

UNIVERSITY *of*
NORTHERN COLORADO



Internship Manual

for the Master's Degree in
School Counseling

School of Applied Psychology and Counselor Education

Revised July 2007

"There is no conceivable training which could be too broad for workers in this field of vocational guidance. To function adequately, and with a view to the interests of both the individual and of society at large, the vocational guidance worker needs measureless wisdom. No one living is both intelligent enough and sufficiently well informed to deal with all of the problems that may arise."

John A. Fitch
1936

Introduction

This Internship Manual contains requirements and procedures to be followed by those involved with school counselor interns. Its primary purpose is to formalize and enhance the arrangements among the Professional Counseling Program faculty, on-site supervisors, and University of Northern Colorado interns.

The University of Northern Colorado (UNC) internship activities and requirements are based upon the American School Counselor Association's (ASCA) *National Model for School Counseling Programs*, Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, and Colorado Department of Education licensure requirements.

Internship experiences at UNC are intentionally and carefully designed to provide opportunities for students to acquire greater understanding of concepts they learn through coursework and practicum, acquire new information, and integrate diverse learning and practical experiences. The faculty wants to emphasize that internships are by no means a simple "appendage" (Parilla & Hesser, 1998, p. 314) to the campus elements of the school counselor preparation program. These capstone experiences provide opportunities for our school counselors-in-training to demonstrate and improve knowledge and skills they learn in the classroom setting as they progressively assume roles of school counselors.

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Message to Interns

Professional growth and development can be likened to a journey. For committed school counselors-in-training it is a rewarding and challenging journey that requires hard work. Sometime sojourners have to walk, or even run. Sometimes they carry excessive luggage. Sometimes they take a scenic route or detour; on rare occasions they travel in the express lane.

Unlike many journeys, this one has a purpose rather than a destination. Sojourners continually design travel plans and side trips that will give them opportunities to become increasingly effective school counselors. Your University of Northern Colorado program faculty challenges you to buy a lifetime, unlimited mileage ticket that will guarantee sustained growth throughout your professional lifespan.

Your new van is packed and ready for internship. Like any other new vehicle, you'll need to break it in. Drive slowly at first. Exercise caution as you become familiar with the options. Keep your maps handy; undoubtedly you will get lost and turned around from time to time. Pay close attention to all the road signs your students and supervisors erect for you. Maintain close contact with the faculty member and site supervisors who oversee your internship; they will be your travel consultants.

You will need to set your trip odometer for this portion of your journey. Indeed, you'll be required to document travel time. Some school counselors-in-training refers to this as logging hours; remember that the hours you log are secondary to skill development, professional growth, and learning. Successful completion of internship is not measured by logging 600 or 700 hours.

Throughout your journey, be sure to regularly refuel your van and replenish other resources. Include visits to reflecting ponds where you'll stop to ponder your experiences, examine your responses, and revisit your beliefs about school counseling. Stroll through gardens of renewal, and take advantage of rest stops along the way. These promenades will be important during this rather intense portion of your professional journey.

Journey well!

PROFESSIONAL COUNSELING PROGRAM INTERNSHIP POLICIES

Sequence and Schedule Requirements

Internships are viewed as capstone field-based experiences that should be completed just prior to the completion of a graduate degree program, and upon successful completion of all prerequisites as outlined in the Internship Manual. The internship must be completed in a maximum of three consecutive semesters, or one full calendar year.

No internship will be approved for which the student has not been academically prepared. Internship contracts cannot be signed or approved until students successfully complete APCE 612.

Permission of the internship instructor must be obtained 7 weeks prior to the date when the student plans to begin internship and enroll in the course.

Registration

Internship placement must be approved by the site internship supervisor and the internship instructor before you can register for the course. Additionally, you must provide proof of insurance prior to being released for registration.

Concurrent Employment

The Professional Counseling faculty has adopted a policy that prohibits the selection of an internship site in which the student is currently or has been previously employed.

Attendance

Interns are required to attend all campus internship meetings. If an intern misses more than one meeting, he or she must make arrangements with the internship instructor to provide alternative experiences.

Extensive absence or tardiness at internship sites, for whatever reason, will result in termination or postponement.

Supervision

Interns must be supervised at their schools by a licensed school counselor who has a minimum of two years experience. Site supervisors must agree to facilitate opportunities for interns to complete requirements and to provide supervision as outlined in the contract.

Insurance

All students registered for internship must provide documentation of professional liability insurance. This insurance may be obtained privately. However, the American Counseling Association provides low cost student liability insurance. We recommend that you obtain your insurance from the ACA Insurance Trust. However, you reserve the right to choose your insurance company. You may get further information from the ACA Insurance Trust by contacting ACA at www.counseling.org. (We recommend 1 million 3 million coverage.)

Out of State Internships

Out of state internships are discouraged. Students who wish to arrange an out of state internship placement must submit a formal request, including justification, to the faculty. Applicants are advised that (1) out of state internships are rarely authorized, (2) two-thirds of the faculty must approve requests, and (3) enough notice must be given.

Ethical Behavior

Students are expected to demonstrate the highest level of ethical behavior, as set forth by the American Counseling Association (ACA). Unethical behavior will not be tolerated and will be considered cause for dismissal at any time during the student's program.

