

UNIVERSITY *of*
NORTHERN COLORADO



Internship Manual

Master's Degree in School Counseling

Professional Counseling Programs
College of Education and Behavioral Sciences

Denver/ Colorado Springs Extended Campus Programs

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University Internship Supervisor

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Introduction

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

The University of Northern Colorado (UNC) internship activities and requirements are based, in part, upon the American School Counselor Association's (ASCA) *National Model for School Counseling Programs*, 2009 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, and Colorado Department of Education licensure requirements.

Internship experiences at UNC are intentionally and carefully designed to provide opportunities for students to acquire greater understanding of concepts learned through coursework and practicum, obtain new information, and integrate diverse learning and practical experiences.

Internship Prerequisites

The following courses must be successfully completed prior to internship.

- APCE 558 Diagnosis and Treatment Planning
- APCE 602 Foundations of School Guidance
- APCE 603 Understanding Children, Adolescents, and Their Systems
- APCE 605 Group Laboratory Experience
- APCE 606 Theories and Practices in Group Guidance
- APCE 607 Theories of Counseling
- APCE 608 Organization, Administration, and Consultation in Guidance Services
- APCE 612 Practicum in Individual Counseling
- APCE 619 Practicum II in Individual Counseling
- APCE 657 Legal and Ethical Aspects of Counseling and Psychology
- APCE 660 Psychological Consultation: Theory and Practice
- APCE 661 Psychological Trauma and Interventions (can be taken concurrently with first semester of internship).
- APCE 673 Appraisal & Assessment

Requirements

- * Minimum of 600 on-site hours (direct and indirect activities);
- * Minimum of 240 direct contact hours total
- * Minimum of 120 direct service hours at a minimum of two levels (e.g., elementary and high school levels).
- * Registration for minimum of 6 semester hours.
- * Minimum of one (1) hour per week of individual supervision, throughout the internship, performed by the on-site supervisor.
- * Minimum of three (3) hours every two weeks of classroom time for group interaction and supervision, throughout the internship, performed by a University internship supervisor.

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

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

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

A. Responsive Services

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

B. Curriculum Activities

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

C. Individual Student Planning Activities

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

D. System Support Activities

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

E. Documentation

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

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

Students will document their work with individual students according to school policies and guidelines provided by the site-supervisor.

Students will submit their evaluation of each site to the University Internship Supervisor at the end of the experience.

Students' site supervisor will submit their formal evaluation of your performance during internship to the University Internship Supervisor at the end of the semester.

F. Site Visits

You, the student, are responsible for arranging an on-site visit for yourself, your on-site supervisor, and the University Internship Supervisor **once per semester, per site**. Your University Internship Supervisor will likely ask you to arrange visits when he or she can also observe you conducting a classroom activity or conducting a group counseling session.

G. Additional activities delineated in current syllabus.

Direct Experiences, Indirect Experiences, and Non-Counselor Duties

You may count the following experiences as direct:

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

You may count the following experiences as indirect:

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

Consult with your University Internship Supervisor regarding documentation for non-counselor duties.

H. Student Learning Outcomes

Students are required to complete a bi-annual review as a component of a comprehensive evaluation process to assess student outcomes across three domains - knowledge, skills, and professional practice. The Professional Practice Forms are required each semester in internship. The Professional Practice Forms can be found in the SLO Manual online.

General Procedures: First Steps

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

Students must attend the Internship informational meeting the semester prior to beginning Internship.

Meetings will be scheduled and communicated via the listserv. *Note, you may attend an earlier meeting for informational purposes; however, you will still be required to attend the meeting the semester prior to your proposed start date for Internship. **Eligibility verification forms are due at this time.***

New Site Approval Forms (located in the internship manuals) can be turned into Dr. Donna Watkins mailbox.

Deadline for Internship contracts is 3 weeks prior to the end of the semester proceeding the placement. For fall semester, this would mean three weeks prior to the end of the second summer session.

