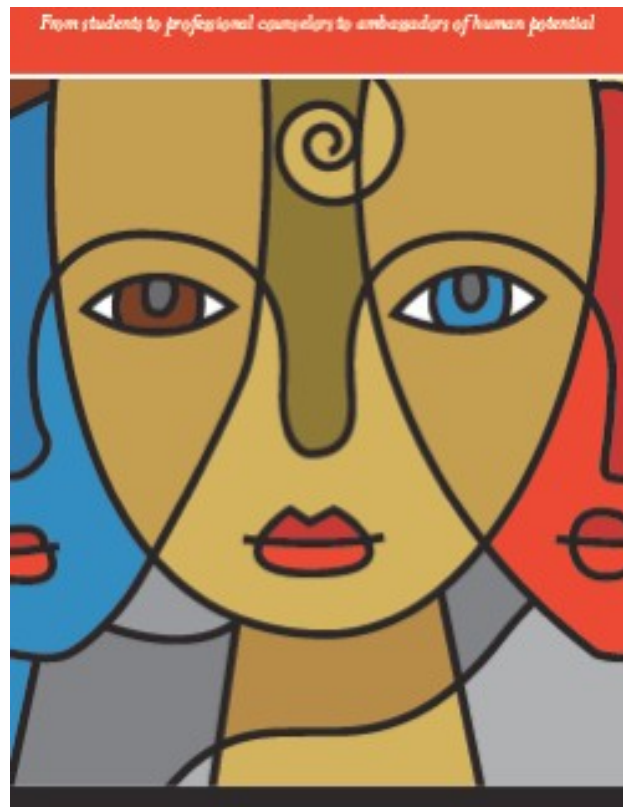


UNLV

**Department of
Educational and Clinical Studies
Counselor Education Program**



**GRADUATE STUDENT
PRACTICUM-INTERNSHIP
HANDBOOK**



PHILOSOPHY

The guiding principles of the ECS Counselor Education Program at the University Las Vegas, Nevada (UNLV) are based on the following beliefs:

- Individuals have a self-actualizing tendency characterized by positive growth, change, and self-responsibility.
- That counseling relationships are best facilitated through commitment and congruency in a setting of equality, cooperation, culturally responsiveness and mutual respect.
- That clients have the capacity to accept and to take responsibility for their behavior in their environment.
- That all individuals must be treated with respect, dignity, and worth.
- That as a result of the counseling process, clients can better understand their perceptions, attitudes, and behavior so that they can help themselves in the future by selecting appropriate alternatives.
- That professionally prepared counselors must develop an integrated counseling style, characterized by the recognition of the need to work with clients in a variety of domains including cognitive, affective, cultural/social and behavior processes.
- That counselors and clients understand the confluences of social, spiritual, ethnic, cultural environments and their impact on client development.
- That the counseling process is foundational for assisting clients in effective learning primarily in how to interact constructively with others in various settings.
- That preparation of lifelong learning skills is essential for both clients and counselors.
- That use of technology is an essential stratagem and provides us with tools that all individuals must embrace, but must be applied with responsibility, humanity, and social caring.

COUNSELOR SELF-AWARENESS

The Counselor Education faculty members strongly believe in the role and value of the personhood as a necessary component of the counseling process. Active involvement in self-awareness and personal growth is an integral and necessary component of the experiences within the counseling program. Counseling requires that the use of self as a catalyst for change be fully integrated into the counseling process and relationships. As such, personal qualities, characteristics, experiences, and reactions of counselors are as critical to becoming a counselor as the knowledge and skills related to functioning as a counseling practitioners.

ROLES AND RESPONSIBILITIES

ROLE OF THE INTERNSHIP STUDENT

Interns are essentially guest members in the Practicum/Internship setting. This mutually beneficial situation requires that Interns follow guidelines that are similar to those followed by the contracted staff. While expectations of staff, and therefore, Interns, vary from setting to setting, there are some general guidelines that students and supervisors should be aware of in order that all gain the most benefit from the experience.

The role of interns is to obtain practice and experience in counseling – not to change the system or the setting. The privileges that are extended to Interns are tenuous and may be revoked by the school, agency or institution at its discretion. Prior to beginning Practicum, students will have completed a basic core of counseling courses. Students will apply for Practicum and will be placed in an appropriate setting. Prior to beginning the Internship, students will have completed a basic core of counseling courses and Practicum. After consultation with a faculty advisor, students select an Internship site appropriate to their skills, knowledge and specific area of interest. The faculty assists students in establishing a contract with the site of choice.