Unsatisfactory Evaluations

In the event the on-site internship supervisor gives a student a negative written evaluation, the internship instructor will advise the Professional Counseling Program Faculty (PCPF) of the concern and request discussion during a faculty meeting. The Professional Counseling Program Faculty, along with the internship instructor, will arrange for a meeting with the student in order to review his or her specific situation. The PCPF, along with the internship instructor and the internship coordinator, will determine if the student may continue the internship, if the student should receive a grade of unsatisfactory, and if the student will be required to do additional internship hours. Appropriate courses of action will be established.

APCE students who receive a grade of unsatisfactory or who withdraw must have written permission from their internship instructor and the program academic coordinator to be permitted to enroll again for internship. The internship instructor and the program academic coordinator will determine when the student may retake the internship. When the coordinator and the instructor are the same individual, the Professional Counseling Program Faculty will appoint a second faculty member.

Continuous Registration Policy for Graduate Students (Graduate School Policy)

All graduate students must be enrolled for at least 1 credit hour each academic semester (fall and spring). Students register continuously from the time they first enroll in their graduate degree program until the semester or term in which they graduate. Students must also register for at least 3 credit hours the semester in which they take written comprehensive exams and the semester in which they graduate.

Implications: You must register for a minimum of 3 course credits the semester you take your comps and the semester you plan to graduate. You may want to register for your internship hours accordingly. Note that summer registration is not mandated to maintain your active enrollment as a graduate student.

Internship Prerequisites

The following courses must be successfully completed prior to internship.

APCE 602 Foundations of School Counseling
APCE 603 Counseling Children and Adolescents
*APCE 605 Group Laboratory Experience
*APCE 606 Theories and Practices in Group Guidance
APCE 608 Organization, Administration, and Consultation in Guidance Services
APCE 612 Practicum in Individual Counseling
APCE 657 Legal and Ethical Aspects of Counseling and Psychology
#APCE 660 Psychological Consultation: Theory and Practice

*It is recommended that this course be taken during the first semester of internship.

#This class can be taken concurrently.

Requirements

- * Minimum of 600 on-site hours (direct and indirect activities) for Greeley students; Minimum of 700 on-site hours (direct and indirect activities) for Denver and Colorado Springs students.
- * Minimum of 300 direct contact hours.
- * Minimum of 150 direct service hours in both K-6 and 7-12 (at least two levels).
- * Minimum of 6 semester hours.
- * Minimum of one (1) hour per week of individual supervision, throughout the internship, performed by the on-site supervisor.
- * Minimum of three (3) hours every two weeks of classroom time for group interaction and supervision, throughout the internship, performed by a University internship supervisor.

The Professional Counseling Program Faculty at the University of Northern Colorado is committed to the profession of school counseling. We further recognize the importance of the *ASCA Model*. Thus, our school counselor internship requirements for activities and time proportions mirror the *Model*.

School counselor licensure in Colorado extends from kindergarten through 12th grade. To assure our graduates are prepared, internships include experience in at least two levels (elementary school, middle school, and high school). Time should be evenly distributed between the two levels. Shadowing at the third level is highly recommended.

Though we recommend designing two semester internships, it is possible to complete requirements during a single semester. Regardless of the configuration, internship activities must include:

A. Responsive Services

- * Individual counseling with a variety of students regarding a variety of concerns
- * Consultation with parents, teachers, and other adults
- * Group counseling
- * Crisis response

B. Curriculum Activities

- * Classroom units addressing *ASCA Model* curriculum
- * Documentation of at least one multi-session group activity (psychoeducational or counseling) that is evaluated at three levels: (a) process, (b) perception, and (c) results.

C. Individual Student Planning Activities

- * Assessment activities
- * Test interpretation activities
- * Consultation with parents regarding educational plans
- * Advising
- * Career planning activities
- * Activities to help students evaluate their educational, occupational, and personal goals.

D. System Support Activities

- * Meetings
- * Program planning and evaluation
- * Workshops and seminars

E. Documentation

Though the University Instructor will maintain a file for each intern, it is your responsibility to place and arrange all materials in your file according to guidelines. Your file will include

- * All forms and agreements
- * Your learning goals
- * Your internship log (for both direct and indirect experiences)
- * Your internship summary
- * Related documentation

You must document the work you do with individual students according to school policies and guidelines provided by your site-supervisor.

You must submit your evaluation of each site to the internship instructor at the end of your experience.

Your site supervisor will submit his or her formal evaluation of your performance during internship to your internship instructor at the end of the semester.

F. Site Visits

During the first three weeks of your internship, you are responsible for arranging an on-site entry interview for yourself, your on-site supervisor, and the internship instructor. At that time, you will review the agreements and requirements of internship.

During the final month of your internship, you are responsible for arranging another on-site, culmination visit. Your internship instructor will likely ask you to arrange visits when he or she can also observe you conducting a classroom activity or conducting a group counseling session.

G. Additional activities delineated in current syllabus.

Direct Experiences, Indirect Experiences, and Non-Counselor Duties

You may count the following experiences as direct:

- providing face to face individual counseling
- conducting group counseling
- conducting classroom activities
- conducting workshops for parents, students, teachers, and community members
- consulting with a parent, teacher, or member of the community

You may count the following experiences as indirect:

- completing logs and other documentation
- preparing a lesson or group activity
- attending a professional conference
- reading professional literature
- observing
- participating in supervision

Consult with your internship instructor regarding documentation for non-counselor duties.

General Procedures: First Steps

You should initiate internship arrangements at the beginning of the semester prior to the time you wish to begin your internship. Follow these steps carefully.

