



UNIVERSITY OF
SOUTHERN MAINE

COUNSELOR EDUCATION PROGRAM

**SUPERVISOR HANDBOOK
FOR
REHABILITATION COUNSELORS**

Course Requirements and Handouts

School of Education & Human Development
400 Bailey Hall
Gorham, ME 04038
(207) 780-5316
1-800-800-4USM, ext. 5316

Dear Site Supervisor:

Thank you for agreeing to supervise an intern from our counseling program. The internship is one of the most practical and rewarding experiences for our students, enabling them to experience “first hand” the variety of professional situations, roles and responsibilities they will face as professional counselors and learn from experienced and knowledgeable practitioners such as yourself.

Please visit our web pages to learn more about our program and internship and to examine our handbook. The link is <http://www.usm.maine.edu/counselor-education/hce-686-internship-counselor-education>. These pages include *Student Guidelines and Procedures*, *Appendices/Forms*, and links to the *Site Supervisors Handbook for Clinical Mental Health Counselors and Rehabilitation Counselors*. The supervisor’s handbook is provided to assist you in developing activities and providing feedback about the performance of your intern. Program requirements can also be reviewed from the program’s home page at <http://www.usm.maine.edu/counselor-education/ms-counseling>. If you do not have internet access, please contact the program office at (207) 780-5316. A copy of the seminar syllabus may be provided along with our supervisor’s handbook. Certain assignments are to be submitted to the university supervisor by the intern, and should be shared with you prior to their due dates.

We believe that in a planned internship, the intern can be of assistance to you, as well as you being of benefit to the intern. Of course, it is assumed that the intern will require more help at first, becoming of greater value over time. During this initial period, the intern will need advice, as well as the opportunity to observe, read, ask questions and seek an understanding of your setting. It is important that the intern understands your program, and agency policies in order to work with you to insure that her/his goals and objectives may be achieved within your program.

Communication about expectations, needs and concerns is a critical component of a successful internship experience for both the intern and the supervisor. You, as the supervisor, will be the model for this communication. We require that you have regular supervision time with the intern to discuss his/her activities as well as to suggest readings and assignments that will maximize his/her learning.

In the event that student performance or other difficulties arise during the internship, the site supervisor should notify the university supervisor as soon as possible. Immediate steps will be taken to bring all parties together to develop remedial steps to resolve the issues. A follow-up meeting will be scheduled to ensure that the proposed remedies were effective in alleviating the problem.

We thank you for acting as a mentor to our intern(s). The USM faculty appreciates greatly the time, energy and hard work which you commit to your supervision and recognizes the critical role you play in the continuing professional growth and success of our USM graduates. We also hope that you benefit from this experience as well, and that our students contribute much to your agency.

At the conclusion of the semester, if you would like to receive NCC re-certification credits at the rate of 15 clock hours per semester, please contact Kerry Bertalan at (207) 780-5316 or bertalan@usm.maine.edu. Please feel free to contact me, if you should have any questions about the internship program.

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Rev. 5/13



COUNSELOR EDUCATION PROGRAM OVERVIEW

The Master of Science in Counseling degree provides its graduates with the counseling knowledge and skills used in school, clinical mental health, and rehabilitation settings. Students study human development and behavior, individual counseling theory, group theory and dynamics, research methodology, and psychological measurement and evaluation, in addition to courses in individual specialties—school counseling, clinical mental health counseling, and rehabilitation counseling. The Mental Health Rehabilitation Technician/Community (MHRT/C) Certificate Program may be taken independently of the master’s degree. The certificate of advanced study in counseling is a post-master’s program for current counselors who are interested in pursuing advanced coursework.

The mission of the counselor education program is to prepare counselors for ethical practice. The program prepares its graduates to act as facilitators of change in the lives of individuals at all developmental levels. By modeling high standards of professionalism and offering a foundation of knowledge, skills, self-awareness, and practice, the program aspires to prepare counselors of the highest quality to work in schools, mental health agencies, businesses, hospitals, rehabilitation organizations, private practice, and other settings.

