

UNIVERSITY *of*  
NORTHERN COLORADO



# Internship Manual

Master's Degree in

**School Counseling**

Professional Counseling Program

**Greeley Campus**

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# **GRADUATE INTERNSHIP MANUAL**

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## INTRODUCTION

This Internship Manual includes requirements and procedures to be followed by those involved in working with Graduate Student Interns on location in school settings. Its primary purpose is to formalize and enhance the arrangements among the professional counseling program faculty, internship on-site supervisors, and graduate student interns enrolled in internship courses at the University of Northern Colorado.

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*, Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, the Colorado Department of Education licensure requirements, and professional counseling program faculty recommendations.

Internship experiences at UNC are intentionally and carefully designed to provide opportunities for students to acquire greater understanding of concepts they learn through coursework and practicum, acquire new information, and integrate diverse learning and practical experiences. We realize that an internship site may not be able to provide access to all the activities desired by the student because of the differences that exist between individuals and institutions. The internship agreement for each internship experience (or site) will document the activities that can be provided at that site and supervised by the signatory. The purpose of the internship agreement is to provide a uniform internship experience for students, as well as guidance for supervisors entrusted with providing clinical and administrative supervision.

## TERMONOLOGY

<b>Direct Hours</b>	According to 2016 CACREP standards, direct services are supervised uses of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families or groups). These activities must involve interactions with clients and may include: (a) assessment, (b) counseling (can include therapeutic phone calls), (c) psycho-educational activities, and (d) consultation (serving as a consultant to clients). These hours do not include any activity where the client is not present.
<b>Graduate Student Intern</b>	A student in good standing who is enrolled in an internship course, possesses professional liability insurance and has executed an internship agreement with a site(s).
<b>Group Supervision</b>	Students are required by 2016 CACREP standards to participate in group supervision with a University Internship Supervisor or student supervisor under the supervision of a University Internship Instructor, for an average of 1 ½ hours per week. This supervision may be done in more intense formats (3 hours every other week or 6 hours once a month) and needs to occur on a regular basis. <b>Attendance at group supervision is mandatory and must be made up if missed.</b> Group Supervision must include a University Internship Instructor and more than two counseling students.
<b>Indirect Hours</b>	Hours completed that <b>contribute</b> to the client's treatment (record keeping, case staffings, consultation with other providers, paperwork) and to Graduate Student

	Intern development (workshops, staff development, staff meetings, readings related to client needs). This cannot include travel time.
<b>Individual/Triadic Supervision</b>	Weekly individual or triadic supervision (supervision with two counseling students) with the Site Supervisor of record. According to 2016 CACREP standards, students must receive, on average, 1 hour per week of formal individual or triadic supervision with the Site Supervisor. Students may also engage in group supervision but that does not replace the individual or triadic supervision requirement.
<b>Internship Agreement</b>	A formal, legal document that is executed between the University, the Graduate Student Intern and the internship site. This document enumerates the duties and expectations of all parties and institutions. This document is the formal agreement for the services to be provided by the Graduate Student Intern, the site and University Internship Supervisor(s).
<b>Internship Prerequisites</b>	Identified courses within the student's program that must be completed prior to engaging in the internship experience.
<b>Internship Program Coordinator</b>	A UNC faculty member who is responsible for oversight of the internship program. Among other administrative responsibilities, this person addresses remediation issues including but not limited to problematic Graduate Student Intern performance or problems that occur with the internship site.
<b>Site Placement Coordinator</b>	A UNC faculty member who coordinates the administrative and mentoring tasks related to internship site placement. This individual is also responsible for facilitating new site approvals and Exception Requests.
<b>Site Supervisor</b>	A site supervisor must be (a) a licensed school counselor (b) have a Master's degree in School Counseling (c) have a minimum of 2 years' experience; (c) have knowledge of the programs expectations, requirements, and evaluation procedures for students; (d) have relevant training in supervision; (e) have signed the internship agreement; and (f) be able to provide formal weekly clinical supervision, oversight, evaluation and mentoring to the Graduate Student Intern.
<b>University Internship Supervisor</b>	A UNC Counselor Education program faculty member who is the primary contact for the Graduate Student Intern and Site Supervisor. This person conducts each student's site visits and provides 6 hours a month of group supervision to all students enrolled in the internship experience.