General Procedures: Interviews

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

1. This is a professional interview. Present yourself and your documentation accordingly. Support your oral presentation with a well-prepared resume. Be thoroughly prepared to talk about your preparation for your internship and the requirements you will need to complete during your internship.
2. Prior to the interview, ascertain that the site and supervisor meet requirements (see p. 12).
3. Ascertain that the prospective internship site is capable of meeting your needs. During the interview, emphasize that you will need to obtain experiences that are consistent with an organized school guidance program and the *ASCA National Model*.
4. Carefully consider "fit" between you, your professional goals, and the site. You are encouraged to interview with more than one school in order to select the best placement.
5. If the school accepts you for internship placement, and you elect to accept the opportunity, request and obtain approval of the site from the University Internship Supervisor.
6. With approval from the University Internship Supervisor, you should prepare the agreement.

7. Inform all potential supervisors you have contacted when you make a decision.

General Procedures: Completing Arrangements

Once the agreement is prepared, obtain signatures from the supervisor and school principal. Submit all agreements to the University Internship Supervisor for his or her signature. Contracts are due three weeks prior to the end of the previous semester. Adequate time must be given for the University supervisor and academic program coordinator to review the agreement. Once all signatures have been obtained the student is to prepare copies for the site supervisor, University Internship Supervisor, and yourself. Once the contract is signed by the site supervisor, the University Internship Coordinator and the Academic Program Coordinator, students are released for APCE 614 School Internship and may register. Students are responsible for registering themselves for the desired amount of credit hours each term.

It is important for Denver and Colorado Springs students to recognize the school internship sites receive financial compensation from UNC for your internship. It is a set amount that is divided between the two (or three) sites you select. The compensation is not paid to your internship supervisor because they are not employed by the University. Decisions related to the disbursement of these funds within the school district are the responsibility of school district officials, not representatives of UNC.

General Procedures: Engaging in your Internship

Internship site supervisors have supervisory and administrative responsibility for site activities. The University Internship Supervisor will maintain regular phone contact with site supervisors.

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

If problems or concerns (ethical, clinical, supervisory, and interpersonal, etc.) develop during students' internship, students are asked to please notify the University Internship Supervisor immediately. **Failure to notify the University Supervisor in a timely manner of emerging problems or concerns may constitute an ethical breach on the part of the counseling intern.** It is the responsibility of the University Supervisor to work with students and the site supervisor to properly handle and resolve problems or concerns.

For some reason, if students are unable to complete their internship (personal or professional conflicts), contact the University Internship Supervisor immediately. Failure to report at your internship site on a regular basis is unacceptable, unethical and may lead to disciplinary actions, such as review and retention procedures.

Strategies for Enhancing the Experience and Success

Indeed, interns and the University Internship Supervisor are guests of the schools where internship opportunities are authorized. Principals are entrusted with the care and responsibility of students, and site supervisors are responsible for all facets of the school counseling program. Thus, interns are expected to maintain the highest level of professionalism. Intern's behaviors reflect on the intern, the University, the School Counseling Program, and future interns.

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

Work Schedules: Because of the time demands it is recommended that interns not try to maintain a full time job outside of the field placement.

Attendance and Promptness: Interns are expected to be at their school according to the schedule designed with the site supervisor. Absences must be limited to medical emergencies, family emergencies, and professional development activities. Should interns need to be absent or arrive late, interns are to notify the site supervisor and the University Internship Supervisor. Extensive absences, for whatever reason, will result in your internship being postponed or ended.

Expectation of Ethical Conduct: Interns are expected to know and follow the American Counseling Association and American School Counseling Association codes of ethics. This includes the standards of informed consent, recordkeeping, mandated reporting, confidentiality, adherence to district policy and the Colorado Revised Statutes related to education and the children's code. If/when students encounter ethical dilemmas or ethically concerning/conflicting behaviors/practices they are expected to utilize the ethical decision making model and inform their site supervisor first, then their University Supervisor. Interns are expected to practice at or above the standards of practice for school counseling, failure to do so may result in disciplinary actions by the Professional Counseling faculty, such as review and retention procedures.

Internship Policies

Scheduling: Internship is designed to be a capstone experience. Thus, it is taken at the end of the program and only after successful completion of all prerequisites. The internship must be completed in a maximum of three consecutive semesters, or one full calendar year.

Please note that internship contracts cannot be signed or approved until APCE 612 and APCE 619 have been satisfactorily completed and a grade entered.

Students' Preparation: Only students who are academically and professionally prepared will be approved for internship.