Program training includes traditional university-based courses, distance education, and clinical instruction. The program provides an integrated and conceptually sound framework of knowledge, skills, and self-awareness as a foundation for ethical practice in the fields of counseling and rehabilitation. In addition, the program provides leadership for the counseling profession at the state, regional, and national levels.

Students in the counseling program will be able to:

- demonstrate knowledge of core curriculum;
- demonstrate an integration and application of their knowledge and skills in the specialty areas in counseling (school, clinical mental health, and rehabilitation);
- demonstrate knowledge and skills in addressing issues of diversity;
- apply individual and group counseling skills and techniques;
- reflect on their personal and professional strengths, weaknesses, abilities, and challenges to identify professional development needs;
- analyze and apply relevant technologies for the growth and practice of counseling and rehabilitation;
- apply ethical decision-making in counseling situations; and
- articulate how their professional identity is grounded in their personal identification with the standards and ethical practices of the counseling profession.

The Master of Science in Counseling degree is divided into three specialty areas: school counseling, clinical mental health counseling, and rehabilitation counseling. Depending on the specialty area, the counselor education program requires fifty-four to sixty-three credit hours of coursework, which includes core courses, required specialty courses, and electives. In addition to coursework, each student must successfully pass the Counselor Preparation Comprehensive Examination (CPCE).

The counselor education program holds accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP) for the clinical mental health and school counseling specialties, and from the Council on Rehabilitation Education (CORE) for the rehabilitation specialty.

Graduates are eligible to sit for the National Counselor Examination (NCE), as well as the Certification for Rehabilitation Counseling (CRC) and majors in the Psychiatric Rehabilitation specialization are prepared to be licensed as a clinical professional counselor (LCPC) in Maine. Students earn their MHRT-C which can qualify them to sit for their Certified Alcohol & Drug Counselor (CADC) exam and if interested in substance abuse issues may also consider earning a Substance Abuse Expertise Certificate as part of this program, earning credits toward licensure as a drug and alcohol counselor (LADC) .

REHABILITATION COUNSELING CONCENTRATION

The mission of the USM rehabilitation counseling concentration is to promote quality rehabilitation services to individuals with disabilities through (1) educating qualified rehabilitation professionals; providing services to rehabilitation organizations; and (3) sponsoring rehabilitation-related research and training. This mission is achieved through pursuit of the following objectives:

To teach students the basic philosophic tenets of rehabilitation, specifically: (1) the value, worth, dignity and capabilities of all people; (2) the right of all people to full societal participation with individuals and in settings of their choice; (3) the treatment of persons with disabilities as equal partners in the rehabilitation process; (4) an emphasis on societal, community, and professional change as much as individual change; (5) the importance of hope, individual capacity, community inclusion, support, and education; and (6) the adherence to the Code of Professional Ethics for Rehabilitation Counselors.

To provide the practical knowledge and skills so that students become competent rehabilitation counselors in a wide variety of settings through the use of class and community experiences to acquaint students with rehabilitation philosophies, methods, and organizations and the exposure to varied, experiential and field-based learning in a rehabilitation setting.

To offer services, training, and research to area rehabilitation agencies, consumer groups, and professional organizations through faculty and students participation on local professional and consumer boards and committees, presentation at local and regional conferences, and provision of local in-service training and consultations.

Traditional Program Requirements

Required Core Courses: (27 credit hours)

HCE 605	Psychological Measurement & Evaluation
HCE 620	Fundamentals of Counseling Theories
HCE 621	Fundamentals of Counseling Skills
HCE 626	Group Process & Procedures
HCE 627	Group Counseling
HRD/HCE 668	Human Development
HCE 690	Individual Counseling Practicum Seminar
HCE 691	Individual Counseling Practicum Laboratory
EDU 600	Research Methods & Techniques

Required Specialty Courses: (24 credit hours)

HCE 610	*Introduction to Rehabilitation Counseling & Services
HCE 611	*Medical and Psychological Aspects of Disability and Rehabilitation
HCE 612	*Multicultural Counseling: Social & Cultural Foundations of Helping Diverse Families
HCE 614	*Psychiatric Rehabilitation: Evidence-based Practices
HCE 615	*Vocational Counseling and Placement in Rehabilitation
HCE 619	Recovery-oriented Origins of Psychiatric Rehabilitation Practice
HCE 686	Internship in Counselor Education (6 credits - 600 hours)

