



UNIVERSITY OF
**NORTHERN
COLORADO**

Doctoral Internship Manual

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INTRODUCTION

The doctoral program in Counselor Education and Supervision (CES) prepares individuals to demonstrate advanced skills in supervision, instruction, and research and scholarship. Furthermore, depending on individual student goals, the CES doctoral program also prepares students in counseling and leadership and advocacy. Although the CES program contains many opportunities for mentoring and informal learning activities, the primary purpose of the doctoral internship is to provide additional doctoral level experiences in the required areas of supervision (a minimum of three experiences), instruction (a minimum of two experiences), and research (a minimum of 200 hours), as well as an optional substantive experiences in counseling and leadership and advocacy as appropriate for individual career goals.

An individualized **Internship Plan** (Appendix 1) must be developed with the student's advisor and approved by the CES faculty. Given that our doctoral students come from diverse training backgrounds, Internship Plans will vary.

This Doctoral Internship Manual explains the requirements and procedures to be followed by the graduate student enrolled in doctoral internship (APCE 792) at the University of Northern Colorado. Internship activities and requirements are based on CACREP (Council for the Accreditation of Counseling and Related Educational Programs) guidelines, Colorado state licensing (DORA-Department of Regulatory Agencies <http://www.dora.colorado.gov>) and/or certification requirements (CDE- Colorado Department of Education), and CES program faculty recommendations.

CACREP REQUIREMENTS FOR INTERNSHIP EXPERIENCES

Doctoral students are required to complete doctoral level counseling internships that total a **minimum** of 600 clock hours. The 600 hours must include supervised experience in at least one counseling experience, one research experience, two teaching experiences, and four supervision experiences. (CACREP 6.C.7). The 600 hours may be allocated at the discretion of the advisor, the CES faculty, and the student on the basis of experience and training (CACREP 6.C.7). During internships, the student must receive weekly individual and/or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession (CACREP 6.C.8). Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member (CACREP 6.C.9).

INTERNSHIP COURSE PREFIX, NUMBER, AND TITLE

APCE 792 - Internship (6-12 hours)

REQUIRED HOURS

A student who holds a master's degree from a CACREP accredited program that required a 600-hour internship must register for a **minimum** of six (6) credit hours of doctoral internship.

A student who graduated from a non-CACREP accredited program must consult with their

advisor to determine the number of additional internship credit hours that will be required to meet graduation and accreditation standards (typically an additional 600 hours of internship for a total of 1200 hours). A student who has completed a master's internship from a non-accredited program may submit documentation of direct and indirect service hours and supervision hours. Up to 600 hours may be waived based on documentation provided by the student. The faculty in consultation with the student's advisor must approve all requests for waived hours.

When registering for internship credits, one (1) credit hour roughly equals 100 hours of internship activity. To receive credit, the student must be registered for the internship course during the semester they are completing the internship hours.

GRADING

Once all internship hours are complete, the student must notify the doctoral program coordinator and the chair of the department that they have completed all internship requirements. Their logs and evaluations will be reviewed and if satisfactory, a letter grade will be assigned. Should a student fail a particular experience [e.g., teaching], they will be asked to repeat that part of the experience. A student must successfully complete the number of credit hours specified in their Internship Plan.

COURSE PREREQUISITES

Students must have completed the following courses to begin internships in teaching, research, and clinical or supervisory experiences. For leadership and advocacy projects, prerequisites and prior experience will be required based on the content and goals of individual projects. Students should provide their advisor with a justification of their preparedness for each project to share with the CES faculty for approval prior to beginning the project.

INTERNSHIP IN TEACHING

ALL CES STUDENTS: ALL EMPHASIS AREAS

APCE 710 Seminar in Instruction, Pedagogy, & Evaluation in Counseling and Psychology

INTERNSHIP IN RESEARCH

ALL CES STUDENTS: ALL EMPHASIS AREAS

Any foundational graduate research course (i.e., equivalent to SRM 600)

INTERNSHIP IN CLINICAL OR SUPERVISORY EXPERIENCES

Before beginning a clinical or supervisory internship experience, a student must complete the general CES prerequisites listed below *AND* the prerequisite courses specific to their emphasis area.

ALL CES STUDENTS: ALL EMPHASIS AREAS

APCE 702 Practicum in Counseling

APCE 703 Professional Development Seminar in Counselor Education (at least one semester)

APCE 710 Seminar in Instruction, Pedagogy, & Evaluation in Counseling and Psychology

APCE 714 Practicum in Supervision of Counseling

APCE 715 Seminar in Counselor Supervision and Theory

APCE 723 Seminar in Advanced Multicultural Perspectives in Counselor Education and Supervision

COUPLES AND FAMILIES EMPHASIS AREA

APCE 668 Sexuality Counseling

APCE 669 Seminar: Contemporary Issues

APCE 695 Advanced Methods

APCE 694 Practicum in Family Therapy

Pre or Concurrent Requisite:

APCE 774 Practicum in Supervision of Family Therapy

PLAY THERAPY EMPHASIS AREA*

APCE 609 Foundations of Play Therapy

APCE 617 Play Therapy

Pre or Concurrent Requisite:

APCE 713 Practicum in Supervision of Play Therapy

*Students will complete three additional credits for an elective to be selected in consultation with their advisor.

****Certification for Child and Adolescent Counseling possible.**

SCHOOL COUNSELING EMPHASIS AREA

APCE 602 Foundations of School Guidance

APCE 608 Organization, Administration, and Consultation in Guidance Services

APCE 614 Internship in School Counseling and Guidance (6 credits)

ELPS 660 Law and the Administrator

* Students with a School Counseling background will work with their advisor to select 9 credits in addition to ELPS 660 to comprise interest area.