Out of Area Internships or Internship sites > 60 miles from campus: Internship sites must be within 60 miles of the campus to which you were admitted (Denver or Colorado Springs). Students who wish to arrange a placement more than 60 miles from campus and / or out of state must submit a formal request, including justification, to the faculty. Applicants are advised that

(1) out of area internships are rarely authorized, (2) two-thirds of the faculty must approve requests, (3) enough notice must be given for thorough faculty consideration.

Registration: Internship placement must be approved by the site internship supervisor and the University Internship Supervisor before you can register for the course. Students will not be released, by Gloria, to register for internship until an approved contract and proof of insurance are provided. Once released to register, students are responsible for completing their registration, including the number of credits taken each semester.

Liability Insurance: All students registered for internship must provide documentation of professional liability insurance. This insurance may be obtained privately. However, the American Counseling Association and the American School Counselor Association provide student liability insurance as a benefit of student membership in the organization.

Attendance: Interns are required to attend all campus internship meetings. Students who miss campus internship meetings must attend the next available school internship meeting, at either the Denver or Colorado Springs site. Students who miss must travel to the alternate site to make up the hours for that month.

Extensive absence or tardiness at internship sites, for whatever reason, will result in your internship being postponed or ended at the discretion of the University Internship Supervisor.

Supervision: Site selection is made in cooperation with the University Internship Supervisor. A supervisor must be a licensed school counselor who has (a) a master's degree in school counseling, and (b) a minimum of two years' experience. Site supervisors must agree to facilitate opportunities for interns to complete requirements and provide regular supervision.

Sites Where Intern Has Been or Is Employed: Students are reminded of the policy adopted by the Professional Counseling faculty that prohibits the selection of an internship site in which the student is currently or has been previously employed.

Ethical Behavior: All school counselors-in-training are expected to demonstrate the highest level of ethical behavior, as set forth by the American Counseling Association (ACA) and the American School Counselor Association (ASCA). Unethical behavior will not be tolerated and will be considered cause for dismissal at any time during the student's program.

Response to Site Supervisor's Report of Unsatisfactory Performance: In the event an on-site internship supervisor gives an intern a negative written evaluation, the University Internship Supervisor will inform the Professional Counseling faculty who will discuss the concerns during a regularly scheduled faculty meeting. The Professional Counseling faculty, along with the University Internship Supervisor, will arrange for a meeting with the student in order to review his or her specific situation. The Professional Counseling faculty will determine whether the student (a) may continue the internship, (b) should receive a grade of unsatisfactory, (c) should engage in a remediation plan, or (d) should obtain additional internship hours. The Professional Counseling faculty may identify strategies for remediation or request the establishment of a Review and Retention Committee.

Unsatisfactory Grades: Interns who receive a grade of unsatisfactory or who withdraw must have written permission from their University Internship Supervisor and the program academic coordinator to be permitted to enroll again for internship. The Professional Counseling faculty will determine when the student may retake the internship.

All students must be registered for internship to count hours toward completion of the internship class, therefore, students who have not completed their hours by the end of an academic term (as defined by the University calendar) must register for the next semester to complete hours for this course and to maintain their insurance coverage.

Continuous Registration Policy For Graduate Students
(***Graduate School Policy*****)**

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

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

Information for Site Supervisors

Site Supervisors:

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

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

A. Orientation

1. Facilities
 - a. Counseling offices and rooms
 - b. Files and records
 - c. Supply areas and resources

2. School
 - a. History
 - b. Unique challenges and opportunities
 - c. Administrative organization
 - d. Students
 - e. Families
 - f. Community

3. Procedures and Rules
 - a. Schedule
 - b. Procedures for absences
 - c. Code of conduct for students and staff
 - d. Use of telephones
 - e. Use of technology
 - f. Procedures for scheduling counseling activities
 - g. Emergency and crisis procedures and policy
 - h. Mandatory reporting responsibilities
 - i. Attire

4. Faculty and Staff
 - a. Administration
 - b. Office staff
 - c. Faculty
 - d. Custodians
 - e. Lunch program staff

B. Observation

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

C. Participation

UNC students become quite comfortable with evaluation and feedback, both during their practical experiences and as a culminating event. Generally we recommend formal evaluation at appropriate intervals during the internship. Supervisors are asked to submit written evaluations to the University Instructor at the conclusion of the internship (see pp. 26-35).