Elective (3 credit hours) and Total Credit Hours- 54

*indicates MHRT/C certificate classes

Psychiatric Rehabilitation Counseling Specialization

Required Core Courses: (36 credit hours)

HCE 605	Psychological Measurement & Evaluation
HCE 620	Fundamentals of Counseling Theories
HCE 621	Fundamentals of Counseling Skills
HCE 626	Group Process & Procedures
HCE 627	Group Counseling Practicum
HRD/HCE 668	Human Development
HCE 690	Individual Counseling Practicum Seminar
HCE 691	Individual Counseling Practicum Laboratory
EDU 600	Research Methods & Techniques
HCE 640	Professional Issues in Mental Health
HCE 643	Psychopharmacology, Substance-Related Disorders & Integrated CODx Treatment
HCE 645	Diagnosis & Treatment Planning

Required Specialty Courses: (27 credit hours)

HCE 610	*Introduction to Rehabilitation Counseling & Services
HCE 611	*Medical and Psychological Aspects of Disability and Rehabilitation
HCE 612	*Multicultural Counseling: Social & Cultural Foundations of Helping Diverse Families
HCE 614	*Psychiatric Rehabilitation: Evidence-based Practices
HCE 615	*Vocational Counseling and Placement in Rehabilitation
HCE 619	Recovery-oriented Origins of Psychiatric Rehabilitation Practice
HCE 686	Internship in Counselor Education (9 credits - 900 hours)

Total Credit Hours: 63

*indicates MHRT/C certificate classes

Substance Abuse Counseling Expertise Area

For those students interested in working in the area of substance abuse, the counselor education program offers coursework which will enable students to obtain a Substance Abuse Counseling expertise area within their master's degree. This expertise is available extending the psychiatric rehabilitation counseling specialty (3 courses). Students who complete this expertise area as part of their master's degree meet all academic requirements necessary to become a licensed alcohol and drug counselor (LADC) in Maine. The following courses are required for the expertise area:

HCE 642	Perspectives on Chemical Dependency
HCE 643	Psychopharmacology, Substance-Related Disorders & Integrated CODx Treatment
HCE 644	Crisis Intervention
HCE 650	Basic Concepts in Couple and Family Counseling
HCE 686	Internship in Counselor Education (6 credits – 600 hours in an in-patient/out-patient substance abuse treatment facility can be included within a 900 hour placement)

ACADEMIC SUPPORT

Students encountering difficulty with a course, believing that they should be performing at a higher level, or requiring adaptations, or accommodations, should consult with the instructor as soon as possible. Assistance with these and other matters is available at the following USM offices: The Learning Center, 253 Luther

Bonney Hall, 780-4228; the Office for Academic Support for Students with Disabilities, 242 Luther Bonney Hall, 780-4706; University Counseling Services, 105 Payson-Smith Hall (Portland) and 110 Upton Hall (Gorham), 780-4050.

INTERNSHIP OVERVIEW

Rehabilitation counseling students in the traditional track must take a minimum of 6 credit hours (600 clock hours) in an appropriate rehabilitation setting. Psychiatric rehabilitation counseling students must complete 900 clock hours (9 credit hours) of internship, and 360 (40%) of those hours must qualify as direct service. See “Definition of Direct Service with Clients” below.

For students who have done internship in three semesters of 300 clock hours (3 credit hours each) this workload will translate into 45 weeks of 20 hours per week. Internship can also be done in two semesters of 450 clock hours. This workload translates into 30 hours per week over the course of two 15 week semesters. These options are two possible ways to structure internship hours. Other arrangements can be made to fit into a student’s life situation and should be discussed with the academic advisor and site supervisor as necessary.