PROOF OF LIABILITY INSURANCE

Students must have professional liability insurance prior to beginning any internship experience, and are required to submit insurance to their faculty internship supervisor at the beginning of each semester. Insurance may be obtained privately or can be obtained from the Health Providers Service Organization (<http://www.hpsso.com>), Lockton (<http://locktonmedicalliabilityinsurance.com>) or other providers affiliated with professional organizations (e.g. ASCA).

INTERNSHIP HOURS ACCRUED THROUGH THE UNC PSYCHOLOGICAL SERVICES CLINIC

Should a student wish to see a client or client(s) at the UNC Psychological Services Clinic outside of a formal practicum or clinic experience (APCE 793/794), they will need to request permission from CES faculty, include it in their Internship Plan, confirm an APCE faculty member's consent to provide supervision, fill out a formal contract for the experience with faculty signatures, register for APCE 792, and provide proof of liability insurance. They will also be required to meet weekly with an individual supervisor as well as group supervision.

APPROVAL TO BEGIN INTERNSHIP EXPERIENCE TWO WEEKS IN ADVANCE

The student must have signature approval on the Internship Agreement from the University Internship Supervisor **BEFORE** beginning to accrue hours. **Internship hours completed by the student intern prior to the official date for the start of the internship (semester) will not be counted.**

Interns must submit a completed Internship Agreement (Appendix 2) to the Faculty Internship Supervisor by the first internship meeting. Internship agreements will be filed in the student internship file. Students are responsible for retaining copies for their records. The official date after which the student may begin their internship will be noted on this copy of the agreement. In addition, the student must provide an approved copy of the agreement to the On-Site Supervisor.

MINIMUM REQUIREMENTS

The following is a list of the minimum requirements for all internships. **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, at a minimum, be considered cause for dismissal from the internship site and possibly from the Ph.D. program at any time during the student's program (see the APCE Review and Retention Policy in your CES Doctoral Handbook and the UNC Student Rights and Responsibilities document).

POLICY AROUND RESEARCH INTERNSHIP

Much like the teaching and supervision components of internship, the research internship is designed to be an opportunity for students to learn about the research process through an apprenticeship.

Steps to Proposing a Research Internship Project:

1. Meet with your advisor and discuss your ideas.
 - a. Together you will inventory your apprenticeship experiences and course work to date (e.g. graduate assistantship research projects conducted with faculty) and determine where on a continuum of beginning apprentice to lead apprentice is a good fit for you.

- b. Please come prepared with a list of your experiences in research apprenticeships (i.e., under a faculty member or advanced researcher) and relevant research/statistics course(s) completed (i.e. SRM 602, 603, 610, 680, 700, APCE 716, etc.).
 - c. Please come prepared to discuss the types of experiences you feel might be a good fit (e.g., research design, grant writing, managing data collection, analyzing quantitative data, coding qualitative data) and opportunities you have identified to gain these experiences in an apprenticeship model (i.e., under supervision).
2. Provide your advisor with an internship proposal and allow time for your advisor to review and provide feedback (if needed) in advance of submitting the proposal to the faculty. Please keep in mind that faculty meetings are only scheduled during the academic year. Your advisor can provide you the dates of the faculty meetings once they are scheduled.

Research Internship Proposal (to include the following):

1. The topic and goals of the project (brief statement of purpose and rationale). The project can be broader than your internship experience and in many cases will have begun before, or extend beyond, your internship experience.
2. Your internship role on the project, the types of experiences you anticipate gaining, and how those connect to your development as a researcher (e.g., conducting qualitative “x” number of qualitative interviews, managing data collection for “x” program evaluation).
3. Who will supervise this project and your plan for maintaining regular meeting times.
4. The approximate number of work hours (not credit hours) you plan to devote to the research internship project during this current semester.
5. How you will specifically document completion of the internship experience (i.e. the specific outcome/product of your internship experience).
6. Identify how proposed research plan relates to your professional development as a Counselor Educator.

OFF-CAMPUS INTERNSHIPS

- Supervisors must have a doctoral degree in counselor education or in a closely related field and/or appropriate licenses (i.e., Licensed Professional Counselor, Licensed Marriage and Family Therapist, Licensed Clinical Social Worker, Licensed Psychologist). If completing a counseling internship, clinical site supervisors will be considered and approved on a case by case basis.
- Supervisors must have knowledge of the program’s expectations, requirements, and evaluation procedures for the intern (Appendix 3).
- Supervisors must provide a minimum of one hour per week of formal, individual supervision for each intern.
- Supervisors must provide the opportunity for the intern to become familiar with a variety of professional activities other than direct service alone.

SELECTION OF AN OFF-CAMPUS INTERNSHIP SITE

A student should consider their particular professional interests and the University’s requirement

for experiences in all counselor education areas - supervision, instruction, research, counseling, and leadership and advocacy. The student must develop and complete an Internship Plan (Appendix 1) with their advisor. The student will then contact internship sites. Interviews with more than one site are recommended in order to select the best placement with optimum supervision and a variety of counseling experiences.

Please remember the CACREP Standards around site supervisors:

Individuals serving as doctoral counseling internship fieldwork site supervisors have:

- a) a minimum of a master's degree, preferably in counseling or a related profession;
- b) active certifications and/or licenses in their geographic location required for practice, preferably in counseling or a related profession;
- c) a minimum of two years independent professional experience;
- d) relevant training for in-person and/or distance counseling supervision;
- e) relevant training in the technology utilized for supervision; and
- f) knowledge of the program's expectations, requirements, and evaluation procedures for students.