Upon mutual acceptance by both student and agency, Interns then follow the procedures listed below:

- Interns complete, in writing, a preliminary internship agreement and contract with the setting in which the internship is to take place. The agreement describes the objectives, duties and responsibilities of the internship experience. The contract describes the legal parameters of the internship experience. The agreement form and contract is completed and signed by the Intern, the site supervisor, and the faculty supervisor within the first weeks of internship. A contract is provided at the end of this document.
- Create appropriate learning goals. A form is provided at the end of this document.
- Maintain a record of activities and hours to be discussed with and initialed by the Internship site supervisor periodically. The forms used for documenting direct and indirect contact hours are located on the CED Field Experience portal. All appropriate documents must be completed at the end of the term.
- Participate in a minimum of one hour per week of individual supervision at their site. This supervision time requirement may increase if the student is participating in an intensified internship.
- Participate in a minimum of 1-1/2 hours of group supervision Internship seminars per week. This supervision time is held on campus and the requirement may increase if the student is participating in an intensified internship. Attendance for seminar is mandatory.
- Participate in additional individual/triadic supervision with faculty supervisors as needed or required for internship.
- Participate in counselor-in-training activities.
- Interns are evaluated by the site supervisor and faculty members on a mid semester and end of semester basis.

APPLICATION FOR PRACTICUM AND INTERNSHIP

Applications for practicum and internship must be filed by the appropriate deadline in the semester before the clinical experience will occur. Students will not be permitted to register for either practicum or internship unless an application is on file with all the necessary departmental and faculty approvals. **Students are required to consult with their Faculty Advisor regarding these applications in order to ensure that all prerequisites have been met prior to participation in these experiences.**

	Practicum	Internship
Deadlines	October 1st (for Spring enrollment)	October 1st (for Spring enrollment) March 1st (for Summer [if offered] and/or Fall enrollment)
Application	Practicum Application	School Counseling Clinical Mental Health Counseling
Policies	Clinical Mental Health Counseling School Counseling	Clinical Mental Health Counseling School Counseling
Forms	Practicum Weekly Log Form	Clinical Mental Health Counseling Weekly Log Form School Counseling Weekly Log Form

ADDITIONAL REMINDERS AND GUIDELINES

- A \$250 supervisor fee is assessed upon registration for CED 751.
- Students ordinarily earn Internship credit at no more than one site per semester; the department faculty must approve requests for an additional Internship site.
- The minimum time investment expected at an individual site placement is 15 weeks (one semester). Please note that students who choose to pursue full time completion of their Internship hours (30-40 hours weekly) may not be employed full time.
- In the semester prior to beginning Internship, students should select an Internship site in consultation with the Advisor that is consistent with their needs and their program area.
- The Department must approve all Internship sites. A current list of approved sites is available in the ECS website.
- Work at the Internship site begins only after the student enrolls in, and begins attending CED 751.
- Students must register for a minimum of one credit hour of CED 751 each semester during which they work as Interns.
- FINGERPRINTING
 - a. All Counselor Education students enrolled in CED 741, 751 or 775

- (Practicum/Internship and Advanced Internship or related field experiences) must be fingerprinted prior to working with clients due to site requirements and legal/safety issues.
- b. **Clinical Mental Health** students who wish to accrue hours at an approved community agency internship site are responsible for consulting with the agency regarding fingerprinting and background checks prior to working with clients. CED faculty does not need a copy of your fingerprints.
- Clark County School District Fingerprinting Policy
 - a. All Practicum and Internship students currently enrolled in either CED 741 or CED 751 who are interested in accruing hours at a CCSD site must be fingerprinted by the Clark County School District. *A student who is a current CCSD employee is not exempt from this process.*
 - b. Students must complete a volunteer application and pay for fingerprinting online at **teach.vegas**. On the main page select “online application” and under “applicant type” select volunteer. Students will also pay \$60 for fingerprints on this site and then visit the location listed below. Fingerprint results may take three to six weeks.
 - c. After students are fingerprinted they are allowed to see clients, however, the site supervisor must be present. Once students’ fingerprints have cleared they are free to see clients on their own.
 - d. Should you have any questions please contact Dr. Harris at Katrina.Harris@unlv.edu.
 - e. **CCSD Fingerprinting Location**
2832 E. Flamingo Rd.
Las Vegas, NV 89121
Phone: 702-855-5458
Police Services is located in the Greer Education Center, Room 505
Monday – Thursday 8:00am to 4:30pm
Friday – 1:00pm to 4:30
Please arrive no later than 4:00pm as doors close promptly at 4:30pm
Fingerprinting cost - \$60 (paid online prior to having fingerprints taken)