Typical Activities of Interns

Typical activities we expect our rehabilitation counseling students to experience:

- Orientation to rehabilitation service delivery
 - familiarity with agency policies & procedures
 - observation of rehabilitation service delivery
- Case management and evidence-based vocational rehabilitation
 - intake interview and assessment
 - performing functional assessments
 - analysis/synthesis/interpretation of client information
 - job readiness and job seeking skills training
 - job analysis and transferable skills
 - job development and placement
 - supported employment services
 - individual rehabilitation plan and follow-up services
 - record keeping
- Counseling
 - maintain caseload of individual clients
 - implementation of appropriate theoretical interventions
 - provide counseling to rehabilitation clients individually and/or in group settings
- Supervision and evaluation
 - regularly scheduled supervision with a Certified Rehabilitation Counselor
 - on-going self-evaluation

Typical activities we expect our clinical psychiatric rehabilitation counseling students to experience:

- Orientation to mental health agency
 - familiarity with office materials, agency policies and procedures
 - understand philosophy and objectives
 - under role of measurement and evaluation within the agency

- Individual Counseling
 - exposure to individual counseling and therapy
 - maintain caseload of individual clients/patients
 - implementation of appropriate theoretical interventions
 - engage in treatment planning
- Group Counseling
 - active and regular involvement as a group co-facilitator
 - direct group facilitation after proper on-site training
- Coordination and management activities
 - referral - identify outside service agency staff participate in staff meetings
 - consult with staff; meet with agency direct care staff
 - record keeping
- Assessment
 - engage in intake assessment and diagnosis
 - provide follow-up & interpretation of standardized tests used in the setting
 - assist with program evaluation and research
- Supervision and evaluation
 - regular clinical supervision
 - on-going self-evaluation
- Education
 - exposure to various intervention strategies as deemed appropriate by field supervisor (workshop attendance, outside reading, etc.)
- Evidence-based psychiatric rehabilitation
 - performing functional assessments
 - developing individual skills
 - fostering community supports
 - developing vocational/career opportunities
 - establishing peer supports
 - promoting recovery-oriented experiences
 - advocating consumer choice
- Case Recording

The internship should be in treatment and rehabilitation facilities that have been approved as placements over the course of internship (600 or 900 hours). Overall, approximately 40% of an intern's time should be spent in direct client/consumer contact in a rehabilitation counseling capacity (across institutional and community-based settings). It is understood that some activities must be conducted only in conjunction with the supervisor or other designated person(s). However, most activities may be experienced in stages, first as an observer, then as a co-leader or equal member, and then as the independent leader.

Definition of Direct Service with Clients. Direct service with clients means:

1. Counseling - assisting individuals, families or groups through the counseling relationship to develop understanding of intrapersonal and interpersonal problems, to define goals, to make decisions, to plan a course of action reflecting their needs, and to use information and community

resources, as these procedures are related to personal, social, educational and vocational development.

2. Consulting - applying of scientific principles and procedures in counseling to providing assistance in understanding and solving a current or potential problem that the consultee/client may have in relation to a third party, be it an individual, a family, a group or an organization.
3. Referral - determining the advisability of referral to other specialists, informing the counselee of that judgment, and communicating as requested or deemed appropriate with referral sources.
4. Assessment - selecting, administering, and interpreting instruments designed to assess personal, interpersonal and group characteristics.
5. For the purposes of internship here are the activities with clients that constitute direct service:
 - Individual counseling
 - Individual consultation
 - Group counseling
 - Group consultation
 - Telephone counseling
 - Telephone consultation
 - Teaching/instructing
 - Intake/Assessment
 - Assessment
 - Referral

General Expectations for Students. Students should gain a thorough knowledge of the placement site, its goals, objectives and operating procedures and structure. Students are expected to:

1. Spend a minimum of 100 clock hours per course credit hour in the assigned setting.
2. Meet on a regular basis for a seminar with other internship students. Students who divide the internship credit hours over two or more semesters must participate in the internship seminar for each semester they are registered. Counseling students are required to register for at least 2 credits for the summer internship section. In the spring and fall semesters students should register for the number of credits that match the number of on-site hours they expect to complete during the semester.
3. Complete as soon as possible a goal contract in conjunction with the site supervisor and faculty supervisor.
4. Appropriately use audio and/or video tapes for supervision. Taping is an expectation for all students at all sites.
5. Maintain a weekly log of internship activities. The purpose of this log is to assist in the process of determining progress toward meeting your goal contract and related on-going goals, in the required number of hours. Logs should reflect total hours of supervision and direct service for each week. **Interns are required to complete both pages of the log (the weekly summary [page #1] and weekly log of activities [page #2]).** Logs will be maintained as part of the student's file and serve as the primary means for documenting internship and supervision hours.
6. Provide a final report on activities, including a self-evaluation, as well as an evaluation of the placement site. Copies should be given to the site supervisor as well as the faculty supervisor. At

the completion of the internship, all logs will be stored in the department. Logs will be kept on file in the Department for several years. After that time, they will be destroyed and a summary of internship activities for each student will be maintained as a permanent record. Students should maintain a copy of all internship logs for their own records.

7. In the event that a student registers for the internship and do not complete the required number of hours by the end of the semester, they will be assigned an incomplete (I) grade. A grade change will be submitted once students who have earned an incomplete (I) grade submit all required logs, evaluations and papers. Students are expected to attend all seminar classes while completing internship hours.
8. Students should attempt to gain as wide a variety of experiences as possible while at the placement site, including staff conferences, training or other experiences that are normally encountered in that type of setting.
9. The following is a list of expectations students should have met prior to the internship. Students are expected to:
 - have a clear view of their goals and objectives and expectations for the internship.
 - be able to identify and seek out support systems.
 - be able to establish relationships with staff.
 - understand the concept of confidentiality and privileged communication, as well as other legal and ethical issues.
 - have a clear perspective of role definition.
 - make a commitment of time for professional meetings, conferences, sessions with site supervisor, as well as to other appropriate activities.
 - understand that they work within a system and must accept that or seek another placement.
10. In the unusual circumstance that a student wants to drop or change his/her internship site, efforts should first be made to address the dissatisfaction with faculty and site supervisors. If the issues are not resolved and the student decides to leave the placement, he/she should:
 - Immediately notify both faculty and site supervisors of the decision.
 - Work with agency/organization to professionally terminate with staff and clients when appropriate.
 - Inform faculty and site supervisor by letter stating the rationale for changing the internship, e.g. activity was inconsistent with goal contract.
11. The final grade will be determined on the qualitative aspects of the student's internship by the faculty supervisors. The quantitative aspects of this experience serve only to establish minimum contact time. The final grade will be based on:
 - how well the goals and objectives of the internship contract have been met
 - how well the expectations of the semester--as detailed on the previous page--have been met
 - the site supervisor's evaluation
 - the student's self evaluation
 - the faculty supervisor's evaluation.

Procedures for Addressing Unsatisfactory Internship Performance. Students deemed by virtue of their mid-term assessments to not be making satisfactory progress in their internship are required to take the following steps:

1. jointly meet with both your faculty and site supervisors to discuss the student difficulties and develop a plan of remediation.
2. collaboratively decide on corrective action that includes:

- specifying the specific area(s) of weakness;
 - delineating concrete steps to remedy the problem(s);
 - identifying how each step will be evaluated;
 - agreeing on specific timelines for achieving satisfactory performance for each step.
3. at the end of the agreed upon timetable, the parties will re-convene and assess student progress, repeating the above steps if the supervisors determine that student performance remains unsatisfactory and recommend further remediation.

General Expectations for Site Supervisors. The site supervisor is expected to:

1. schedule time for supervision with the student on a regular basis. A minimum of one hour per week is expected.
2. provide the student with ample experiences appropriate to the school, agency, hospital, or business
3. provide training and supervision needed for students to follow the policies and procedures of the school, agency, hospital, or business where the internship is being completed.
4. assist the student to become an accepted member of the staff.
5. provide adequate facilities for the student to carry out assigned responsibilities.
6. provide a wide variety of experiences as possible for the student.
7. assist the student in a periodic self-evaluation.
8. provide the student intern the opportunity to audio and/or video tape their interactions with clients.
9. be available to meet with the faculty supervisor on scheduled visits and to advise the faculty supervisor of any problems which arise in connection with the student's progress.
10. during the next to last week of the semester, develop a written evaluation of the student's performance. This should be sent directly to the faculty supervisor and will assist in determining a course grade. The evaluation will be treated as non-confidential and retained in the student's file.

