



# Department of Graduate Psychology & Counseling

## **INTERNSHIP MANUAL**

GDPC655 Internship in Counseling

MA Clinical Mental Health Counseling

MA School Counseling

2022 - 2023

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## **INTRODUCTION**

Congratulations on beginning your counseling training experience. The Counselor Education Core Faculty look forward to providing many challenging experiences, along with sound supervision, that will give each of you opportunities to incorporate the counseling theory and knowledge that you have gained into practice working with clients.

The material contained herein is not intended to substitute for or otherwise modify the regulations that are contained in the current Academic Bulletin, the Graduate School Handbook, or in other official University documents. Rather, this document supplements and extends more general University- and Departmental-level requirements as they might apply specifically to the graduate program in counselor education. This Internship Manual will be updated periodically, and relevant policy memoranda that appear between publications will be incorporated into subsequent editions.

## **INTERNSHIP FACULTY SUPERVISOR**

Dr. Stacey Nicely, is the *Interim* Internship Coordinator for both the Clinical Mental Health Counseling students and the School Counseling students.

Questions regarding this manual, or the internship fieldwork should be addressed to Dr. Stacey Nicely. She can be reached by email at [nicely@andrews.edu](mailto:nicely@andrews.edu).

The mailing address is: Department of Graduate Psychology & Counseling, Andrews University, 4195 Administration Drive, Bell Hall 167, Berrien Springs, MI 49104.

The website for the Department of Graduate Psychology & Counseling (GPC) is: [www.andrews.edu/gpc](http://www.andrews.edu/gpc).

This manual is provided to all students preparing to enter internship, and is also available upon request.

## **THE IMPORTANCE OF ETHICS AND STANDARDS**

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Throughout the graduate program, all students are expected to become familiar with and behave in accordance with the ethics and standards of state and national associations for clinical mental health counselors and school counselors. These documents are provided during the orientation meeting, formally reviewed in the introductory courses, and their contents evaluated at different points in the program. Appropriate professional behavior is an important part of satisfactorily completing the clinical mental health counseling or school counseling programs. In order to receive the program coordinator's endorsement and recommendation for credentialing and/or employment it is not sufficient to have merely completed the academic requirements; all students are to have additionally demonstrated appropriate personal dispositions as well as their knowledge of and conformity with ethics and practice guidelines throughout all aspects of the program.

## **RESPONDING TO POSSIBLE VIOLATION OF ETHICAL PRINCIPLES**

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When a student is suspected to have violated an ethical standard, the Advisor, in consultation with other faculty members determines whether the suspected violation is amenable to resolution through informal intervention or whether it may be serious enough to warrant formal review. If the suspected violation appears to be less serious, the student is asked to meet with his or her Advisor who discusses the matter, asks for relevant information, and collaborates with the student to develop a plan for remediation. Documentation of the meeting is placed in the student file and an oral report of the outcome of the meeting is presented to the faculty.

If the violation appears more serious the student receives a written notice of the suspected violation and is asked to meet with his or her Advisor and possibly other faculty members to discuss the alleged misconduct. The student may present any relevant information he or she wishes to bring forward at that meeting, the purpose of which is to ascertain the likelihood that a serious violation occurred and to plan for remediation, suspension, or removal from the program.

The faculty are committed to student success and are prepared to work diligently to help students who have academic and personal obstacles succeed as counselors. The faculty are optimistic that once identified most problems with academic, personal or interpersonal competencies can be resolved and students can continue their forward progress in the program. However, there is an equal responsibility to ensure that if all efforts at remediation fail, the program does not represent an incompetent professional as competent.

The Counselor Education students are expected to abide by the ACA codes and guidelines. These standards and guidelines apply to all aspects of professional behavior, including (but not limited to) the practice of counseling and psychotherapy, supervision, teaching, classroom behavior, research, consultation, and collegial relations.

## **THE INTERNSHIP PROGRAM**

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Counselor Education internship is a critical component in both the Clinical Mental Health and School Counseling programs. This 600 hour experience gives students the opportunity to apply the knowledge and skills learned in the classroom and demonstrate these entry-level competencies in their chosen field of study. Supervision comes from both the faculty supervisor as well as the on-site supervisor. Both are responsible for assessing professional development as well as determining whether a student is ready for independent practice upon graduation.

## **INTERNSHIP OBJECTIVES**

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Upon completion of the internship training, students will be able to:

- Demonstrate knowledge and understanding of the ethical and legal principles of counselors.
- Demonstrate knowledge in core counseling areas.
- Demonstrate a knowledge and understanding of vocational counseling/career development.
- Assess and diagnose mental and emotional disorders.
- Integrate research into the therapeutic process.
- Provide counseling services to individuals, couples, families, groups, and organizations.
- Demonstrate a knowledge and understanding of professional issues in mental health and school counseling.
- Demonstrate a knowledge and understanding of multicultural and ethnic diversity.
- Provide consultation services for clients.
- Demonstrate the ability to integrate a spiritual perspective into their psychotherapy practice.

## **CAUSE FOR REMOVAL FROM INTERNSHIP SITES**

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Students may be removed from an internship site placement for the following reasons:

- Failure to function in a mature, responsible, and professional manner;
- Failure to follow the ethical guidelines of the counseling profession;

- Dishonesty regarding field placement log or contract, tape recording, and/or obtaining client consent;
- Failure to maintain confidentiality of client records and/or client situations; and
- By request of the site administrator/site supervisor.

## **HOME VISITS**

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While completing internship experiences, it is expected that student safety comes first. Therefore, students are not permitted to make any home visits. Students must, at all times, have immediate access to their clinical site supervisor, the site supervisor's representative, or a professional colleague for consultation and support when at their field sites; therefore, students may not work alone at any time while seeing clients.

## **AUDIO/VIDEO RECORDINGS AND/OR LIVE SUPERVISION**

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As a way to increase the accuracy and quality of the supervision experience, each internship student must participate in a 1 hour-per-week individual session with their site supervisor. This supervision may include an audio/video recording of a session, or direct observation by the supervisor. Students must be prepared to present digital recordings in both group and individual supervision. Recordings should be cued to the place that is wished to be discussed.

Additional formal meetings or other exchanges such as email, instant messaging, phone conversations may be requested if needed. The client must sign a consent form before any audio or video taping; site specific consent forms may be used if available, or use of the consent form provided in Appendix 16 of this handbook.

