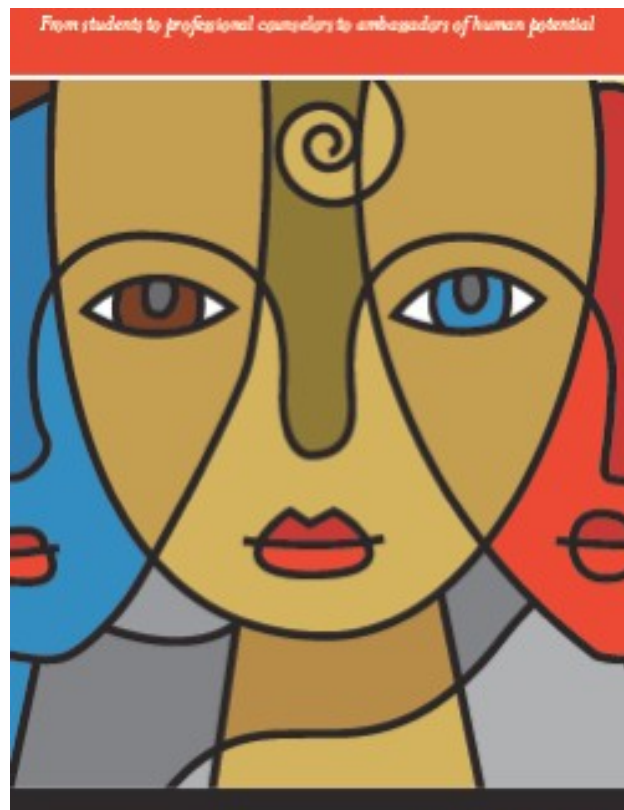


UNLV

Department of Educational and Clinical Studies Counselor Education Program



SITE SUPERVISOR

INTERNSHIP INFORMATION & GUIDELINE

Dear Supervisor:

Thank you for supporting one or more of our counseling interns as they move through the process of internship. We strive to find quality supervision for our interns that will both challenge and support their professional growth. We understand this is a commitment on your part and we appreciate your continued service to the profession.

As a CACREP accredited program, it is important that we follow high standards of practice. The ECS Counselor Education Program continues to employ best practices and surpass these standards through coursework and practical application. In extension, we hope to improve the supervisory process by providing various avenues of information sharing between faculty, site supervisors and counselors-in-training.

We would like to offer a guide designed for supervisors as a resource for improving the supervision collaboration. This manual was created partially based on feedback received through CED sponsored internship fairs, supervision trainings, site visits, and conversations with counselors like you! In addition, some of the top, nationally recognized, counselor education programs and accreditation standards were consulted. Included in this packet, you will find helpful forms and additional information regarding the internship requirements. You probably have already received some of this information and seen forms posted on our website. Hopefully through the handbook, it will now be in one place and easily accessible for you and your intern.

As you know, the need for quality counselors in our community is on the rise. Supervision is a cornerstone of quality education for counselors-in-training. Together, we can help ensure more individuals within Clark County and in the Nevada region receive quality counseling services by well prepared professional counselors.

Once again, *thank you* for your invaluable collaboration in the supervision process.

I. Intent of Practicum

Practicum CED 741 is designed to foster critical thinking, relational, individual and group counseling skills necessary for the quality practice of professional counseling. Placement requires students to complete 100 hours in an approved community settings under supervision from faculty members and site supervisors for purposes of instruction, assessment of competency, and integration of fieldwork with academic study. Students typically spend 6-10 hours per week involved in direct and indirect counseling activities and individual and group supervision. Hours in Practicum must be accrued throughout the 15-week semester. Students ordinarily earn Practicum credit at a single site; the department faculty must approve requests for an additional Practicum site (and this is not customary).

