



Doctor of Philosophy (Ph.D.) In Counselor Education

Practicum and Internship Manual



Department of Counseling & Higher Education



The Gladys W. and David H.
Patton College of Education



Counselor Education
Doctoral Practicum and Internship Manual
Department of Counseling and Higher Education
Ohio University

Part I: Introduction

This manual is designed to provide information about the practicum and internship in the Doctoral program in Counselor Education, Department of Counseling and Higher Education, Gladys W. and David H. Patton College of Education, Ohio University. The doctoral practicum and internship are educational experiences designed to give doctoral students in Counselor Education and Supervision a substantive work experience performing the responsibilities of a counselor educator. While both the practicum and internship experiences involve gaining advanced knowledge and experience as a counselor educator, they differ in scope and purpose.

In the doctoral practicum, students gain supervised experience (100 hours, with a minimum of 40 direct client contact hours during one semester) under the tutelage of a counseling practitioner knowledgeable and experienced in the setting and with the clientele served.

In the doctoral internship (600 hours, which usually takes place across two semesters), students gain supervised experience addressing core doctoral curricular areas including: (a) counseling, (b) supervision, (c) teaching, (d) research and scholarship, and (e) leadership and advocacy. Students select three of the five areas and identify a counselor educator or other professional with a graduate degree and advanced training specific to the internship area to supervise the internship.

Mission of the Counselor Education Program

The mission of the Counselor Education Program at Ohio University is to provide quality instruction and supervised experience to prepare our students to learn, lead, and serve in a diverse and changing world and to contribute to our community through research, technical assistance, partnerships, training, and other related public service activities. Students must complete a minimum of 60 semester hours to be eligible for the master's degree and for licensure purposes.

Counselor Education and Supervision Program Mission

Doctoral study in Counselor Education and Supervision at Ohio University is designed to provide advanced preparation for counselors in counseling, supervision, teaching, research and scholarship, and leadership and advocacy in order to serve as counselor education faculty in colleges and universities and counseling leaders in public and private educational, human services, and mental health settings.

Counselor Education and Supervision Program Objectives

Understand the professional identity, roles, and responsibilities of counselor educators and demonstrate multicultural and social justice counseling competence in counseling practice, teaching, clinical supervision, research and scholarship, and leadership and advocacy.
Become familiar with the body of literature central to the field of counseling and professional preparation standards for counselor education, and extend the knowledge base of the counseling profession through dissertation research in a climate of scholarly inquiry.
Develop strategies of leadership for counseling practice and consultation, and assume positions of leadership in the profession and/or their area(s) of specialization.
Develop skills in culturally relevant pedagogy and curriculum development for counselor education.
Gain experience and knowledge in analyzing, evaluating, synthesizing counseling theories and applying in counseling practice, teaching, supervision and research.
Identify and utilize quantitative and qualitative research design and methodology suitable for professional publication and presentations in counseling and counselor education.
Learn to develop effective strategies for client advocacy in public policy and other matters of equity and accessibility. Identify current issues, policies, laws, and legislation relevant to the counseling profession and develop skills for advocacy and leadership in counselor education.
Acquire an understanding of ethical and legal considerations related specific to counselor education and supervision.

Part II: Arranging a Doctoral Practicum/Internship Experience

Any student preparing to complete a doctoral practicum or internship must complete a Practicum and Internship Registration form (See Appendix I), to be reviewed and signed by the student's advisor, and submitted to the Practicum and Internship Coordinator. The form is due by the end of the 6th week of the semester preceding the semester in which they plan to enroll in EDCE 8920/8915. Students must complete the form for each semester of enrollment in practicum or internship.

Please note that neglecting to complete this application may result in the postponement of the practicum or internship.

Doctoral Practicum

It is expected that students will discuss their potential placement sites with their faculty advisors, submit the application form then arrange directly with the agencies for the counseling practicum.

Licensure or Counselor Trainee (CT) Status

All students completing a practicum or a counseling internship in the area of Clinical Mental Health Counseling or CMH/Clinical Rehabilitation Counseling are **REQUIRED** to *obtain and maintain* Counselor Trainee (CT) status, *if* the student does not have a professional counselor/professional clinical counselor license with the Ohio Counselor, Social Work, and Marriage and Family Therapist (OCSWMFT) Board. According to the OCSWMFT Board, a student cannot refer to themselves as a "Counselor Trainee" without CT status. The online and paper application can be found in the [Counselor Trainee](#) tab on the OCSWMFT website.

Liability (malpractice) Insurance

Students participating in practicum and internship, specifically counseling and supervision internship, are **REQUIRED** to have their *own* professional liability insurance and provide verification of coverage to practicum and internship course instructors. Students are **NOT** permitted to see clients without providing verification of liability insurance. Students can explore the following professional organizations for information and recommendations for liability insurance:

American Counseling Association (ACA)	Ohio Counseling Association (OCA)	American School Counselor Association (ASCA)
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Doctoral Internship

Students must complete a Doctoral Internship Contract (See Appendix III), created collaboratively with their advisor based on their identified professional and career goals. The contract is a binding document to be implemented during the student's internship experience and is evaluated by the internship supervisor(s), internship instructor and advisor. If revisions to the contract are deemed necessary by the student and advisor, the student must submit the Doctoral Internship Contract Addendum (See Appendix III) to the advisor, current internship instructor and Practicum and Internship Coordinator.