General Expectations for Faculty Supervisor. The faculty supervisor is expected to:

1. conduct an introductory contact with the site supervisor. This will usually be via letter just prior to the beginning of the semester or during the first week.
2. conduct class meetings or seminars at least every other week throughout the semester.
3. visit the site supervisor and the student at the internship site at least twice during the semester.
4. assist students in processing their new knowledge.
5. assist students to integrate their experiences with theory and research.
6. evaluate the internship sites and the site supervisor.
7. evaluate the student and discuss that evaluation with him/her.

3. Provide training and supervision needed for students to follow the policies and procedures of the school, agency, hospital, or business where the internship is being completed.
4. Assist the student to become an accepted member of the staff.
5. Provide adequate facilities for the student to carry out assigned responsibilities.
6. Provide as wide a variety of experiences as possible for the student.
7. Assess ongoing intern performance using rating forms and facilitate student self-evaluation.
8. Provide the student intern the opportunity to audio and/or video tape their interactions with clients.
9. Be available to meet with the faculty supervisor on scheduled visits and to advise the faculty supervisor of any problems which arise in connection with the student's progress.
10. During the next to last week of the placement, develop a written evaluation of the student's performance. This should be sent directly to the faculty supervisor and will assist in determining a course grade. The evaluation will be treated as non-confidential and retained in the student's file. A suggested format is included in the Supervisor's Handbook.

The student intern agrees to:

1. Act in a manner consistent with the ACA and CORE Code of Ethics.
2. Be responsible for ____hours/week at the internship site. (Rehabilitation counseling interns only—40% of which must be direct service with persons with disabilities including persons with SMI.)
3. Be responsible for being available to the site supervisor for supervision for one hour/per week.
4. Comply with the rules and regulations of site (e.g., report writing, in-service training, etc.)
5. Spend a minimum of 100 clock hours per course credit hour (200 clock hours for clinical counseling students) in the assigned setting.
6. Meet on a regular basis for a seminar with other internship students. Students who divide the internship credit hours over two or more semesters must participate in internship seminar for each semester they are registered.
7. Complete a goal contract in conjunction with the site supervisor and faculty supervisor.
8. Maintain a log of internship activities.
9. Appropriately use audio and/or video tapes for supervision.
10. Provide a final report on activities, including a self-evaluation, as well as an evaluation of the placement site. Copies should be given to the site supervisor as well as the faculty supervisor.
11. Complete other class assignments for supervision seminar required by faculty supervisor.
12. Attempt to gain as wide a variety of experiences as possible during the placement including staff conferences, training or other experiences that are normally encountered in that type of setting.

Student's Signature

Date

Site Supervisor's Signature

Date

School/Agency Administrator

Date

University Supervisor's Signature

Date

CHECKLIST OF ON-SITE INTERNSHIP EXPERIENCES

AWARENESS/EXPOSURE

- Review agency procedures & guidelines
- Understand philosophy & objectives
- Attend staff meetings
- Identify outside service agency staff
- Become familiar with office materials
- Understand record system
- Understand role of measurement & evaluation within the agency

DIRECT INVOLVEMENT

- Plan & conduct comprehensive client assessments
- Collaboratively plan individual community goals with supervisor input.
- Assist in developing steps and strategies for achieving goals.
- Work with involved parties and use available community resources to support goal achievement.
- Collaboratively review, evaluate, modify goals as needed with supervisor input.