Student Requirements

In accordance with standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Practicum consists of a minimum of 100 hours of supervised counseling activities (usually completed over the course of one academic semester). Of these, a minimum of 40 hours must be in direct individual counseling services, a minimum of 10 hours must be in direct group counseling services, with the remaining hours to be in appropriate indirect counseling related activities as outlined below:

50 Direct Hours may include:

- Individual counseling (40+ hours)
- Group counseling (10+ hours)
- Client assessment or intake completed in a Face to Face Manner

50 Indirect Hours may include:

- Counselor observation of direct clinical/counseling work
- Individual case conceptualization planning for client needs
- Researching strategies, interventions and diagnostic information based upon counseling theories, practices and research
- Documentation of cases, completing and developing progress notes, client histories, creating master treatment plans and other forms of clinical reporting
- Group supervision, observation consultation and other clinical meetings, UNLV faculty supervision, and on-site supervision

II. Intent of Internship

Internship is the final activity in students' programs and is intended to provide students with the opportunity to engage in all of the activities of a regularly employed staff member (counselor) in an organization compatible with their program emphasis area. Internship activities will take place at departmentally approved school and community sites with appropriately qualified supervisors where the intern can work with clients appropriate for the student's program emphasis. In addition, the faculty will provide opportunities for discussion of professional and ethical issues related to the practice of counseling through a weekly on-campus seminar. Attendance at this seminar is required for a minimum of one semester & continues until all of a student's internship hours are completed.

Enrollment in Internship

In the semester prior to beginning Internship, students should discuss their ideas about an Internship site in consultation with an advisor. The site should be consistent with their needs and their program area. Students in the Clinical Mental Health program are responsible for contacting a prospective site for internship. All Internship sites must be approved by CED faculty. A current list of approved community/mental health sites is available on the ESS CED website. If a student is interested in working within the Clark County School District, an application is forwarded to the CCSD Guidance and Counseling Services to arrange placement. An annual Internship Fair during which students and sites may become acquainted takes place every spring semester. Students must attend the Internship Fair prior to beginning Internship. Work at the Internship site begins only after the student enrolls in, and begins attending CED 751. Enrollment will be consistent with those guidelines described in the CACREP standards. Students register for a minimum of one credit hour of CED 751 each semester during which they work as Interns. The Internship involves up to three semesters and a minimum total of 600 clock hours and 240 direct client contact hours. As Internship is offered for variable credit, students should expect to complete hours each semester commensurate with their enrollment, as follows:

- Students enrolled for three (3) credits in a semester must complete 600 hours,
- Students enrolled for two (2) credits in a semester must complete 400 hours,
- Students enrolled for one (1) credit in a semester must complete 200 hours.

Supervision

The site supervisor conducts weekly one hour on-site supervision sessions focusing on the student's counseling activities. Administrative and educational supervision is the responsibility of the department faculty. Each semester faculty work in concert and

communicate with the Internship site supervisor regarding student's performance. Site

contacts occur in person, on phone, via email and other mechanisms on a regular basis during the semester. The Internship seminar will primarily focus on professional issues, ethics and counseling practices.

Student Requirements

The student's internship requires that students complete 600 hours for school counseling and 600 for clinical mental health counseling. Experiences must include:

- A minimum of 240 hours of direct contact with clients;
- Average of 1 ½ hours of group supervision a week on a regular schedule throughout internship;
- One hour of individual or triadic supervision a week by an on-site supervisor throughout internship;
- Students enrolling in Internship must have their coursework completed before, or concurrently with, their first Internship semester, excluding those students completing theses.
- A variety of professional activities in addition to direct service (i.e., record keeping, supervision, referrals, in-service, and staff meetings);
- Audio, digital and/or video recording and/or live supervision of student's interactions with clients;
- Supervised experiences in the use of professional resources (i.e., assessment instruments, media, technologies, professional literature, research and staff trainings);
- Formal evaluation of performance during the internship by a program faculty member in consultation with the site supervisor semester by semester;
- Opportunities to counsel clients with diverse backgrounds;
- Formal evaluations of supervisors and their internship experience; and
- Coverage of professional liability insurance

III. Advanced Internship for Clinical Mental Health

For students in the clinical mental health counseling program or those completing an advanced certificate, advanced Internship (CED 775) builds upon the skills developed in the first 600 hour internship experience and requires an additional 300 clock hours of supervised counseling experience in an organization compatible with their program emphasis area. Of these hours, 150 client contact hours are required at a minimum. Overall, students are required to accrue a total of 900 hours in Internship and Advanced Internship experiences.

NOTE: Students are encouraged to maintain accurate and thorough records for their practicum and internship experiences, as the clinical and supervision hours accrued during internship may count toward professional licensure/certification.