1. Read the entire Internship Handbook.
2. Prepare a draft of your resume.
3. Complete the Eligibility Verification form (p. 17).
4. Submit your resume and Eligibility Verification form to the internship instructor.
5. Schedule an appointment with the internship instructor at the beginning of the semester prior to the time you wish to begin your internship. Request and obtain permission to arrange interviews with prospective supervisors.

General Procedures: Interviews

With the approval of the internship instructor, it is your responsibility to arrange interviews at potential internship sites. Please attend to the following information regarding this important phase of your experience:

1. This is a professional interview. Present yourself and your documentation accordingly. Support your oral presentation with a well-prepared resume. Be thoroughly prepared to talk about your preparation for your internship and the requirements you will need to complete during your internship.
2. Prior to the interview, ascertain that the site and supervisor meet requirements.
3. Ascertain that the prospective internship site is capable of meeting your needs. During the interview, emphasize that you will need to obtain experiences that are consistent with the *ASCA National Model*.
4. Carefully consider "fit" between you, your professional goals, and the site. You are encouraged to interview with more than one school in order to select the best placement with optimum supervision.
5. If the school accepts you for internship placement, and you elect to accept the opportunity, request and obtain approval of the site from the internship instructor.
6. With approval from the internship instructor, you should prepare the agreement.
7. Inform all potential supervisors you have contacted when you make a decision.

General Procedures: Completing Arrangements

Once the agreement is prepared, obtain signatures from the supervisor and school principal. Submit all agreements to the internship instructor for his or her signature. Prepare copies for the site supervisor, internship instructor, and yourself.

General Procedures: Engaging in your Internship

Internship site supervisors have supervisory and administrative responsibility for site activities. Your internship instructor will maintain phone contact with site supervisors as necessary and desirable.

Your site supervisor will complete an evaluation form addressing your activities. Additionally, you will be asked to evaluate your own work, the supervision you receive at your site, the site, and the supervision provided on campus. Forms and guidelines are included in this handbook.

If problems or concerns (ethical, clinical, supervisory, interpersonal, etc.) develop during your internship, please notify your internship instructor immediately. It is the responsibility of the University instructor to work with you and the site supervisor to properly handle and resolve special problems or concerns.

If, for some reason, you are unable to complete your internship, contact the internship instructor immediately.

Strategies for Enhancing your Experience and Success

Indeed, interns and the internship instructor are guests of the schools where internship opportunities are authorized. Principals are entrusted with the care and responsibility of students, and site supervisors are responsible for all facets of the school counseling program. Thus, interns are expected to maintain the highest level of professionalism. Your behavior will reflect on you, the University, the School Counseling Program, and future interns.

Attire: Dress appropriately and in accordance with existing dress codes within the site setting at all times.

Work Schedules: Because of the time demands it is recommended that you not try to maintain a full time job outside of the field placement. If you must work full-time, be fully aware that family, friends, and hobbies will have limited room in your life. If you perceive that the field placement is a time for sacrifice and devotion, you are absolutely correct!

Attendance and Promptness: You are expected to be at your school according to the schedule you design with your site supervisor. Absences must be limited to medical emergencies, family emergencies, and professional development activities. Should you need to be absent or arrive late, please notify your site supervisor and your internship instructor. Extensive absences, for whatever reason, will result in your internship being postponed or ended.

Enthusiasm and Energy: Interns who have been successful have consistently communicated and demonstrated enthusiasm and energy. If you are not able to engage in your internship with enthusiasm and energy, please postpone this critical element of your professional career.

Concurrent Courses: Please restrict the number of courses you attempt to take during your internship.

Preparation: Simply stated, at all times, be prepared.

INFORMATION FOR SITE SUPERVISORS

Traditionally, counselor education has relied on "germ theory:" Students and supervisees were essentially expected to "catch" skills through exposure.

Unless practice is accompanied by systematic feedback and reflection that supervision provides, supervisees can be assured of gaining no more than the illusion that they are developing professional expertise. In fact, the skills and work habits they develop will likely be different from and even contrary to usual standards of practice.

Bernard, J., & Goodyear, R. K.
&
Beutler, L. E.

The field experience sequence is vital to the University of Northern Colorado counselor education program. Internships provide opportunities to integrate theory and practice, and serve as catalysts for personal and professional growth necessary for introduction into the counseling profession. Such learning opportunities simply cannot be replicated in a classroom environment.

The Counselor Education Program Faculty is grateful for the professional service that site supervisors provide during this critical phase of our students' professional education and training. Supervisors are potentially the most critical element of optimal internship experiences that become the apex of a trainee's course of study. The supervisors' contributions to individual students and to the counselor preparation program are generous and extensive. Indeed, your contributions are a reflection of your professional generosity. Thank you so much!

The magnitude of responsibilities associated with supervising an intern may be daunting. Yet the experiences in supervision are often enjoyable and rewarding; the opportunities to influence the development of a new colleague are profound. The reference section includes supervision articles and texts that you may find helpful.