STUDENT PARTICIPATION IN PROFESSIONAL ORGANIZATIONS

Being an active member of a professional organization is an integral part of establishing a solid professional disposition as well as a strong professional identity. Counselor Education Program faculty recommends and advises all graduate students who are enrolled in the program to join one of the national and local associations that are most appropriate for their program of study. Students are encouraged to attend conferences sponsored by ACA, AMHCA, ASCA, ACES, CHI SIGMA IOTA and other appropriate venues designed to enrich professional growth.

ROLE OF THE INTERNSHIP SUPERVISOR

Supervision from a qualified professional in the Practicum and Internship setting is required. The site supervisor is an experienced professional with a minimum of a Master’s degree in human services and basic counseling skill competency. The supervisor shall

have 2 years minimum of professional counseling experience with the population and problems Interns will encounter. The supervisor assists Interns in establishing goals, assessing and evaluating professional development, and in helping Interns to become an integral part of the staff. To assist the supervisor, the following general objectives for supervision are listed:

- Guide the Intern toward the acquisition of specific skills and knowledge related to direct delivery of service to a specific client population.
- Provide the Intern with counseling situations in which they can gain experience in practical application of methods and techniques.
- Assist the Intern in planning for efficient use of time and resources.
- Assist the Intern in assessing client potential and prognosis.
- Help the Intern develop positive working relationships with supervisors, peers, and related agencies.

The site supervisor is expected to follow specific procedures. These may be modified to meet the needs of students and the setting:

- Help the Intern student feel at ease – provide a tour of the site, introduce the student to the administration and other staff members.
- Explain the counselor roles expected at the particular site so that the Intern student becomes familiar with policies and practices.
- Assist in developing a list of objectives and responsibilities that are task specific to the agency or institution involved.
- Read, sign, and accept a copy of the Internship agreement during the initial phase of the Internship.
- Monitor the activities of the Intern student and provide timely consultation to enhance greater effectiveness of counseling services. Include a minimum of one (1) hour per week of individual supervision. This supervision time requirement may increase if the student is participating in an intensified Internship.
- Expand the duties and responsibilities of the Intern student to meet the necessary course expectations.
- Communicate with the faculty supervisor regarding progress of the Intern.
- Provide evaluation for the faculty supervisor and share these evaluations with the Intern.
- Review and sign off on the documentation of Intern's record keeping of clinical hours via the CED Field Experience Portal.

ROLE OF THE FACULTY SUPERVISOR

Supervision of student skills and acquisition of knowledge has been the responsibility of the faculty up to the time of Internship. During the clinical experience the faculty supervisor is expected to function as a liaison person between the Counselor Training Program and the agency. Primary supervision of the Intern student is with the on-site supervisor. During the course of the Internship, the faculty supervisor performs the following tasks:

- Approves the Practicum/Internship Agreement and Contract within the initial phase of the course as required.
- Maintains phone contact with the site supervisor and, if possible, visits the site

during the course of the Internship (entrance and exit interviews).

- Reviews the evaluations submitted by the site supervisor and submits a grade for the Practicum/Internship credit hours completed.
- Evaluates the entire Practicum/Internship experience for both student and agency and works toward continued improvement of learning opportunities for the student.
- Reviews the Intern's records during the course of the Practicum/Internship.
- Provides support and feedback through group, individual and/or triadic supervision.

PROFESSIONAL COMPETENCIES

Enrollment in Practicum and Internship are considered critical experiences for successful completion of the Masters in Counselor Education with an M.S. (Clinical Mental Health Counseling) or M.Ed. (School Counseling) in counseling. The primary goals of both Practicum and Internship are to develop strong counseling skills and to promote the development of the student's professional counselor identity in an organization compatible with their program emphasis area. Practicum and Internship activities will take place at departmentally approved sites with appropriately qualified supervisors where the Intern can work with clients appropriate for the student's program emphasis.

