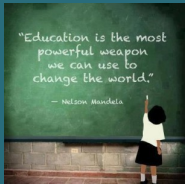


Thomas University Site Supervisor Overview

**Division of Counseling & Psychology
Clinical Mental Health & Clinical Rehabilitation
Counseling**

Practicum and Internship



Mission of the Clinical Rehabilitation & Mental Health Counseling Program at Thomas University

- **OUR MISSION:** The mission of Thomas University's CACREP accredited graduate program in Clinical Mental Health & Clinical Rehabilitation Counseling is to create a dynamic learning environment that advances the intellectual and personal development goals of our students to work as professionals in the field of rehabilitation and mental health counseling, and to train students to effectively advocate on behalf of the clients they serve. This includes preparing each student to pass the national Certified Rehabilitation Counselor (CRC) exam, as well as providing students with the academic requirements necessary to sit for the professional counselor credential in the state in which they reside

Objectives of the Clinical Mental Health and Clinical Rehabilitation Counseling Program at Thomas University

- The Clinical Mental Health and Clinical Rehabilitation Counseling program accomplishes this mission through the following objectives:
- Faculty will provide rigorous and intellectually challenging studies that require creativity, discipline, and personal responsibility.
- Students will become competent in a variety of counseling focus areas including but not limited to, theoretical foundations and techniques, community services and resources, ethical practice, case management, group work, crisis counseling and diagnostic procedures and cultural awareness through 63-credit hours of coursework.
- Students will learn through classroom, practicum, internship, and community experiences how to address the needs of persons with physical and mental disabilities and chronic illnesses in a manner that is consistent with the program's mission of advocacy and awareness.
- The Division will provide students with the curriculum content that abides by the CACREP requirements for CRC certification and professional licensure, and students are eligible to sit for the CRC and NCE/NCMHCE exam as early as after successfully completing 75% of the Master's program. This exam is administered by the Commission on Rehabilitation Counselor Certification and NBCC respectively.
- Graduates of the Clinical Mental Health and Clinical Rehabilitation Counseling graduate program will also meet state licensure requirements upon graduation and may sit for the professional counselor credential in their state. Students need to make sure that state requirements for licensure in the state in which they reside are completed prior to graduation

Thank You for Serving as a TU Fieldwork Partner

- TU's Mental Health & Clinical Rehabilitation Counseling students have been preparing to initiate practical experiences in a supervised setting.
- Students begin with *Practicum*.
- Students expand the fieldwork experiences with *Internships I and II*.
- Students specializing in Addictions and Alcoholism Counseling complete an *Internship III* course.

Required Hours

Practicum:

- **100** hours
- 6-7 hours/week --
Fall or Spring
semester
- 10 hours/week --
Summer semester

Internship (I, II, or III)

- **450** hours
- 28 hours/week --
Fall or Spring
semester
- 40 hours/week --
Summer semester

40% of the total hours must be spent providing direct services to individuals with physical and/or mental disabilities or substance abuse disorders utilizing graduate counseling skills

REQUIRED

PROFESSIONAL DEVELOPMENT

Site Supervisor Qualifications

- TU asks that site supervisors:
 - Hold at least a master's degree in counseling or a related profession with equivalent qualifications
 - Hold appropriate professional licenses and/or certifications
 - Have two years of professional experience in alignment with the student's program
 - Obtain knowledge of the program's expectations (through completion of the Fieldwork Agreement form)
 - Have appropriate training in counseling supervision





Typhon

- TU uses a completely online format for time logs, case notes, and evaluations in a program called Typhon.
- All costs for Typhon are covered by the graduate student.
- Typhon saves time and resources allowing students and site supervisors to log or approve weekly hours with greater ease compared to managing hard copy documents.

Typhon – What to Expect



- Within the first week of a student's placement, site supervisors will receive an invitation to initiate an account.
- The Typhon account allows site supervisors to view and approve student hours and progress notes.
- NOTE: Typhon invitations are time sensitive. Please access the link within 24 hours at which time you will reset your password

Using Typhon

- Once you have accessed Typhon, you will be directed to:
<http://www.typhongroup.net>
- Click on the green AHST link and enter login information.
- Site supervisors will use the "Case Log Details" and "My Evaluation" links for their students.

Case Logs in Typhon

- Click on case log details to view logs and approve notes and hours.
- Please view and approve logs weekly
- Regular approvals will help our students maintain progress throughout the semester



Approving A Case Log

- Right click on the case ID (blue hyperlink); click on “Open in a New Window.”
- In the top left corner, there is a link that says “Add/Edit Comments.” Click on the link.
- In the drop down menu, you can switch pending to approved.
- Save changes and repeat for next case ID.
- Each case log has to be approved individually.



Evaluations in Typhon

- Site supervisors complete an evaluation of the student's performance electronically through Typhon at midterm and at the end of each semester. (for practicum and internship)
- TU appreciates honest and direct feedback from site supervisors so we can determine areas of possible remediation.