As well as plan to insure:

Supervision of the doctoral counseling internship includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.

Written supervision agreements:

- a) define the roles and responsibilities of the faculty supervisor, fieldwork site supervisor, and student during the doctoral counseling internship;
- b) include emergency procedures; and
- c) detail the format and frequency of consultation between the program and the fieldwork site to monitor student learning.

The student makes the placement arrangements with the guidance and approval of their advisor. Students must advise internship sites if they will not be accepting an internship at that particular site in order to allow ample time for the declined site to fill vacant positions.

EVALUATION OF STUDENT INTERNS AND REMEDIATION

Feedback from the On-Site Supervisor is essential for the purpose of evaluating student intern effectiveness. The CES faculty has adopted a standardized evaluation form (Appendix 6). The student should provide a copy of the form to the On-Site Supervisor. The University Internship Supervisor will review this form with the student. The student should maintain copies of all documents for their own files.

In the event a student receives a negative written evaluation from their On-Site Supervisor, the University Internship Supervisor will bring the evaluation to the CES faculty for discussion. The CES faculty, along with the University Internship Supervisor, will determine whether the student should pass or fail, whether the student will be required to complete additional internship hours, and/or if a subsequent, appropriate, and alternative course of action should be taken.

CES students who receive a grade of C or below, or who withdraw from the internship, must have written permission from the CES faculty to be permitted to re-enroll for internship. The CES faculty will determine when the student may retake the internship.

INTERNSHIP LOG DIRECTIONS

1. Fill in your name and the month at the top of the log.
2. Keep one log for each calendar month. Record hours in the appropriate column.
3. Combine experience and supervision hours and record the total number of hours.
4. Write a short narrative of tasks completed in the space provided or attach a separate sheet if needed.
5. Be sure that both you and your Supervisor have signed each log sheet.
6. At the end of each month, or at each internship meeting, bring the original copy of the logs for that month to your University Internship Supervisor.
7. The original log sheet will be kept in your internship file in the main office. Be sure to keep copies of all the documents for your personal file

INTERNSHIP CHECKLIST

- Begin looking for potential internship sites several months before you plan to begin the application process. Consider the University's requirement for experiences in internship areas.
- If applicable, provide proof of prior experiences in supervision, instruction, research, clinical experience, and leadership and advocacy to your advisor.
- Discuss and develop your Internship Plan with your advisor.
- Complete your initial Internship Plan Form (Appendix 1) with your advisor. This is an ongoing process as activities are developed and therefore should be modified as individual internship activities are approved by CES Faculty and/or your advisor.
- Successfully complete all prerequisite courses.
- Secure liability insurance.
- If participating in an external placement, contact the prospective internship site and arrange for an on-site interview. This interview provides an opportunity for both the student and the site/supervisor to clearly delineate expectations for the internship experience. As a student, you should determine if a prospective internship site is capable of meeting your training and educational needs. When applicable, you are encouraged to interview with at least two sites before making a decision. External Internship Guidelines are available in Appendix 3.
- Make sure the On-Site Supervisor meets the necessary requirements (i.e., has a Ph.D., if required) to supervise.
- Meet with your advisor to determine if this is an appropriate site and/or project. For research, clinical and leadership and advocacy internships your advisor must be provided with information to present to the CES Faculty for approval. If you are considering teaching and supervision internships, your advisor can guide you in their selection and then approve your choices.
- If the CES faculty or your advisor (whichever is appropriate) approves you, and the site accepts you for internship placement, the Internship Agreement (Appendix 2) should be negotiated specifying the expectations and responsibilities of all parties involved. **Please be sure you are completely satisfied with the contract. This is binding document. You will not be allowed to break this contract unless the site is not providing the services delineated within the contract.**
- Review the Internship Agreement, expectations, and responsibilities with your University Internship Supervisor.
- Submit the completed and signed Internship Agreement (Appendix 2) to your University Internship Supervisor for their signature no later than the first internship class meeting. Please keep in mind, no hours can be counted until the contract is signed by the University

Internship Supervisor.

- Submit a request via e-mail to the University Internship Supervisor to be released to register for the Internship Credit—APCE 792 or 790 for Counseling Internship. Include in the e-mail the number of hours you will register for and your bear number (student identification number).
- Maintain and submit logs (Appendix 9) on a monthly basis. After your On-Site Supervisor has signed your monthly log, turn in the original log to your University Internship Supervisor.
- Maintain a copy in your file. Any student who has more than one internship placement is required to keep separate logs for each site.
- Attend bi-weekly internship meetings scheduled by the University Internship Supervisor.
- If for some reason you are unable to complete the internship, make sure to contact the University Internship Supervisor immediately.
- Prior to the end of internship, the original copies of the following documents must be given to the University Internship Supervisor:
 - Internship Logs (Appendix 9)
 - Faculty/Site Supervisor Evaluation of the Intern's Performance (Appendix 6)
 - Intern Self Evaluation Forms (Appendix 8)
 - If participating in a teaching or supervision internship, the Student Evaluation of the Internship Experience (Appendix 7)

The student should keep a copy for their records and the On-Site Supervisor should retain a copy for their records.