## INTERNSHIP POLICIES

### 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 the three domains – knowledge, skills, and professional practice. The Professional Practice Forms are required each semester of internships. The Professional Practice Forms can be found in the SLO Manual online.

## **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 contract approval is contingent upon passing practicum(s) and prerequisite courses.*

## **Attendance**

Graduate Student Interns are required to attend all campus internship meetings. Extensive absence or tardiness at internship sites, for whatever reason, will result in your internship being postponed or ended.

## **Supervision**

A site supervisor must be (a) a licensed school counselor (b) have a Master's degree in School Counseling (c) have a minimum of 2 years' experience; (c) have knowledge of the programs expectations, requirements, and evaluation procedures for students; (d) have relevant training in supervision; (e) have signed the internship agreement; and (f) be able to provide formal weekly clinical supervision, oversight, evaluation and mentoring to the Graduate Student Intern.

## **Concurrent Employment**

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.

## **Student Qualifications**

Only students who are academically prepared will be approved for internship.

## **Distance Restrictions for Internship Sites**

Internship sites must be within 60 miles of the Greeley campus. Students who wish to arrange a placement more than 60 miles from campus must submit an Exception Request to the Site Placement Coordinator, 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.

## **Student Liability Insurance**

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

## **Ethical Behavior**

All school Graduate Student Interns 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 a Site Supervisor gives a Graduate Student 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 internship instructor, 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**

Graduate Student Interns who receive a grade of unsatisfactory or who withdraw must have written permission from their University Internship Supervisor and the Internship Program Coordinator to be permitted to enroll again for internship. The professional counseling faculty will determine when the student may retake the internship.

## **Continuous Registration Policy for Graduate Students (Graduate School Policy)**

All master's students must register for at least 1 semester hour during the semester when they graduate (including the Summer term) unless they have already completed all required credits for their degree prior to the semester when they graduate. Students who have already completed all required credits will be automatically assessed the \$150 continuous registration fee for the semester when they graduate.

Master's students holding an academic-year graduate assistantship must enroll in a minimum of 3 credit hours (Fall and Spring); those holding a fiscal-year assistantship must enroll in a minimum of 3 credit hours (Fall, Spring and Summer) to be in compliance with the terms of their assistantship agreements and this policy. Graduate assistants are not eligible for the \$150 continuous registration fee.

## **Exception Requests**

Any internship placement or activities falling outside of program policy must receive formal approval by means of an Exception Request. Exception Requests can be made by sending an email detailing the request to the Site Placement Coordinator who will then facilitate the approval process. Exception Requests are considered on an as-needed, irregular basis, so it is recommended that students requesting an exception turn in the request as soon as possible and expect, at minimum, a two-week waiting period.

## **SCHOOL 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 Counseling Children and Adolescents
- 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 and Assessment

## **MINIMUM REQUIREMENTS FOR INTERNSHIP**

Minimum of 600 on-site hours (direct and indirect activities)

- Minimum of 240 direct contact hours.

- Minimum of 120 direct service hours at a minimum of two levels (e.g., elementary and high school levels).
- Minimum of 6 semester hours.
- Minimum of one (1) hour per week of individual or triadic supervision, throughout the internship, performed by the 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.

### **School Internship Activities**

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

## **Documentation**

Though the University Internship Supervisor will maintain a file for each Graduate Student Intern, it is the students' responsibility to place and arrange all materials in their file according to guidelines. The student file will include

- All forms and Internship Agreements
- Student learning goals
- Internship Hours Log (for both direct and indirect experiences)
- 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 University Internship Supervisor at the end of the semester.

## **Site Visits**

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

## **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.

## PREPARING FOR YOUR INTERNSHIP EXPERIENCE

### Procedures and Timelines

Students should initiate the following internship procedures at the beginning of the **semester before** they wish to begin internship. They should find an appropriate site and finalize all procedures, including completing the Internship Agreement and obtaining proof of insurance a minimum of 3 weeks prior to the last day of classes in the semester before they begin internship. (For fall semester, this would mean three weeks prior to the end of the second summer session.)

