INTERN'S MANUAL FOR INTERNSHIP

School Counseling Department: SCED 516

Lewis & Clark College
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(Download the following Adobe Acrobat PDF forms from the School Counseling website at: http://graduate.lclark.edu/departments/educational_leadership/school_counseling/documents/)

A. Opening Letter

To the Counseling Intern:

Congratulations! You have completed most of the coursework in your counseling program, and are now ready to engage in the practical experience of working in a school setting. It is quite natural to question whether you are "ready", personally and professionally, for this next step. No one expects you to complete the process without making some mistakes along the way. The important point is to recognize how much you have to learn, and to feel comfortable in seeking help to improve your performance.

It is essential the "fit" of intern to school and school mentor/supervisor be maximized, so there is considerable emphasis in this manual on presenting yourself, fully and positively, through your resume and in personal contact. Your on-site school mentor/supervisor is being asked to play three roles with you – those of counselor, teacher, and consultant. (For more information about the school mentor/supervisor's responsibilities, please read the School Mentor/Supervisor's Manual. You will be expected to discuss it with your school mentor/supervisor in the early stage of your meetings with her/him).

You are also reminded regularly that our ultimate concern is the welfare and development of the student/counselee. Consequently, personal, professional, and ethical guidelines must be established early and maintained consistently. In the event of a conflict, we are likely to defer to your school mentor/supervisor's experience. Though your needs are significant, the bottom line will be counselee safety and welfare. In the event of problems between you and your site, your Lewis & Clark supervisor should work with you and your school mentor/supervisor to develop a strategy. In some cases, interns are asked to change their placement. If you are asked to do so, your Lewis & Clark supervisor will assist you in being relocated to a different site and develop a remediation/intervention plan.

Which brings us back to where we began: be as certain as you can be that you are prepared for your internship, and that your placement "works" for you – and your experience will be a pleasant, productive, and insightful one.

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B. Resume

You should prepare by updating your resume. Feel free to use whatever form with which you feel most comfortable. Consider the following tips when updating your resume:

1) Print your resume using nice paper, possibly a subtle, conservative color.

2) Make your resume easy to read and concise. Make the most important information readily available. Often, potential school mentor/supervisors have numerous resumes to read; therefore, make yours very neat and organized. Try not to make your resume more than two pages in length.

3) If your counseling or school experience is as a volunteer, create a category called RELATED EXPERIENCE rather than listing it as volunteer experience. Place the category toward the beginning of your resume.

4) Some of you have worked for many years in an unrelated field. Of course you want to list this experience. Consider labeling this experience as OTHER EXPERIENCE or OTHER WORK EXPERIENCE. Minimize the amount of space you use for unrelated experience. Emphasize aspects of your experience that utilize your people skills. For example, list the number of people you supervised, training that you conducted, workshops you put on, etc.

5) Have someone proofread your resume.

C. Student Responsibilities

1. **Mandatory Pre Internship Meeting:**
   It is mandatory that you attend a pre-internship meeting, usually held the spring semester before the fall Internship begins.

2. **On Site Placement:**
   No later than two weeks after you are placed with a School Mentor/Supervisor at a site, complete and turn in to the office the School Counseling Internship Pre-Agreement Form. Failure to complete this document or to allow any other required documentation to expire during your Internship will result in your being pulled from the site to avoid potential liability issues for you, Lewis & Clark and/or your school site.

3. **Supervision:**
   You are required to obtain a minimum of an hour per week of individual on-site supervision. At the end of each semester you will meet with your School Mentor/Supervisor to discuss and complete your **Intern Evaluation Form Macro SCED 516 for School Mentor and Intern.** Provide a duplicate for your mentor's file. At the end of each semester you and your Lewis & Clark College instructor will discuss and complete your **Site Visit Evaluation form –Key Assessment**(available on Taskstream).

4. **Training:**
   Internship students are expected to participate in on-going staff development meetings, IEP's and administrative duties at their site. These could involve evening or weekend commitments.

5. **Records:**
   Students maintain records in accordance with school norms. If your setting does not require the keeping of records, you are still obligated to do so in keeping with the codes of ethics of the professional organizations. Additionally, you should keep track of the hours you accrue on the Weekly Record of Direct Service Hours, Record of Weekly Supervision and Record of Activities Other than Direct Service and Supervision forms, summarizing the hours of each of these on to the Final Internship Summary Form at the end of the second (Spring) semester. You should always **keep copies of your records** and have them readily available in your internship portfolio! You will be required to submit these forms to Taskstream at the completion of your internship: all evaluations, hourly forms and hourly summary form. You will maintain a hard copy of all of your portfolio work.