In the doctoral internship, students gain supervised experience addressing three of the five core doctoral areas. The following are approved internship experiences:

1. Counseling: 300-hour counseling experience, 120 hours must be direct counseling services. Note all practicum requirements also apply to the counseling internship.
2. Supervision: 100-hour supervision experience, 40 hours must be direct counseling supervision.
3. Teaching: 200-hour undergraduate/graduate teaching internship as Instructor of Record or 100-hour graduate co-teaching internship with a Faculty Instructor.
4. Research and Scholarship: 100-hour research internship conducting a qualitative/quantitative empirical study.
5. Leadership and Advocacy: 100-hour consultation project or 100-hour counseling leadership and/or service experience.

Part III: Supervision of Doctoral Practicum and Internship

Supervision

Supervision of practicum and internship includes program-appropriate audio and/or video recordings, live supervision, presentations, etc. of the students' experience. For the practicum and internship experiences, supervision will be twofold. Supervision will be provided by a site supervisor as well as a faculty instructor. Depending on the type of supervised experience, presentation requirements should include:

1. Counseling: case conceptualizations presented with audio/video recordings of client sessions or review of live supervision information.
2. Supervision: supervisee conceptualizations presented with audio/video recordings of supervision sessions or review of live supervision information.
3. Teaching: teaching reflection and recorded teaching segments.
4. Research and Scholarship: research colloquium.
5. Leadership and Advocacy: consultation project colloquium and/or presentation of leadership/service activities and outcomes.

The site supervisor is an experienced person with advanced training who oversees the student's practicum and internship work conducted at the site. The site supervisor will have weekly interaction with the student that averages one hour per week of individual and/or triadic supervision throughout practicum and internship.

Supervision of Practicum and Counseling Internship

In accordance with the Laws and Rules (2014) of the Ohio Counselor, Social Worker, & Marriage and Family Therapist Board, for the supervision of counselors in training (all specialties), training supervision facilitated by the site supervisor is expected to include an average of one hour of face-to-face contact for every twenty hours of work completed by the student counselor in training (rule 4757-17-01).

Site Supervisors Qualifications: A supervisor must meet all 5 qualifications.

1. A master's degree, preferably in counseling, school counseling, clinical rehabilitation counseling, or a related profession;
2. Relevant Certification or License(s);
 - a. LPCC-S: Licensed Professional Clinical Counselor with Supervisory endorsement for those supervising students in the CMHC or CMH/CLRC specialty
 - b. School Counseling License issued by the Ohio Department of Education for those supervising school counseling students
3. A minimum of 2 years of pertinent professional experience in the specialty area in which the student is enrolled;
4. Relevant training and/or continuing education in counseling supervision;
5. Knowledge of Ohio University's expectations, requirements, and evaluation procedures of students through receipt and review of the Practicum and Internship manual.

Supervision of Teaching, Supervision, Research/Scholarship, and Leadership/Advocacy Internship

Supervisors will be counselor education program faculty or other professionals with a graduate degree and specialized expertise to advance the student's knowledge and skills in the focus area of the internship.

Program Faculty Group Supervision

Students enrolled in the practicum or internship course will receive an average of 1.5 hours per week of group supervision throughout the semester in which they are enrolled. A counselor educator faculty member facilitates group supervision for practicum and internship courses, which is not to exceed 12 enrolled students.

Group supervision provides the opportunity for peer consultation and education around roles and responsibilities as counselor educators. The Practicum and Internship courses allow time for each student to present at least twice for peer supervision and feedback.

Part IV: Doctoral Practicum

Doctoral students complete a 100-hour supervised counseling practicum. Because this is a doctoral practicum, the counseling experience should differ from the focus of the student's master's level practicum/internship and professional experiences (e.g., setting, population, type of services provided). Students will work with their faculty advisor and Practicum and Internship Coordinator to identify potential sites to enhance or extend their master's training. The doctoral practicum corresponds to the following standards of the Council for Accreditation of Counseling & Related Programs (CACREP VI.C.1-6).

It is expected that students will complete their practicum by distributing their time in the practicum site over the course of one semester. In addition, the counseling practicum student is required to attend the counseling practicum course with a counseling education faculty member.

Practicum Experience

1. Students will complete a 100-hour counseling practicum (40 hours must be direct counseling services) conducted throughout the semester, averaging approximately 10 hours a week on site.
2. Students will participate in an average of 1.5 hours of weekly group supervision in EDCE 8920: Practicum in Counselor Education in which to receive ongoing feedback on specified doctoral competency areas (CACREP, VI.B.1.a-f) in counseling and professional development as a counselor educator:
 - a. scholarly examination of theories relevant to counseling
 - b. integration of theories relevant to counseling
 - c. conceptualization of clients from multiple theoretical perspectives
 - d. evidence-based counseling practices
 - e. methods for evaluating counseling effectiveness
 - f. ethical and culturally relevant counseling in multiple settings
3. Submit all required documents to LiveText during practicum and internship. The documents include, but are not limited to, a log of experiences, the competency checklist, journals (a written description of the specific activities undertaken during the experience), proof of insurance coverage and supervisory evaluations. Students will provide documentation to the instructor each week for review, and will keep their materials and submit documentation to LiveText prior to the conclusion of the practicum and internship experience. *Students are advised to keep copies of everything submitted or mailed to various licensure or professional organization boards.* It is the student's responsibility to consult with the university supervisor to ensure clarity on which documents are required, which may differ based on the area of specialization.
4. Discharge all responsibilities at the partnering agencies/schools in a professional manner. Specifically, the student must adhere to all conduct rules applicable to the agency/school's employees as well as the state and national boards of the profession. This includes appropriate fees, punctuality, and responsible use of time while on site, etc.