The ECS Counselor Education Program is dedicated to building and maintaining nationally recognized best practices. Knowledge, skills, and standards for the Practicum and Internship experiences were developed to reflect the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Common core standards addressed in these courses include:

CACREP 2. F. 1. b.	PROFESSIONAL IDENTITY - the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
CACREP 2. F. 1. i	PROFESSIONAL IDENTITY - ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
CACREP 2. F. 2. a, d, e,	Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups
CACREP 2. F. 5. f, g, h, i, j	An understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship.
CACREP 2. F. 5. a, b	Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions.
CACREP 2. F. 3. a	A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.

CACREP 2. F. 1. g, h	A general framework for understanding and practicing consultation.
CACREP 3. F.	Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term.
D.CLINICAL INSTRUCTION for school counseling	The 600 clock hour internship (Section 3, J) occurs in a school counseling setting, under the supervision of a site supervisor as defined by Section 3 N-R. The requirement includes a minimum of 240 direct service clock hours.
D.CLINICAL INSTRUCTION for mental health, community agency	The 600 clock hour internship (Section 3, J) occurs in a community agency, mental health setting, under the supervision of a site supervisor as defined by Section 3 N-R. The requirement includes a minimum of 240 direct service clock hours.

KNOWLEDGE

Student counselors will:

- Gain an understanding of how to conceptualize clients and their presenting concern(s),
- Gain an understanding of the role and function of professional counselors,
- Develop a knowledge base regarding group goals and norms,
- Acquire an understanding of the process of group development,
- Gain an understanding of the role of counselors in consultation processes.
- Develop awareness and examine how one's own attitudes, history, experiences, culture, spirituality, sexuality, gender, privilege, values and biases impact the counseling relationship and process,
- Gain a better understanding of and learn how to develop their own personal philosophy and theory of the practice of counseling.

SKILLS

Student counselors will:

- Conduct counseling sessions with individual and groups of clients
- Identify and implement goals for counseling with clients
- Develop and implement theory based interventions with clients
- Initiate a master treatment or action plan for work with clients
- Implement a variety of appropriate counseling techniques with clients
- Evaluate the progress of individual clients
- Appropriately terminate counseling with individual clients
- Appropriately refer clients for continued counseling
- Plan, research and develop specific group counseling interventions and programs
- Develop and implement small and large group lesson plans and activities
- Develop leadership techniques and strategies for group work
- Develop and implement a group and individual leadership style
- Identify and discuss ethical considerations and standards for group and Individual counseling
- Apply the principles and knowledge regarding Americentric multiculturalism,

global diversity awareness and social caring and action to all aspects of direct and non-direct counseling practices

TECHNOLOGICAL COMPETENCIES

The ECS Counselor Education Program requires that all students develop adequate technological competencies. Students are required to communicate with faculty using their UNLV student email accounts, further all students must utilize and communicate using web technologies and web campus mechanisms. Students are expected to attend UNLV trainings in learning and technology and in addition, they must develop competence in technological test taking, web development and research endeavors. Students are expected to have competence with word processing, statistical programs, and database and web searches.

LIABILITY INSURANCE

Counselors and counselors-in-training are not immune to litigation regarding counseling practice. Therefore, in order to protect students in training who are providing direct client services, all students enrolled in clinical courses must obtain and present evidence of adequate personal liability coverage. It is recommended that students select insurance providing a minimum coverage amount of \$1,000,000 incident/\$1,000,000 aggregate.

Students may choose their own insuring company. Sources that will insure counseling students include: The American Counseling Association and The American School Counselor Association. It is the student's responsibility to evaluate the available insurance prior to choosing a particular company. Students may choose to use his or her own personal insuring agent if that company can provide satisfactory coverage.

Students will be asked to present evidence of coverage at the first class meeting of each course involving a clinical component. Evidence of coverage consists of a photocopy of the cover page of the insurance policy that shows the student's name, policy number, and dates of coverage. Courses involving a clinical component include but are not limited to: Counseling Process and Procedures, Practicum and Internship.

PRACTICUM/INTERNSHIP LIABILITY DISCLAIMER

The ECS Counselor Education Program is not responsible for any injury obtained or part of Practicum/Internship assignments and their students either on or off campus. All students must carry student liability insurance upon entering the program and once they enroll and start all of and any of the program classes.