IV. Internship Site Criteria

- The Internship site must provide a wide range of experiences that allow the student to become familiar with both direct client contact and other professional activities consistent with the role of a professional in the organization.
- The mission of the Internship site should be consistent with the Department's philosophy and also with the student's program emphasis.
- Clients served at the site should be appropriate for the program emphasis.
- The site must be able to provide adequate regular supervision (supervisor on site and a minimum of one hour of individual supervision each week).
- The site must provide the opportunity for students to earn the necessary hours of both direct client contact and other on-site hours to fulfill their Internship hour requirements (approximately 33% of the intern's time in direct client contact).
- The Internship site must be willing to allow students to record their work at the site via either video or audiotape.
- Settings need to be available with privacy and sufficient space for equipment (e.g. TV monitors, taping devices).
- Settings need to be available for small group work with privacy and space for equipment.
- Technologies such as audio, video, and telecommunications equipment are made available.
- Settings with observational and/or other interactive supervision capabilities are available for live supervision.
- Procedures that ensure the client's confidentiality and legal rights are established and practiced.

V. Field Supervisor Criteria

Clinical Mental Health Counseling Supervisors must:

- Hold National Board Certification as a Professional Counselor (NCC); or...
- Hold Certification as a Rehabilitation Counselor (CRC); or...
- Hold a master's or doctoral degree in Counseling, Psychology or Clinical Social Work; or closely related fields as approved by the CED faculty.
- Hold an advanced degree in mental health nursing or psychiatry;
- Have two years of counseling related professional experience

School Counseling Supervisors must:

- Hold a master's degree in school counseling or closely related field
- Have two or more years of school counseling experience
- Hold State or National credentials as a school counselor
- **Both School and Clinical Mental Health Supervisors must have knowledge of the program's theoretical foundations, expectations, requirements and evaluation procedures for students**

VI. Evaluation of Supervisors and Sites

Internship sites and supervisors will be evaluated once each year. Continuation as an approved site and supervisor would depend on continued compliance with the Program's requirements for Internship, including attendance at the Internship Fair conducted by the department annually, continued ethical and professional conduct, continued support to the professional philosophy of the ECS CED Program and favorable student evaluations. The site evaluations will be composed of a formal student evaluation and information gained from the site visits. Following the evaluation, the program may reassess the approved status for sites and supervisors.

VII. Training of Supervisors – Internship Fair

An Internship Fair will be conducted each year to convey and clarify any changes in Internship requirements. All new and continuing Internship sites must send representatives to participate in order to continue in good standing as an Internship site.

Additional information covered during a CED Internship Fair includes standards of practice, developing a supervisor identity, and models of supervision practice. Below is a brief review highlighting these three areas.

Standards of Practice

Supervisors need to follow the guidelines outlined within CACREP standards.

The Counselor Education Program at UNLV adheres to the standards of and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) which was formed in 1981 as a corporate affiliate of ACA.

- The mission of CACREP is to promote the advancement of quality educational program offerings in the preparation of professional counselors.
- UNLV-The ECS Counselor Education Program offers the following programs:
 - M.S. in Clinical Mental Health Counseling
 - M.Ed. in School Counseling
 - Advanced Graduate Certificate in Addiction Studies
 - Advanced Graduate Certificate in Mental Health Counseling
 - B.S. in Human Services (Pre-Professional) Counseling and four Minors

Core Areas of our Graduate Counseling Student Experience include:

- Professional Orientation and Ethical Practice
- Social Justice and Cultural Diversity

- Human Growth and Development
- Career Development
- Helping Relationships
- Group Work and Group Counseling
- Assessment and Appraisal
- Research and Program Evaluation

Core Clinical Faculty

Our CED faculty members who provide practicum or internship supervision must have:

- A doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program.
- Relevant professional experience and competency.
- Relevant training and supervision experience.

UNLV Affiliated Site Supervisors

A site supervisor must:

- Have a minimum of a master's degree in counseling or a related field including professional counseling credentials.
- Have a minimum of 2 years of pertinent professional experience in the area in which the student is completing clinical instruction.
- Have knowledge of the program's expectations, requirements and evaluation procedures for students.
- Read this manual.

Clinical Instruction Environment

The clinical instruction environment must:

- Provide settings with privacy and sufficient space for students/interns to counsel and use equipment (e.g. TV monitors, taping devices).
- Provide settings for small group work with privacy and space for equipment, technologies such as audio, digital, video, and telecommunications equipment.
- Provide settings with observational and/or other interactive supervision capabilities.
- Provide procedures that ensure the client's confidentiality and legal rights.
- RECORDING CLIENT SESSIONS AUDIO/VIDEO OR DIGITAL/ELECTRONIC TAPING
 - In accordance with CACREP standards for counseling supervision, Practicum and Internship students must have opportunities to tape counseling contact with clients. This involves audio/digital/electronic/video or other medium used for taping individuals/consultation/intake and group counseling sessions. *Site placements that do not allow for taping will not be considered and students will be placed in other settings.* Students are responsible for meeting the taping expectations established by Practicum and Internship instructors.