## **CONVICTION CLEARANCE**

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Students entering the Clinical Mental Health or School Counseling programs may receive training in settings where vulnerable populations are served. Instances where this may occur are course assignments, and practicum/ internship experiences either within schools or in a counseling setting. It is the department's responsibility to help protect the safety of children and clients. Certain convictions may prevent future licensure/certification eligibility.

This department utilizes two methods to validate and track applicant and student criminal backgrounds: a Conviction Clearance Form and a formal Background Check conducted by an outside agency. Registration holds may be placed on a student's account until proper documentation has been received.

A Conviction Clearance form is used as a self-report of criminal activity. Students are required to sign an updated copy at key points throughout their program.

The formal Background Check is required of each student prior to initial registration and/or participation in fieldwork and clinical experiences. Using the link below, all students must pay for a criminal background check. Results will be kept confidential and reviewed by Department Chair and relevant Program Coordinators to ensure students are eligible to continue in their chosen program.

[http://www.coeusglobal.com/andrewsu\\_gpc.html](http://www.coeusglobal.com/andrewsu_gpc.html)

Failure to provide complete and accurate information on the Conviction Clearance form or on the Background Check will constitute grounds for immediate denial of admission, withdrawal of admission, and/or withdrawal of enrollment.

## **INTERNSHIP ACTIVITIES AND KEY CONTACTS WHILE ON INTERNSHIP**

The internship experience is a cooperative effort on the part of the student, the agency, the supervisor, and the faculty supervisor. As part of the student's professional practice, the internship experience in direct client services should include: intake interviews, psychological assessments, treatment planning, psychological counseling, case conferences, and seminars. Whenever possible, some research experience and community outreach is highly desirable. It is also desirable for the student to gain experience in the organization and management of professional practice whether it be a private or public agency.

During the internship experience you will work closely with the following individuals:

1. Faculty Interim Internship Coordinator –Dr. Stacey Nicely
  - He or she will be your instructor of record, and you will be listed on their course list and grade sheet. You must be registered for GDPC655 Internship in Counseling during all semesters that you are participating in internship
  - He or she will act as liaison between Andrews University and your internship site and be available to you for consultation and assistance with any problems that might develop during the course of your internship.
  - All internship paperwork will be turned into him or her.
  - He or she will assign a final grade in all of the semesters that you are enrolled in GDPC655 Internship in Counseling.
  
2. On-Site Supervisor
  - He or she will provide you with a minimum of **one (1) hour per week of individual or triadic supervision. (Triadic supervision is defined as a tutorial and mentoring relationship between a member of the counseling profession and two counseling students).**
  - He or she will sign off your Daily Activity Logs that you will turn in to your Faculty Internship Supervisor each week.
  - He or she will complete an evaluation of you each semester.
  - He or she will sign off on your Internship Semester Summary Form each semester.
  - He or she will complete the Training Program Survey at the conclusion of your internship.

## **APPLYING FOR INTERNSHIP**

- Fill out an application and submit it to Dr. Nicely
- Dr. Nicely will give you pre-approval to the contact site for a possible interview.
- The student calls the agency or school and makes an appointment for an interview.

- When the agency or school accepts the intern, the student meets with the On-Site Supervisor to formulate objectives (see Appendix 8 and 11 for sample objectives) and signs the internship contract.
- Three copies of the internship contract are signed by the On-Site Supervisor and the student. One copy of the internship and contract objectives are kept by the student and one copy of the internship contract and the internship objectives are kept by the On-Site Supervisor.
- The third copy of the internship contract and objectives are to be given to Dr. Nicely.

## INTERNSHIP RESPONSIBILITIES AND THE ROLE OF THE SUPERVISORS

1. During the internship the student will be assigned to a Faculty Internship Supervisor who will be available to the On-Site Supervisor and the student for consultation and assistance. All paperwork pertaining to the internship should be submitted to the Faculty Internship Supervisor. Students will typically be assigned to the same Faculty Internship Supervisor for the entire internship experience.
2. The internship objectives are transferred to the Internship Semester Form (Appendix 9) and the time spent for each activity is tabulated each week. At the end of each semester, this form is submitted to the Faculty Internship Supervisor (see sample forms on Appendix 9 & 12).
3. A typed Daily Activity Log is kept by the student and signed each week by the On-Site Supervisor. This should be submitted to the Faculty Internship Supervisor weekly (see sample forms on Appendix 7 & 10)
4. Students should complete the following:
  - Contract Form
  - Objectives
  - Daily Activity Logs
  - **600** hours of counseling activities of which **240** hours are in direct service spent counseling individuals and groups
  - One (1) hour of individual or triadic supervision per week performed by the site supervisor. (Triadic supervision is defined as a tutorial and mentoring relationship between a member of the counseling profession and two counseling students).
  - One and one half (1 ½) hours of group supervision per week performed by the faculty internship supervisor.
  - An Evaluation of Clinical Supervision (from the site supervisor) at the end of the internship
  - Bibliography
  - Internship Semester Summary Forms
5. On-Site Supervisors are responsible for the following:
  - Providing for a minimum of **one (1) hour per week of individual supervision.**
  - Signing off on your Daily Activity Logs each week.
  - Completing an evaluation of you each semester.
  - Signing off on your Internship Summary Form each semester.
  - Completing an Evaluation of the Training Program Survey at the conclusion of the internship.

6. Throughout the internship a Faculty Internship Supervisor acts as a liaison between Andrews University and your internship site and is available to you for consultation and assistance with any problems that might develop during the course of your internship. All internship paperwork will be turned in to him or her including your Daily Activity Logs which are to be signed by your On-Site Supervisor and turned in to your Faculty Internship Supervisor each week. You must be registered for GDPC655 Internship in Counseling. Your Faculty Internship Supervisor is the instructor of record and is responsible for assigning your final grade each semester that you are enrolled in GDPC655. Your Faculty Internship Supervisor may initiate telephone contacts in order to obtain progress evaluations.
7. The Faculty Internship Supervisor does a final evaluation of the student's experience in internship by reviewing the written evaluation form as well as the student evaluation of the supervisor.
8. The student submits the Internship Semester Summary Form to his or her Faculty Internship Supervisor at the end of each semester.
9. The student submits an annotated bibliography of at least 10 selected sources which have been *most* helpful to him/her during the internship. This could include specific books, games, activities, or videotapes. The bibliography should include the source, publisher (if provided), and a brief description. Be specific in telling how this source was useful, for what type of problem, and for what population. **Note:** (see number 12 below) *A minimum of 3 bibliographic sources must be about counseling supervision; its models, research on supervision, supervision competencies, etc. This is due at the end of the internship.*
10. The student completes an internship checklist at the end of the 600-hour obligation. All items on the checklist must be fulfilled to receive a satisfactory grade (see Appendix 14).
11. A student should not begin his or her internship until he/she has first registered for internship credits and the internship contract has been signed by all the parties involved in the internship process.
12. A paper must be submitted at the end of supervision with a written analysis of, and reflection upon, your personal experience being supervised. You should utilize the 3 bibliographic sources cited in requirement #9 as resources to begin your analysis, but the purpose of this paper is to demonstrate what you learned about the supervisory experience, analyze the model and supervision techniques you experienced, and to demonstrate your ability to reflect and discuss your own internship experiences. A grading matrix is found at the end of this manual/syllabus.