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.

THE PRACTICUM EXPERIENCE

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). ***Students may not accrue hours at their place of employment.***

PRACTICUM 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 that is a minimum of 10 weeks). A minimum of **40 hours** must be in direct individual and group counseling, with the remaining hours to be in appropriate indirect counseling related activities as outlined below:

40 Direct Hours may include:

- Individual counseling
- Group counseling
- Client assessment or intake completed in a Face to Face Manner

60 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

THE INTERNSHIP EXPERIENCE

Internship (CED 751) is regarded by the faculty as a culminating experience as a professional preparation and training program. Prior to commencing the internship, students will have completed a basic core of counseling courses and extensive practicum counseling experience. Internship provides opportunities for students to gain supervised experiences in

the delivery of a variety of direct services. Students draw from multiple professional resources to deliver these counseling services, which can include assessment instruments, computers, printed materials and media, professional literature, research and referral sources. Applying theory and counseling skills under competent supervision enables students to make the necessary transition from graduate school to their professional counseling practice. When this transition is made with adequate supervision, students gain competence and confidence in the delivery of counseling services. The reality provided in the internship setting offers the necessary bridge between training and professional practice. ***Interns may not accrue hours at their place of employment.***

SCHOOL COUNSELING INTERNSHIP REQUIREMENTS

The UNLV master's school counseling Internship experience is designed to continue fostering quality counseling skills, as well as offer Interns with the opportunity to apply their knowledge of comprehensive school counseling programs in a field based experience. In accordance with standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Internship consists of a minimum of 600 hours of field-based school counseling activities. Of these, a minimum of 240 hours must be in direct counseling services, with the remaining hours to be in appropriate indirect counseling related activities as outlined below:

Direct(MINIMUM 240) hours may include:

- Individual counseling
- Group counseling
- Classroom guidance
- Consultation with parents, teachers, administrators, counselors and students
- Staff development and parent group presentations
- Leadership activities

Indirect Hours may include:

- Student classroom observation
- Counselor observation
- Guidance curriculum development/classroom instruction prep
- Individual planning for academic or career needs (including registration activities)
- Group supervision, UNLV faculty supervision, and on-site supervision
- Examples of non-counseling duties that ***do not*** meet the requirement for direct or indirect hours include:
 - Making disciplinary decisions or imposing disciplinary actions
 - Student supervision duty including: bus duty, taking tickets at school events,
 - Recess duty, lunch duty, bus duty, retention duty, hall duty and so forth.
 - Substitute teaching of a class
 - Non-counseling related clerical work
 - Other duties that do not enhance or not foster the development of a Professional School Counselor

CLINICAL MENTAL HEALTH INTERNSHIP REQUIREMENTS

The UNLV master's clinical mental health counseling Internship experience is designed to

continue fostering quality counseling skills, as well as offer interns the opportunity to apply their knowledge of community mental health counseling in a field based experience. In accordance with standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Internship consists of a minimum of 600 hours of field-based clinical mental health counseling activities. Of these, a minimum of 240 hours must be in direct counseling services, with the remaining hours to be in appropriate indirect counseling related activities as outlined below:

Direct (MINIMUM 120) hours may include:

- Intake and treatment/goal setting planning meetings/interviews
- Assessments and follow up meetings
- Individual counseling
- Family member and support person counseling as they relate to the primary clients and subsequent consultation
- Group counseling

Indirect Hours may include:

- Case and treatment management
- Counselor observation
- Individual case conceptualization planning for client needs
- Researching strategies based on counseling theories, practices and intervention related to current research and treatment practices
- Documentation of case progress and case analysis
- Group supervision, UNLV faculty supervision, and on-site supervision
- Professional development activities including: Conferences, trainings and workshops

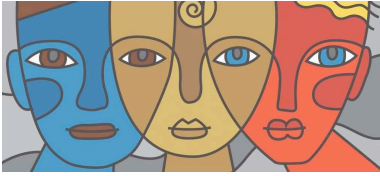
ADVANCED INTERNSHIP REQUIREMENTS FOR CLINICAL MENTAL HEALTH

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 300 hour internship experience and requires an additional 300 clock hours of supervised counseling experience in an organization compatible with their program emphasis area. A minimum of 120 hours must be direct contact hours. Classification of approved direct and indirect hours are the same as for Internship. Overall, students are required to accrue a total of **600** hours in Internship and Advanced Internship experiences.