Student Internship Requirements (see previous section)

In addition to the requirements listed previously:

- Students are required to schedule, attend and remind supervisors regarding

- individual appointments with supervisors.
- Attend trainings as required by the site.
 - Demonstrate professional workplace behavior
 - this includes timely arrival for appointments, prompt attention and follow through to site tasks and demonstrate professional attendance and communication skills

Developing a Supervisor Identity

Supervision Defined

What is supervision?

- Supervision in counseling is different from administrative supervision
- It is the relationship between an expert mentor with a novice counselor
- Teaching and feedback to help the intern move along the developmental continuum
- Supervisors sharing their skills and abilities
- Personality affects supervision
- Other ideas?

According to the Association for Counselor Education and Supervision, “clinical supervision includes the supportive and educative activities of the supervisor designed to improve the application of counseling theory and technique directly to clients.” Received 10/15/12 http://files.acesonline.net/doc/ethical_guidelines.htm

Supervisor Characteristics

Reflect on your level of knowledge, skills, and experience in each of the following areas:

- Experience and effectiveness as a counselor
- Training as a supervisor
- Ability to manage multiple tasks and relationships
- Multicultural awareness
- Sensitivity to supervisee development
- Ability both to support and challenge
- Ability to be “present” with a supervisee

Supervisory Relationship Goals

- Trust and respect between the supervisor and supervisee
- Clarity of expectations, regular feedback, confrontation and evaluation methods
- Non-defensive response to supervisee’s negative feedback
- Videotaping or live supervision to enhance supervisory effectiveness and accountability
- The amount of time and sensitivity given to the supervisee’s developmental needs, and encouragement of appropriate autonomy

Model of Supervision Practice

At UNLV we realize that supervisors may utilize a variety of models of supervision. The framework provided in The Discrimination Model (Bernard.J., 1979) are something the Counselor Education Program faculty apply and use with students in many of the clinical preparation courses. We hope this is useful to you as well in your practice.

The Discrimination Model

Janine Bernard (1979)

- This model was developed based on the supervisory approach being determined by the individual training needs of different supervisees.
- Based on 3 skill sets and 3 supervisory roles

Three Roles of the Supervisor

- Supervisor as Teacher role
 - Instruct, model, evaluate
- Supervisor as Counselor role
 - Facilitate supervisee's self exploration and reflection
- Supervisor as Consultant role
 - Collaborative approach to share responsibility for learning and development
 - Encourage supervisee to trust their own thoughts and insights

Three Focus Areas of Supervision

- Intervention Skills
 - non-verbals
 - feeling reflections
 - paraphrasing
 - What else?
- Conceptualization Skills
 - What is the core issue?
 - Patterns
 - Emerging themes
- Personalization Skills
 - Supervisee's ability to be comfortable with their own feelings, values, attitudes
 - What might be blocking their ability to provide the best counseling in the moment?

Below is a sample form to be filled out when offering feedback to an intern regarding their direct client contact counseling skills. Providing written feedback can be helpful for the intern to see and learn from. Written feedback also can provide the supervisor with a track record of intern performance. Over time, patterns of intern abilities can be highlighted.

Discrimination Model Feedback Form

SKILL SET

FEEDBACK

Interventions	
Conceptualization	
Personalization	

The following signatures signify that feedback was given and discussed between the supervisor and intern.

Supervisor Signature: _____ Date: _____

Intern Signature: _____ Date: _____

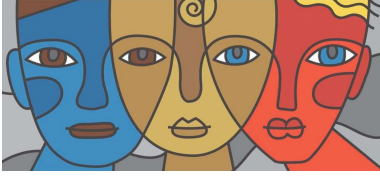
Supervision training information was guided by the following resources:

- Bernard, J.M., & Goodyear, R.K. (2004). *Fundamentals of clinical supervision 3rd*. Ed. Boston: Pearson
- Fall, M. & Sutton, J.M. (2004). *Clinical supervision: A handbook for practitioners*. Boston: Pearson.
- Baird, B.N. (1999). *The internship, practicum, and field placement handbook: A guide for the helping professions. 2nd ed.* New Jersey: Prentice Hall.
- Neufeldt, S.A. (1999). *Supervision strategies for the first practicum. 2nd ed.* Alexandria, VA. American Counseling Association.