APPENDIX 1: Internship Plan

University of Northern Colorado
Counselor Education and Supervision Doctoral Program
INTERNSHIP PLAN

TO BE COMPLETED BY STUDENT INTERN AND ADVISOR
(IN CONSULTATION WITH CES FACULTY)

Name _____

Advisor _____

Date _____

This plan describes the activities and timeline of your internship experiences. The student is required to have planned activities in the areas of supervision, instruction, and research. Depending on student career goals, students should also consider counseling and leadership and advocacy activities for their internship plan.

Supervision Experience (four experiences required): **Time Frame** **Location(s)**

In the space provided below, please indicate dates advisor approval was granted for each internship experience.

Teaching Experience in CES (two experiences required): **Time Frame** **Location(s)**

In the space provided below, please indicate dates advisor approval was granted for each internship experience.

Research Experience: **Time Frame** **Location(s)**

In the space provided below, please indicate dates faculty approval was granted for each internship experience.

Counseling Experience (One experience required: 100 hours minimum):

Time Frame **Location(s)**

In the space provided below, please indicate dates faculty approval was granted for each internship experience.

Optional: Leadership Experience (describe):

Time Frame

Location(s)

In the space provided below, please indicate dates faculty approval was granted for each internship experience.

Optional: Advocacy Experience (describe):

Time Frame

Location(s)

In the space provided below, please indicate dates faculty approval was granted for each internship experience.

Signature of Student

Date

Signature of Advisor

Date

APPENDIX 2:

Internship Agreement



UNIVERSITY OF
**NORTHERN
COLORADO**

**University of Northern Colorado
Counselor Education and Supervision Doctoral Program
Department of Applied Psychology and Counselor Education
Greeley, Colorado 80639**

INTERNSHIP AGREEMENT

Name: _____ Date: _____

Student Email: _____ Bear Number: _____

Student Phone Number: _____

Semester (circle): Fall Spring Summer Year: _____

Number of APCE 792 hours enrolled: _____ Clock hours: _____

Beginning date of experience: _____ End date of experience: _____

APCE 792 Supervising Faculty: _____

Internship Experience Supervisor: _____ On-Site Off-Site

First Experience (circle): Yes No

Guidelines provided to supervisor: Yes No

Proof of Liability Insurance Expiration Date (copy must be provided): _____

Specify Internship Experience:

☐ Co-Teaching – Course: _____

☐ Supervision Experience 1 2 3

☐ Research – Title of project: _____

Other: Advocacy Leadership Counseling

I have completed all prerequisite coursework and am qualified to begin my internship experience.

Student Signature _____ Date _____

Please identify the following information:

1. Tasks agreed upon for successful completion of internship:

2. Responsibilities of Intern:

3. Responsibilities of Faculty:

Signature of Student

Date

Signature of Supervising Faculty

Date

Signature of On-Site or Off-Site Supervisor

APPENDIX 3:

External Internship Guidelines

University of Northern Colorado
Counselor Education and Supervision Doctoral Program
EXTERNAL INTERNSHIP GUIDELINES

Rationale:

The purpose of this agreement is to provide a qualified graduate student with a doctoral level internship experience in the field of counselor education.

The UNC Counselor Education and Supervision Program agrees:

1. To assign a University Internship Supervisor to facilitate communication between the University and internship site.
2. That the University Internship Supervisor shall be available for consultation with both the On-Site Supervisor and the student and will be immediately contacted by the student and the On-Site Supervisor if any problem or change in relation to the student, site, or University occurs.
3. That the University Internship Supervisor will provide regular group supervision approximately two times per month (CACREP Doctoral Standards III.C) for the purpose of group interaction and supervision throughout the internship.
4. That the University Internship Supervisor, in consultation with the On-Site Supervisor, will be responsible for assigning a final grade. The student and both supervisors will meet at least once a semester and communicate as needed via email. More frequent meetings will be scheduled as needed.
5. To notify the internship student that they must adhere to the administrative policies, rules, standards, schedules, and practices of the internship site.

The Site agrees:

1. That the director or administrator of the school/agency/university will assign an On-Site Supervisor who is a qualified licensed counselor or psychologist at the doctoral level, if applicable, and who has time and interest in the supervision and training of the internship student. This person must review the CES Internship Manual to insure they are meeting all requirements.
CACREP 2024 Standards require:
Individuals serving as doctoral counseling internship fieldwork site supervisors have:
 - a) a minimum of a master's degree, preferably in counseling or a related profession;
 - b) active certifications and/or licenses in their geographic location required for practice, preferably in counseling or a related profession;
 - c) a minimum of two years independent professional experience;
 - d) relevant training for in-person and/or distance counseling supervision; (please provide documentation of your training to the CES Internship UNC Faculty Supervisor with the signed contract)
 - e) relevant training in the technology utilized for supervision; and
 - f) knowledge of the program's expectations, requirements, and evaluation procedures for students.
2. To provide opportunities for the student to engage in a variety of counselor education activities under supervision and discuss early in the experience a plan for emergency procedures and revisit this plan as needed.
3. To be involved in the evaluation of the student's performance using the appropriate form from the CES Internship Manual and in consultation with the UNC Faculty Supervisor.
4. To provide the student with adequate workspace, telephone, office supplies, and staff to conduct professional activities as appropriate and necessary.

5. To provide supervisory contact, which involves examination of student work using live observation and/or audio/visual tape observation.
6. To provide written evaluation of the student based on criteria established by the UNC Counselor Education and Supervision program.