Agency/School

An agency or school is a placement within the community or surrounding area that willingly provides the opportunity for students who are entering practicum or internship to complete supervised training experiences and for whom supervision is provided.

Roles and Responsibilities of the Agency or School

1. Designate a professionally qualified individual as the site supervisor for the student. (See qualifications specified in Part III of the manual).
2. Provide introductory training to orient the student to the site.
3. Retain the privilege of determining treatment modalities.
4. Communicate any concerns regarding the student to the site supervisor.

Site Supervisor

The site supervisor is an experienced person with advanced training who oversees the student's clinical work that is conducted at the practicum and/or internship site. The site supervisor is legally and ethically responsible, along with the student, for all services the student provides to clients at the site and the manner in which the student displays when working on behalf of the site. A site supervisor has full responsibility for the supervised work of the supervisee, including diagnosis, treatment plan, and prescribed course of treatment. Site supervisors must understand and follow of Ohio University's expectations, requirements, and evaluation procedures of students through receipt and review of the Practicum and Internship Manual, as well as provide orientation, consultation and/or professional development opportunities for the counselor-in-training.

Responsibilities of the Site Supervisor

1. Orient the student to the work situation and site specific information.
2. Be available when a student is at the site and as needed for consultation.
3. Participate in the development of the student's professional development plan for the semester and complete a written supervision agreement.
4. Provide the student with ongoing appraisals of their performance throughout the semester.
5. Facilitate individual and/or triadic supervision to the supervisee that averages to one hour per week in a semester and at a minimum of one hour of face-to-face individual or triadic supervision for every 20 hours of work completed at site.
6. Review and sign student's weekly log.
7. Complete, sign, and review with student a minimum of two formal evaluations about the student's skills and professional behaviors (Site Supervisor Evaluation of Student) at the middle and end of semester.
8. Oversee the supervised work of the supervisee (student), including diagnosis, treatment plan, and prescribed course of treatment.
9. Communicate concerns about the supervisee's (student) professional behaviors and/or issues pertaining to skills or counseling competence to the faculty instructor.

Roles of the Site Supervisor

1. Designate methods for individual and/or triadic supervision

- a. Audio- or video-recording of the sessions for supervision purposes is expected.
 - b. If agency/school policy prevents recording, direct observation must be substituted, with documentation of the observation and discussion signed by supervisor and supervisee (See Alternative to Recording Forms, Appendix V).
2. Facilitate instruction and guidance regarding diagnosis and treatment
3. Provide support for professional development
4. Provide the supervisee with feedback that is timely, clear, and specific.
5. Assist supervisees to explore and clarify thinking, feelings, and behaviors, which underlie their practice through creation of a space that supports personal and professional exploration and growth.
6. Challenge personal or professional blind spots, which the supervisee may have difficulty perceiving.
7. Confront and address counseling practice that is deemed unethical and/or incompetent.
8. Bring to the supervisee's attention any of the supervisee's personal or professional difficulties that directly impede the supervisee's clinical work and recommend a course of action to address these difficulties.
 - a. While the supervisor can recommend that a supervisee seek counseling with relevant professionals, such treatment is not to be rendered by the clinical supervisor.
9. Be available to supervisees at times other than the scheduled supervision slot.
10. Provide supervisee with emergency protocols and emergency contact information.
11. Determine and evaluate the competencies of the supervisee through review of audio recording, video recording, or observing the supervisee directly during session(s) to assess the level of progress in skill development and counseling competence.
NOTE: If audio or video recording is not permissible, site supervisors are required to observe a counseling session directly and complete the alternative recording forms.
12. Keep signed records of supervision that include time and date of supervision sessions, content, and goals of supervision.

Supervisee

A supervisee is a student enrolled in the masters of counselor education who has met the minimum educational requirements and course prerequisites and is enrolled in the counseling practicum or counseling internship course.

Responsibilities of the Supervisee

1. Complete ALL site related paperwork and case notes in a timely manner
2. Collaborate with site supervisor to develop written supervision agreement (See Appendix II).
 - a. Discuss with your supervisor the goals and/or skills you would like to attain
3. Punctuality, both for sessions with clients and site supervision
 - a. In the event that the supervisee is unable to attend a supervision session, it is the student's responsibility to notify the site supervisor in advance and make alternative arrangements.
 - b. If the supervisee is delayed, it is the student's responsibility to notify the site supervisor.
4. Preparedness, both for sessions with clients as well as for site supervision