The school counseling model to which the University of Northern Colorado Professional Counseling Program Faculty (PCPF) has ascribed is the American School Counselor Association's (ASCA) *Model for School Counseling Programs*. We also are committed to the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). As listed previously, internship requirements are extensive and diverse. Representative requirements include observing, individual counseling, group counseling, classroom activities designed to address the ASCA Model curriculum assessment activities, consultation (with teachers, parents, administration, other professionals, etc.), program planning activities, program evaluation activities, and placement activities

Roles and Responsibilities

Site Supervisors:

Only a practicing school counselor can fully understand the challenges encountered, and appropriately evaluate an intern's work on the basis of practical experience. Supervisors facilitate interns' professional development by (a) discussing their general reactions to various roles they are asked to assume, (b) explaining school policies and procedures, (c) responding to their concerns, and (d) examining implications of various developments in the field. To this end, interns rely on regularly scheduled supervision meetings in addition to less formal interactions throughout the week.

Of course, interns' developmental needs and styles differ and fluctuate. Additionally, school environments and the children who attend the school are unique. Thus, a uniform program of activity applicable to all schools and all interns cannot be outlined. Generally, though, it is helpful for supervisors to initially provide orientation to the school and the school counseling program, clarify expectations, and review school procedures. We recommend that the overall sequence of experiences include (a) orientation, (b) observation, and (c) participation as outlined in the next section. Of course, the categories of experience overlap and recycle.

A. Orientation

1. Facilities
 - a. Counseling offices and rooms
 - b. Files and records
 - c. Supply areas and resources
2. School
 - a. History
 - b. Unique challenges
 - c. Administrative organization
 - d. Students
 - e. Families
 - f. Community
3. Procedures and Rules
 - a. Schedule
 - b. Procedures for absences
 - c. Code of conduct for students and staff
 - d. Use of telephones
 - e. Use of technology
 - f. Procedures for scheduling counseling activities
 - g. Attire
4. Faculty and Staff
 - a. Administration
 - b. Office staff
 - c. Faculty
 - d. Custodians
 - e. Lunch program staff

B. Observation

1. Counseling sessions
2. Classroom activities
3. Meetings
4. Consultations

C. Participation

UNC students become quite comfortable with evaluation and feedback, both during their practical experiences and as a culminating event. Generally we recommend formal evaluation at appropriate intervals during the internship. Supervisors are asked to submit written evaluations to the University Instructor at the conclusion of the internship (see pp. 29-34).

Internship Instructor

The internship instructor is responsible for collaborating and communicating with site supervisors throughout internships. Unless geographically impractical, the internship instructor will conduct a site visit at the beginning and end of each internship experience. He or she may ask to observe a group activity in addition to visiting with the site supervisor and intern.

If problems or concerns arise during the internship, the site supervisor should contact the internship instructor as soon as possible. It is the responsibility of the internship instructor to work with the site supervisor and intern to resolve problems and concerns.

Internship instructors provide group supervision for all school counselor interns every other week. During this time the interns share their experiences, reflect on their professional development, and examine a variety of professional issues. All interns are expected to maintain confidentiality regarding any discussions of schools, personnel, or students.

Suggested Resources

- American School Counselor Association. (2003). *The ASCA national model: A framework for school counseling programs*. Alexandria, VA: Author.
- Association for Counselor Education and Supervision. (1993). *Ethical Guidelines for Counseling Supervisors*. Alexandria, VA: Author.
- Baltimore, M. L., & Crutchfield, L. B. (2003). *Clinical supervisor training: An interactive CD-Rom training program for the helping professions*. Boston, MA: Allyn and Bacon.
- Bernard, J. M., & Goodyear, R. K. (1998). *Fundamentals of clinical supervision* (2nd ed.). Needham Heights, MA: Allyn and Bacon.
- Beutler, L. E. (1988). Introduction to the special series. *Journal of Consulting and Clinical Psychology*, 56.
- Borders, L. D., & Leddick, G. R. (1987). *Handbook of counseling supervision*. Alexandria, VA: Association for Counselor Education and Supervision.
- Borders, L. D., & Benschhoff, J. (1999). Learning to think like a supervisor [video and workbook]. Alexandria, VA: Association for Counselor Education and Supervision. (Available from the Association for Counselor Education and Supervision, 5999 Stevenson Avenue, Alexandria, VA 22304.)
- Campbell, J. M. (2000). *Becoming an effective supervisor: A workbook for counselors and psychotherapists*. Philadelphia, PA: Accelerated Development.

- Heath, A. W., & Storm, C. L. (1983). Answering the call: A manual for beginning supervisors. *The Family Therapy Networker*, 7(2), 36-37, 66.
- Henderson, P., & Gysbers, N. C. (1998). *Leading and managing your school guidance program staff*. Alexandria, VA: American Counseling Association.
- Herlihy, B., Gray, N. & McCollum, V. (2003). Legal and ethical issues in school counselor supervision. In T.P. Remley, Jr., M. A. Hermann, & W. C. Huey (Eds.), *Ethical and legal issues in school counseling* 2nd ed., (pp. 445-455). Alexandria, VA: American School Counselor Association.
- Kadushin, A. (1968). Games people play in supervision. *Social Work*, 13, 23-32.
- Magnuson, S., Norem, K., & Bradley, L. J. (2001). Supervising school counselors. In L. J. Bradley, & N. Ladany (Eds.), *Counselor supervision: Principles, process, and practice* (pp. 207-221). Philadelphia, PA: Brunner-Routledge.
- Magnuson, S., Norem, K., & Wilcoxon, S. A. (2000). Clinical supervision of prelicensed counselors: Recommendations for consideration and practice. *Journal of Mental Health Counseling*, 22, 176-188.
- Magnuson, S., Wilcoxon, S. A., & Norem, K. (2000a). A profile of lousy supervision: Experienced counselors' perspectives. *Counselor Education and Supervision*, 39, 189-202.
- Magnuson, S., Wilcoxon, S. A., & Norem, K. (2000b). Exemplary supervision practices: Retrospective observations of experienced counselors. *Texas Counseling Association Journal*, 28, 93-102.
- National Board for Certified Counselors. (n.d.) *Approved clinical supervisor*. Retrieved August 13, 2003 from <http://www.cce-global.org/acs.htm>
- Nelson, M. D., & Johnson, P. (1999). School counselors as supervisors: An integrated approach for supervising school counselor interns. *Counselor Education and Supervision*, 39, 89-100.
- Parilla, P. F., & Hesser, G. W. (1998). Internships and the sociological perspective. Applying principles of experiential learning. *Teaching Sociology*, 26, 310-329.
- Riordan, R. J., & Kern, R. (1994). Shazam!!! You're a Clinical Supervisor. *The Family Journal*, 2, 259-261.