The Student agrees:

1. To act in a professional manner that is consistent with the ACA Code of Ethics and to provide services in accordance with these standards. Any breach of these ethics or any unethical or illegal behavior on the student's part may result in removal from the internship, review and retention, and or a failing grade. Documentation of such behavior will become part of the student's permanent record.
2. To be responsible for being available to the On-Site Supervisor and the University Internship Supervisor for conferences (e.g. consultation, staffing, etc.) and to keep the University Internship Supervisor informed regarding the internship experience.
3. To comply with the rules, policies, and regulations of the internship site (e.g. staff development, working hours, schedules, etc.)
4. To complete all internship course requirements as required and to demonstrate the specified minimal level of skill, knowledge, and competence in the various internship activities evaluated during the student's internship experience.

Please check those activities that will be offered to the counselor educator intern:

- | | |
|---|---|
| _____ 1. Individual Counseling/Psychotherapy | _____ 9. Advocacy Work /Projects |
| _____ 2. Group Counseling/Psychotherapy | _____ 10. Leadership Work/Projects |
| _____ 3. Career Counseling | _____ 11. Case Conferences and Staff Meetings |
| _____ 4. Marriage and Family Counseling | _____ 12. Report Writing |
| _____ 5. School Guidance Activities | _____ 13. Consultation/Coordination |
| _____ 6. Teaching/Instruction/Course Planning | _____ 14. Program Administration and Evaluation |
| _____ 7. Clinical Supervision of Counselors | _____ 15. Psycho-education/Training |
| _____ 8. Research | _____ 16. Other (please list below) |

APPENDIX 4:

Teaching Internship Guidelines

University of Northern Colorado
Counselor Education and Supervision Doctoral Program
TEACHING INTERNSHIP GUIDELINES

Rationale:

This experience provides the student the opportunity to further develop an understanding of the tasks and processes of instruction and evaluation in a counselor education setting.

General Guidelines:

1. The student will participate in the planning and updating of the selected course and syllabi.
2. The student will be exposed to the purpose, process and procedures of evaluation for that particular course and will not be responsible for the assignment of grades.
3. The student will provide class instruction under direct faculty supervision for a minimum of three class periods.
4. The student and faculty will complete the appropriate Internship Agreement and submit it to the student's University Internship Supervisor prior to beginning the internship experience.

Faculty Guidelines:

1. Faculty will facilitate a discussion regarding the selection and order of curriculum topics, text utilized and alternative teaching methods/strategies.
2. Meet with students to discuss the nature of the course including content delivery and CIT evaluation.
3. Determine if the prospective intern is appropriate for the particular course.
4. Develop an Internship Plan that includes the duties of the student and expectations of success.
5. Observe the student during classroom instruction and provide written feedback to the student regarding their performance.
6. Provide opportunities for the student to teach during the course of the class (minimum of two teaching episodes/units for the first experience and three teaching episodes/units for subsequent experiences).
7. Sign internship logs.
8. The supervising faculty's evaluation of the intern's teaching will be turned in to the University Internship Supervisor at least one week prior to finals week.

Student Guidelines:

1. Meet with their advisor to discuss appropriate courses in which to co-teach for internship.
2. Make contact with the potential instructor one semester (if possible) prior to the anticipated teaching internship. Failure to contact the prospective instructor in a timely fashion may result in your request being denied.
3. Discuss the duties, expectations and requirements of the internship from both the student and faculty perspectives.
4. Behave in a professional and appropriate manner toward students, being cognizant of dual relationships.
5. Attend all class sessions.
6. Complete all requirements in a timely manner.

APPENDIX 5

Supervision Internship Guidelines

University of Northern Colorado
Counselor Education and Supervision Doctoral Program
SUPERVISION INTERNSHIP GUIDELINES

Rationale:

This experience provides the student the opportunity to further develop an understanding of the tasks and processes of instruction, evaluation and supervision in a counselor education setting.

General Guidelines:

1. The student will obtain training in the planning and updating of the selected course and syllabi.
2. Faculty will facilitate a discussion regarding the selection and order of curriculum topics, text utilized and alternative teaching methods/strategies.
3. The student will be exposed to the purpose, process and procedures of evaluation for that particular course and will not be responsible for the assignment of grades.
4. The student will provide class instruction and supervision under direct faculty supervision throughout the practicum experience.
5. The student and faculty will complete the appropriate Internship Agreement and submit it to the student's University Internship Supervisor prior to the beginning of the supervision internship experience.

Faculty Guidelines:

1. Meet with intern to discuss the nature of the course and how it is delivered and evaluated.
2. Determine if the student is appropriate for the particular course.
3. Develop an Internship Plan that includes the duties of the student and expectations of success.
4. Observe the student during classroom instruction and supervision (group and individual students) and provide written feedback to the student regarding their performance.
5. Sign internship logs.
6. The supervising faculty's evaluation of the intern's teaching and supervision will be turned in to the University Internship Supervisor at least one week prior to finals week.

Student Guidelines:

1. Meet with their advisor to discuss appropriate practices to supervise for internship.
2. Make contact with the potential instructor/supervisor one semester (if possible) prior to the anticipated supervision internship. Failure to contact prospective instructors/supervisors in a timely fashion may result in your request being denied.
3. Discuss the duties, expectations and requirements of the internship from both the student and faculty perspectives.
4. Behave in a professional and appropriate manner toward students, being cognizant of dual relationships.
5. Attend all class sessions.
6. Complete all requirements in a timely manner.

