



Internship Manual

Master's Degree in

School Counseling

Professional Counseling Program

Greeley Campus

Spring 2023

GRADUATE INTERNSHIP MANUAL

School of Applied Psychology and Counselor Education

Professional Counseling Program Coordinator

Dr. Angela Weingartner

Applied Psychology and Counselor Education

Campus Box 131

University of Northern Colorado

Greeley, CO 80639

angela.weingartner@unco.edu

Site Placement Coordinator

Dr. Jennifer Murdock-Bishop

Applied Psychology and Counselor Education

Campus Box 131

University of Northern Colorado

Greeley, CO 80639

970-351-2544

jennifer.murdockbish@unco.edu

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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

Direct Hours	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, (d) consultation (serving as a consultant to clients) and (e) small group and group guidance activities. These hours do not include any activity where the client is not present.
Graduate Student Intern	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).
Group Supervision	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. Attendance at group supervision is mandatory and must be made up if missed. Group Supervision must include a University Internship Instructor and more than two counseling students.
Indirect Hours	Hours completed that contribute to the client's treatment (program evaluation, academic, vocational and or social/emotional planning, collection and evaluation of student outcomes) and to Graduate Student Intern development (workshops,

	staff development, staff meetings, readings related to student needs). This cannot include travel time.
Individual/Triadic Supervision	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.
Internship Agreement	A formal 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).
Internship Prerequisites	Identified courses within the student's program that must be completed prior to engaging in the internship experience.
Internship Program Coordinator	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.
Site Placement Coordinator	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.
Site Supervisor	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.
University Internship Supervisor	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

Scheduling

Internships are viewed as culminating field-based experiences that should be completed just prior to the completion of a graduate degree program, and upon successful completion of all prerequisites as outlined in the Internship Manual. The internship must be completed in a maximum of three consecutive semesters (not counting winter/interim session), or one full calendar year. Although some internships can be completed in one semester, most students take two or three semesters to complete the requirements. Because students often spend the first

month becoming oriented to the internship site and building a client base, one semester is often not long enough, regardless of the number of hours spent on site each week.

Please note that internship contract approval is contingent upon passing practicum(s) and prerequisite courses.

Semester Format

Internship experiences start and stop with the academic terms defined by the University calendar. Students wishing to continue internship between fall and spring semesters must enroll in the winter/interim supervision class. Students may not “volunteer” at their site and/or accrue hours between semesters. Students may, however, continue their internship experience during breaks that are within the semester (e.g., spring break).

Additionally, students cannot complete a contract that extends beyond one semester. If a student anticipates interning at a site for more than one semester, they will need to complete a contract for **each semester** of their internship experience.

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.

Internship Attendance Policy

Students are required to attend every class schedule for sections of APCE 614, 619, 691, and 692. Group supervision is a requirement of internship and necessary for ethical training practices. If a student experiences an emergency causing them to miss a class session, they must communicate their absence to the instructor of the courses in a timely manner, preferable prior to missing the class. Following an absence from group supervision, the student will be required to make up the missed class by attending another section of group supervision at any program location (Greeley, Denver, or Loveland). The student must inform the instructor of the section they plan to attend for the make-up class prior to attending. The student can attend any section of APCE 619, 614, 692, or 691 to make up the missed class, regardless of which course they are enrolled. To verify attendance, the student is required to obtain written or e-mail verification of attendance and attendance to the whole class is required. If students are unable to make up the group supervision course time during the same semester they missed the class, they will be required to register for and attend another semester of the course.

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 one-way, 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 in Clinical Mental Health Counseling and Marriage, Couples, and Family Counseling/Therapy are required to hold and maintain membership in the American Counseling Association (ACA). Students in School Counseling are required to hold and maintain membership in the American School Counseling Association (ASCA). Application forms for professional organizations are available on line at <http://www.counseling.org/> and www.schoolcounselor.org. Students who chose to double major must hold and maintain membership in both professional organizations. Additionally, the faculty highly recommends memberships in Colorado divisions of ACA and ASCA.

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

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 small group counseling (psychoeducational, task or process)
- conducting classroom guidance lessons consistent with the Comprehensive School Counseling Program plan (CSCP)
- 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 curriculum or lesson or group activity
- attending a professional conference
- preparing and analyzing CSCP outcome data
- 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 **third 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** (located on UNC's Professional Counseling website under *Current Students*) **and proof of liability insurance are due at this time.**
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 and turned in a completed Eligibility Verification Form (located on UNC's Professional Counseling website under *Current Students*) to the Site Placement Coordinator.
- Turned in proof of liability insurance to the Site Placement Coordinator.