EXPLORATION

- Attend workshops, conferences, etc. (professional development) sponsored by the organization
- Tour community, visit key “institutions” with which the provider’s clients engage

INDIRECT INVOLVEMENT

- Meet staff & administrators
- Receive staff communications

OTHER OPTIONS

- (Co-lead) Conduct staff in-service activities of a professional development nature
- Help with related activities (if applicable) such as special projects

SUPERVISOR ISSUE

- Meet regularly with supervisor
- Consistently prepare and participate in regular supervision
- Keep a personal log and utilize feedback as appropriate



UNIVERSITY OF
SOUTHERN MAINE

University of Southern Maine
Counselor Education Program
HCE 686 – Internship

INTERNSHIP LOG

NAME: _____

SITE: _____

FOR WEEK BEGINNING: _____ LOG SHEET #: _____

	ACTIVITIES			TOTAL TIME
	Direct Service	Supervision	General	
PREVIOUS WEEK'S TOTALS				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				
WEEKLY TOTAL				
TOTALS TO DATE				

Intern
Signature _____ Date _____

Site Supervisor
Signature _____ Date _____

University Supervisor Signature
_____ Date _____

*A digital version of this log form is available as an Excel document upon request.
3/13

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00 AM							
7:15							
7:30							
7:45							
8:00 AM							
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GROWTH ORIENTED EVALUATION OF INTERN COMPETENCIES

Please complete and discuss with the intern after ten (10) weeks of the term. It is intended to enable the intern to work on areas for improvement.

Name of Intern _____ Date _____

Name of Supervisor _____

DIRECTIONS: Please circle the area that best describes the performance of the intern.

- 1 Highly Adequate
- 2 Adequate
- 3 Need for Growth

1.	Listens to and appears interested in person(s) to whom he/she is talking.	1	2	3	NA
2.	Helps co-workers understand his/her goals and values.	1	2	3	NA
3.	Uses clinically sound judgment and skills in working with clients.	1	2	3	NA
4.	Uses a number of different approaches in dealing with clients.	1	2	3	NA
5.	Demonstrates respect for client autonomy, perspectives, and decision-making.	1	2	3	NA
6.	Understands and applies appropriately basic rehabilitation philosophy and processes.	1	2	3	NA
7.	Is informed of and uses relevant information, research, and theory in practice.	1	2	3	NA
8.	Understands and applies appropriately knowledge of medical, psycho-social, and vocational issues surrounding persons with disabilities.	1	2	3	NA
9.	Demonstrates knowledge of vocational counseling, analyses, placement, and support.	1	2	3	NA
10.	Is knowledgeable about the importance of the family and cultural considerations in rehabilitation practice.	1	2	3	NA
11.	Is familiar with strategies for client referral.	1	2	3	NA
12..	Works effectively and shows leadership in group work.	1	2	3	NA
13.	Consults with more knowledgeable professionals when necessary.	1	2	3	NA
14.	Demonstrates knowledge of professional ethics and conducts himself/herself ethically.	1	2	3	NA
15.	Prepares for and uses supervision appropriately.				

This form may be used with a narrative for the student's final evaluation.

DEMONSTRATION OF PERSONAL CHARACTERISTICS

Intern: _____ Date: _____

Supervisor: _____

DIRECTIONS: Please circle the rating which you feel best describes the intern's ability with respect to the following statements.

- 1 Highly Adequate
- 2 Adequate
- 3 Need for Growth

1.	Demonstrates sensitivity to others, their feelings and their concerns.	1	2	3	NA
2.	Demonstrates ability to establish and maintain empathic relationships with others.	1	2	3	NA
3.	Demonstrates ability to communicate and relate effectively with staff and other persons outside the agency.	1	2	3	NA
4.	Demonstrates objectivity when working with individuals in practice.	1	2	3	NA
5.	Demonstrates open-mindedness and acceptance of the values and needs of each person as an individual.	1	2	3	NA
6.	Demonstrates patience and tolerance for ambiguity in the absence of rules and stated policies.	1	2	3	NA
7.	Demonstrates confidence, belief and trust in the client's potential for change and growth.	1	2	3	NA
8.	Demonstrates maturity and emotional stability in a professional capacity.	1	2	3	NA
9.	Demonstrates a sense of adequacy and self-worth as a person.	1	2	3	NA
10.	Demonstrates an openness to new experiences, and a willingness to make needed and purposeful changes to improve competency.	1	2	3	NA
11.	Demonstrates knowledge of and practices the counselor's professional code of ethics.	1	2	3	NA
12.	Demonstrates sincerity and honesty in relationships with others.	1	2	3	NA
13.	Demonstrates a willingness to accept and work with all clients.	1	2	3	NA
14.	Demonstrates self-insight and self-understanding.	1	2	3	NA
15.	Demonstrates interest in professional and self-growth activities.	1	2	3	NA

