train generalists who have the knowledge and skills to function in diverse community settings. It is expected that interns will have the majority of their direct hours in individual and group settings. Additional experience with relationship/family counseling, consulting/outreach , and assessment activities are also highly valued
- Provide ongoing evaluation and feedback through supervision for a total of at least one hour per week. Be available for consultation as needed.
- Immediately report any concerns about unethical or unprofessional behavior on the part of the intern to the university instructor/supervisor if need arises.
- Complete the site supervisor evaluation form once each semester (typically in mid-December and early May), discuss the evaluation with the intern, and return the form to the university instructor of the CoPsy 533 Master's Internship in Community Counseling course.

WASHINGTON STATE UNIVERSITY
COUNSELOR PREPARATION PROGRAM

Guidelines for the Supervision of Community Counseling Interns

General Guidelines

Supervision is an intervention provided by a more senior member of a profession to a more junior member or members of that same profession. This relationship is evaluative and hierarchical, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for those who are to enter the particular profession (Bernard & Goodyear, 2009).

On-site supervision can be defined as “the direct, day-to-day observation and contact between the site supervisor and the intern during the duration of the internship” (Roberts, Morotti, Herrick, & Tilbury, 2001). Through on-site supervision, community counseling students receive assistance in the application of their knowledge and skills about counseling in actual community settings. They also receive modeling and guidance as they transition from student to professional counselor.

Please incorporate one-to-one supervision time with the intern into your schedule. This time should be total at least one hour per week. Providing a time and space for the intern to reflect on and process his/her internship experience with the input of an experienced counselor is a very important vehicle for the student’s professional growth.

Bear in mind that the interns typically require more assistance and guidance earlier in the internship, with growing confidence and experience, are capable of increased independence and initiative later in the internship. At different points, you will assume different roles. “Supervisors tend to begin supervision from a teaching role, advance to a combination of roles, and ultimately rely more on the consultant role toward the end of supervision” (Nelson & Johnson, 1999).

Dr. Phyllis Erdman, Coordinator of the Community Counseling Program is available if you would like to discuss programmatic and placement issues. The progress and evaluation of interns under your supervision should be referred to the CoPsy 533 internship course instructor.

Concerns about Unethical or Unprofessional Behavior.

Please report any concerns you have about unethical or unprofessional behavior on the part of the community counseling intern to the Community Counseling Coordinator, Dr. Phyllis Erdman, (509) 335-1738 or perdman@wsu.edu or to the CoPsy 533 internship course instructor.

WASHINGTON STATE UNIVERSITY
COUNSELOR PREPARATION PROGRAM

Conceptual Framework

The Master's program in Counseling at Washington State University (WSU) subscribes to the scholar-practitioner model of training. Students develop the skills to critically evaluate the literature and to apply it in their counseling. The common thread of all training is a balance of applied, theoretical, and scientific components in the practice of counseling with a knowledge base drawn from existing practice, theory, and research in counseling (Brown & Lent, 2000) and in alignment with knowledge and skills stipulated by state standards.

The program emphasizes the facilitation of psychological growth and development. It stresses the interaction of the individual, environmental and socio-cultural factors in both the treatment of psychological problems and the promotion of health through better self management and self renewal. The focus of the program in counseling provides coherence to curriculum, instruction, field experiences, clinical practice, and assessment and evaluation across the master's counseling program. The program emphasis also is consistent with recent definitions describing the focus of counseling. For example, Gelso and Fretz (1992) describe counseling in terms of three major roles and five predominant themes.

The major roles are (a) remedial (assisting in remedying problems), (b) preventative (anticipating, circumventing, and forestalling difficulties that may arise in the future), and (c) educative and developmental (discovering and developing potentialities). Thus, the predominant themes are (a) a focus on intact rather than severely disturbed people; (b) a focus on assets, strengths, and positive mental health regardless of the degree of disturbance; (c) an emphasis on relatively brief interventions; (d) an emphasis on person-environment interactions rather than an exclusive emphasis on the person or environment; and (e) an emphasis on educational and career development.

The program also stresses “The importance of viewing people and their behavior in a contextual manner because psychology itself exists in a socio-cultural context influenced by ethnicity, gender, sexual orientation, age, and socio-historical perspective (Kagan, et al., 1988, p. 351).

Recognizing that the role of a counselor varies depending on the socio-cultural context of the position in consideration, the primary intent of the program is to train generalists, i.e. professionals who have the knowledge and skills to function in diverse community and school settings. This is accomplished by applying the scientist/scholar-practitioner model to three major themes in the curriculum: understanding counseling, understanding clients, and counseling in context.

Understanding Counseling – We need to recognize that there is no single approach to counseling and expose our students to the theoretical tenets, techniques, and research bases of the major counseling theories. Students are expected to select one of these theories or to develop a personal integrated approach to counseling that they demonstrate in their case conceptualizations and fieldwork.

Understanding Clients – The program emphasizes the importance of understanding the subjective view of clients. We emphasize the importance of counselor empathy and evolving skills related to the empathic understanding of clients by providing them with knowledge relating to specific client problems, developmental tasks, current major counseling foci and emphasizing the need to understand clients in a socio-cultural context.

Counseling in Context – We recognize that we are preparing professionals who will be functioning in a diverse, constantly changing society who will need to be adaptable and flexible in their response to change.

References

- Bernard, J.M. & Goodyear, R.K. (2009). *Fundamentals of Clinical Supervision (4th ed)*. New Jersey: Merrill.
- Brown, S. D. & Lent, R. W. (Eds.). (2000). *Handbook of Counseling Psychology (3rd ed)*. New York: Wiley.
- Gelso, C. J. & Fretz, B. R. (1992). *Counseling Psychology*. New York, NY: Harcourt Brace Jovanovich.
- Kagan, et al. (1988). Professional practice of counseling psychology in various settings. *The Counseling Psychologist*, 16, 347-365.
- Nelson, T. S., & Johnson, L. N. (1999). The basic skills evaluation device. *Journal of Marital and Family Therapy*, 25, 15–30.
- Roberts, W. B., Morotti, A. A., Herrick, C., & Tilbury, R. (2001). Site supervisors of professional school counseling interns: Suggested guidelines. *Professional School Counseling*, 4, 208–215.
- Schmidt, J. J (1998). *Counseling in Schools: Essential Services and Comprehensive Programs (3rd ed.)*. Boston: Allyn and Bacon.

WASHINGTON STATE UNIVERSITY
COUNSELOR PREPARATION PROGRAM

Documentation Requirements

The following forms are required by the Community Counseling Preparation Program for the purpose of establishing agreements, goal setting, recording experiences, and student evaluation. Please assist the intern in completing these forms properly, conduct supervision sessions to inquire about progress, and complete the evaluation for the intern each semester. Please direct any questions regarding this documentation to Dr. Phyllis Erdman, Community Counseling Coordinator at 509/335-1738 or perdman@wsu.edu or to the CoPsy 533 course instructor.

1. Internship Agreement Form
2. Internship Goals Statement
3. Monthly Internship Log
4. Internship Final Summary
5. Internship Evaluation by Site Supervisor
6. Site Evaluation Form by Intern
7. Supplemental Forms:
 - a. Client Release Form/Audio or Video Tapes
 - b. Parent Release Form/Audio or Video Tapes

All forms are available electronically on the WSU Counseling Psychology website at <http://education.wsu.edu/graduate/specializations/counselingpsych/docs/>