The next section includes forms that are used by students, faculty and site supervisors during practicum, internship and/or advanced internship.

Forms include:

- Site Placement Agreement Form
- Faculty Consultation with Site Supervisors Guide
- Student Learning Contract Form
- Consent to Counsel Children Sample Guide
- Site Supervisor Evaluation of Intern Form
- Intern Evaluation of Site Supervisor Form



Department of Educational and Clinical Studies – Counselor Education Program

UNLV
UNIVERSITY OF NEVADA LAS VEGAS

PRACTICUM/INTERNSHIP AGREEMENT

This agreement is made on _____ by and between
(Date)
_____ and _____
(Field Site) (Institutional Program)

The agreement will be effective for a period from _____
(Date)
to _____ for _____ per week.
(Date) (No. Hours)

(Student Name) (Student Phone Number)

(Site Supervisor Name) (Campus Internship Supervisor Name)

(Site Supervisor Phone Number) _____ (Campus Supervisor Phone Number) _____

(Site Supervisor email) _____

This agreement form must be triplicated and one copy returned to the Student's Campus Internship Supervisor before the Student may begin practicum/internship. Other copies of this agreement will be kept by the On-Site Supervisor and the Student. This contract is for the entire practicum/internship period unless the Student's practicum/ internship responsibilities change significantly.

Purpose:

The purpose of this agreement is to provide a qualified graduate student with a practicum/ internship experience in the field of counseling.

The Institutional Program agrees:

1. To assign an Institutional faculty liaison (Campus Internship Supervisor) to facilitate communication between Institution and site;
2. To provide the site the following information about the student named above: name of student, level of academic preparation, resume;
3. To notify the student that he/she must adhere to the administrative policies, rules, standards, schedules and practices of the site;
4. That the Campus Internship Supervisor shall be available for consultation with both site supervisor and student and shall immediately contact the site should any problem or change in relation to student or Institution occur; and
5. That the Campus Internship Supervisor is responsible for the assignment of a field work grad based, in part, on the recommendation of the internship site supervisor.

The Site agrees:

1. To assign a practicum/ internship site supervisor who has appropriate credentials, experience, time and interest for training the student intern;
2. To provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance (suggested counseling experiences included in this Supervision Manual on pages___);
3. To provide the student with adequate work space, telephone, office supplies and staff to conduct professional activities;
4. To provide supervisory contact which involves examination of student work using audio/visual tapes, observation, and/or live supervision; and
5. To provide written evaluation of student based on criteria established by the Institutional Program.

_____ (Site Supervisor) will be the primary practicum/internship site supervisor. Training activities will be provided for the student in sufficient amounts to allow an adequate evaluation of the student's level of competence in each activity.

_____ (Campus Internship Supervisor) will be the faculty liaison with whom the student and practicum/ internship site supervisor will communicate regarding progress, problems and performance evaluations.

The Practicum Student/Intern will spend _____ hours per week at the Internship site. At least 40 percent of the hours spent will involve direct client contact. The Practicum Student/Intern will participate in at least one hour per week of face-to-face, individual supervision with the on-site supervisor(s) indicated on this form. The Practicum Student/Intern will meet weekly for 1½ hours of group supervision. The supervision time requirement may increase if the student is participating in an intensified practicum/internship. The Practicum/Intern will also meet with the Campus Internship Supervisor as required by the graduate program in which the student is enrolled.

The Practicum Student/Intern will complete the Internship Activity Records as a means of accounting for hours spent in counseling, supervision, training and other professional activities. These forms will be signed off each term by the on-site supervisor.

The Practicum Student/Intern will obtain malpractice liability insurance, and will be informed about personal injury liability provided by the agency/school site. In addition, the Intern will complete the Insurance Liability Form and return it to the Campus Internship Supervisor.

All graduate program documentation and supervision activities, including evaluations of the site and supervision and attendance at on-campus supervision meetings, will be completed as required by the graduate program in which the Practicum Student/Intern is enrolled.