1. **Attend the Mandatory Practicum II / Internship Information Meeting.** Students must attend the Mandatory Practicum II/ Internship Information Meeting the semester prior to searching for an internship site. This meeting will be held the **second Thursday of the fall and spring semesters at 12:00**. There will not be a summer meeting, so please plan accordingly. *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 Form** (Attachment A) **and proof of liability insurance are due at this time.** See the Mandatory Information Meeting Decision Tree (Attachment H) to determine if you need to attend the meeting.
2. **Get approval from the Site Placement Coordinator.** Following the Mandatory Practicum II/ Internship Information Meeting, the Site Placement Coordinator will determine a student's eligibility to start contacting possible Internship sites. In order to be considered eligible, a student must have completed and turned in the following:
  - Attended Mandatory Practicum II/Internship Information Meeting
  - Completed all of the required pre-requisite courses (see pg. 8) and turned in a completed Eligibility Verification Form (Attachment A) to the Site Placement Coordinator or APCE Main Office
  - Turned in proof of liability insurance to the Site Placement Coordinator or APCE Main Office.When these requirements have been met, students will be notified **via email**, that they have been approved to start searching for an internship site. In this email notification, students will receive the approved site list from which they may chose an internship site.
3. **Explore Potential Internship Sites.** Once students have found a site they might be interested in, they then contact the prospective internship site (see selecting an internship site pg. 12) and arrange for an in-person interview (see interviews pg. 12). During this exploratory meeting, the agency representative and student should clearly delineate their expectations for the internship experience. As a student, you should determine if a prospective internship site is capable of meeting your needs. Following that interview, if the agency representative thinks that you and the agency experiences or expectations are mismatched, then the internship placement may be refused, and another placement sought. If the agency accepts you for internship placement, an Internship Agreement should be negotiated specifying the expectations (e.g., internship activities) and responsibilities of all parties involved.
4. **New Site Approvals.** Sites that are not on the approved site list must be approved by the Site Placement Coordinator prior to completing an Internship Agreement. Students should use the New Site Approval Form (Attachment G).
5. **Prepare an Internship Agreement.** The student brings a completed Internship Site Agreement (Attachment B) that has been signed by the Graduate Student Intern and the Site Supervisor to the

APCE Main Office. The Site Placement Coordinator reviews the contract and, if approved, will obtain the remaining signatures needed for contract completion.

6. **Finalize an Internship Agreement.** Once all of the appropriate signatures have been obtained an electronic copy of the completed Internship Agreement will be emailed to the student and the original will be kept in the students UNC file. The student is responsible for disseminating the completed contract to the appropriate persons at their site and maintaining a copy for their records.

## Selecting an Internship Site

The first considerations in arranging placement are (a) the intern's interests and career goals and (b) the University's requirements for internship. Each potential internship student is asked to indicate the type of client population with which the student would like to be involved. Lists of recommended and approved internship sites are then surveyed to identify potential sites that offer a match between the student's interests with the available agency.

Students should make professional contacts with possible sites and request an interview. Students are encouraged to interview with more than one agency in order to select the placement that provides desirable experiences and appropriate supervision. When students determine that they will not accept or pursue a site, they must notify personnel at the site to allow ample time for them to fill vacant positions.

**Students are reminded of the policy adopted by the University Professional Counseling faculty that prohibits the selection of an internship site in which the student is currently or has been previously employed. In addition, no internship will be approved for which the student has not been academically prepared.**

## Interviews

It is your responsibility to arrange interviews at potential internship sites. Please attend to the following information regarding this important phase of your experience:

- 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.
- Prior to the interview, ascertain that the site and supervisor meet requirements.
- 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 your training and interests.
- Carefully consider "fit" between you, your professional goals, and the site. You are encouraged to interview with more than one agency or site in order to select the best placement.
- If the agency or site accepts you for internship placement, and you elect to accept the opportunity, you can prepare an Internship Agreement (Attachment B) with your Site Supervisor.