UNIVERSITY OF SOUTHERN MAINE
Counselor Education Program

HCE 686 Internship in Counselor Education

Suggested Format for Site Supervisor's Final Evaluation

It is requested that your evaluation be in the form of a letter, addressing the following general areas.

1. Professional manner and conduct

2. Personal relations (considered most important)
with clients
with staff members
with supervisor

3. Knowledge and skills relative to field and professional practice
principles and purposes
resources (tools and information)

4. Prognosis
Promise/potential to the field and professional practice
limitations noted and/or growth needed

You may include any additional comments you feel are pertinent.

Please make comments and suggestions you have about the internship program on a separate piece of paper. This is to be an evaluation of the organization and supervision of the program, not of the individual intern and is to help improve the overall program.

Please return to: Counselor Education Program
400 Bailey Hall
University of Southern Maine
Gorham, ME 04038

INTERNSHIP EVALUATION

Supervisor's Form

Excellent	Above Average	Average	Poor
4	3	2	1

Using the above scale, please rate the following aspects of this student being involved with USM's counseling internship.

<ol style="list-style-type: none"> 1. Professional/clinical preparation of intern 2. Intern's contribution to site 3. Intern's contribution to counseling program 4. Intern's effective use of supervision 5. Overall satisfaction with intern 6. Clarity of communication from USM 7. Availability of support or assistance from USM 8. Overall satisfaction with internship experience 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">4</td> <td style="width: 15%;">3</td> <td style="width: 15%;">2</td> <td style="width: 15%;">1</td> </tr> <tr> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
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4	3	2	1																														
4	3	2	1																														
4	3	2	1																														

We would also appreciate receiving narrative feedback about the following:

- A. What have been the most beneficial aspects of the internship?
- B. What difficulties, aggravations or problems have you had to face during the internship (as a result of the internship)?
- C. What recommendations would you make for improving the internship at USM?
- D. Other comments?

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WORKSHOP IN CLINICAL SUPERVISION SITE SUPERVISOR QUALIFICATIONS AND TRAINING

In order to maintain a high quality of training for our interns, we ask that our site supervisors have certain qualifications. Therefore, site supervisors **MUST** meet these minimum requirements:

- have at least a master's degree in counseling or a related field;
- have a minimum of two years, post-masters experience; and
- have the appropriate licensure or certification to practice in the setting.

Additionally, our accrediting body requires that the program make a commitment to have all internship site supervisors trained in clinical supervision. For individuals who have not had advanced training, we offer training three times a year at a minimal cost to our site supervisors. The training consists of both didactic and hands-on learning opportunities. You will receive a training manual to read prior to a one day experiential workshop. The dates for training are typically offered in the months as listed below. Please check our website for the actual dates. Space in each workshop is limited, so please contact Sue Jones at sjones@usm.maine.edu for questions and to RSVP for the workshop date of your choice.

October – USM Portland Campus
April – USM Gorham Campus
June – University of Maine at Augusta

Description

This workshop has been designed to provide participants with the opportunity to understand selected major theoretical models of supervision, tasks and functions of supervision, supervisor responsibilities, and through practice to develop individual supervision approaches. The overall goal of the workshop is to equip novice supervisors with foundational information and supervised practice as well as to provide experienced supervisors with additional knowledge and skills to enhance their current supervisory practices.

Site Supervisor One Day Workshop Agenda

9:00 – 9:30	Welcome and Warm-up
9:30-10:30	What is Clinical Supervision?
10:30-11:00	Live Demonstration
11:00-11:30	Practice Session
11:30-12:30	LUNCH
12:-30-2:30	Group Supervision
2:30-3:00	Orientation to Internship