6. **School Counseling Internship Class:**
   You are required to attend class on campus for two semesters (registration each term is needed). The class provides an additional source of group supervision and training.

7. **Student Academic Program Portfolio (SAPP):**
   All students are required to complete a Student Academic Program Portfolio (SAPP).

D. Time Commitment

	Macro Site
1. Direct Service	270
2. Supervision On-Site	30
3. L&C Supervision	60
4. Other Hours	40
Total Hours for 2 Semesters:	**400**

1. Direct Service:
   Hours include individual, group and family counseling, guidance and prevention activities, and consultation. As well as counting your own service, you may receive direct service hours when you are observing someone else conducting these activities.

2. Site Supervision:
   At least one hour of supervision a week must be face-to-face individual supervision between the school mentor/supervisor and the intern.

3. L&C Supervision:
   You are required to attend a School Counseling Internship class for the academic year. You may count the hours as listed above.

4. Other Hours:
   These should be the easiest hours to fill because they include any related readings, writing up your notes, consultation, additional training experiences, duty at school site (unless direct student, faculty, or parent intervention takes place), and other on-site activities (e.g. school board; parent informational meetings, open houses, etc.).

Students are required to begin Internship fall term when school begins and continue with the same class throughout the school year (make sure to remember to register for class each term). You may begin to accrue other hours (#4) for one month prior to the beginning of the Internship class but may not count direct service hours until your internship class begins. Students are expected to remain at their placement sites for the entire school year.

The number of hours spent at your site varies according to the needs of the site and the students. Typically, interns can expect to spend between 10 – 12 hours per week at their site.

E. Getting the Most Out of the Internship

One of the main points made in the School Mentor/Supervisor's Manual is the uniqueness of each situation. Your particular background, personal style, attitudes, values, teaching/counseling experience, and expectations are different from anyone else's. Your mentor/supervisor's style (and those of other counselors you observe) will be highly individualized. There may be questions that you don't even know you have when you "jump in" to the school's routine in August/September. You may be surprised at the ease or difficulty with which you relate to students, staff, and parents. You may discover, in the midst of the pressures of learning, it is difficult to maintain your physical and mental health at the level to which you are accustomed; or that you don't accept constructive criticism as graciously as you would like. **Things will get better!** Start by talking with colleagues and supervisors.

To protect you, your counselees, your mentor/supervisor, the school, and the School Counseling Program at Lewis & Clark, we want to remind you about some legal/ethical issues that must be addressed regularly.

Limits of Confidentiality and Ethical Issues

In your first meeting with counselees, you must specify these limits to confidentiality:

1) You are mandated to report child abuse or neglect.
2) You will need to break confidentiality if you believe the student will be harmful to himself/herself or others.
3) The courts may mandate you to report to them.
4) Parents have the right to review all educational records.
5) In Oregon, children over 14 years of age have the right to counseling services without parental consent, provided the parents are notified as soon as possible.
6) You must tell your counselees you are under supervision, and provide the name and telephone number of your mentors and supervisors (on-site and L&C).

Again, for your own benefit, you should be familiar with and implement the ASCA Code of Ethics. Of particular concern, ethically, are the following maxims you need to incorporate into your personal and professional behavior:

- Dual role relationships are to be avoided. Therefore, it is inappropriate to engage in relationships other than professional ones with your counselees. Also note, you are not permitted to use your personal vehicles for student transportation.

- In Oregon, we are not allowed to disclose a person's HIV status without written permission. **This includes disclosing a counselee's status to your mentor/supervisor.**

- Internship can be a stressful time. Sometimes interns find themselves in emotional turmoil resulting from listening to the concerns of so many people. If this should happen to you, address it with one of your mentor/supervisors. Next, seek out your own therapy to resolve your issues. Lewis & Clark College also has a counseling center for students who need to talk with a professional. You can always call the counseling center at 503-768-7160.

- If you are concerned about the emotional state of another internship student:

1) Approach him/her directly and express your concern; 2) encourage him/her to take appropriate steps and self-care; and 3) encourage him/her to talk with the L&C supervisor. If you continue to be concerned and believe his/her mentor/supervisor is unaware of the problem, discuss it directly with the L&C supervisor.

- Once you become aware of an ethical concern, discuss it with both your on-site and L&C supervisors. If you need additional support or guidance, bring the issue up in your internship class. Ethical decision making involves consultation and using the advice pooled from numerous sources. In school settings collaboration is an important part of this process.