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 and arrange for an in-person interview. During this exploratory meeting, school's representative and the UNC 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 school's representative thinks that you and the school's experiences or expectations are mismatched, then the internship placement may be refused, and another placement sought. If the school 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 (located on UNC's Professional Counseling website under *Current Students*).
5. **Prepare an Internship Agreement.** The student emails a completed Internship Site Agreement that has been signed by the Graduate Student Intern and the Site Supervisor to the Site Placement Coordinator. 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 schools.

Students should make professional contacts with possible sites and request an interview. Students are encouraged to interview with more than one school 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 school or site in order to select the best placement.
- If the school or site accepts you for internship placement, and you elect to accept the opportunity, you can prepare an Internship Agreement (can be found on the PC website under *Current Students*) 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 (Appendix B) 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 (Appendix C). 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 such as referral to the Review and Retention Committee.

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 (e.g., Review and Retention).

ROLES AND RESPONSIBILITIES

Site Supervisors:

A practicing school counselor can fully understand the challenges encountered, and appropriately evaluate a Graduate Student 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. Culture
 - e. Students
 - f. Families
 - g. 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 and ethical practice
 - 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. They 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.

APPENDIX A: SUMMARY OF INTERNSHIP EXPERIENCES

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

Graduate Intern Name: _____ **Last 4 of 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

APPENDIX B: 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	_____ 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. 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.

- 1- 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.
- 2- Competence is at least at the minimal level necessary for functioning with moderate supervision required.
- 3- Competence is above average; trainee can function independently with periodic supervision.
- 4- 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	5. Basic Counseling Skills	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.	Basic Consulting Skills	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

MIDTERM7. Basic Coordination Skills											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

MIDTERM8.	Basic Facilitation Skills	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

APPENDIX C: Student Evaluation of the Internship Site



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.

APPENDIX D: Student Learning Outcome Documentation Evaluating Profession Practice

**Case Conceptualization & Treatment Plan Scoring Rubric – School Counseling
(To Be Completed by During Practicum I, Practicum II, and Internship)**

School Counselor-in-Training: _____

Date: _____

Evaluator: _____

Course Enrolled: _____

Rating Scale:

5 = Outstanding (skills and understanding significantly beyond counselor developmental level)

4 = Mastery (strong mastery of skills and thorough understanding of concepts)

3 = Expected Basic Skills (understanding of skills/competence evident)

2 = Developing (minor conceptual errors; in process of developing)

1 = Deficits (deficits in knowledge/skills; significant remediation needed)

	5	4	3	2	1	N/A
Introduction	Provides a clear, concise introduction to the student and the school environment. Descriptions set the context for understanding the problem.	Provides a clear introduction to the student and the school environment that is useful for understanding the problem. Descriptions lack some detail.	Provides basic identifying information about the student and some information regarding school environment. Descriptions lack sufficient detail for understanding the problem.	Provides basic information about the student. However, there is insufficient detail regarding the school environment.	Missing, incorrect, or significant problems in describing the student and the school environment.	
Presenting Concerns	Provides a clear, comprehensive, and accurate description of the student's presenting concerns using unbiased language. Connection to impact on optimal development is made.	Provides a clear description of the student's presenting concerns using unbiased language. Connection to optimal development lacks clarity.	Provides a description of the student's presenting concerns. However, this description lacks sufficient clarity.	The description of the student's presenting concerns contains minor conceptual problems and lacks clarity; some use of biased language.	The description of the student's presenting concerns is lacking detail, inaccurate, or contains biased language.	

	5	4	3	2	1	N/A
Background Information	Provides a clear and comprehensive summary of recent and past events related to presenting concerns that includes multiple data points and stakeholder perspectives. Diversity is also discussed.	Provides a detailed summary of recent and past events that provides a thoughtful conceptualization of student's presenting concerns and includes some data points.	Provides a clear summary of recent and past events. However, this summary lacks sufficient information and connection to the student's presenting concerns.	The summary provides minimal or insufficient background information and lacks a clear connection to conceptualization.	The summary does not contain significant information and did not identify significant events related to conceptualization.	
Student Strengths	A comprehensive overview of individual, academic, career, personal/social, and system-related strengths and resources that have relevance to the conceptualization.	A detailed description that highlights individual, academic, career, personal/social, and system-related strengths and resources.	A clear description of individual, academic, career, personal/social, and system-related strengths and resources that lacks some relevance to the conceptualization.	A brief, underdeveloped description of student strengths.	A summary of strengths that contains significant problems with identifying relevant strengths (e.g., poor choice, insufficient number).	
Hypotheses	Provides comprehensive, systemic hypotheses related to presenting concerns. Hypotheses incorporate a theoretical prospective and are sufficiently supported.	Provides a detailed description of hypotheses regarding presenting concerns and incorporates a theoretical prospective for these hypotheses. Sufficient support is provided for most hypotheses.	Provides a clear description of basic hypotheses regarding presenting concerns that lacks detail and does not incorporate a theoretical prospective for hypotheses.	Provides vague, unclear, or unsupported hypotheses regarding presenting concerns or theoretical prospective.	Provides a vague, unsupported, blaming, or one-sided description of hypotheses regarding presenting concerns without theoretical prospective.	