- a. Supervisees should attend supervision with an agenda of cases and/or issues that need to be addressed.
 - b. Case notes should be reviewed prior to supervision or meeting with a client.
5. Openness to guidance, feedback, and instruction from the site, faculty supervisors and others. Monitor your defenses of justification and needs to provide explanations.
6. Receptive to feedback and suggestions, and follow through on instructions promptly.
 - a. It may be necessary to take notes during supervision in order to execute all instructions identified by the supervisor.
 - b. Supervision of a case is documented in the client's file as well as noted under Consultation in the weekly log of hours.
 - c. Instructions from the supervisor on each case will be documented in the appropriate record following each supervisory contact.
7. Inform the site or faculty supervisor of any difficulties you are having in the areas of delivering services to clients, completing paperwork, or collaborating with other staff or agencies.
8. Request information related to emergency and crisis procedures for your site.
9. Seek supervision at your site whenever uncertain about a situation.
10. In case of an emergency, it is important to follow site guidelines AND
 - a. INFORM your site supervisor IMMEDIATELY about clients who are suicidal, homicidal, or threatening harm to themselves or others
 - b. If client is in the office, make every attempt to contact your site supervisor before taking action with the client.
 - c. If your supervisor cannot be reached, contact one of the other site supervisors.
 - d. You may also consult informally with experienced counselors at your site,
 - e. INFORM your site supervisor of any emergency as they MUST be kept abreast of ALL emergencies and are also legally and ethically responsible.
11. Advise the site supervisor of important changes in a case.
12. Review results of assessments with your site supervisor BEFORE they are presented to the client, to confirm diagnosis and treatment planning.
13. Review changes to the treatment plan with your site supervisor BEFORE they are presented to the client and finalized.
14. Consult with your site supervisor about case closures in advance of closing the case, including the implementation of strategies that may result in a client deciding to terminate treatment.
15. Notify your site supervisor about clients who are involved in child custody disputes, disability determination assessment, or any other matters that effects the client's legal status. This is important because the agency is often asked to testify in court regarding such clients and must have an opportunity to prepare for such situations.
16. Be prepared to provide audio or video recordings, or have your supervisor observe you while you conduct an individual or group session. The number of sessions reviewed by the supervisor will depend on requirements for the site.
17. Attend at least one hour of individual or triadic supervision session per week with your site supervisor. Site supervision is required to take place at a minimum of 1 hour for every 20 hours worked at the site per State of Ohio CSWMFT guidelines.
18. Share freely issues and concerns you may have in the context of supervision.
19. Do NOT engage in dual/multiple relationships with clients.

- a. Counselors should not socialize with clients, nor should they provide services to clients they know from other contexts, such as family members, friends or acquaintances.
 - b. In the event that someone you know is being seen at the agency, you are expected to remove yourself from situations where the client's treatment and progress are being reviewed.
 - c. It is your responsibility to alert your supervisor to such situations.
20. Ensure ensuring that all clients are informed of the supervised nature of your work, and of the ultimate professional responsibility of the site supervisor.
- a. In the case of adult clients, this information can be given in the form of a written statement, verbally explained and given to each client at the initial professional contact.
 - b. In the case of adolescent and child clients, this statement can be given to the parent/guardian.
21. Ensure that the supervisee evaluative reports, case notes, treatment plans, logs, and letters dealing with client welfare and progress reports are co-signed by the site supervisor.
22. Adhere to the national, state, and organizational codes of ethics
- a. American Counseling Association Ethical Codes ([2014](#))
 - b. American School Counseling Association Ethical Codes ([2010](#))
 - c. Code of Ethics for Certified Rehabilitation Counselors ([2010](#))
 - d. State of Ohio CSWMFT Board, [Code of Ethical Practice and Professional Conduct](#)
23. Dress in a professional manner. The following are guidelines for dress and hygiene. They are to be applied equally to all employees. The guidelines are meant to be flexible; cultural, and religious beliefs that apply to hygiene will always be honored.
- a. Business casual attire is acceptable; students must appear neat and professional at all times, whether they are scheduled to meet with a client or not.
 - b. When conducting formal presentations or meeting with administrative officials, a more formal business attire may be required. The student should consult with the site supervisor about expectations for appropriate dress while conducting services.
 - c. Perfume, cologne, or aftershave lotion should be applied in moderation as some individuals may be sensitive to strong fragrances. Strong odors, natural or otherwise, should be avoided.
 - d. Any clothing, jewelry, or tattoo that conveys a negative statement toward a race, gender, sexual orientation, age, religion, disability, or other group considered harassing or offensive is forbidden.

Section IV: Doctoral Internship

Doctoral students complete a 600-hour supervised internship comprised of a personalized internship plan addressing *three of the five* following counselor education doctoral core areas: (a) counseling, (b) supervision, (c) teaching, (d) research and scholarship, and (e) leadership and advocacy. The doctoral practicum corresponds to the following standards of the Council for Accreditation of Counseling & Related Programs (CACREP VI.C.7-9)

- Students will work with their faculty advisor to identify the internship experiences that best fit their professional development and career goals. The student and advisor will develop a contract of the core professional areas for the internship to complete throughout the internship.
- A total of 600 hours must be completed during the internship.
- Students will receive individual supervision provided by a counselor education program faculty member or an individual with a graduate degree in counseling or a related mental health profession with specialized expertise to advance the student's knowledge and skills.
- Students will enroll in EDCE 8910 and participate in weekly group supervision throughout the internship experience in which to receive ongoing feedback on their professional identity and skills as a counselor educator.
- Students must select *three* of the following areas to complete their internship: (a) counseling, (b) supervision, (c) teaching, (d) research and scholarship, and (e) leadership and advocacy. The requirements for an internship in each area are described in detail below.

Note: Students may complete more than one internship area in a semester (e.g., 100-hour supervision internship, 100-hour teaching internship, 100-hour research internship). Students must ensure that they receive supervision relative to the internship area, both in site supervision and classroom group supervision. If completing multiple internship experiences areas during one semester of internship, students should complete at least 1 presentation in group supervision from each area.

