Doctoral Internship Manual

Department of Applied Psychology and Counselor Education
Counselor Education and Supervision
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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 three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy) (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, students must remember that 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**

A designation of not recorded (NR) is earned for each semester completed. 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 712 Advanced Practicum in Individual Counseling
APCE 714 Practicum in Supervision of Counseling (two semesters – 6 credits)
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.

GERONTOLOGICAL EMPHASIS AREA
GERO 560 Community Resources for the Elderly
GERO 625 Psychosocial Aspects of Aging
GERO 635 Social Policy and Aging
GERO 640 Health and Biological Aspects of Aging
Pre or Concurrent Requisite:
APCE 668 Sexuality Counseling

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 Heath Providers Service Organization (http://www.hpsos.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. Although these types of experiences are valuable, they should not comprise the total of the student’s clinical experience and are only approved under special circumstances (e.g. client need).

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 be 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).

OFF-CAMPUS INTERNSHIPS

- Supervisors must have a doctoral degree in counselor education or in a closely related field and appropriate licenses (i.e., Licensed Professional Counselor, Licensed Marriage and Family Therapist, Licensed Clinical Social Worker, Licensed Psychologist).
  - For individuals in school placements, on-site supervisors are not required to have a doctoral degree. However, if they do not have a doctoral degree, they are required to have a master’s degree in school counseling, school counselor licensure, and five years of school counseling experience.
- 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.

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. 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 advocacy activities for their internship plan.

Supervision Experience (three 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 (a minimum of 200 hours required):  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: Counseling Experience (list location):  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
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:**

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<th>Signature of Supervising Faculty</th>
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<tr>
<th>Signature of On-Site or Off-Site Supervisor</th>
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APPENDIX 3:
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.
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.
2. To provide opportunities for the student to engage in a variety of counselor education activities under supervision.
3. To be involved in the evaluation of the student’s performance.
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, when necessary and appropriate.
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
_____ 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
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
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 an 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 ad 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 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 practica 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 o 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)
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    ______ Career Counseling
______ Group Counseling         ______ Assessment
______ Couples Counseling       ______ Consulting/Coordination
______ Family Counseling        ______ Case/Staff Conference
______ Intake Interviewing      ______ Report Writing
______ Program Administration   ______ Psycho-education/Training
______ Teaching                 ______ 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:

<table>
<thead>
<tr>
<th>Never True</th>
<th>Rarely True</th>
<th>Occasionally True</th>
<th>Mostly True</th>
<th>Always True</th>
<th>Not Observed</th>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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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:
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:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Never Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

CIRCLE BELOW:

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

Additional comments:
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:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Never Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Never Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**BELOW:**
1. Overall, I would rate this intern as effective. 1 2 3 4 5
2. 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

(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):

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

CIRCLE

BELOW:

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

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):
Appendix 9:
Internship Hours Log
Counselor Education and Supervision Doctoral Program
COUNSELOR EDUCATION AND SUPERVISION
INTERNSHIP HOURS LOG

Name ___________________________  Month ________________________________

Enter numbers of hours worked each day

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
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<tr>
<td>7</td>
<td>14</td>
<td>21</td>
<td>28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL HOURS __________________________

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Supervision</td>
<td></td>
</tr>
<tr>
<td>Individual Supervision</td>
<td></td>
</tr>
</tbody>
</table>

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

_____________________________________
_____________________________________

Student Signature  Supervisor Signature

__________________________  ____________________________
Date  Date

CES Doctoral Internship Manual 41
APPENDIX 10:
Licensure & Internship Hours
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.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 617</td>
<td>90</td>
</tr>
<tr>
<td>APCE 681</td>
<td>90</td>
</tr>
<tr>
<td>APCE 694</td>
<td>120</td>
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<tr>
<td>APCE 702</td>
<td>135</td>
</tr>
<tr>
<td>APCE 712</td>
<td>135</td>
</tr>
<tr>
<td>APCE 713</td>
<td>90</td>
</tr>
<tr>
<td>APCE 714 Supervision of the 1\textsuperscript{st} 612</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision of the 2\textsuperscript{nd} 612 and 619 on campus</td>
<td>45-150</td>
</tr>
<tr>
<td>Supervision of 612 off campus</td>
<td>80</td>
</tr>
<tr>
<td>APCE 755</td>
<td>45-100</td>
</tr>
<tr>
<td>APCE 762</td>
<td>120</td>
</tr>
<tr>
<td>APCE 773</td>
<td>96</td>
</tr>
<tr>
<td>APCE 774</td>
<td>120</td>
</tr>
</tbody>
</table>

**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: Determined by Advisor/confirmed by University Internship Supervisor

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