APPENDIX 6:
Evaluation Forms
(Counseling, Teaching, Supervision,
Research, and Leadership and Advocacy)

University of Northern Colorado
Counselor Education and Supervision Doctoral Program
EVALUATION FORM for COUNSELING or EXTERNAL INTERNSHIPS
TO BE COMPLETED BY THE ON-SITE SUPERVISOR OR FACULTY MEMBER

Name of Student _____ Date _____

Name of On-Site Supervisor _____ Date _____

On-Site Supervisor Phone _____

Please describe your style of supervision with this student:

- ☐ Observed the student directly
- ☐ Listened to or watched tapes of student counseling

Approximate number of tapes:

_____ audio tapes _____ videotapes

- ☐ Read session notes
- ☐ Discussed cases with student
- ☐ Apprentice
- ☐ Other, please describe:

What number of overall internship hours did the student spend in:

_____ Direct client activities (counseling)

_____ Indirect client activities (i.e., case conferences, staff meetings,
administrative duties, etc.)

The student performed the following activities:

_____ Individual Counseling

_____ Group Counseling

_____ Couples Counseling

_____ Family Counseling

_____ Intake Interviewing

_____ Program Administration

_____ Teaching

_____ Career Counseling

_____ Assessment

_____ Consulting/Coordination

_____ Case/Staff Conference

_____ Report Writing

_____ Psycho-education/Training

_____ Other, please describe:

In order to facilitate the development of the student's skills, please rate the student's performance according to the following scale:

Never True	Rarely True	Occasionally True	Mostly True	Always True	Not Observed
1	2	3	4	5	N/A

Note: Throughout the survey, "supervisees" also refers to students in the classroom during an internship teaching experience.

1. RELATIONSHIP BUILDING

The intern established good rapport with clients/supervisees and/or staff.	1	2	3	4	5	NA
The intern established relationships conducive to effective counseling, supervision or learning.	1	2	3	4	5	NA
The intern was able to observe/understand their personal influence on the counseling, supervision, or teaching relationship.	1	2	3	4	5	NA

2. LEADERSHIP SKILLS

The intern was in control of the direction of counseling, supervision, or teaching.	1	2	3	4	5	NA
---	---	---	---	---	---	----

3. INTERN RESPONSIVENESS

The intern was accepting, respectful, and encouraging of clients'/supervisees' emotions, expressed thoughts, and opinions.	1	2	3	4	5	NA
The intern reflected accurate empathy to clients/supervisees.	1	2	3	4	5	NA
The intern remained objective when working with clients/supervisees.	1	2	3	4	5	NA
The intern spoke at an appropriate language level.	1	2	3	4	5	NA
The intern used language, tone of voice and other behaviors to convey interest in the client/supervisee.	1	2	3	4	5	NA
The intern's interventions reflected a clear understanding of the client's/supervisee's concerns.	1	2	3	4	5	NA
The intern demonstrated knowledge of theoretical principles underlying interventions.	1	2	3	4	5	NA

4. SUPERVISION

The intern presented the client/supervisee objectively and insightfully.	1	2	3	4	5	NA
The intern accepted feedback appropriately.	1	2	3	4	5	NA
The intern incorporated feedback effectively.	1	2	3	4	5	NA

5. ON-SITE

The intern interacted appropriately with other professionals.	1	2	3	4	5	NA
The intern followed school/agency or university policy and procedures.	1	2	3	4	5	NA
The intern demonstrated knowledge of codes of ethical practice/legal regulations and behaved accordingly.	1	2	3	4	5	NA
The intern showed appropriate judgment and responsibility in actions.	1	2	3	4	5	NA

6. OVERALL EVALUATION OF THE INTERN

Summarize below what you have observed to be the student's strengths as a counselor educator (include counseling, supervising, and teaching skills):

Summarize below suggested areas of improvement for the student:

University of Northern Colorado
Counselor Education and Supervision Doctoral Program
FACULTY EVALUATION OF TEACHING
TO BE COMPLETED BY FACULTY

Faculty Name _____ Course Taught _____

Doctoral Intern _____ Semester/Year Taught _____

Please use the scale below to rate the doctoral intern who has engaged in teaching activities under your supervision:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Never Observed
1	2	3	4	5	NA

CIRCLE BELOW:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. Intern worked cooperatively with instructor to help plan curriculum. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Intern engaged appropriately with students in this class. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Intern was prepared to teach and was well-organized. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Intern provided students with feedback in a professional manner. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Intern demonstrated adequate knowledge of content area. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Intern effectively managed student behavior during classroom instruction. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Intern effectively fielded students' questions. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Students in the class approached the intern for assistance. | 1 | 2 | 3 | 4 | 5 | NA |
| 10. Intern demonstrated appropriate instructional behavior. | 1 | 2 | 3 | 4 | 5 | NA |

Additional comments:

University of Northern Colorado
Counselor Education and Supervision Doctoral Program
FACULTY EVALUATION OF SUPERVISION
TO BE COMPLETED BY FACULTY

Faculty Name _____ Course Taught _____

Doctoral Intern _____ Semester/Year Taught _____

Please use the scale below to rate the doctoral intern who has engaged in supervision activities under your supervision:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Never Observed
1	2	3	4	5	NA

CIRCLE BELOW:

- | | |
|--|------------------------|
| 1. Intern worked cooperatively with instructor to effectively provide supervision. | 1 2 3 4 5 NA |
| 3. Intern engaged appropriately with their supervisees. | 1 2 3 4 5 NA |
| 4. Intern was prepared to supervise and was well-organized. | 1 2 3 4 5 NA |
| 5. Intern provided supervisees with feedback in a professional manner. | 1 2 3 4 5 NA |
| 6. Intern demonstrated adequate knowledge of supervision. | 1 2 3 4 5 NA |
| 7. Intern effectively managed supervisees' behavior during Practicum. | 1 2 3 4 5 NA |
| 8. Intern effectively fielded supervisees' questions. | 1 2 3 4 5 NA |
| 9. Supervisees felt comfortable approaching the intern for assistance. | 1 2 3 4 5 NA |
| 10. Intern demonstrated appropriate supervisory behavior. | 1 2 3 4 5 NA |