## ENGAGING IN YOUR INTERNSHIP

Internship Site Supervisors have supervisory and administrative responsibility for site activities. The University Internship Supervisor will maintain contact with Site Supervisors throughout the semester.

The Site Supervisor will complete an evaluation form (Attachment E) addressing the student's activities and performance. Additionally, students will be asked to evaluate their work, the supervision students received at their site, and overall experience at the site (Attachment F). 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 Internship Supervisor in a timely manner of emerging problems or concerns may constitute an ethical breach on the part of the Graduate Student Intern.** It is the responsibility of the University Internship Supervisor to work with students and Site Supervisors to properly handle and resolve problems or concerns.

If, for some reason, students are unable to complete their internship (personal or professional conflicts), contact the University Internship Supervisor immediately. Failure to report at one's internship site on a regular basis is unacceptable, unethical and may lead to disciplinary actions (review and retention).

Graduate Student 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 school in which the student is placed, the University, the Counseling Programs, 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:** Graduate Student 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 internship instructor. Extensive absences, for whatever reason, will result in your internship being postponed or ended.

**Expectation of Ethical Conduct:** Graduate Student Interns are expected to know and follow the *American Counseling Association Code of Ethics*. This includes the standards of informed consent, recordkeeping, mandated reporting, confidentiality and its exceptions. Graduate Student Interns are also expected to adhere to district policy and the Colorado Revised Statutes related to the mental health. If/when students encounter ethical dilemmas or ethically concerning/conflicting behaviors or practices they are expected to utilize the ethical decision-making model and inform their Site Supervisor first, then their University Internship Supervisor. Graduate Student Interns are expected to practice at or above the standards of practice for school counseling professional counselor's failure to do so may result in disciplinary actions by the Professional Counseling faculty (review and retention).

## ROLES AND RESPONSIBILITIES

### 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, and (d) examining implications of various developments in the field. To this end, interns rely on regularly scheduled supervision meetings in addition to less formal interactions throughout the week.

Graduate Student 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 Site 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, 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. Site Supervisors are asked to submit written evaluations to the University Internship Supervisor at the conclusion of the internship.

**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 Instructors 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 Graduate Student 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.

**ATTACHMENT A: Eligibility Verification Form**



# Eligibility Verification for School Counseling Internship

Name: \_\_\_\_\_ Date Attended Mandatory Meeting: \_\_\_\_\_  
(Please print)

Semester you intend to start Internship: \_\_\_\_\_ UNC Email: \_\_\_\_\_

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

**Pre-requisites include the successful completion of:**

<u>Course</u>	<u>Semester Taken/Scheduled</u>
APCE 558 Diagnosis and Treatment Planning	_____
APCE 602 Foundations of School Guidance	_____
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 660 Psychological Consultation	_____
APCE 661 Psychological Trauma (concurrent with 1 <sup>st</sup> sem)	_____
APCE 673 Appraisal and Assessment	_____

\_\_\_\_\_ I have obtained professional liability insurance (attach copy of insurance policy).

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

- 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 minimum of 240 direct service with students, teachers, parents, etc., in the school.
  - 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.

Graduate Student Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **ATTACHMENT B: Internship Agreement**

## INTERNSHIP AGREEMENT

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

and the School Counseling Program at the University of Northern Colorado. The agreement will be effective for a  
period from \_\_\_\_\_ to \_\_\_\_\_ for \_\_\_\_\_  
(start date of starting semester) (end date of ending semester) (# hours per week)

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 University Internship Supervisor agrees:**

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

### **The Internship Site Supervisor:**

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

4. Will provide supervisory contact which involves examination and observation of the intern as he or she enacts various school counseling roles for a minimum of one hour per week.
5. Will provide written evaluation of the student based on criteria established by the professional counseling faculty.