Counseling Internship

- A. Students will complete a **300-hour counseling internship** (120 hours must be direct counseling services) conducted throughout the semester, averaging approximately 20 hours a week on site.
- B. Students will receive one hour of individual/triadic supervision provided by a counselor education program faculty member or an individual with a graduate degree in counseling or a related mental health profession with specialized expertise to advance the student's knowledge and skills.
- C. Students will receive ongoing feedback on specified doctoral competency areas (CACREP VI.B.1.a-f) in counseling and professional development as a counselor educator.
- D. No more than 300 hours of doctoral internship may count towards the Counseling domain.

Supervision Internship

- A. Students will complete a **100-hour supervision internship** (40 hours must be direct supervision) conducted throughout the semester, averaging approximately 10 hours a week on site. Students will conduct one hour of weekly individual supervision with Master's student or Master's-level supervisees during the semester (to meet 40-hour direct supervision requirement, approximately 3 supervisees over a 15-week period is needed).
- B. Students will attend one hour of weekly individual supervision
 - 1. *If conducted in community/school settings:* Students will attend one hour of weekly individual supervision provided by a LPCC-S on site. Supervision of supervision will include: (a) updates on the supervisees' progress and development, and (b) development of the student supervisors' skills.
 - 2. *If conducted through Ohio University's Master's Counseling Practicum course:* Students will receive individual supervision provided by the Instructor of Record for the Master's Counseling Practicum course. The supervision of supervision will include: (a) updates on the supervisees' progress and development, and (b) development of the student supervisors' skills.
- C. Students will receive ongoing feedback on specified doctoral competency areas (CACREP VI.B.2.a-k) in supervision and professional development as a counselor educator.
- D. No more than 100 hours of doctoral internship may count towards the Supervision domain.

Teaching Internship

- A. Students will complete a **100-200 hour teaching internship**
 - 1. Students will complete a **200-hour undergraduate/graduate teaching internship** as the Instructor of Record
 - a. Complete 45 hours teaching in undergraduate/graduate class (i.e., three hours in class time per week). These experiences should include: syllabus development, classroom teaching experience, lesson-planning, and grading and student evaluation.
 - 2. Students will complete a **100-hour graduate co-teaching internship** with a Faculty Instructor
 - a. Attend 45 hours in counselor education graduate class (i.e., three hours in class time per week).
 - b. Teach a minimum of two segments and record during the semester.
- B. Students will attend one hour of weekly supervision teaching faculty supervisor. If teaching outside of Ohio University, students must find a teaching supervisor at the university.
- C. Students will receive ongoing feedback on specified doctoral competency areas (CACREP VI.B.3.a-i) in teaching and professional development as a counselor educator.
- D. No more than 200 hours of doctoral internship may count towards the Teaching domain (i.e., students co-teaching can count two co-teaching courses for their 200 hours or teaching one course as the instructor of record).

Research and Scholarship Internship

- A. Students will complete a **100-hour research internship** in which students will: (a) review and compile the professional literature to develop a theoretical foundation and rationale for current study, (b) design an empirical quantitative/qualitative research study, (c) complete CITI training and submit IRB, (d) conduct the study, (e) analyze data, and (f) submit findings and conclusions to a peer-reviewed journal and/or peer-reviewed professional conference presentation.
- B. Students will attend one hour of weekly supervision teaching faculty supervisor for teaching assistantship.
- C. Students will receive ongoing feedback on specified doctoral competency areas (CACREP VI.B.4.a-1) in research and scholarship and professional development as a counselor educator.
- D. No more than 100 hours of doctoral internship may count towards the Research and Scholarship domain.

Leadership and Advocacy Internship

- A. Students will complete a **100-hour internship addressing leadership and advocacy** in counselor education
 - 1. Complete a **100-hour consultation project**
 - i. Counseling consultation with community/school organization focusing on counselor and/or client advocacy. The internship experience should include:
 - ii. Consultation experience should be clearly aligned to a consultation theoretical model and ACA advocacy competencies.
 - iii. Create and implement a deliverable intervention.
 - iv. Collect, analyze, and quantitative/qualitative data for the purpose of program evaluation.
 - v. Attend one hour of weekly supervision with consultation project supervisor.
 - 2. Students will complete a **100-hour counseling leadership and/or service** in one or more of the following
 - i. ACA or ACA division or state committee service
 - ii. ACA or ACA division or state elected office
 - iii. CSI Fellow or Intern program
 - iv. CSI, Alpha chapter elected office
- B. Students will attend one hour of weekly supervision with a site supervisor for teaching assistantship. enroll in EDCE 8910 and participate in an average of three hours per week of group supervision throughout the internship course in which to receive ongoing feedback on specified doctoral competency areas (CACREP VI.B.5.a-1) in leadership and advocacy and professional development as a counselor educator.
- C. No more than 100 hours of doctoral internship may count towards the Leadership and Advocacy domain.

APPENDIX I

REGISTRATION FOR DOCTORAL PRACTICUM & INTERNSHIP

**REGISTRATION for DOCTORAL PRACTICUM AND INTERNSHIP
Counselor Education**

Name: _____
Phone Number: _____
Employee Status: ___ Part-Time ___ Full-Time

PID: _____
Email: _____
Anticipated Graduation: _____

Registering for: _____ EDCE 8920: Practicum
 _____ EDCE 8910: Internship

I plan to enroll in: ___ FALL ___ SPRING ___ SUMMER of ___ (YEAR)
Anticipated Graduation Date: _____

Select one and complete the following for Practicum or Counseling Internship

___ I have discussed the following counseling placement sites with my advisor:

Site 1: _____
Site 2: _____
Site 3: _____

I understand it is my responsibility to contact sites to discuss a potential placement.