- Be aware of the laws affecting your work **before** working with students (ask your site mentor/supervisor to review them with you).

Transitioning to the School Site

The following suggestions have been provided to school mentors/supervisors to assist interns transitioning to the school site:

School Mentor/Supervisors will introduce intern to:

- Department
- Key faculty members (e.g. department chairs)
- Administration
- Staff (who will assist with coordination of referrals, discipline, etc.)
- Other school or community individuals who are interactive with the department (e.g. school psychologist, special education).
- Key students (peer helpers, mentors, etc.)
- Participating parents

School Mentor/Supervisors will assist with:

- Intern class observations
- "Team" counseling in the beginning
- Intern observing ("shadowing") the counselors
- Development of groups with intern as co-facilitator (e.g. divorce, academic, career issues, eating disorder, sexual minority, etc.)
- Attaining an intern caseload
- Individual counseling (beginning early on with consultation/supervision around each session…daily "debriefing")
- Within 4 to 6 weeks, intern working independently with students and groups in consultation with school mentor/supervisor

School Mentor/Supervisor will address:

- Academic counseling… how/what – benchmarks, standardized testing
- Career counseling…how/what
- Individual career awareness counseling
- Large group career awareness counseling
- Career Fair…how/what
- Personal/social counseling…how/what
- Crisis intervention…who/how/what
- If secondary level: clarify academic and career criteria
- How transitions occur between schools
- Scheduling; forecasting
- Carefully outline procedures for special needs referrals and assistance (e.g. I.E.P.; 504)
- Procedures for reporting abuse
- Importance of understanding the educational and political climate
- Role of the counselor within the school (variation from elementary to middle to high school)
- Role of the counselor and department with administration and staff
- Obtaining of resources…within the school and from the community/district
- Daily schedules for counselors
- Yearly schedules for counselors

School Mentor/Supervisor will provide:

- One-on-one weekly supervision—one hour per week.
- Physical area for individual counseling, and mailbox for school communications.
- Clear understanding of weekly supervision time, criteria, method.
- Calendar of school activities (e.g. parent conferences, staffings, site council, counselor meetings with parents, four-year plans, college planning, parent advisory, staff meetings, school board) and **require attendance to at least one of each**.
- Counseling time management strategies and prioritization strategies for daily activities.
- Regular feedback on classroom guidance, groups and individual…immediately and during weekly supervision…be specific…while allowing the intern to "brainstorm" what went wrong, what they would change, what was good.
- A packet with all school forms (e.g. referral, reporting, parental information) and Faculty Handbook.
- Clear agreement around days of week for intern at site, time for supervision, preparation needed for supervision (e.g. lists, video, questions/concerns).
- Clear understanding of expectations for growth and individuality.
- Awareness of business/school partnerships.

Additional hints for School Mentors/Supervisors and interns:

- Drive through the neighborhood – acquaint with area
- Do home visits (if appropriate)
- Introduce resources frequently utilized (e.g. youth service team)
- Discuss diversity and cultural issues of school and community…be clear and specific

F: A Final Note

You are better prepared than you may think you are. There are just some key practices in each school that are difficult to teach in a course; you have to be "in the middle of it".

Enjoy what you're doing; keep a sense of perspective and a sense of humor! And, we cannot emphasize enough the importance of having a clear and open relationship with your school mentor/supervisor. Discuss both manuals; establish a schedule of direct service and supervision; be open to feedback; keep your eye on the short-term and long-term goals you have established.

Being a school counselor is a fulfilling and satisfying career. You will really make a difference!

The following pages include a list of forms you must complete in a timely manner. Getting at the essence of a successful internship can be more subjective.

FORMS

(**Download the following Adobe Acrobat PDF forms from the School Counseling website at:** http://graduate.lclark.edu/departments/educational_leadership/school_counseling/documents/)

1) 516 Internship Pre-Agreement Form online form
2) Field Supervisor/Mentor Resume Form online form
3) Macro 516 Weekly Record of Direct Service Hours online form
4) Macro 516 Record of Weekly Supervision online form
5) Macro 516 Record of Activities Other than Direct Service and Supervision online form
6) Macro 516 Final (End of Year) Internship Summary Form online form
7) Intern Evaluation Form Macro SCED 516 for School Mentor and Intern online form
8) Intern Evaluation Form for L&C Supervisor and Intern (located on Taskstream)
9) Student Academic Program Portfolio (SAPP) (located on Taskstream
10) Internship Site Evaluation by Intern online form