Additional comments:

University of Northern Colorado
Counselor Education and Supervision Doctoral Program
FACULTY EVALUATION OF RESEARCH or LEADERSHIP AND ADVOCACY
ACTIVITIES
(please circle one experience above)
TO BE COMPLETED BY FACULTY

Faculty Name _____ Course Taught _____

Doctoral Intern _____ Semester/Year Taught _____

Please use the scale below to rate the doctoral intern who has engaged in research or advocacy or leadership under your supervision:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Never Observed
1	2	3	4	5	NA

CIRCLE BELOW:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. Intern completed assignments/activities in a timely manner. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Intern interacted with others in a professional manner. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Intern demonstrated adequate knowledge of content area. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Intern was well organized and prepared. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Intern demonstrated flexibility. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Intern was approachable. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Intern demonstrated an ability to accept and integrate feedback. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Intern had the opportunity to substantially contribute to the project. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. The quality of the intern's contribution was developmentally appropriate. | 1 | 2 | 3 | 4 | 5 | NA |

Comments:

APPENDIX 7:
Student Evaluations
(For Teaching and Supervision Internships)

University of Northern Colorado
Counselor Education and Supervision Doctoral Program
STUDENT EVALUATION OF TEACHING
TO BE COMPLETED BY STUDENTS IN CLASSROOM

This form is used to evaluate internship experiences in instruction for doctoral internship credit. Please complete this form and return it to the instructor. In order to maintain the confidentiality of your responses, the administrative staff will type up the comments and return to the instructor for review with the intern.

Doctoral Intern _____ Course Number _____

Please use the scale below to rate the intern:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

CIRCLE

BELOW:

- | | |
|---|-------------------|
| 1. Overall, I would rate this intern as effective | 1 2 3 4 5 |
| 2. Intern engaged appropriately with students in this class. | 1 2 3 4 5 |
| 3. Intern was prepared to teach and was well organized. | 1 2 3 4 5 |
| 4. Intern provided students feedback in a professional manner. | 1 2 3 4 5 |
| 5. Intern demonstrated adequate knowledge of content area. | 1 2 3 4 5 |
| 6. Intern appropriately managed classroom instruction and student behavior. | 1 2 3 4 5 |
| 7. Intern worked cooperatively with supervising faculty. | 1 2 3 4 5 |
| 8. Intern demonstrated appropriate instructional behavior. | 1 2 3 4 5 |
| 9. I felt comfortable approaching the intern for assistance. | 1 2 3 4 5 |
| 10. Intern fielded student questions effectively. | 1 2 3 4 5 |
| 11. I would recommend this intern as an instructor to other students. | 1 2 3 4 5 |

Please respond to the following questions:

1. What are the strengths of this intern?

2. What are the areas of improvement for this intern?

3. Do you feel that this intern helped you to develop as a counselor? If so, how? If not, how could they have contributed more to your development as a counselor?

University of Northern Colorado
Counselor Education and Supervision Doctoral Program
STUDENT EVALUATION OF SUPERVISION
TO BE COMPLETED BY STUDENTS ENROLLED IN PRACTICUM/INTERNSHIP

This form is used to evaluate internship experiences in supervision for doctoral internship credit. Please complete this form and return it to the instructor. In order to maintain the confidentiality of your responses, the administrative staff will type up the comments and return to the instructor for review with the intern.

Doctoral Intern _____ Course Number _____

Please use the scale below to rate the intern:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

CIRCLE

BELOW:

- | | |
|--|-------------------|
| 1. Overall, I would rate this intern as effective. | 1 2 3 4 5 |
| 1. Intern engaged fully with students in this class. | 1 2 3 4 5 |
| 2. Intern was prepared to supervise and was well organized. | 1 2 3 4 5 |
| 3. Intern provided students feedback in a professional manner. | 1 2 3 4 5 |
| 4. Intern demonstrated adequate knowledge in supervision. | 1 2 3 4 5 |
| 6. Intern worked cooperatively with supervising faculty. | 1 2 3 4 5 |
| 7. Intern demonstrated appropriate supervision behavior. | 1 2 3 4 5 |
| 8. I felt comfortable approaching the intern for assistance. | 1 2 3 4 5 |
| 9. Intern fielded student questions effectively. | 1 2 3 4 5 |
| 10. I would recommend this intern as a supervisor to other students. | 1 2 3 4 5 |

Please respond to the following questions:

1. What are the strengths of this intern?

2. What are the areas of improvement for this intern?

3. Do you feel that this intern helped you to develop as a counselor? If so, how? If not, how could they have contributed more to your development as a counselor?