___ I am applying for a counseling internship and plan to continue at the practicum site:

Site: _____

Complete the following for a Teaching, Supervision, Research and Scholarship, or Leadership and Advocacy Internship

___ I have discussed the following placement sites with my advisor:

Site 1: _____
Site 2: _____
Site 3: _____

I understand it is my responsibility to contact sites to discuss a potential placement.

Student Signature

Date

Advisor Printed Name and Signature

Date

Practicum and Internship Coordinator Signature

Date

Return to the Practicum and Internship Coordinator no later than the 6th week of the semester preceding the semester in which you plan to start practicum or internship.

APPENDIX II
SAMPLE COUNSELING SUPERVISION CONTRACT

SAMPLE COUNSELING SUPERVISION CONTRACT

*Please note this form should be re-evaluated each semester and re-signed as needed to ensure that Section IV and Section V are accurate and reflect current information.

Counseling Supervision Contract

This contract serves as verification and a description of the counseling supervision among the Student Trainee, Counseling Supervisor, and the University Instructor/Supervisor. It is to be completed by all students across all program areas.

I. Purpose, Goals, and Objectives:

- a. Monitor and ensure welfare of clients seen by Supervisee
- b. Promote development of Supervisee's professional counselor identity and competence
- c. Fulfill academic requirement for Supervisee's Practicum
- d. Fulfill requirements in preparation for Supervisee's pursuit of counselor licensure

II. Method of Evaluation:

- a. Feedback will be provided by the Supervisor during each session
- b. Formal evaluations using the standard evaluation found in the Practicum and Internship Manual will be completed at the middle and end of each semester.
- c. Specific feedback provided by Supervisor will focus on Supervisee's demonstrated counseling skills, counseling competencies, clinical documentation, and professional behaviors.
- d. Supervisee will evaluate Site Supervisor at the close of the semester, using the Ohio University Counselor Education standard evaluation form for evaluating supervisors.
- e. Supervision notes will be shared with Supervisee at Site Supervisor's discretion and at the request of the Supervisee.
- f. A minimum of one hour of individual and/or triadic supervision for every 20 clock hours of work at the site. (Per Ohio CSWMFT Board requirements, students engaging in more than 20 clock hours per week are required to engage in an appropriately proportioned number of supervision hours. (e.g. 21-40 clock hours = two hours of supervision).

III. Duties and Responsibilities of Student Trainee, Supervisor and Instructor/Supervisor

A. Student Trainee

1. Uphold ACA (2014) *Code of Ethics*; the CRC Code of Ethics (2010), the ASCA (2010) Code of Ethics as appropriate.
2. Engage in weekly supervision with a program approved Site Supervisor who meets all requirements as specified by CACREP Standards (VI.C.2-3).
3. Record counseling session as specified by the Practicum and Internship Manual. Client files, current and completed client case notes, and counseling session video recordings should be ready to review in weekly supervision sessions.
4. Justify client case conceptualizations made and approach and techniques used.
5. Complete supervision case notes and place in appropriate client files.
6. Consult with Site staff and Site Supervisor in cases of emergency.
7. Implement supervisory directives in subsequent sessions.
8. Attend weekly, 2-hour group supervision class with a program faculty member or

doctoral supervisor designated by the program faculty.

B. Site Supervisor:

1. Examine client presenting complaints and treatment plans.
2. Review recordings or observe directly Supervisee's counseling interactions with clients.
3. Sign off on all client documentation.
4. Challenge Supervisee to justify approach and techniques used.
5. Monitor Supervisee's basic counseling skills.
6. Present and model as appropriate.
7. Intervene when client welfare is at risk
8. Ensure American Counseling Association most current *Code of Ethics* are upheld
9. Maintain weekly individual or triadic supervision sessions that are documented in case notes.
10. Conduct consultation with University Instructor/Supervisor in accordance with this supervision contract as needed.

C. University Faculty Instructor/Supervisor:

1. Review recordings of Supervisee's counseling sessions. When recording is not possible review supervisors counseling observation reports
2. Check and sign weekly logs
3. Review weekly experiential journals and provide feedback as necessary
4. Require students to present at least two case presentations and assess case conceptualization skills.
5. Consult with Site Supervisor related to the performance of the Student Trainee as needed.
6. Intervene when client welfare is at risk.
7. Ensure American Counseling Association most current *Code of Ethics* are upheld.
8. Facilitate weekly peer group supervision sessions that average 1.5 hours.

IV. Procedural Considerations:

- a. Supervisee's written case notes and treatment plans and recordings will be reviewed and evaluated in each session.
- b. Issues related to Supervisee's professional development will be discussed.
- c. Supervision sessions will be used to discuss issues of conflict and failure of either party to abide by directives outlined here in this contract. If concerns of either party are not resolved in supervision, _____ (instructor of Supervisee's practicum or internship section), will be consulted by either the Supervisee or Site Supervisor.
- d. In event of emergency, Supervisee is to contact Site Supervisor at the office, () _____ or alternate phone, () _____.
- e. The designated emergency contact person

V. Supervisor's Scope of Competence:

Supervisor should include their professional disclosure statement and offer a description of their scope of training and practice. For example, what population they work with and any specialty

training. This would also be the information listed under the Supervisor's Scope of Practice that is included in the CT Application.

VI. Terms of the Contract:

This contract is subject to revision at any time, upon the request of either the Supervisor or Supervisee, or University Instructor/Supervisor. A formal review of the contract will be made at mid-term and revisions will be made only with consent of Supervisee and approval of the Supervisor.