Eligibility Verification for School Counseling Internship

Name: _____
(Please print.)

Date: _____

To be eligible for enrollment in the School Counseling Internship the following criteria must be met and verified. Check each of the following requirements that have been met, provide the requested information, and attach the appropriate documentation. Present all documentation and information to the faculty internship instructor.

Successful completion of:

<u>Course</u>	<u>Semester Taken/Scheduled</u>
APCE 602 Foundations of School Guidance	_____
APCE 605 Group Laboratory Experience	_____
APCE 607 Theories of Counseling	_____
APCE 606 Theories and Practices in Group Guidance	_____
APCE 608 Organization, Administration, and Consultation in Guidance Services	_____
APCE 612 Practicum in Individual Counseling	_____
APCE 657 Legal and Ethical Aspects of Counseling	_____
APCE 660 Psychological Consultation	_____

_____ I will obtain professional liability insurance in a timely manner.

_____ I will obtain and submit an Internship Agreement.

_____ I will obtain an internship site that meets the following requirements:

- There must be a comprehensive school counseling program in place in the school(s).
- The school counseling program(s) must have at least one full-time licensed/certified professional school counselor who holds a master's degree in school counseling, and who has a minimum of two years of experience as a licensed/certified school counselor.
- The site supervisor, a licensed/certified school counselor, must be willing to provide one hour per week of individual or triadic supervision, and to complete end-of-experience evaluations (written and oral).
- The site will afford opportunities to become familiar with a variety of professional school counselor activities.

- The site will afford opportunities to gain supervised experience in the use of a variety of professional school counselor resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research.
- I will have opportunities, under supervision, to engage in a variety of school counseling activities that a professional school counselor is expected to perform according to the *ASCA National Model*.
- I will have the opportunity to complete 600 clock hours (for Greeley students) or 700 hours (for Denver and Colorado Springs students) in the school setting as an intern, which will include: (a) 300 hours of direct service with students, teachers, parents, etc., in the school, and (b) 300 hours of indirect service (includes supervision).
- I will secure opportunities to complete internship requirements at a minimum of two levels (e.g., high school and elementary school).

I have met the eligibility requirements for internship or will have met them prior to the beginning of the _____ term.

Signed: _____ Date: _____

Received: _____ Date: _____
(APCE Internship Supervisor)

Internship Agreement

University of Northern Colorado
School Counselor Education Program
McKee Hall 248; Box 131
Greeley, Colorado 80639

This agreement is made on _____ by and between _____
(date) (school)

and the Professional Counseling Program at the University of Northern Colorado. The agreement will be effective for a period from _____ to _____ for _____
date date (# hours)
per week for _____.
(Student Name)

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

The Professional Counseling Faculty and the internship instructor agree:

1. To notify the intern that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the internship site.
2. To provide a minimum of 3 hours of group supervision every other week.
3. To remain available for consultation with the on-site supervisor and intern.
4. To respond immediately when contacted because problems develop or changes are warranted.
5. To assign a final grade with consideration to feedback provided by the site supervisor.

The Internship Site Supervisor

1. Is a licensed/certified school counselor with appropriate credentials, with a minimum of two years experience in the current position.
2. Can devote the time necessary for training and supervision.
3. Will provide opportunities for the student to engage in a variety of counseling and guidance activities under supervision.
4. Will support the intern in obtaining experiences that approximate the *ASCA National Model* recommendations.
5. Will be involved in the evaluation of the intern's performance.

6. Will provide adequate workspace, telephone, office supplies, and staff to conduct professional activities.
4. Will provide supervisory contact which involves examination and observation of the intern as he or she enacts various school counseling roles.
5. Will provide written evaluation of the student based on criteria established by the Professional Counseling Program.

The Intern agrees:

1. To act in a professional manner that is consistent with the ACA and ASCA Code of Ethics. He or she is aware that any breach of these ethics or any unethical behavior will result in removal from the internship and a failing grade. Documentation of such behavior will become part of the intern's permanent record.
2. To be available to the on-site supervisor and the internship instructor for conferences.
3. To keep the internship instructor informed regarding the internship experiences.
4. To comply with the rules, policies, and regulations of the school (e.g., staff development, schedules, code of conduct, and attire).
5. To complete all internship course requirements.
6. To demonstrate the required level of counseling skill, knowledge, and competence in the various internship activities assigned.