University Internship Supervisor

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

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

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

Eligibility Verification for School Counseling Internship

Name: _____
(Student's name Please print.)

Date: _____

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

Successful completion of:

<u>Course</u>	<u>Semester Taken/Scheduled</u>
APCE 558 Diagnosis and Treatment Planning	_____
APCE 602 Foundations of School Guidance	_____
APCE 603 Understanding Children, Adolescents, and Their Systems	_____
APCE 605 Group Laboratory Experience	_____
APCE 606 Theories and Practices in Group Guidance	_____
APCE 608 Organization, Administration, and Consultation in Guidance Services	_____
APCE 612 Practicum in Individual Counseling	_____
APCE 619 Practicum II in Individual Counseling	_____
APCE 657 Legal and Ethical Aspects of Counseling	_____
APCE 661 Psychological Trauma (concurrent w/ 1 st sem)	_____
APCE 673 Appraisal & Assessment	_____
APCE 660 Psychological Consultation	_____

_____ I have obtained and provided a copy of my professional liability insurance.

_____ I have discussed the requirement of the Internship Agreement with the University Internship Supervisor/Instructor.

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

- A comprehensive school counseling program in place in the school(s).
- The school counseling program(s) must have at least one full-time licensed/certified professional school counselor who holds a master's degree in school counseling, and who has a minimum of two years of experience as a licensed/certified school counselor. When the licensed/certified school counselors serves more than one school (e.g., some elementary placement), the licensed/certified school counselor must be present for at least half of the interns allotted time in the particular site.

- The site supervisor, a licensed/certified school counselor, must be willing to provide one hour per week of individual or triadic supervision, and to complete end-of-experience evaluations (written and oral).

- The site will afford opportunities to become familiar with a variety of professional school counselor activities.

- I will have opportunities, under supervision, to engage in a variety of school counseling activities that a professional school counselor is expected to perform.

- I will have the opportunity to complete 600 hours in the school setting as an intern, which will include: (a) 240 hours of direct service with students, teachers, parents, etc., in the school, and (b) 360 hours of indirect service (includes supervision).

- I will secure opportunities to complete internship requirements at a minimum of two levels (e.g., high school and elementary school).

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

Student: _____ Date: _____

Received: _____

Date: _____

School Internship Supervisor and Academic Program Coordinator

Internship Agreement

University of Northern Colorado
Professional Counseling Programs
McKee Hall 248; Box 131
Greeley, Colorado 80639

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

Professional Counseling Programs at the University of Northern Colorado. The agreement will be effective

for a period from _____ (date) to _____ (date) for _____ (# hours per week)

for _____
(Student Name)

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

The Professional Counseling faculty and the University Internship Supervisor agree:

1. To notify the intern that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the internship site.
2. To provide a minimum of 6 hours of group supervision every month.
3. To remain available for consultation with the on-site supervisor and intern.
4. To respond immediately when contacted because problems develop or changes are warranted.
5. To assign a final grade with consideration to feedback provided by the site supervisor.
6. To attend one site visit per term per site for this student.

The Internship Site Supervisor

1. Is a licensed/certified school counselor with appropriate credentials, with a minimum of two years experience in the current position.
2. Can devote the time necessary for training and supervision.
3. Will provide opportunities for the student to engage in a variety of counseling and guidance activities under supervision.
4. Will support the intern in obtaining experiences that approximate the *ASCA National Model* recommendations.
5. Will provide the intern ongoing constructive feedback regarding his/her performance.
6. Will be involved in the evaluation of the intern's performance.
7. Will provide adequate workspace, telephone, office supplies, and staff to conduct professional activities.
8. Will provide supervisory contact which involves examination and observation of the intern as he or she enacts various school counseling roles for a minimum of one hour per week.
9. Will provide written evaluation of the student based on criteria established by the Professional Counseling faculty.

The Intern agrees:

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

6. To demonstrate the required level of counseling skill, knowledge, and competence in the various internship activities assigned.