We agree, to the best of our ability, to uphold the directives specified in this supervision contract and to conduct our professional behavior according to the ethical principles of our professional association.

Name of Site/School: _____

	<u>Printed Name</u>	<u>Signature</u>	<u>Date</u>
Supervisee:	_____	_____	_____/_____/_____
Site Supervisor:	_____	_____	_____/_____/_____
Faculty Instructor:	_____	_____	_____/_____/_____

Counselor Education
Department of Counseling & Higher Education
Patton College of Education
Ohio University
1 Ohio University
Athens, Ohio 45701

(Start date) _____ (Finish date) _____
This contract is effective from _____ to _____.
(Date of revision or termination _____)

APPENDIX III
WEEKLY HOURS LOG FORMS

Weekly Log of Hours for CMCH and CMH/CLRC Practicum or Counseling Internship

Student:									
Site:					Semester: ___ Fall ___ Spring ___ Summer				
Supervisor email:					Academic Year:				
Practicum		<input type="checkbox"/>			Week ending:				
Internship		<input type="checkbox"/>			Week #:				
DS = Direct Service TS=Total Service (includes direct and indirect) CDS=Cumulative Direct Service WT = Weekly Total (direct and indirect) CT = Cumulative Total which includes direct and indirect hours Report time in quarter hour increments: 15 min = .25, 30 min = .5, 45 min = .75, and 60 min (1 hour) = 1.0									
Activity	M	T	W	R	F	S	DS	TS	
Individual Counseling									
Couples Counseling									
Family Counseling									
Group Counseling									
Supervision at Site							N/A		
Consultation									
Referrals							N/A		
Research							N/A		
Staff/Committee Meetings/Case Conference							N/A		
Evaluating and Reporting your work (writing notes, reviewing recordings, reading previous treatment) notes)							N/A		
Assessment									
Other :									
Other:									
Other:									
Other:									
Week's Direct Service									
+ Previous									
Cumulative Direct Service Total									
Week's Total									
+ Previous									
Cumulative									
Student's Signature:							Date:		
Site Supervisor's Signature:							Date:		
Faculty Supervisor's Signature:							Date:		

Weekly Log for SC Practicum or Counseling Internship

Student:							
Site:				Semester: ___ Fall ___ Spring ___ Summer			
Supervisor email:				Academic Year:			
Practicum	<input type="checkbox"/>					Week ending:	
Internship	<input type="checkbox"/>					Week #:	
DS = Direct Service TS=Total Service (includes direct and indirect) CDS=Cumulative Direct Service WT = Weekly Total (direct and indirect) CT = Cumulative Total which includes direct and indirect hours Report time in quarter hour increments: 15 min = .25, 30 min = .5, 45 min = .75, and 60 min (1 hour) = 1.0							
Activity	M	T	W	R	F	DS	TS
Individual Counseling							
Group Counseling							
Classroom Guidance							
Career Education and Guidance							
Appraisal and Testing							
Student Conference Meetings							
Consulting with Staff/Community						N/A	
Consulting with Parents/Guardians							
Program Development Planning & Coordination						N/A	
Staff/Committee Meetings						N/A	
Evaluating and Reporting your work (writing notes, reviewing recordings, reading previous treatment) notes)						N/A	
Research						N/A	
Supervision at Site						N/A	
Other:							
Other:							
Other:							
Week's Direct Service							
+ Previous							
Cumulative Direct Service Total							
Week's							
+							
Cumulative							
Student's Signature:						Date:	
Site Supervisor's Signature:						Date:	
Faculty Supervisor's Signature:						Date:	

Weekly Log for CES Internship

Student:							
Site:				Semester: ___ Fall ___ Spring ___ Summer			
Supervisor email:				Academic Year:			
Internship <input type="checkbox"/>				Week ending:			
				Week #:			
Internship Area: ___ Supervision (S) ___ Teaching (T) ___ Research & Scholarship (RS) ___ Leadership & Advocacy (LA)							
Report time in quarter hour increments: 15 min = .25, 30 min = .5, 45 min = .75, and 60 min (1 hour) = 1.0							
Activity	M	T	W	R	F	S	Total
Supervision at Site							
Week's Total							
+ Previous							
Cumulative							
Student's Signature:						Date:	
Supervisor's Signature:						Date:	
Faculty Supervisor's Signature:						Date:	

APPENDIX IV
RECORDING VERIFICATION FORM



OHIO
UNIVERSITY

Recording Verification Form

Because client confidentiality is of the utmost ethical and legal importance to us, we do not maintain client identification in our students' records- including consent forms with a client's signature. This is because while consent to record and release other information may expire; we want to guarantee that an identity is not inadvertently archived as part of a student's record here at the university. For this reason, client authorization for recording and class related supervision such as case consultation for student professional development purposes is maintained only in the agency file.

This form is to verify that the student has obtained consent either to present a recording to a clinical internship class for consultation, or to discuss a case. By signing this form, you are verifying that there is an authorization on file at your agency. If you have any questions, you may contact the instructor of the course:

Instructor Name _____

Instructor Phone _____

Instructor Email _____

Student Name _____

Field Site Supervisor Name _____

Field Site Supervisor Signature _____ Date _____

Client Identifying Initial or Pseudonym _____

APPENDIX V

PERMISSION AND CONSENT TO RECORD COUNSELING SESSION

NOTE: To be used IF the site does not have a form to use with clients to obtain permission. This form and any forms signed by clients/students/parents/guardians are to be filed in the client/student file at the site location and are NEVER loaded to LiveText.