Projected Beginning Date: _____ Ending Date _____

Course number and (number of credits) to be earned for this contracted period:

1st term _____ 2nd term _____

3rd term _____ 4th term _____

Projected hours per week: Monday _____ Thursday _____

Tuesday _____ Friday _____

Wednesday _____ Saturday _____

Sunday _____

Projected client contact hours per week:

Individual _____ Group _____ Couples _____ Family _____ Other _____

The On-Site Supervisor(s) will provide at least one hour per week of face-to-face individual supervision. This supervision time requirement may increase if the student is participating in an intensified practicum/internship. At the end of each term, the On-Site Supervisor will complete an evaluation of the Student's progress/work through completed in evaluation forms included in this manual, and will discuss the evaluation with the Practicum Student/Intern.

Campus Internship Supervisor will meet with the Practicum Student/Intern as outlined in the graduate program course description and will assist the Intern and On-Site Supervisor in coordinating the Intern's placement and fulfillment of graduate program requirements. Campus Internship Supervisor will maintain communication with the On-site Supervisor(s) over the course of the Practicum Student's/Intern's placement.

Site Supervisor #1: _____ Date _____

Site Supervisor #2: _____ Date _____

Student: _____ Date _____

Campus Internship Supervisor: _____ Date _____



ECS Counselor Education Program

Faculty Consultation with Site Supervisors

Below are common topics that faculty and site supervisors review regarding intern progress.

1. What specific type of counseling has the intern been involved in? (Individual, group, classroom guidance) Amount of time involved with each.
2. What are the intern's strengths and weaknesses?
3. How many hours a week is the intern here?
4. Is the intern assertive and seek out/request things to do?
5. Has the intern initiated any special project (s)?
6. How well does the intern interact with students/clients? With the staff?
7. How well does the intern interact with parents? (If applicable)?
8. Does the intern complete tasks in a timely manner?
9. Is the intern here on time? If the intern is sick or late does she or he notify you in a timely manner?
10. Any recommendations? Areas to improve?



ECS Counselor Education Program
School or Clinical Mental Health Counseling

Student Learning Contract

I submit the following learning goals to be completed as part of Practicum/Internship by the termination of the fall/spring/summer semester in the year of_____.

1. _____
2. _____
3. _____
4. _____
5. _____

Signed: _____
(Student) **(Date)**

Signed: _____
(Site Supervisor) **(Date)**

Signed: _____
(Faculty Supervisor) **(Date)**

Final review:

- All goals completed**
- Partial goals completed**
- No goals complete**

Explanation:



ECS Counselor Education Program

~Sample~

Consent Form for Counseling Children

Your child has been identified as potentially benefiting from meeting with a UNLV Counseling Internship/Practicum student, and we hope that you will allow your child to participate in this opportunity. Counseling Practicum students provide support for and intervene with children who are having difficulties and/or getting in trouble at school, community and/or at home. The UNLV Internship/Practicum student who will be meeting with your child is completing a Supervised Counseling Internship/Practicum, which is a course in counseling required for all masters-level degree candidates in this field of study.

By signing below, you indicate your willingness and consent to have your child meet with a UNLV Counseling Internship student and your consent to the practicing students' limited taping of sessions. The tapes/recordings are used for supervisory purposes only between the UNLV supervisor, Site supervisor, and the Internship student and are deleted of all information at the end of each semester.

Child's Name

Counseling Intern's Name

Parent/Guardian Signature

Date _____

Signature of Site Supervisor

Date _____



ECS Counselor Education Program

Site Supervisor Evaluation of Intern Performance

Student: _____ Date: _____

Site Supervisor Name: _____

Term: _____ Fall _____ Spring _____ Summer _____ Year _____

Intern's final term at site? Yes No

The site supervisor should complete this form at the end of each term. Two domains of intern competence are listed below along with specific items in each domain. Circle the number to the right of each item that best describes your perceptions of the intern's skills compared to other individuals you have trained at the same level of professional development. If you do not feel you can adequately evaluate an item, please leave it blank or choose IO or NR (explained below). If the current evaluation is for the intern's final term at the site, it should be treated as a summative evaluation. (The term "client" as used herein refers to any person receiving services including clients/students, parents, consultees, teachers or patients.)