# **Counselor Education Internship Clinical Forms**

**Appendix 1**

**Andrews University**  
Department of Graduate Psychology & Counseling  
**MA Counselor Education**  
*GDPC655 Internship in Counseling*

*INTERNSHIP APPLICATION*

Student: \_\_\_\_\_ Date: \_\_\_\_\_

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

\_\_\_\_\_

Date (i.e., month, year) when you wish to begin your 600-hour internship:

Applications for GDPC655 Internship in Counseling must be submitted to Dr. Stacey Nicely. Internship is normally taken during the second year after which the appropriate prerequisite courses have been taken including GDPC650 Practicum in Counseling. Currently, a minimum of 600 contact hours is required in the internship experience of which 240 hours must be in direct service counseling individuals and groups.

Review the list of possible internship sites and rank order your first three choices. If you wish to work at a site not listed, please check with Dr. Stacey Nicely for approval.

	<b>Agency</b>	<b>Contact Person</b>	<b>Telephone</b>
<b>1<sup>st</sup></b>			
<b>2<sup>nd</sup></b>			
<b>3<sup>rd</sup></b>			

Return this application as soon as possible to Dr. Stacey Nicely in Bell Hall 160D.

## Appendix 2

### *CLINICAL MENTAL HEALTH COUNSELING SITES*

**A** = Adult Mental Health Services

**C** = Child Mental Health Services

**M/F** = Marriage and Family Counseling Services

**SA** = Substance Abuse Counseling Services

**VR** = Vocational Rehabilitation Services

<b>Potential Sites</b>	<b>Contact Person</b>	<b>Address</b>	<b>Services</b>	<b>Phone</b>
Andrews Community Counseling Center (ACCC)	Ronald Coffen, PhD	Bell Hall 156 Andrews University Berrien Springs, MI 49104	A,C,M/F	269-471-6238
Andrews University Counseling & Testing Center	Judith Fisher, Ph.D.	Bell Hall 123 Berrien Springs, MI 49103	A, M/F	269-471-3470
Center for Change and Growth, PLC	Susan Carter, PhD	816 East Michigan Paw Paw, MI 49079	A,C	269-657-5800
The Family Center	Dr. Donald Ludman	P.O. Box 86 56332 M-51 South Dowagiac, MI 49047	A, C, M/F	269-782-9811
The Samaritan Center	Kim Forsey	1850 Colfax Avenue Benton Harbor, MI 49022	A, M/F	269-926-6199
Neurofeedback and Counseling Center	William Schnell, MA	2517 Nile Ave. St. Joseph, MI 49085	A, C, M/F	269-983-1600
Men In Crisis	Ed Quint	Baroda	A, Group	269-422-2120
Michigan Rehabilitation Services	Felicia Flowers, M.A.	499 West Main St Ste 1 Benton Harbor, MI 49022	A, Group	269-926-6168

*SCHOOL COUNSELING SITES*

<b>Potential Sites</b>	<b>Contact Person</b>	<b>Address</b>	<b>Phone</b>
Benton Harbor High School (Grades 9-12)	Al Davis	870 Colfax Avenue Benton Harbor, MI 49022	269-605-1200
Berrien Springs High School (Grades 9-12)	Linda Bergan Holly Rago	One Sylvester Avenue Berrien Springs, MI 49103	269-471-1748
Berrien Springs Middle School (Grades 6-8)	Jeff Zimmerman	One Sylvester Avenue Berrien Springs, MI 49103	269-471-2796
Brandywine High School (Grades 9-12)	Angela Roeder	1700 Bell Road Niles, MI 49120	269-683-4800 Ext 222
Brandywine Elementary School (Grades 3-6)	Diana Flora	2428 S. 13 <sup>th</sup> Street Niles, MI 49120	269-684-8574
Bridgman High School (Grades 9-12)	Katie Cuthbert	9964 Gast Road Bridgman, MI 49106	269-465-6848
Buchanan Senior High School (Grades 9-12)	Sonia Barlow	401 West Chicago Street Buchanan, MI 49107	269-695-8405
Buchanan Middle School (Grades 6-8)	Kathy McLaughling	610 West Fourth Street Buchanan, MI 49107	269-695-8406
Central Middle School (Grades 6-8)	Kara Cox	57072 Riverside Drive Dowagiac, MI 49047	269-782-4440
Dowagiac Union High School (Grades 9-12)	Randy Luthringer Kristen Dockerty	701 West Prairie Ronde Dowagiac, MI 49047	269-782-4420
Eau Claire Junior/Senior High School (Grades 7-12)	Cindy Imanne	7450 Hochberger Road Eau Claire, MI 49111	269-461-6997
Fairplain Middle School (Grades 6-8)	Bernice Johnson	120 East Napier Avenue Benton Harbor, MI 49022	269-605-1400
H. C. Stark Elementary School (Grades K-5)	Laura Henckel Lida Collucci	502 Claremont Street Buchanan, MI 49107	269-695-8407
Hollywood Elementary School (Grades K-5)	Ellen Rudy Cindy Kuczynski	143 East John Beers Rd Stevensville, MI 49127	269-428-1414
Hull Middle School	Marian Prince	1716 Territorial Rd, Benton Harbor, MI 49022	269-605-1501
Kincheloe Elementary School (Grades K-5)	Lisa Armijo Melissa Teed	25121 Gage Street Dowagiac, MI 49047	269-782-4464
Lakeshore High School (Grades 9-12)	Pam Latus Linda Cheek Melinda Grashuis	5771 Cleveland Avenue Stevensville, MI 49127	269-428-1400
Lakeshore Middle School (Grades 6-8)	Susan Dock Jim Maier	1459 West John Beers Road	269-428-1408