* * * * *

TO BE COMPLETED BY INTERN:

Name

Bear Number

Address City State Zip

Email address

Home Telephone Internship Site Telephone

If you are also employed elsewhere, please state place and telephone number

Student Counselor Signature Date

The University of Northern Colorado faculty member with whom the intern and site supervisor will communicate regarding progress, problems, and performance evaluations will be:

Phone Number: _____

E-Address: _____

Mailing Address: _____

TO BE COMPLETED AT INTERNSHIP SITE:

Within the specified time frame, _____ will be the primary
(Site Supervisor)

internship site supervisor. The Internship Training Activities (checked) will be provided for the student in sufficient amounts to allow an adequate evaluation of the student level of competence in each activity.

The intern will have opportunities to gain experience in the following areas:

Curriculum

- _____ Observe school counselors as they conduct classroom activities
- _____ Conduct classroom activities with school counselors
- _____ Design and conduct classroom lessons and full units that address competencies and indicators of *ASCA Model*
- _____ Provide curriculum activities for students in special education and 504 programs
- _____ Assess the efficacy of classroom lessons and units
- _____ Conduct needs assessments to prioritize ASCA Model objectives

Responsive Services

- _____ Observe counselors during individual counseling sessions
- _____ Observe counselors conducting group counseling activities
- _____ Observe counselors consulting with parents and teachers
- _____ Provide individual counseling for students of various ages and with various personal/social concerns
- _____ Co-facilitate counseling groups with a licensed school counselor
- _____ Conduct counseling groups addressing personal/social and academic concerns
- _____ Consult with parents
- _____ Consult with teachers
- _____ Observe students in classrooms
- _____ Participate in student focused staff meetings
- _____ Assist in making referrals
- _____ Document responsive service activities
- _____ Collaborate with other mental health professionals within the school
- _____ Participate in school's crisis response team
- _____ Participate in response to crises that occur during internship

Individual Student Planning

- _____ Provide career counseling
- _____ Conduct group activities addressing career and educational planning
- _____ Facilitate post secondary planning for students
- _____ Participate in appropriate assessment activities
- _____ Interpret results of standardized tests and inventories
- _____ Assist with technology based career materials and activities
- _____ Facilitate post secondary planning for students

System Support

- _____ Participate in school counseling program planning
- _____ Participate in program evaluation
- _____ Participate in faculty meetings
- _____ Participate in school improvement teams and activities
- _____ Collect and interpret data regarding student groups who are at risk of academic failure
- _____ Plan and/or present and/or assist with preparation of a parent education program
- _____ Contribute to the school counseling program by _____
(e.g., developing a brochure for school counseling program, designing orientation programs, implementing career planning programs)

Professional Development Activities

- _____ Observe special education classrooms
- _____ Attend meetings addressing Section 504
- _____ Attend a school board meeting
- _____ Discuss ethical issues at the school and in the department
- _____ Participate in advocating for the profession or on behalf of students
- _____ Attend school and district workshops and seminars

Other Activities Unique to this Site and this Internship

Authorized by:

School Principal (name/title)	Signature	Date
-------------------------------	-----------	------

On-site Supervisor (name/degree/license)	Signature	Date
--	-----------	------

Email address

School address	City	State	Zip
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University Internship Instructor/Supervisor (signature)	Date
---	------

EARLIEST DATE ON WHICH INTERNSHIP MAY BEGIN: _____

CACREP 2001 Standards FOR SCHOOL COUNSELING PROGRAMS

(In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.)

A. FOUNDATIONS OF SCHOOL COUNSELING

1. history, philosophy, and current trends in school counseling and educational systems;
- *2. relationship of the school counseling program to the academic and student services program in the school;**
- *3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
4. strategies of leadership designed to enhance the learning environment of schools;
- *5. knowledge of the school setting, environment, and curriculum;**
6. current issues, policies, laws, and legislation relevant to school counseling;
7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;
- *8. knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;**
- *9. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and**
- *10. ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors).**

B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

- *1. advocacy for all students and for effective school counseling programs;**
- *2. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;**
3. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist students in maximizing their academic, career, and personal/social development;
- *4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;**
5. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;

6. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and
7. knowledge of prevention and crisis intervention strategies.

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS

1. Program Development, Implementation, and Evaluation
 - a. use, management, analysis, and presentation of data from school- based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes;
 - b. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school, and home;
 - c. implementation and evaluation of specific strategies that meet program goals and objectives;
 - d. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;
 - e. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;
 - f. strategies for seeking and securing alternative funding for program expansion; and
 - g. use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.
2. Counseling and Guidance
 - *a. **individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all;**
 - *b. **.individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development;**
 - c. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;
 - *d. **issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide)**
 - *e. **developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);**
 - f. constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;
 - *g. **systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and**

- h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

3.Consultation

- *a. strategies to promote, develop, and enhance effective teamwork within the school and larger community;**
- b. theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;
- *c. strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and**
- *d. knowledge and skills in conducting programs that are designed to enhance students academic, social, emotional, career, and other developmental needs.**

D. CLINICAL INSTRUCTION

For the School Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a school counseling setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2.

The requirement includes a minimum of 240 direct service clock hours.