TO BE COMPLETED BY INTERN:

Name

Bear Number

Address

City

State

Zip

Email address

Cell phone

Home Telephone

Internship Site Telephone

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

Student Counselor Signature

Date

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

Name: _____

Phone Number: _____

E-Address: _____

Mailing Address: _____

TO BE COMPLETED AT INTERNSHIP SITE:

Within the specified time frame, _____ will be the primary internship site supervisor. (Site Supervisor)

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

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

Curriculum

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

Responsive Services

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

Individual Student Planning

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

System Support

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

Professional Development Activities

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

Other Activities Unique to this Site and this Internship

Authorized by:

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

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

Email address

School address	City	State	Zip
----------------	------	-------	-----

University Internship Supervisor/Supervisor (signature)	Date
---	------

Academic Program Coordinator	Date
------------------------------	------

EARLIEST DATE ON WHICH INTERNSHIP MAY BEGIN: _____

WEEKLY LOG

Name: _____

Site: _____

Target number of hours for semester: _____ (direct) _____ (total)

Weekly Hour Log (Date Range): _____

Please indicate number of hours spent during the week on each activity and sum the total number of direct and indirect hours. Additionally, calculate the total number of direct and indirect hours complete for the semester.

Total Direct Hours: _____ (week) _____ (semester)

_____ Individual Counseling

_____ Group Counseling

_____ Consultation

_____ Other Responsive Services

_____ Individual Student Planning

_____ Classroom Curriculum

_____ System Support

_____ Advocacy

_____ Other Activities:

Total Indirect Hours: _____ (week) _____ (semester)

_____ Curriculum Preparation

_____ Responsive Services Preparation

_____ Documentation of Responsive Services _____ Individual Student Planning Preparation

_____ System Support

_____ Site Supervision

_____ Evaluation

_____ Coordination

_____ Other Activities:

Intern Signature: _____ **Date:** _____

Supervisor Signature: _____ **Date:** _____

The University of Northern Colorado
Professional Counseling Programs
Summary of Internship Experiences
(to be completed for each site)

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

Address: _____ **Phone Number:** _____

Site: _____ **Supervisor:** _____

Address: _____ **Phone Number:** _____
_____ **Cell Phone Number:** _____

Dates of Internship: from _____ to _____

Total Direct Hours: _____

Representative experience

Total Indirect Hours: _____

Representative experiences

Total Hours _____

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

Site Supervisor

Date

University Supervisor

Date

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

Name of Intern: _____ **Date of Evaluation:** _____

Supervisor: _____

Internship Site: _____

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

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

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

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

Which of the following activities did the intern perform:

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

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

Directions: Evaluations should be based on current level of progress and competence in the internship. Circle the number that best describes the intern's competence as given in the descriptions below. Rate each category independently.

- 1- Student is in need of further training and/or requires additional growth, maturation, and change in order to be effective in the various skill areas; trainee should not be allowed to function independently.
- 2- Competence is below average but, with further supervision and experience, is expected to develop satisfactorily; independent functioning is not recommended and close supervision is required.
- 3- Competence is at least at the minimal level necessary for functioning with moderate supervision required.
- 4- Competence is above average; trainee can function independently with periodic supervision.
- 5- Competence is well developed and trainee can function independently with little or no supervision required.
- N- Insufficient data to rate at this time.

The Intern as a Professional

MIDTERM	1. <u>Basic Work Expectations</u>	FINAL
N 1 2 3 4 5	Arrives on time consistently	N 1 2 3 4 5
N 1 2 3 4 5	Informs supervisor and makes arrangements for absences	N 1 2 3 4 5
N 1 2 3 4 5	Reliably completes requested or assigned tasks	N 1 2 3 4 5
N 1 2 3 4 5	Is responsive to norms about clothing, language, etc.	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates awareness of and response to school's culture	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates ability to work cooperatively and collaboratively with others	N 1 2 3 4 5
N 1 2 3 4 5	Reviewed material recommended by supervisor	N 1 2 3 4 5

MIDTERM	2. <u>Ethical Awareness and Conduct</u>	FINAL
N 1 2 3 4 5	Demonstrates clear understanding of ethical guidelines	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates commitment to following ethical guidelines	N 1 2 3 4 5
N 1 2 3 4 5	Consults with others about ethical issues as necessary	N 1 2 3 4 5

MIDTERM	3. <u>Response to Supervision</u>	FINAL
N 1 2 3 4 5	Actively seeks supervision when necessary	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates receptivity to feedback and suggestions	N 1 2 3 4 5
N 1 2 3 4 5	Understands information communicated by supervisor	N 1 2 3 4 5
N 1 2 3 4 5	Attends to areas inviting improvement and growth	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates understanding of personal limitations	N 1 2 3 4 5