		Stevensville, MI 49127	
Merritt Elementary School (Grades K-2)	Diana Flora	1620 LaSalle Avenue Niles, MI 49120	269-684-6511
MLK Freshman Academy	Angelina Rodez	750 East Britain Ave, Benton Harbor, MI 49022	269-605-2401
Moccasin Elementary School (Grades K-5)	Lida Colucci	410 Moccasin Avenue Buchanan, MI 49107	269-695-8408
New Buffalo Junior/Senior High School (Grades 7-12)	Lisa Price	1112 East Clay Street New Buffalo, MI 49117	269-469-2770
Niles Senior High School (Grades 9-12)	Jennifer Freeze Ted Potts Joan Langmyer	1441 Eagle Street Niles, MI 49120	269-683-2894
Patrick Hamilton Middle School (Grades 6-8)	Lisa Armijo	614 Spruce Street Dowagiac, MI 49047	269-782-4450
Ring Lardner Junior High School (Grades 7-8)	Gaye Johnson, Josie DeJong	801 North 17 <sup>th</sup> Street Niles, MI 49120	269-683-6610
Sister Lakes Elementary (Grades K-5)	Melissa Teed	68079 State Road 152 Benton Harbor, MI 49022	269-424-3101
St. Joseph Senior High School (Grades 9-12)	Mitzi Tompkins	2521 Stadium Drive St. Joseph, MI 49085	269-982-4623
Upton Middle School (Grades 6-8)	Michele Demchinski Laura Kuball	800 Maiden Lane St. Joseph, MI 49085	269-982-4631

## Appendix 3



### **MA Counselor Education** ***GDPC655 Internship in Counseling***

## ***SUPERVISION CONTRACT FOR INTERNSHIP IN COUNSELING***

MA Clinical Mental Health Counseling  
MA School Counseling

This document defines the various roles and responsibilities of the Clinical Mental Health or School Counseling Internship Provider/Agency and On-Site Clinical Supervisor, Faculty Internship Supervisor, and Student/Intern. When signed, it constitutes a contract between the Andrews University Faculty Internship Supervisor, the Andrews University student/intern, and the On-Site Clinical Supervisor listed on the signature page of this document

- The opportunity to *complete 600 clock hours* learning and performing the activities that an employed counselor would be expected to fulfill.
- The opportunity to *complete a minimum of 240 hours of those 600 hours spent in direct service*; that is face-to-face counseling of individuals, couples, groups, or providing consultation services to other community agencies.
- A minimum of one (1) hour per week required in individual or triadic supervision by an On-Site Supervisor. (Triadic supervision is defined as a tutorial and mentoring relationship between a member of the counseling profession and two counseling students).
- A private **appropriate office space** sufficient for client confidentiality for counseling clients with the opportunity to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use during supervision.
- An **on-site Clinical Supervisor** with a minimum master's degree in counseling or a closely related professional specialty, with appropriate certification or licenses, and a minimum of two years of professional experience shown on a submitted **Professional Vita with a photocopy of their current licensure**.
- An on-site Clinical Supervisor who has **completed the Internship Supervisor Training** provided by the Graduate Department of Psychology and Counseling. (<https://www.andrews.edu/sed/gpc/on-sitecounseloreducationtraining>). The Site Supervisor signature will indicate this has been completed.
- Opportunities and encouragement for the student to gain supervised experience in **the use of a variety of professional resources and a variety of professional activities** other than direct counseling services (ie consultation, professional workshops or training, participation in case/client staffings, etc.).
- A **weekly review and signing of a student daily activity log** which documents on-site participation in the multiple activities throughout the internship experience (this is typically done during weekly supervision sessions).

- An **evaluation by the on-site Clinical Supervisor of the intern's clinical skill development** and performance via a formal evaluation each semester. This is done by completing, reviewing with the intern, and signing the provided **Internship Evaluation Form - CMHC**. Three copies are made. One copy is kept by the on-site Clinical Supervisor, one copy is given to the student/intern, and one copy is returned to the Faculty Internship Supervisor.
- **Necessary communications** with the Faculty Internship Supervisor to address and/or advise of any intern concerns, deficiencies, problems, or required intern remediation.

**The Faculty Internship Supervisor will provide:**

- A minimum of one and one-half (1½) hours per week of **group supervision**.
- Appropriate facilities for **collecting, storing, and maintaining all internship documentation** (contracts, identified objectives, weekly logs, evaluations, etc.).
- **Necessary communications** with the on-site Clinical Supervisor to address and/or advise of intern concerns, deficiencies, problems, or required intern remediation.
- **On-campus support and assistance** in coordination of intern's class schedule and internship clinic hours.

**The Student/Intern will provide:**

- **Weekly logs of Daily Activity** for Clinical Supervisor signature.
- **Supply Clinical Supervisor appropriate evaluation forms** from Internship Handbook in a timely manner.
- **600 clock hours** spent learning and performing the activities that an employed counselor would be expected to fulfill.
- A *minimum* of **240 hours of those 600 hours spent in direct service**; that is face-to-face counseling of individuals, couples, groups, or providing consultation services to other community agencies.
- **Active participation** in 1 hour of weekly individual supervision, and 90 minutes of weekly group supervision.
- At the end of the internship an exit interview may be scheduled between the On-Site Supervisor, the student, and the Faculty Internship Supervisor for the purpose of discussing the On-Site Supervisor's final Semester Evaluation Form, should the evaluation report significant deficiencies or concerns about the intern's clinical competencies.