HELPFUL FORMS & GUIDES

The following section includes forms and guides to be utilized during the Practicum and Internship experiences. Forms and guides include:

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



Department of Educational and Clinical Studies – Counselor Education Program



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 practicu/ 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 an 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 Practicum/Internship Site agrees:

1. To assign an 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 internship. The Practicum Student/Intern will also meet with the Campus Internship Supervisor as required by the graduate program in which the student is enrolled.

The Practicum/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 Practicum Student/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.

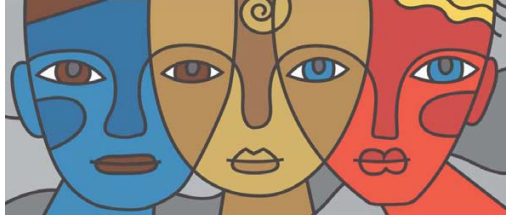
Campus Internship Supervisor will meet with the Practicum Student/Intern as outlined in the graduate program course description and will assist the Practicum Student/Intern and On-Site Supervisor in coordinating the Practicum Student's/Intern's placement and fulfillment of graduate program requirements.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

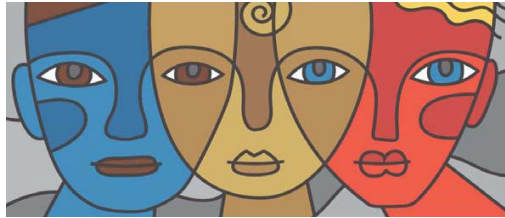
Signed: _____
(Site Supervisor) (Date)

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

_____ **Date** _____
Parent/Guardian Signature

_____ **Date** _____
Signature of Site Supervisor



UNLV

ECS Counselor Education Program

COUNSELING CASE PRESENTATION

According to CACREP and current professional practice standards students need to be able to utilize counseling skills by establishing appropriate counseling goals, designing intervention strategies, and evaluating client outcomes. Students are required to utilize counseling theories to provide consistent models to conceptualize client presentations and select appropriate counseling interventions. Students will meet these objectives by presenting a minimum of two case studies during the course of the semester. Students will share an audio/visual-taped session of their counseling and subsequent skills that correspond with the documented/written case presentation.

Typical Client Case Presentation Outline

- Client age:
- Client session number:
- Client referral information:
- Client background information and history:
- Client multicultural, diversity and relevant social justice info:
- Client presenting issues:
- Client previous interventions, treatments and counseling received:
- Client intervention plan (goals):
- Client theories utilized:
- Client techniques/interventions that are theory appropriate used in this session and throughout the course of counseling treatment:
- Client proposed modification to the intervention plan (if needed) and justification:
- Client strengths assessed/evaluated:
- Client developmental counseling needs:
 - Client Areas of counseling concerns:



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						IO	NR
	Clearly Deficient	Clearly Adequate	Clearly Excellent				
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



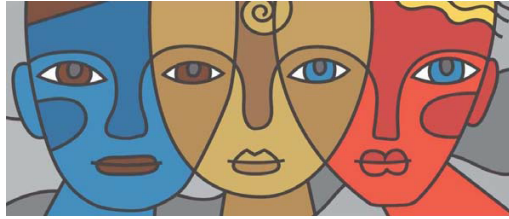
COUNSELING INTERN'S EVALUATION OF SITE SUPERVISOR page 2 of 2:

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



UNLV

ECS Counselor Education Program Site Recommendation Form

Counselor Education Program faculty cooperate in the internship endeavor with agencies and educational institutions within the region and local community. The faculty continually re-evaluates student and agency internship experiences and works to improve the internship experience.

In the spaces below please describe your experiences at your practicum/internship site. This information will be used to inform and educate future students regarding their selection of a counseling site for practicum/internship.

Name of the Practicum/Internship Site & Contact Phone/Person for the site:
Name of Supervisor(s):
Location and address(s):
Describe the type and quality of the supervision that you received at the site:
Describe the type and quality of the counseling experience:
Advantages or strengths students should be aware of about this site:
Disadvantages or particularities students should be aware of at this site:
I would/would not recommend this site because:
I can be contacted to discuss this site (yes or not)
Contact Information (Phone or email):
Signature of Site Reviewer :