Need More Information on Typhon?

- A tutorial is available on the home screen
- Issues or concerns?
 - Typhon utilization
 - Student performance or behavior
- Please feel free to contact:
 - The student's faculty supervisor (listed on the Fieldwork Agreement)
 - The division's Fieldwork Coordinator, Stacie Reilly (sreilly@thomasu.edu)
 - The division's Program Coordinator, Dr. Cristina Jones (cjones@thomasu.edu)
- We want our students to be successful and we are here to assist as needed

Liability Insurance

- Students are responsible to purchase/hold liability insurance throughout all fieldwork courses
- A copy is available upon request



Internship Site – Student's Place of Employment

- Some students accomplish fieldwork hours at their place of employment
- This arrangement requires the student to customize fieldwork duties with the site supervisor that are distinct from regular work duties so that “new learning” takes place
- Approval will be based on a review of a written description of fieldwork and regular work duties provided by the student

Supervision

Strategies, Key Concepts and
Best Practices

Primary Role of Supervision

Counseling supervisors monitor client welfare and supervisee clinical performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review case notes, samples of clinical work, or live observations. Supervisees have a responsibility to understand and follow the ACA Code of Ethics.

(American Counseling Association Code of Ethics, 2005)

The Supervisory Relationship

- The supervisor operates with an awareness that the supervisory relationship is key to the effectiveness of supervision as well as the growth and development of the supervisee.
- The supervisor intentionally engages with the supervisee to facilitate development of a productive supervisory relationship and working alliance.
- The supervisor attends to ethical and cultural concerns that impact the supervisory relationship.

(Association for Counselor Education and Supervision, 2011)

Important Supervision Concepts for the Fieldwork Experience

- Engagement
- Experiential Education
- Predictable Stages
- Self-Understanding

(Sweitzer, H.F., King, M., 2014)

Engagement

Active learning process in which students are the centers of energy and the teacher (supervisor) guides or facilitates learning by taking interest in the work of the student and coaching them through experiences.

(Sweitzer, H.F., King, M., 2014, Garvin, 1991)

Experiential Education

Kolb's four cycles of beneficial, experiential learning illustrate the power of the fieldwork experience complemented by regular, agency site supervision and faculty supervision

- 1) **Concrete Experience** – specific encounter (e.g. in the field placement)
- 2) **Reflective Observation** – opportunity to reflect on experience from a variety of perspectives
- 3) **Abstract Conceptualization** – chance to form generalizations or principles based on the experience and the reflection
- 4) **Active Experimentation** – utilize or test theories or ideas in a new situation

Then ~ the cycle begins again.

Predictable Stages

- Anticipation
- Exploration
- Competence
- Culmination

Recognizing the stages helps all involved view thoughts, feelings, and reactions as normal, even necessary.

(Sweitzer, H.F., King, M., 2014)

Self-Understanding

- Each fieldwork experience is unique because it is the result of a complex interaction between the individuals and groups that comprise the placement site and the individual fieldwork student.
- Fieldwork students should be encouraged to examine their reactions and develop important insights – these efforts will smooth the journey for their path to personal, professional and civic development.

(Sweitzer, H.F., King, M., 2014)

Most Desirable Supervisor Characteristics

- Open to discussion
- Supportive
- Understanding

(Baird, B., 2014, Falender & Shafranske, 2004)

Valued Supervisor Activities

- Helping fieldwork students understand themselves and explore the interpersonal dynamics between themselves/clients, themselves/supervisors
- Providing direct observation and meaningful feedback and instruction about their work and therapeutic techniques
- Supplying feedback on process recordings (case documentation)
- Assisting with problem and solution identification for case challenges
- Allowing the fieldwork student to observe the supervisor providing counseling service delivery

(Baird, B., 2014, Henry, Hart & Nance, 2004)

We Are Here to Partner and Assist

- ❑ You are encouraged to contact your fieldwork student's TU faculty supervisor at any time

Or, you may contact:

- ❑ **Stacie Reilly, M.S., CRC**
Fieldwork Coordinator
229-977-7673
sreilly@thomasu.edu
- ❑ **Cristina Jones, Ph.D.**
Program Coordinator
803-465-0470
cjones@thomasu.edu

Sources of Additional Information

- American Counselor Association Code of Ethics:
http://www.ncblpc.org/Laws_and_Codes/ACA_Code_of_Ethics.pdf
- Association for Counselor Education and Supervision:
<http://www.acesonline.net>
- Baird, B. (2014). *The internship, practicum and field placement handbook* (7th Ed.). Upper Saddle River, NJ: Pearson Education.
- Boylan, J.C. & Scott, J. (2009). *Practicum & internship* (4th Ed.). New York: Routledge.
- Sweitzer, H.F. & Smith, M. (2014). *The successful internship* (4th Ed.). Belmont, CA: Brooks/Cole, Cengage Learning.