Please see next page for **signatures**

**SUPERVISION CONTRACT FOR INTERNSHIP IN COUNSELING**  
*~Signature Page~*

**Please Print:**

\_\_\_\_\_  
Agency Name Phone

\_\_\_\_\_  
Agency Address

\_\_\_\_\_  
On-Site Supervisor Signature Date

\_\_\_\_\_  
On-Site Supervisor Printed Name Phone / Email

Supervisor confirmation of completion for *Internship Supervisor Training*

\_\_\_\_\_  
(Signature) Date: \_\_\_\_\_  
<https://www.andrews.edu/sed/gpc/on-sitecounseloreducationtraining/>

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Student Printed Name

\_\_\_\_\_  
Signature of Internship Placement Coordinator Date

\_\_\_\_\_  
Internship Placement Coordinator Printed Name

\_\_\_\_\_  
Date of Internship: **TO**  
Month Year Month Year

**Appendix 4**



Department of Graduate Psychology & Counseling

**MA Counselor Education**

***GDPC655 Internship in Counseling***

***INTERNSHIP EVALUATION FORM -CMHC***

**Student:** \_\_\_\_\_ **Semester Rated:** \_\_\_\_\_  
 (Please print)

**Supervisor:** \_\_\_\_\_  
 (Please print)

Please rate intern on the following characteristics. Place a check mark (√) in the appropriate category.

<b>CATEGORIES</b>	<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Needs Improvement</b>	<b>Unable to Evaluate</b>
1. Starts and ends sessions on time.					
2. Maintains confidentiality at all times.					
3. Dresses in a professionally appropriate manner and is neatly groomed.					
4. Demonstrates ethical behavior.					
5. Knows the principles, models, & documentation formats of biopsychosocial case conceptualization and treatment planning.					
6. Applies current record-keeping standards related to clinical mental health counseling.					
7. Applies effective strategies to promote client understanding of & access to a variety of community resources.					
8. Demonstrates the ability to modify counseling systems, theories, techniques, & interventions to make them culturally appropriate for diverse populations.					
9. Maintains information regarding community resources to make appropriate referrals.					
10. Responds with genuineness, accurate empathy, and positive regard.					
11. Promotes optimal development, wellness, & mental health through prevention, education, and advocacy activities.					

<b>CATEGORIES</b>	<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Needs Improvement</b>	<b>Unable to Evaluate</b>
12. Applies relevant research findings to inform the practice of clinical mental health counseling.					
13. Demonstrates ability to use procedures for assessing & managing suicide risk.					
14. Follows approved format for writing intake reports, progress notes, and termination transfer summaries.					
15. Writes intake reports and progress notes as soon as possible after each session.					
16. Documents skill in conducting an intake report, a mental status evaluation, biopsychosocial and mental history, & psychological assessment for treatment planning and caseload management.					
17. Videotapes every session and reviews important segments in supervision.					
18. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor & seeks supervision or refers clients when appropriate.					
19. Accepts responsibility in supervision for self-evaluation.					
20. Applies new insights and interventions resulting from supervision.					
21. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the use and interpretation of assessment protocols.					
22. Uses the principles & practices of diagnosis, treatment, referral, and prevention of mental & emotional disorders to initiate, maintain, & terminate counseling.					
23. Demonstrates appropriate use of culturally responsive individual, couples, family, group, & systems modalities for initiating, maintaining, and terminating counseling.					
24. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.					

<b>CATEGORIES</b>	<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Needs Improvement</b>	<b>Unable to Evaluate</b>
25. Provides appropriate strategies when working with clients with addictions and co-occurring mental disorders.					
26. Screen for addiction, aggression, and danger to self and /or others, as well as co-occurring mental disorders.					
27. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.					
28. Differentiates between diagnosis & developmentally appropriate reactions during crises, disasters, and other trauma-causing events.					
29. Develops measurable outcomes for interventions, & treatment.					
30. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions.					
31. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.					
32. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms & clinical presentation of clients with mental & emotional impairments.					
33. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client & discuss the differential diagnosis with collaborating professionals.					

*Summarize your evaluation of the student in the following areas:*

**STRENGTHS:**

---

**GOALS FOR PROFESSIONAL GROWTH:**

---

\_\_\_\_\_  
**Signature of Student**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Supervisor**

\_\_\_\_\_  
**Date**

**Appendix 5**



Department of Graduate Psychology & Counseling

**MA Counselor Education**  
***GDPC655 Internship in Counseling***

***INTERNSHIP EVALUATION FORM - SC***

**Student:** \_\_\_\_\_ **Semester Rated:** \_\_\_\_\_  
(Please print)

**Supervisor:** \_\_\_\_\_  
(Please print)

Please rate intern on the following objectives. Place a check mark (✓) in the appropriate category.

<b>CATEGORIES</b>	<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Needs Improvement</b>	<b>Unable to Evaluate</b>
1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.					
2. Demonstrates self-awareness to others and the skills needed to relate to diverse individuals, groups, and classrooms.					
3. Provides individual counseling to promote the academic, career, and personal/social development of students.					
4. Provides group counseling to promote the academic, career, and personal/social development of students.					
5. Provides classroom guidance to promote the academic, career, and personal/social development of students.					
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.					
7. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.					
8. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.					
9. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.					

<b>CATEGORIES</b>	<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Needs Improvement</b>	<b>Unable to Evaluate</b>
10. Advocates for school policies and programs that enhance a positive school climate and are equitable and responsive to multicultural student populations.					
11. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.					
12. Assesses and interprets students' strengths and needs recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.					
13. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.					
14. Analyzes assessment information in manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.					
15. Makes appropriate referrals to school and/or community resources.					
16. Assesses barriers that impede students' academic, career, and personal/social development.					
17. Applies relevant research findings to inform the practice of school counseling.					
18. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.					
19. Analyzes and use data to enhance school counseling programs.					
20. Conducts programs designed to enhance academic development.					
21. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.					
22. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.					
23. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.					

<b>CATEGORIES</b>	<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Needs Improvement</b>	<b>Unable to Evaluate</b>
24. Understands technology in comprehensive guidance and counseling programs to facilitate K-12 students' academic, personal/social, and career development, including career- and college-readiness.					
25. Consults with teachers, staff, and community based organizations to promote student academic, career, and personal/social development.					
26. Uses peer helping strategies in the school counseling program.					
27. Uses referral procedures with helping agents in the community to secure assistance for students and their families.					
28. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.					
29. Plans and presents school-counseling-related educational programs for use with parents and teachers.					

*Summarize your evaluation of the student in the following areas:*

**STRENGTHS:**

---

**GOALS FOR PROFESSIONAL GROWTH:**

---

---

**Signature of Student**

**Date**

---

**Signature of Supervisor**

**Date**

**Appendix 6**



**Student Evaluation of Internship Site**

Please complete this evaluation as you reflect on your internship experience. Your responses will help not only your site supervisor but also the program as it considers this internship site in the future.