APPENDIX 8:
Intern Self-Evaluations and Evaluation of Supervisor
(For Teaching/Supervision or
Counseling/Research/Leadership and Advocacy)

University of Northern Colorado
Counselor Education and Supervision Doctoral Program
INTERN SELF-EVALUATION OF TEACHING/SUPERVISION
TO BE COMPLETED BY STUDENT INTERN

Doctoral Intern _____ Course Number _____

Please use the scale below to rate yourself in the teaching and/or supervision activities you completed for your doctoral internship experience (APCE 792):

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

CIRCLE

BELOW:

- | | | | | | |
|---|---|---|---|---|---|
| 1. I was able to work with the instructor to plan curriculum and assessments. | 1 | 2 | 3 | 4 | 5 |
| 2. I was able to engage fully with students in this class. | 1 | 2 | 3 | 4 | 5 |
| 3. I was prepared to teach and/or supervise and was well organized. | 1 | 2 | 3 | 4 | 5 |
| 4. I was able to provide students feedback in a professional manner. | 1 | 2 | 3 | 4 | 5 |
| 5. I believe I had adequate knowledge of content area and/or supervision. | 1 | 2 | 3 | 4 | 5 |
| 6. I was able to manage classroom instruction and student behavior. | 1 | 2 | 3 | 4 | 5 |
| 8. Students in the class approached me for assistance. | 1 | 2 | 3 | 4 | 5 |
| 9. I was able to demonstrate appropriate instructional or supervisory behavior. | 1 | 2 | 3 | 4 | 5 |
| 10. I believe this experience aided in my personal/professional development. | 1 | 2 | 3 | 4 | 5 |

Please identify 3 ways you developed personally & professionally during this experience (continue on back if needed):

Please identify 3 goals for continued personal & professional development in this area (continue on back if needed):

**University of Northern Colorado
Counselor Education and Supervision Doctoral Program
INTERN SELF-EVALUATION OF COUNSELING, RESEARCH or
LEADERSHIP & ADVOCACY
(please circle one)**

TO BE COMPLETED BY STUDENT INTERN

Semester and Year _____

Doctoral Intern _____ Experience _____

**Please identify 3 ways you developed personally & professionally during this experience
(continue on back if needed):**

**Please identify 3 goals for continued personal & professional development in this area
(continue on back if needed):**

University of Northern Colorado
Counselor Education and Supervision Doctoral Program
EVALUATION OF SUPERVISOR TO BE COMPLETED BY
STUDENT INTERN

Doctoral Intern _____

Description of Experience (e.g. co-teaching, counseling, supervision) _____

Course Number (if applicable) _____

Site (e.g. Lowry campus, name of clinical site) _____

Name of Supervisor: _____

Please use the scale below to rate your site or experience supervisor in their effectiveness for your doctoral internship experience (APCE 792):

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

CIRCLE

BELOW:

- | | | | | | |
|--|---|---|---|---|---|
| 1. I was able to work with my supervisor to plan activities, course or session content, and/or clinical interventions. | 1 | 2 | 3 | 4 | 5 |
| 2. The supervisor supported me in engaging fully with students/supervisees/clients. | 1 | 2 | 3 | 4 | 5 |
| 3. My supervisor was well organized and prepared to assist me in my process. | 1 | 2 | 3 | 4 | 5 |
| 4. My supervisor gave me opportunities for feedback and provided me with feedback in a professional manner. | 1 | 2 | 3 | 4 | 5 |
| 5. My supervisor was communicative and reasonably available to support me. | 1 | 2 | 3 | 4 | 5 |
| 6. Working with this supervisor aided me in my personal/professional development. | 1 | 2 | 3 | 4 | 5 |

Please identify strengths of the supervisor which assisted you in personal and professional development during this experience (continue on back if needed):

Please identify any ways in which the supervisor could improve in assisting the personal and professional development of interns (continue on back if needed):

Appendix 9: Internship Hours Log

University of Northern Colorado
Counselor Education and Supervision Doctoral Program
COUNSELOR EDUCATION AND SUPERVISION INTERNSHIP
HOURS LOG

Name _____

Month _____

Activity (Circle One): (Research, Co-Teaching, Counseling, Supervision, Leadership, Advocacy, or Consultation)

Enter numbers of hours worked each day

1 _____	8 _____	15 _____	22 _____	29 _____
2 _____	9 _____	16 _____	23 _____	30 _____
3 _____	10 _____	17 _____	24 _____	31 _____
4 _____	11 _____	18 _____	25 _____	
5 _____	12 _____	19 _____	26 _____	
6 _____	13 _____	20 _____	27 _____	
7 _____	14 _____	21 _____	28 _____	

	Hours
Group Supervision	
Individual Supervision	

TOTAL HOURS _____

Please provide a summary of the tasks completed during the month (attach an additional sheet if needed):

 Student Signature

 Site Supervisor Signature

 Date

 Date

APPENDIX 10:

Licensure & Internship Hours

University of Northern Colorado
Counselor Education and Supervision Doctoral Program
HOURS AWARDED TOWARDS
LICENSURE AND INTERNSHIP

The following list reflects the number of hours the faculty have designated for each experience in order to standardize the accounting for hours toward licensure and internship experiences.

Courses	Hours
APCE 617	90
APCE 681	90
APCE 694	120
APCE 702	135
APCE 713	90
APCE 714	150
Supervision of the 612 and 619 on campus	45-150
Supervision of 612 off campus	80
APCE 755	45-100
APCE 773	96
APCE 774	120
Hours for Internship	
Teaching a semester long course	45-100
Counseling hours	Clock hours logged on Int. Log
Supervision hours	80 APCE 612 off-campus 45-150 APCE 612 on-campus 45-150 APCE 619 on or off campus
Consultation	Clock hours logged on Int. Log
Research, Advocacy, Leadership Projects hours (articles, conf prop, grant apps)	Determined by Advisor/ confirmed by University Internship Supervisor

Students are responsible for providing faculty with the forms to document and report licensure supervision.