MIDTERM	4. <u>Work Products</u>	FINAL
N 1 2 3 4 5	Maintains documentation reliably and accurately	N 1 2 3 4 5
N 1 2 3 4 5	Develops materials that are of a professional quality	N 1 2 3 4 5

Comments: _____

The Intern as a Counselor

MIDTERM	5. <u>Basic Counseling Skills</u>	FINAL
N 1 2 3 4 5	Demonstrates knowledge of developmentally appropriate interventions	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates basic skills in individual counseling	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates ability to accurately assess/evaluate students' needs	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates basic skills in group counseling	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates basic skills in managing a case from start to finish	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates knowledge of career development needs of students	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates knowledge of academic development needs of students	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates knowledge of students' personal and social needs	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates a sensitivity to cultural differences in counseling	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates an ability to refer appropriately	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates skills in using technology relative to counseling	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates skills regarding test administration and interpretation	N 1 2 3 4 5

Comments: _____

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

The Intern as a Consultant

MIDTERM	6. <u>Basic Consulting Skills</u>	FINAL
N 1 2 3 4 5	Demonstrates basic consulting skills with parents	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates basic consulting skills with teachers	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates basic consulting skills with administrators	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates basic assessment skills in consultation matters	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates knowledge of student career development as it relates to consultation	N 1 2 3 4 5

N 1 2 3 4 5	Demonstrates knowledge of human development as it relates to consultation	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates knowledge of academic development as it relates to consultation	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates a knowledge of cultural issues of stakeholders	N 1 2 3 4 5

Comments: _____

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

The Intern as a Program Coordinator

MIDTERM	7. <u>Basic Coordination Skills</u>	FINAL
N 1 2 3 4 5	Demonstrates knowledge of the school's overall functioning	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates a knowledge of the ASCA Model curriculum and how it interfaces with the school's curriculum	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates skills in assessing programmatic needs	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates organizational skills in coordinating programs	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates basic communication skills with stakeholders in coordinating programs	N 1 2 3 4 5

Comments: _____

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

The Intern as a Classroom Guidance Facilitator

MIDTERM	8. <u>Basic Facilitation Skills</u>	FINAL
N 1 2 3 4 5	Demonstrates skills in preparing for classroom presentations	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates skills in classroom management	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates skills in conducting classroom presentations	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates skills in assessing classroom presentations	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates knowledge of choosing developmentally appropriate classroom activities	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates a knowledge of the school's counseling program as it relates to developing classroom activities	N 1 2 3 4 5
N 1 2 3 4 5	Responds to cultural diversity in designing classroom activities	N 1 2 3 4 5
N 1 2 3 4 5	Demonstrates skills in using technology relative to instruction	N 1 2 3 4 5

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

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

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

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

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

Supervisor's signature

Date

INTERNSHIP SITE EVALUATION

Professional Counseling Programs

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

Name of Student: _____

UNC University Internship Supervisor: _____

Site: _____ On-Site Supervisor: _____

Address: _____

_____ Phone: _____

On-Site Internship Contact Person: _____

Supervisor's Email Address: _____

Briefly describe your overall experience at this Internship site.

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

Why?

Description of Student Population:

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

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

Describe the supervisor's style of supervision.

What were your responsibilities?

Check all counseling opportunities available to students at this site:

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

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

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

**SCHOOL COUNSELING INTERNSHIP
UNIVERSITY SUPERVISOR EVALUATION**

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

Name of Student: _____

UNC University Internship Supervisor: _____

The University Internship Supervisor:

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

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

What suggestions do you have for strengthening the internship experiences?



New Site Approval Request Form

SITE INFORMATION

Name: _____

Address: _____

Phone #: _____

SUPERVISOR INFORMATION (please attach a copy of supervisors resume/vita to this form)

Name: _____ Title: _____

Degree(s) [e.g., M.A. School Counseling, 2000, University of Northern Colorado]:

License/Credentials: _____

Years Experience as a School Counselor or Clinical Counselor: _____

Number of Years at Current Position: _____ (If less than 2 years at current position,
briefly describe previous experience on the lines provided below)