***The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (School Counseling Programs).**

Direct Hours

Date	Activity	Individual Counseling	Group Counseling	Consultation	Other Responsive Services	Individual Student Planning	Classroom Curriculum	System Support	Advocacy
Total									

Intern Signature _____ Supervisor Signature _____

**The University of Northern Colorado
School Counselor Education Program
Summary of Internship Experiences
(to be completed for each site)**

Intern's Name: _____ **Bear Number:** _____

Address: _____ **Phone Number:** _____

Site: _____ **Supervisor:** _____

Address: _____ **Phone Number:** _____

Dates of Internship: from _____ to _____

Total Direct Hours: _____

Representative experience

Total Indirect Hours: _____

Representative experiences

Total Hours _____

I affirm that this is an accurate record of my internship experiences. I further agree to maintain a file with all documentation for a minimum of ten (10) years.

Intern

I support this record of the intern's internship experiences.

Site Supervisor Date

University Instructor Date

The University of Northern Colorado
School Counselor Education Program
Evaluation of Intern
(Completed by Site Supervisor)

Intern's Name: _____ Date of Evaluation: _____

Supervisor: _____

Site: _____

This form was designed to help supervisors provide feedback about the performance of interns. The time you take to complete this form is very much appreciated. You are encouraged to review your assessment with the intern prior to submitting it to the internship instructor.

Your appraisal of the intern's performance will be considered in assigning his or her grade for the internship experience. Once completed, the form will become part of the intern's record.

Please describe modalities of supervision you employed when working with this intern.

- _____ Observed student directly
- _____ Listened to or watched tapes of student providing counseling and guidance services
- _____ Read notes of activities
- _____ Discussed activities with student
- _____ Other (please describe) _____

Which of the following activities did the intern perform:

- | | |
|--------------------------------|---------------------------------------|
| _____ Individual Counseling | _____ Career Counseling |
| _____ Group Counseling | _____ Assessment |
| _____ Consulting with Teachers | _____ Student Conferences |
| _____ Consulting with Parents | _____ Classroom Curriculum Activities |
| _____ Other (please list) | |

For the following items, please use the scale provided. Your additional comments will provide information that will contribute to the intern's professional growth.

Unacceptable	Below Expectations	Meets Expectations	Above Expectations	Not Observed
1	2	3	4	5

The Intern as a Professional

1.	Basic Work Expectations					
	Arrives on time consistently	1	2	3	4	5
	Informs supervisor and makes arrangements for absences	1	2	3	4	5
	Reliably completes requested or assigned tasks	1	2	3	4	5

	Is responsive to norms about clothing, language, etc.	1	2	3	4	5
	Demonstrates awareness of and response to school's culture	1	2	3	4	5
	Demonstrates ability to work cooperatively and collaboratively with others	1	2	3	4	5
	Reviewed material recommended by supervisor	1	2	3	4	5
2.	Ethical Awareness and Conduct					
	Demonstrates clear understanding of ethical guidelines	1	2	3	4	5
	Demonstrates commitment to following ethical guidelines	1	2	3	4	5
	Consults with others about ethical issues as necessary	1	2	3	4	5
3.	Response to Supervision					
	Actively seeks supervision when necessary	1	2	3	4	5
	Demonstrates receptivity to feedback and suggestions	1	2	3	4	5
	Understands information communicated by supervisor	1	2	3	4	5
	Attends to areas inviting improvement and growth	1	2	3	4	5
	Demonstrates understanding of personal limitations	1	2	3	4	5
4.	Work Products					
	Maintains documentation reliably and accurately	1	2	3	4	5
	Develops materials that are of a professional quality	1	2	3	4	5

The Intern as a Counselor

	Demonstrates knowledge of developmentally appropriate interventions	1	2	3	4	5
	Demonstrates basic skills in individual counseling	1	2	3	4	5
	Demonstrates ability to accurately assess/evaluate students' needs	1	2	3	4	5
	Demonstrates basic skills in group counseling	1	2	3	4	5
	Demonstrates basic skills in managing a case from start to finish	1	2	3	4	5
	Demonstrates knowledge of career development needs of students	1	2	3	4	5
	Demonstrates knowledge of academic development needs of students	1	2	3	4	5
	Demonstrates knowledge of students' personal and social needs	1	2	3	4	5

Demonstrates a sensitivity to cultural differences in counseling	1	2	3	4	5
Demonstrates an ability to refer appropriately	1	2	3	4	5
Demonstrates skills in using technology relative to counseling	1	2	3	4	5
Demonstrates skills regarding test administration and interpretation	1	2	3	4	5

Comments: _____

Please recommend activities in which the intern can engage to become a more effective counselor:

The Intern as a Consultant

Demonstrates basic consulting skills with parents	1	2	3	4	5
Demonstrates basic consulting skills with teachers	1	2	3	4	5
Demonstrates basic consulting skills with administrators	1	2	3	4	5
Demonstrates basic assessment skills in consultation matters	1	2	3	4	5
Demonstrates knowledge of student career development as it relates to consultation	1	2	3	4	5
Demonstrates knowledge of human development as it relates to consultation	1	2	3	4	5
Demonstrates knowledge of academic development as it relates to consultation	1	2	3	4	5
Demonstrates a knowledge of cultural issues of stakeholders	1	2	3	4	5

Comments: _____

Please recommend activities in which the intern can engage to become a more effective consultant:

The Intern as a Program Coordinator

Demonstrates knowledge of the school's overall functioning	1	2	3	4	5
Demonstrates a knowledge of the ASCA Model curriculum and how it interfaces with the school's curriculum	1	2	3	4	5
Demonstrates skills in assessing programmatic needs	1	2	3	4	5
Demonstrates organizational skills in coordinating programs	1	2	3	4	5
Demonstrates basic communication skills with stakeholders in coordinating programs	1	2	3	4	5