IO = Inadequate Opportunity to Observe; NR = Not Relevant to the Setting

Professional Skill Competency	Clearly Deficient	Clearly Adequate	Clearly Excellent	IO	NR		
1. Willingly assumes responsibility.	1	2	3	4	5	IO	NR
2. Establishes and maintains facilitative working relationships with staff.	1	2	3	4	5	IO	NR
3. Shares skills and competencies with peers and supervisors.	1	2	3	4	5	IO	NR
4. Shares weaknesses with staff in order to improve and is aware of skill and /or ability limitations.	1	2	3	4	5	IO	NR
5. Relates appropriately to non-client community members.	1	2	3	4	5	IO	NR
6. Behaves professionally (e. g. punctuality, demeanor, dress, language, etc.).	1	2	3	4	5	IO	NR
7. Organizes and recognizes implications of case material.	1	2	3	4	5	IO	NR



Intern Performance Evaluation Form page 2 of 3:

8. Accurately evaluates own counseling session performance.	1	2	3	4	5	IO	NR
9. Behaves ethically and responsibly with clients, colleagues and adjunct agencies.	1	2	3	4	5	IO	NR
10. Knows legal rights of clients.	1	2	3	4	5	IO	NR
11. Knows legal aspects of counseling.	1	2	3	4	5	IO	NR
12. Participates in staff in-service training.	1	2	3	4	5	IO	NR
13. Shows commitment to providing service at site.	1	2	3	4	5	IO	NR
14. Manages time well.	1	2	3	4	5	IO	NR
15. Follows through on professional commitments.	1	2	3	4	5	IO	NR

IO = Inadequate Opportunity to Observe; NR = Not Relevant to the Setting

Case Management Skill Competency	Clearly Deficient	Clearly Adequate	Clearly Excellent	IO	NR		
1. Knows and uses community resources.	1	2	3	4	5	IO	NR
2. Appropriately uses referral within and outside the site.	1	2	3	4	5	IO	NR
3. Responsibly schedules and meets with clients.	1	2	3	4	5	IO	NR
4. Keeps adequate and timely client records.	1	2	3	4	5	IO	NR
5. Consults with other staff regarding client needs.	1	2	3	4	5	IO	NR
6. Fulfills administrative responsibilities of the position.	1	2	3	4	5	IO	NR
7. Understands components of specific treatment/goals/service plans, including IEP's and related client/student planning tools.	1	2	3	4	5	IO	NR



Based on your experience, what are the intern's major strengths?

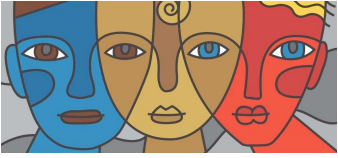
Suggestions for future professional development:

Other comments?

_____ **Date** _____
Signature of Site Supervisor

_____ **Date** _____
Signature of Counseling Intern

My signature indicates that I have read and discussed the above material with my internship supervisor. It does **not indicate my total or partial agreement with the evaluation.*



ECS Counselor Education Program COUNSELING INTERN'S EVALUATION OF SITE SUPERVISOR

The intern should complete this form at the end of each term.

Name of Counselor Intern: _____

Name of Site: _____

Name of Site Supervisor: _____

License/Certification of Site Supervisor: _____

Beginning and Ending Dates of Evaluation: _____ to _____

Instructions: This form is to be used by the student intern to evaluate the performance of the site supervisor. The form should be completed at the end of each semester of placement. This evaluation must be complete, signed, and turned in to the Internship Coordinator to receive a grade for each semester's Practicum/Internship Seminar. Interns are encouraged to share the information on this form with their site supervisor.

	Poor	Avg.	Good	N/A
1. Gives time and energy in observing and supervising.	1 2	3 4	5 6	N/A
2. Accepts and respects me as a person.	1 2	3 4	5 6	N/A
3. Recognizes and encourages further development of my strengths and capabilities.	1 2	3 4	5 6	N/A
4. Gives me useful feedback when I do something well.	1 2	3 4	5 6	N/A
5. Provides me the freedom to develop flexible and effective counseling styles.	1 2	3 4	5 6	N/A
6. Encourages and listens to my ideas and suggestions for developing my counseling skills.	1 2	3 4	5 6	N/A
7. Provides suggestions for developing my counseling skills.	1 2	3 4	5 6	N/A
8. Helps me to understand the implications and dynamics of the counseling approaches I use.	1 2	3 4	5 6	N/A
9. Deals with both content and process.	1 2	3 4	5 6	N/A
10. Is spontaneous and flexible in supervision.	1 2	3 4	5 6	N/A
11. Helps me to devise and achieve specific concrete goals during the internship experience.	1 2	3 4	5 6	N/A
12. Gives me useful feedback when I do something wrong.	1 2	3 4	5 6	N/A
13. Pays attention to both my concerns and my clients' concerns.	1 2	3 4	5 6	N/A