**The Graduate Student Intern agrees:**

1. To act in a professional manner that is consistent with the ACA and ASCA Code of Ethics. He or she is aware that any breach of these ethics or any unethical behavior will result in removal from the internship and a failing grade. Documentation of such behavior will become part of the intern's permanent record.
2. To be available to the on-site supervisor and the internship instructor for conferences.
3. To keep the 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 GRADUATE STUDENT INTERN:**

\_\_\_\_\_  
Name Bear Number

\_\_\_\_\_  
Address City State Zip

\_\_\_\_\_  
UNC Email

\_\_\_\_\_  
Student Primary Telephone (inc. area code)

\_\_\_\_\_  
Graduate Student Intern Signature Date

\_\_\_\_\_  
If you are also employed elsewhere, please list place

**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 Graduate Student 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**

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**Authorized by:**

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School Principal (name/title)	Signature	Date
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On-site Supervisor (name/degree/license)	Signature	Date
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School address	City	State	Zip
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Site Supervisor Email

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Site Supervisor and/or Internship Site Telephone

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**TO BE COMPLETED BY UNC SITE PLACEMENT COORDINATOR:**

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Site Supervisor License Verification

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Internship Program Coordinator	Signature	Date
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Site Placement Coordinator	Signature	Date
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(Signature indicates approval of internship site)

## **ATTACHMENT C: WEEKLY HOURS 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:                    |   |

**Graduate Student Intern Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**ATTACHMENT D: SUMMARY OF INTERNSHIP EXPERIENCES**

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

**Graduate Intern Name:** \_\_\_\_\_ **Bear Number:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_

\_\_\_\_\_

**Site:** \_\_\_\_\_ **Supervisor:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_

\_\_\_\_\_ **Cell Phone:** \_\_\_\_\_

**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 Internship Supervisor Date

**ATTACHMENT E: EVALUATION OF GRADUATE STUDENT INTERN**

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

**Name of Intern:** \_\_\_\_\_ **Date of Evaluation:** \_\_\_\_\_

**Site 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
- \_\_\_\_\_ Group Counseling
- \_\_\_\_\_ Consulting with Teachers
- \_\_\_\_\_ Consulting with Parents
- \_\_\_\_\_ Other (please list) \_\_\_\_\_
- \_\_\_\_\_ Career Counseling
- \_\_\_\_\_ Assessment
- \_\_\_\_\_ Student Conferences
- \_\_\_\_\_ Classroom Curriculum Activities

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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

## The Intern as a Counselor

MIDTERM	<b>5. <u>Basic Counseling Skills</u></b>	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	<b>6. <u>Basic Consulting Skills</u></b>	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:

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

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

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

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

Supervisor's signature

Date

**ATTACHMENT F: Student Evaluation of the Internship Site**

UNIVERSITY of  
NORTHERN COLORADO



**EVALUATION OF THE INTERNSHIP SITE**  
**Professional Counseling Program**

Academic Semester: Spring \_\_\_\_\_ Fall \_\_\_\_\_ Summer \_\_\_\_\_ Academic Year: \_\_\_\_\_

Name of Student: \_\_\_\_\_

UNC Internship Supervisor: \_\_\_\_\_

Site: \_\_\_\_\_ On-Site Supervisor: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Phone: \_\_\_\_\_

On-Site Internship Contact Person: \_\_\_\_\_

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 and theoretical orientation.

What are the responsibilities required of Internship students at this site?

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.

**ATTACHMENT G: New Internship Site Approval Request Form**

UNIVERSITY of  
NORTHERN COLORADO



**New Internship Site Approval  
Request Form**

**SITE INFORMATION**

Site Name: \_\_\_\_\_

Site Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Site Phone: \_\_\_\_\_

**SITE SUPERVISOR INFORMATION** *(please attach a copy of supervisor's resume/vita to this form)*

Supervisor Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone #: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

License/Credentials: \_\_\_\_\_

Years of Experience as a School Counselor: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