**Student:** \_\_\_\_\_  
 (Please print)

**Semester/Year Rated:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_  
 (Please print)

Evaluation of Supervision	Strongly Agree	Agree	Disagree	N/A
1. Supervision helped me gain insight into client dynamics.				
2. Supervision helped me gain insight into my own dynamics.				
3. Supervision encouraged increased awareness and use of audio and/or videotapes, appraisal instruments, computers, media, professional literature, and research.				
4. Supervision increased my competency in report writing.				
5. Supervision helped me develop proficiency in the use of the DSM-V.				
6. Supervision helped me improve my ability to establish a therapeutic relationship with clients.				
7. Supervision provided a positive learning environment that balanced support with confrontation.				
8. Supervision helped me to develop more effective intervention skills.				
9. Supervision helped me to improve my treatment planning skills.				
10. Supervision increased my multi-cultural counseling skills.				
11. Supervision provided opportunities for developing general strategies and alternative responses for therapy.				
12. My supervisor was empathic.				
13. My supervisor acknowledged my competencies.				
14. My supervisor encouraged independent thinking and action.				

Evaluation of Internship Facility	Excellent	Adequate	Poor
Attitude of counseling staff toward having an Andrews University Intern			
Degree that your comments/observations/ideas regarding clients, were solicited and/or valued			
Space availability for intern (private, etc.)			
Orientation to site and counseling department			
Availability of clients for individual/group counseling			
Attitude toward audio/video taping			
Opportunity for a variety of job related experiences			
Availability of site supervisor outside of scheduled individual supervision			
Quality of feedback given to me about my performance			
Overall, my rating for this site			

***Summarize your evaluation in the following areas:***

**SUMMARIZE YOUR SUPERVISION EXPERIENCE:**

---

WHAT I VALUED MOST ABOUT MY INTERNSHIP EXPERIENCE:

WHAT I WOULD CHANGE ABOUT MY INTERNSHIP AND CLINICAL EXPERIENCE:

Signature of  
On-Site Supervisor:

\_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Print Name)

Signature of Student:

\_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Print Name)

## Appendix 7

# Andrews University

Department of Graduate Psychology & Counseling

## MA Counselor Education

### GDPC655 Internship in Counseling

#### DAILY ACTIVITY LOG: Agency Example

The Daily Activity Log serves as an ongoing record of the internship experience. A few minutes should be set aside each day to briefly describe the activities in which the student participated and to record the amount of time spent in each activity (to the nearest half-hour). The following serves as a guide to the Daily Activity Log format:

Week#1		Student Name
October 3, 2005	Conducted intake interview	1.0 hour
	Wrote intake report	1.0 hour
	Attended staff meeting	1.0 hour
	Provided individual counseling	2.0 hour
October 4, 2005	Administered MMPI	1.0 hour
	Provided marital counseling	1.0 hour
	Led assertiveness training group	1.5 hour
	Participated in individual supervision	1.0 hour
October 5, 2005	Presented a talk on child abuse	1.0 hour
	Report writing	1.0 hour
	Professional development activity	1.0 hour
	Provided family therapy	1.0 hour
	Provided individual counseling	1.0 hour
October 6, 2005	Provided group therapy	1.5 hours
	Provided individual therapy	2.0 hours
	Participated in group supervision	1.5 hours
Direct Service Hours:	13	
Total Hours:	20.5	

Signature of On-site Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 8



### **MA Counselor Education** *GDPC655 Internship in Counseling*

*SUGGESTED OBJECTIVES: Agency Setting*

**Name:** \_\_\_\_\_

Suggested Objectives: Counselors in training will:

1. become oriented to the procedures and policies of the agency.
2. conduct intake interviews.
3. administer, score, and interpret tests.
4. provide individual counseling/therapy.
5. provide marital or relationship counseling/therapy.
6. provide family counseling/therapy.
7. provide group counseling/therapy.
8. provide leadership for structured groups activities.
9. write intake reports, progress notes, treatment plans, and termination reports.
10. consult with other mental health professionals in the agency about individual cases.
11. refer clients to other mental health professionals or agencies when appropriate.
12. participate in ongoing face-to-face supervision of individual cases.
13. participate in in-service training.
14. participate in staff meetings.
15. design and implement outreach/consultation programs.

Appendix 9



INTERNSHIP SEMESTER SUMMARY FORM (Agency Sample)

Semester (circle): F Sp Su Year: \_\_\_\_\_

Hours per Week

Activity/objective	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Direct Client Contact	Total for semester
Orientation	8.0	4.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.0
Intake interviews	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	15.0	15.0
Administering, scoring and interpreting tests	0.0	0.0	1.0	2.0	1.0	1.0	2.0	1.0	0.0	0.0	1.0	0.0	2.0	0.0	1.0	0.0	12.0
Individual counseling	0.0	2.0	3.0	4.0	4.0	3.0	4.0	4.0	3.0	5.0	5.0	5.0	5.0	5.0	5.0	57.0	57.0
Marital counseling	0.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	24.0	24.0
Family counseling	0.0	1.0	1.0	2.0	2.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	19.0	19.0
Group counseling	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	22.5	22.5
Adult counseling	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45	45
Child counseling	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15
Professional development	2.5	2.0	3.5	2.0	1.0	4.0	2.0	3.0	3.5	2.0	3.0	2.0	3.0	2.0	3.0	0.0	38.5
Report writing	2.0	3.5	3.0	3.0	2.5	3.0	2.5	3.0	3.0	2.5	2.0	2.5	1.5	2.5	1.5	0.0	38.0
Individual supervision	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	15.0
Staff meetings	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	0.0	22.5
Outreach/consultation	1.0	0.0	1.0	0.0	1.0	0.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	7.0	7.0
Group supervision	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	0.0	22.5
<b>Direct hours</b>	3.5	6.5	8.5	9.5	11.5	8.5	10.5	10.5	9.5	11.5	10.5	11.5	10.5	11.5	10.5	204.5	
<b>Total hours</b>	20.0	20.0	20.0	20.5	20.0	20.5	21.0	21.5	20.0	20.0	20.5	20.0	21.0	20.0	20.0		365.0