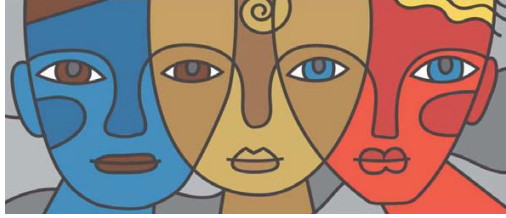
COUNSELING INTERN'S EVALUATION OF SITE SUPERVISOR page 2 of 2:

- | | | | | | | | |
|--|---|---|---|---|---|---|-----|
| 14. Focuses on both verbal and nonverbal behavior in me and my clients. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 15. Helps me define and maintain ethical behavior. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 16. Encourages me to engage in professional behavior. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 17. Maintains confidentiality in regard to material discussed in supervision. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 18. Helps me apply counseling theory to practice. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 19. Helps me in planning goals and strategies with my clients. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 20. Helps me formulate a theoretically sound rationale of human behavior. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 21. Offers and encourages me to use a variety of resource information. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 22. Helps me develop increased skill in critiquing and gaining insight from counseling sessions. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 23. Explains criteria for evaluation clearly. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 24. Applies criteria fairly in evaluation of my counseling skills and performance. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |

ADDITIONAL COMMENTS: This section may be used to provide additional information on low ratings, and to note specific strengths of the supervisor.

Please make sure the following is complete with signature and date:

_____ Date _____
Counseling Intern Signature



ECS Counselor Education Program Supervision Protocol Timeline

Improving the internship supervision process includes an ongoing collaboration between university faculty and site supervisors. Below is a checklist of activities to be performed during the semester of intern placement.

When appropriate, faculty members and administrative personnel will note deadlines on the CED Student Website advise students during internship labs and send out student advisory memos.

Please note: It is the intern’s responsibility to turn in the completed form for their permanent file in the department office.

Timeline	Task to be completed	Date Accomplished	Intern Signature	Site Supervisor Signature
Week 1	Placement is agreed upon and communicated between: site administration, site supervisor, faculty supervisor, and intern.			
Week 1	Contact information is shared between site supervisor, faculty supervisor, and intern. Contact information includes but is not limited to: address, phone, additional phone number for emergencies if needed, email, pager, etc.			
Week 3	Student learning goals are formalized, signed by the site supervisor, and turned into the faculty supervisor. Learning goals may fall into one of the following “best practices” categories: formalizing theoretical orientation, working on specific individual or group counseling skills, improving leadership and advocacy skills.			
Week 8	Site supervisors and interns will meet to have a mid-term evaluation of progress. Site supervisors will maintain a copy for their records and send a copy to the faculty supervisor. Any areas of concern need to be communicated at this time and a plan for remediation developed from a team approach. The team will include the site supervisor, faculty supervisor, and intern.			
Week 9-15	Site supervisors, faculty supervisors, and interns will communicate regarding			

	remediation plan as needed.			
Week 15	Site supervisors and interns will complete a final formal evaluation of progress. Areas to cover include: intern learning goals and progress from mid-term evaluation. A completed formal evaluation form will be sent to the faculty supervisor. The formal evaluation needs to be signed and dated by the site supervisor and intern.			
Week 15	Interns will complete a formal evaluation of the counseling site. The evaluation includes: facilities, supervision practices, ability to achieve a combination of direct and indirect hours, level of support, and recommendation for future intern placement.			
Week 16	Faculty supervisor will provide a final evaluation of the intern based on all the feedback received and progress throughout the semester. If there are any final concerns, the faculty supervisor will contact the site supervisor directly.			
Ongoing	Faculty supervisors will arrange with the site supervisor and intern appropriate times for a site visit. Site visits will happen during the semester to improve communication between the site and the Department Counselor Education. Intern progress, facilities, future goals will be discussed at this time.			
Ongoing	Lines of communication are open during the semester via email and phone regarding intern progress. Initiation of communication can come from either the site supervisor or the faculty supervisor.			

Signatures

COUNSELING STUDENT INTERN	SIGN	DATE
SITE SUPERVISOR	SIGN	DATE
FACULTY INTERNSHIP INSTRUCTOR	SIGN	DATE