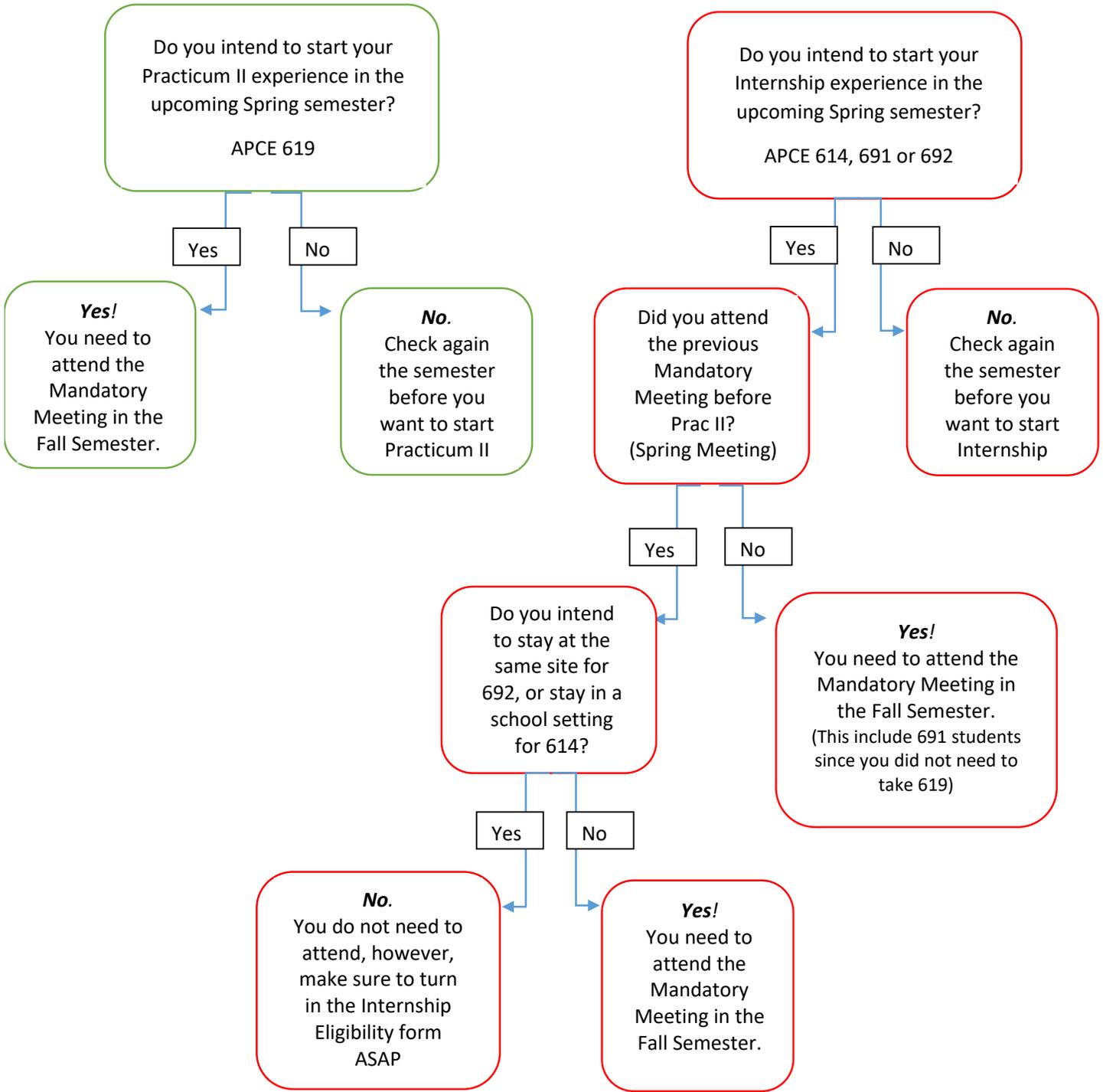
*(Return completed form to APCE Main Office)*