Please complete both sides of this form

**INTERNSHIP SEMESTER SUMMARY FORM**  
*~Signature Page~*

---

Agency Name

---

On-Site Supervisor Signature

Date

---

On-Site Supervisor Printed Name

---

Student Signature

Date

---

Student Printed Name

---

Signature of Internship Placement Coordinator

Date

---

Internship Placement Coordinator Printed Name

## Appendix 10

# Andrews University

Department of Graduate Psychology & Counseling

## MA Counselor Education

### *GDPC655 Internship in Counseling*

#### *DAILY ACTIVITY LOG: School Example*

The Daily Activity Log serves as an ongoing record of the internship experience. A few minutes should be set aside each day to briefly describe the activities in which the student participated and to record the amount of time spent in each activity (to the nearest half-hour). The following example serves as a guide to the Daily Activity Log format:

<b>Week #1</b>	<b>Student Name</b>	
October 3, 2005	Administered achievement test	2.0 hours
	Provided academic counseling	1.0 hour
	Observed student in industrial arts class	1.0 hour
	Provided personal counseling	1.0 hour
October 4, 2005	Presented study skills workshop	1.0 hour
	Helped students with class schedules	0.5 hour
	Helped students with attendance problems	0.5 hour
	Provided career counseling	1.5 hours
	Provided personal counseling	2.0 hours
October 5, 2005	Attended faculty meeting	1.5 hours
	Provided personal counseling	1.0 hour
	Helped students with class schedules	1.0 hour
	Professional development activity	1.0 hour
October 6, 2005	Provided career counseling	1.0 hour
	Facilitated personal growth group	1.0 hour
	Helped students with class schedules	0.5 hour
	Provided academic counseling	1.0 hour
	Helped students with attendance problems	0.5 hour
	Consulted with parent	1.0 hour
Direct Service Hours:	14.5	
Total Hours:	20	

Signature of On-site Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 11

# Andrews University

Department of Graduate Psychology & Counseling

## **MA Counselor Education**

### ***GDPC655 Internship in Counseling***

#### *SUGGESTED OBJECTIVES: School Setting*

**Name:** \_\_\_\_\_

SUGGESTED OBJECTIVES: Counselors in training will:

1. become oriented to the procedures and policies of the school.
2. provide academic counseling.
3. provide career counseling.
4. provide personal counseling.
5. provide group counseling.
6. work with students with attendance problems.
7. administer, score, and interpret tests.
8. provide leadership for structured group activities.
9. observe students in classroom settings.
10. assist teachers in appropriate instructional activities.
11. participate in faculty meetings.
12. consult with teachers and administrators.
13. supervise student activities.
14. assist in constructing a Comprehensive Guidance Program..
15. assist in administering a Comprehensive Guidance Program.

Appendix 12



Department of Graduate Psychology & Counseling

**MA Counselor Education**  
*GDPC655 Internship in Counseling*

**INTERNSHIP SEMESTER SUMMARY FORM**  
**(School Sample)**

Semester (circle): **F** Sp Su Year: \_\_\_\_\_

**Hours per Week**

Activity/objective	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Direct Client Contact	Total for semester
Orientation	8.0	4.0	4.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.0
Academic counseling	8.0	6.0	4.0	6.0	2.5	4.5	4.0	6.0	8.0	8.0	6.0	4.0	5.0	6.0	5.0	83.0	83.0
Career counseling	0.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	2.5	3.0	2.0	3.0	33.5	33.5
Personal counseling	0.0	2.0	2.0	3.0	2.5	3.0	2.0	3.0	2.0	2.5	1.0	2.0	3.0	2.0	3.0	33.0	33.0
Work with students with attendance problems	0.0	2.0	0.5	0.0	1.0	1.0	1.5	0.5	0.5	1.0	1.0	1.5	0.5	1.5	1.5	14.0	14.0
Administer, score and interpret tests	0.0	2.0	1.0	2.0	2.0	2.0	0.0	3.0	0.0	0.0	0.0	1.0	1.0	0.0	1.0	0.0	15.0
Structured group leadership	0.0	0.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	26.0	26.0
Observation of students in classroom setting	0.0	0.0	0.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	0.0	4.0
Professional development	0.0	0.0	0.0	0.0	2.5	1.0	1.5	0.0	0.0	0.0	1.5	1.0	0.0	1.0	0.0	0.0	8.5
Faculty meetings	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	0.0	30.0
Consulting with teachers/administrators	0.0	0.0	0.0	0.0	1.0	1.0	0.5	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	9.5
Individual supervision	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	15.0
Group supervision	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	0.0	22.5
<b>Direct Hours</b>	8.0	12.0	10.5	13.0	10.0	12.5	12.5	13.5	15.5	15.5	13.0	12.0	13.5	13.5	14.5	189.5	
<b>Total Hours</b>	20.5	22.5	20.0	20.5	20.0	21.0	20.0	22.0	20.0	21.0	20.0	20.5	20.0	21.0	21.0		310.0

**Please complete both sides of this form.**

**INTERNSHIP SEMESTER SUMMARY FORM**  
*~Signature Page~*

---

Agency Name

---

On-Site Supervisor Signature

Date

---

On-Site Supervisor Printed Name

---

Student Signature

Date

---

Student Printed Name

---

Signature of Internship Placement Coordinator

Date

---

Internship Placement Coordinator Printed Name



**INTERNSHIP SEMESTER SUMMARY FORM**  
*~Signature Page~*

---

Agency Name

---

On-Site Supervisor Signature

Date

---

On-Site Supervisor Printed Name

---

Student Signature

Date

---

Student Printed Name

---

Signature of Internship Placement Coordinator

Date

---

Internship Placement Coordinator Printed Name

Andrews  University  
Department of Graduate Psychology & Counseling  
**MA Counselor Education**  
*GDPC655 Internship in Counseling*  
*INTERNSHIP CHECKLIST*

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

1.     \_\_\_     Objectives.
2.     \_\_\_     Vita from your internship supervisor
3.     \_\_\_     Copy of supervisor license.
4.     \_\_\_     Contract form.
5.     \_\_\_     Daily / Weekly Activity logs (Summer \_\_\_\_\_; Fall \_\_\_\_\_; Spring \_\_\_\_\_)
6.     \_\_\_     Complete a total of 600 internship hours.
7.     \_\_\_     Complete 240 hours of direct client contact.
8.     \_\_\_     Complete one (1) hour individual supervision each week.
9.     \_\_\_     Complete one and one- half (1½) hours of group supervision per week.
10.    \_\_\_     Semester Summary Forms (Summer\_\_\_\_\_, Fall\_\_\_\_\_; Spring\_\_\_\_\_)
11.    \_\_\_     Annotated Bibliography (at least 10 sources; 3 must pertain to the supervisory experience)
12.    \_\_\_     Semester evaluations of student by the On-Site Supervisor (Summer\_\_\_\_\_; Fall\_\_\_\_\_; Spring\_\_\_\_\_)
13.    \_\_\_     Evaluation of clinical supervision provided by the On-Site Supervisor at the completion of the internship (Intern to complete).
14.    \_\_\_     Exit interview with Faculty Internship Supervisor, student, and the On-Site Supervisor to discuss an evaluation of the student’s performance and exchange feedback.
15.    \_\_\_     On-Site Supervisor completes a Clinical Site Internship Supervisor Evaluation of Training Program Survey.
16.    \_\_\_     Reflection paper (on your personal experience being supervised)