	5	4	3	2	1	N/A
School Counselor Observations (i.e., Larger System & Developmental Perspective)	A comprehensive overview of the student's system (e.g., school, community, family, peers, community, legislative or policy issues.) and a developmental perspective that demonstrates a sophisticated understanding of diversity issues and how they impact presenting concerns.	A detailed overview of the student's system (e.g., school, community, family, peers, community, legislative or policy issues.) and a developmental perspective that demonstrates a general understanding of diversity issues and how they impact presenting concerns.	A basic overview of the student's system (e.g., school, community, family, peers, community, legislative or policy issues.) and a developmental perspective that demonstrates a basic understanding of diversity issues.	A vague, unclear, or unsupported overview of the student's system and a developmental perspective that does not demonstrate a clear understanding of diversity issues.	An insufficient, unclear overview of the student's system and a developmental perspective and/or failure to recognize diversity issues.	
"SMART" Treatment Goals	Provides clear, concise, and professionally worded "SMART" treatment goals that align with presenting concerns as well as models for school counseling practice.	Provides appropriate "SMART" treatment goals that align with presenting concerns as well as models for school counseling practice; lacks some detail.	Provides appropriate "SMART" treatment goals that align with at least one of the following: presenting concerns or models for school counseling practice.	Provides treatment goals that are not "SMART" or lack sufficient detail or connection to presenting concerns or models for school counseling practice.	Provides an inaccurate or insufficient list of "SMART" treatment goals; no connection made to presenting concerns or models for school counseling practice.	
Interventions (Already Implemented or Anticipated)	Provides a clear, detailed explanation of appropriate interventions that aligns with presenting concerns, treatment goals, and models	Provides appropriate explanation of interventions that aligns with presenting concerns, treatment goals, and models for school counseling practice; lacks some detail.	Provides appropriate explanation of interventions that aligns with at least one of the following: presenting concerns,	Provides an explanation or list of interventions with little attention to detail or connection to presenting concerns, treatment goals, or models for school counseling practice.	Provides an inaccurate or insufficient list of interventions with no connection made to presenting concerns, treatment goals,	

	5	4	3	2	1	N/A
	for school counseling practice.		treatment goals, or models for school counseling practice.		or models for school counseling practice.	
Outcomes (Already Evidenced or Anticipated)	Provides a clear, detailed description of outcomes that align with presenting concerns, student strengths, treatment goals, and interventions.	Provides appropriate description of outcomes that aligns with presenting concerns, treatment goals, and interventions; lacks some detail.	Provides appropriate description of outcomes that aligns with at least one of the following: presenting concerns, treatment goals, or interventions.	Provides description of outcomes with little attention to detail or connection to presenting concerns, treatment goals, or interventions.	Provides an inaccurate or insufficient description of outcomes with no connection made to the presenting concerns, treatment goals, or interventions.	
Overall Conceptualization: Quality of Assessment	The overall report integrates all available information into a sophisticated, consistent, and professionally relevant conceptualization. The focus and goals for treatment is clearly articulated and appropriate for a school setting.	The overall report integrates available information into a professionally relevant conceptualization. Most areas are clear and consistent. The conceptualization provides a clear focus and goals for treatment.	The overall report integrates information into a professionally relevant conceptualization. The conceptualization provides a general focus for treatment. However, it is lacking a clear, detailed focus and goals.	The overall report contains minor problems with integration and consistency across domains. The conceptualization does not provide a single, clear focus and goals for treatment.	The overall report contains significant problems with integration, clarity, and consistency. There is little to no clear focus or goals for treatment.	

ADDITIONAL COMMENTS (*continued on back*):



TREATMENT PLAN AND CASE CONCEPTUALIZATION
School Counseling Version
(To Be Completed During Practicum I, Practicum II, and Internship)

Completion of this form: Use accompanying rubric to understand the expectations of each section in this form and use this rubric as a guideline to appropriately complete this form. Your instructor may have specific information they request in each section.

Name: _____

Date: _____

Course Enrolled: _____

Supervisor: _____ Student Pseudonym: _____ Age: _____

Introduction:

Presenting Concerns:

Background Information:

Student Strengths:

Hypotheses:

School Counselor Observations (i.e., Larger System & Developmental Perspective):

Specific, Measurable, Attainable, Realistic, and Timely (SMART) Treatment Goals:

1)

2)

3)

Interventions (Already Implemented or Anticipated):

Outcomes (Already Evidenced or Anticipated):