**ATTACHMENT H: Mandatory Information Meeting Decision Trees**

**Fall  
and  
Spring**

*Do I need to Attend the Mandatory Practicum II / Internship Meeting?*

**Fall Meeting**

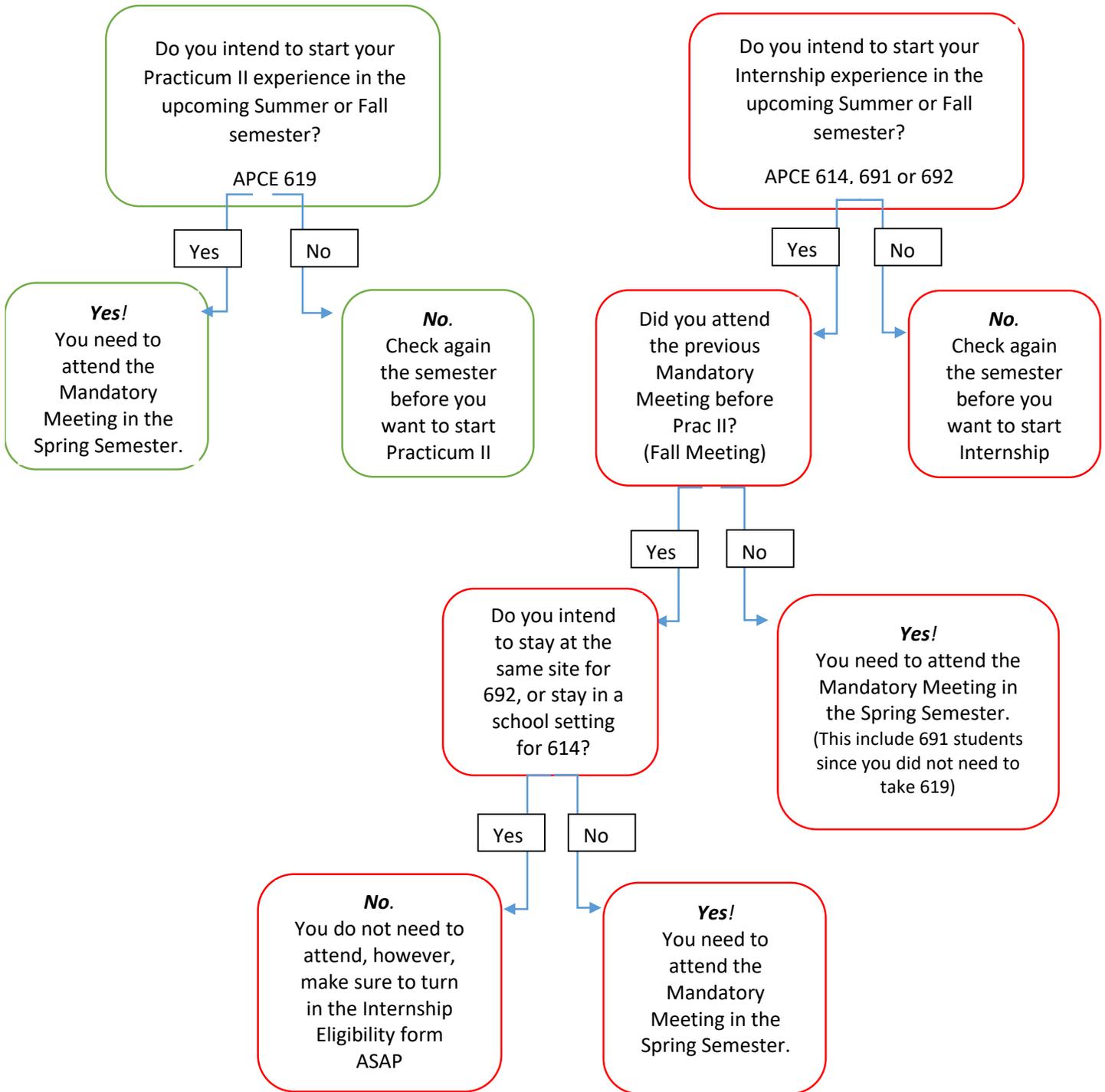


Are you still unsure if you need to come to the meeting? Contact the Site Placement Coordinator:  
Jennifer.murdock-bishop@unco.edu

\*\*\*Note: Students may attend a meeting before they are required to do so, however, they will still be required to attend the meeting the semester before they begin an off-site Practicum II / Internship Experience

*Do I need to Attend the Mandatory Practicum II / Internship Meeting?*

**Spring Meeting**



Are you still unsure if you need to come to the meeting? Contact the Site Placement Coordinator:  
Jennifer.murdock-bishop@unco.edu

\*\*\*Note: Students may attend a meeting before they are required to do so, however, they will still be required to attend the meeting the semester before they begin an off-site Practicum II / Internship Experience