Appendix 15



Department of Graduate Psychology & Counseling

**MA Counselor Education**

***GDPC655 Internship in Counseling***

***CLINICAL SITE INTERNSHIP SUPERVISOR EVALUATION  
OF TRAINING PROGRAM***

**Date of Program Evaluation:** \_\_\_\_\_

**Please provide the following information as appropriate:**

Name(s) of the most recent intern(s) that you supervised: \_\_\_\_\_

Your name: \_\_\_\_\_

Name of your agency/institution: \_\_\_\_\_

Who are the primary clients served in your agency/institution? \_\_\_\_\_

How many counselors other than the person being evaluated are employed at your agency /institution? \_\_\_\_\_

## Professional Knowledge

Based on your most recent experience supervising one or more of our interns, please use a scale of 1 to 5 to indicate your personal evaluation of our counselor education program in imparting a level of **knowledge** to the intern(s) in each of the following areas:

5 = Excellent

4 = Above Average

3 = Average

2 = Below Average

1 = Poor

N/O = Not Observed: No basis for evaluation

	Excellent (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)	Not Observed
Ethical and legal issues						
Small group dynamics and counseling						
Theories of counseling						
Career and lifestyle counseling						
Multicultural counseling						
Human growth and development						
Standardized (i.e., group) testing						
Crisis intervention/counseling						
Consultation						
Psychological (i.e., DSM-V) diagnosis						
Professional credentialing						
Abnormal psychology						
Family counseling						
Case planning/management						
Counseling persons with special needs						
Professional organizations						
Research and statistics						

## Professional Skills

Based on your most recent experience supervising one or more interns, please use a scale of 1 to 5 to indicate your personal evaluation of our counselor education program imparting a level of **skill** to the intern(s) in each of the following areas:

5 = Excellent

4 = Above Average

3 = Average

2 = Below Average

1 = Poor

N/O = Not Observed: No basis for evaluation

	Excellent (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)	Not Observed
Individual counseling						
Small group counseling						
Multicultural counseling						
Career and lifestyle counseling						
Crisis intervention/counseling						
Child and adolescent counseling						
Family counseling						
Consultation						
Case planning/management						
Clinical (DSM-V) diagnosis						
Counseling persons with special needs						
Assessment						
Couples/marriage counseling						

## Attributes

Based on your most recent experiences supervising one or more of our interns, please use a scale of 1 to 5 to indicate your personal evaluation of our counselor education program in facilitating the following **attributes** in the intern(s):

5 = Excellent

4 = Above Average

3 = Average

2 = Below Average

1 = Poor

N/O = Not Observed: No basis for evaluation

	Excellent (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)	Not Observed
Overall competence						
Professional/ethical/legal behavior						
Responsiveness to supervision, feedback, and/or suggestions						
Professional demeanor						
Multicultural and gender sensitivity						
Relationships with other employees						
General work attitude/enthusiasm						
Dependability/conscientiousness/responsibility						
Professional development						

**What appear to be the major strengths of our counselor education program?**

**In what ways could our counselor education program be most improved?**



<b>GDPC 655 Supervision Paper Objectives</b>	<b>Category Evaluated</b>	<b>Unsatisfactory 1</b>	<b>Emerging 2</b>	<b>Proficient 3</b>	<b>Exceptional 4</b>
<i>Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.</i>	<i>Writing skill: Grammatically correct use of language, syntax, and punctuation. Attention to stylistic consistency, writing "tone", etc.</i>	<i>Freshman level of writing – HIGH SCHOOL FRESHMAN level! You need to be visiting the Writing Center for everything you write! My I recommend the book, "The Complete Stylist" although there are many useful grammar teaching books available</i>	<i>Freshman level of writing – COLLEGE FRESHMAN level! You still need to be visiting the Writing Center for assigned writing projects. Again, get a book about grammar, punctuation, and syntax.</i>	<i>Grammatically correct, proper syntax, and appropriate usage of punctuation. Entry level GRADUATE SCHOOL writing is evinced.</i>	<i>Grammatically correct, proper syntax, and appropriate usage of punctuation. Mature level GRADUATE SCHOOL writing is evinced, style is consistent and writing tone is appropriate to the topic.</i>
	<i>Proper APA formatting used.</i>	<i>Neglected to consistently apply APA formatting.</i>	<i>Properly formatted most elements, but failed in one or more important element (i.e. references, all subheads, etc.).</i>	<i>Properly formatted with one or more errors, but those elements were properly formatted elsewhere in the paper.</i>	<i>All aspects of the paper are appropriately formatted.</i>
	<i>Gives evidence of supervision models knowledge base.</i>	<i>Only one model is presented, and that model is poorly or incompletely described, with no reference to the identification of intern's own supervisor's supervision model.</i>	<i>At least two models are presented and contrasted, with poor identification with the intern's own supervisor's supervision model.</i>	<i>At least two models are presented and contrasted, with clear identification and description of intern's own supervisor's supervision model.</i>	<i>Three models are presented and contrasted, with clear identification and description of intern's own supervisor's supervision model.</i>
	<i>Gives evidence of having reflected upon one's own supervision experiences during masters level internship.</i>	<i>Little evidence of meaningful reflection is present in the paper.</i>	<i>Some reflection is present, but no evidence of synthesis of previous perspectives with new experiential knowledge into a new and meaningful perspective.</i>	<i>Reflection is present with evidence of synthesis of previous perspectives with new experiential knowledge into a new and meaningful perspective.</i>	<i>Reflection is present with evidence of synthesis of previous perspectives with new experiential knowledge into a new and meaningful perspective, and there is brief discussion of how this experience will influence future supervision experiences (either being the supervisor, or the supervisee).</i>