Comments: _____

Please recommend activities in which the intern can engage to become more effective in coordination:

The Intern as an Instructor

Demonstrates skills in preparing for classroom presentations	1	2	3	4	5
Demonstrates skills in classroom management	1	2	3	4	5
Demonstrates skills in conducting classroom presentations	1	2	3	4	5
Demonstrates skills in assessing classroom presentations	1	2	3	4	5
Demonstrates knowledge of choosing developmentally appropriate classroom activities	1	2	3	4	5
Demonstrates a knowledge of the school's counseling program as it relates to developing classroom activities	1	2	3	4	5
Responds to cultural diversity in designing classroom activities	1	2	3	4	5
Demonstrates skills in using technology relative to instruction	1	2	3	4	5

Please comment on your evaluation of the strengths of the intern in doing classroom presentations:

Please recommend activities in which the intern can engage to become more effective during classroom activities

Overall, what would you identify as this intern's strengths?

What would you identify as the most important areas in which this intern needs to improve?

Would you recommend this intern for employment or continued graduate studies?

Supervisor's signature

Date

INTERNSHIP SITE EVALUATION
School of Applied Psychology and Counselor Education

Academic Semester: Spring _____ Fall _____ Year _____ Date: _____

Name of Student: _____

UNC Internship Instructor: _____

Site: _____ On-Site Supervisor: _____

Address: _____

_____ Phone: _____

On-Site Internship Contact Person: _____

Supervisor's Email Address: _____

Briefly describe your overall experience at this Internship site.

Following your experience, would you recommend this site to other students?

Why?

Description of Student Population:

What type of supervision is provided? (List number of supervision hours you received in the spaces provided.)

_____ Supervisor observed me directly	_____ Supervisor read case notes
_____ Supervisor discussed cases with me	_____ Supervisor listened to tapes
_____ Supervisor watched videotapes	_____ Supervisor provided group supervision
_____ Individual Supervision	
_____ Other (please describe)	

Describe the supervisor's style of supervision.

What were your responsibilities?

Check all counseling opportunities available to students at this site:

- Individual Counseling: _____
- Career Counseling _____
- Program Development _____
- Program Evaluation _____
- Consultation (parents) _____
- Consultation (teachers) _____
- Testing _____
- Test Interpretation _____
- Staff Meetings _____

Please rate the following items:		Very Little				Very Much
		1	2	3	4	5
1	Degree to which your expectations for the Internship were met.	1	2	3	4	5
2	Opportunity you were given to participate in decisions that affected you.	1	2	3	4	5
3.	Degree to which you were satisfied with your internship experience	1	2	3	4	5

Please add any additional comments you feel would be helpful to students interested in this site.

**SCHOOL COUNSELING INTERNSHIP
UNIVERSITY SUPERVISOR EVALUATION**

Academic Semester: Spring ____ Fall ____ Academic Year _____ Date: _____

Name of Student: _____

UNC Internship Instructor: _____

The internship instructor:

- | | | | |
|-----|---|------|----|
| 1. | Conveyed acceptance and respect for me. | Yes | No |
| 2. | Conveyed acceptance and respect for my site supervisor. | Yes | No |
| 3. | Responded to requests for information and assistance. | Yes. | No |
| 4. | Visited my site at the beginning of the semester
(or arranged to have another faculty member visit). | Yes | No |
| 5. | Visited my site at the end of the semester. | Yes | No |
| 6. | Observed me during a counseling activity. | Yes | No |
| 7. | Encouraged me to engage in professional behavior. | Yes | No |
| 8. | Modeled investment in the school counseling profession. | Yes | No |
| 9. | Held me to high standards. | Yes | No |
| 10. | Structured useful activities during group supervision. | Yes | No |

If group supervision were structured differently so that it would be more profitable for you, how would that structure have been?

What suggestions do you have for strengthening the internship experiences?

INTERN'S SELF EVALUATION
School Counselor Education Program

Academic Semester: Spring ____ Fall ____ Academic Year: ____ Date: ____

Name of Student: _____

UNC Internship Instructor _____

Site: _____ On-Site Supervisor: _____

Please indicate how you demonstrated mastery of each of the following CACREP standards:

1. Knowledge of the relationship of the school counseling program to the academic and student services program in the school.
2. Knowledge of the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
3. Knowledge of the school setting, environment, and curriculum.
4. Knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development.
5. Knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices.
6. Knowledge of ethical and legal considerations related specifically to the practice of school counseling.
7. Knowledge of strategies to advocate for all students and for effective school counseling programs.
8. Knowledge of: coordination
collaboration
referral
team-building efforts

with teachers
parents
support personnel
community resources

to promote program objectives and facilitate successful academic development and achievement of all students.
9. Skills to promote the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate.

10. Knowledge of individual and group counseling approaches that promote school success, through academic, career, and personal/social development.
11. The ability to design individual, group, and classroom guidance approaches to assist all students with academic, career and personal/social development.
12. Awareness of issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide).
13. Knowledge of developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options).
14. Knowledge of systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system.
15. Repertoire of strategies to promote, develop, and enhance effective teamwork within the school and larger community.
16. Repertoire of strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children.
17. Knowledge and skills to conduct programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.