Permission and Consent to Record Counseling Session

I, _____, hereby give consent to my
(client's name)
assigned counselor, _____, who is a graduate
(counselor in training's name)

student at Ohio University, in the Department of Counseling and Higher Education to audio record and/or video record counseling sessions. I understand this counselor in training is receiving supervision from the following persons:

Site Supervisor: _____

Faculty Instructor & Supervisor: _____

I understand the recordings will only be used for educational and training purposes and that recordings or parts of recordings may be heard by other counselors in training, faculty instructor, and/or site supervisor as part of the counselor training process.

I understand that refusal to sign this form will not affect my eligibility for receiving services at this agency/school.

Client/Student: _____ Date ____/____/____

If client/student is under 18 years of age, signature of Parent/Guardian:

_____ Date ____/____/____

Counselor In Training _____ Date ____/____/____

APPENDIX VI
ALTERNATIVE TO RECORDING FORMS

NOTE: If a student is not permitted to audio or video record counseling sessions, the site supervisor is to directly observe counseling sessions completed by the counselor in training. The counseling student is to complete the first page as it provides background information to the site supervisor. The site supervisor is to complete the Evaluation Checklist and Skills Rating Form. All of these forms are to be provided to the Faculty Instructor in lieu of an audio/video recording. Please ensure these forms do NOT contain client identifying information.

COUNSELING SESSION EVALUATION FORM
(To be submitted when recording is not permitted by site/school)

Practicum and Internship in Counseling

Client Initials _____

Name of Counselor in Training _____

Date of Counseling Session _____

Date of Critique _____

Session Number _____

Length of Session _____

Evaluated by _____

BACKGROUND INFORMATION

Presenting Problem:

Relevant History:

Counseling Goals:

COUNSELING SESSION EVALUATION CHECKLIST

Openings

_____ Structure/Time: _____

_____ Transition: _____

_____ Expectations: _____

_____ Permission to
Recording: _____

Content

_____ Identify/Restate Concerns: _____

_____ Translate Concerns to Goals: _____

_____ Select One Goal: _____

_____ Brainstorm: _____

_____ Weigh Alternatives: _____

_____ Action Plan: _____

Closings

_____ Reference to Time: _____

_____ Summary: _____

_____ Invitation Back: _____

Counselor Considerations

Strengths:

Concerns:

Suggestions:

SKILLS RATING FORM

<u>Skill</u>	<u>Rating</u> (Acceptable – Unacceptable)					<u>Comments</u>
1. <u>Structuring and Goals</u> : Was a facilitative structure present in the session? Were goals acted upon?	5	4	3	2	1	
2. <u>Attending/Listening</u> : Did the counselor demonstrate appropriate nonverbal, active and alert attending/listening skills?	5	4	3	2	1	
3. <u>Reflection</u> : Did the counselor restate the content of the counselee's verbal message in a concise, understandable manner? Able reflect feeling and meaning?	5	4	3	2	1	
4. <u>Silence</u> : Did the counselor wait for the counselee to answer when the counselee needed time to respond?	5	4	3	2	1	
5. <u>Empathy</u> : Did the counselor convey an understanding of the counselee's experiences? Was this communicated?	5	4	3	2	1	
6. <u>Summarization (Counselor)</u> : Did the counselor identify a major theme of feeling, content, or process from previous verbal interaction?	5	4	3	2	1	
7. <u>Probing</u> : Did the counselor ask questions that aided the counselor in telling the story? (Open vs. Closed)	5	4	3	2	1	
8. <u>Confrontation</u> : Did the counselor point out discrepancies between the counselee's behavior and feelings?	5	4	3	2	1	
9. <u>Summarization (Counselee)</u> : Did the counselee identify major themes of feelings, content, or process from previous verbal interaction?	5	4	3	2	1	
10. <u>Closing</u> : Was the closing smooth, appropriate, and facilitative?	5	4	3	2	1	

APPENDIX VII
PRACTICUM EVALUATION OF STUDENT
THE COUNSELING COMPETENCIES SCALE

PRACTICUM EVALUATION OF STUDENT

Counseling Competencies Scale—Revised (CCS-R)© (Lambie, Mullen, Swank, & Blount, 2015)

Permission obtained from: Glenn W. Lambie, Ph.D. (Glenn.Lambie@ucf.edu)

The *Counselor Competencies Scale—Revised* (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the “Demonstrates Competencies” level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

APPENDIX VIII
STUDENT EVALUATION OF SITE SUPERVISOR FORM

STUDENT EVALUATION OF SITE SUPERVISOR FORM
Student Evaluation of Site Supervisor Form

Date: _____/_____/_____

Site Supervisor's Name:

Supervisee's Name:

Please respond to the following questions related to your supervision, give a numerical rating where applicable by circling the appropriate number, and comment on each appropriately.

1	2	3	4	5
poor	fair	good	very good	excellent

I. Supervisor Characteristics

A. Does the supervisor have enthusiastic attitude toward supervision? Is he/she dependable, prompt?

1 2 3 4 5

Comment:

B. Does the supervisor share his/her expertise and suggestions for client treatment?

1 2 3 4 5

Comment:

C. Does the supervisor have realistic expectations of the trainee and let the trainee know how he/she is fulfilling them?

1 2 3 4 5

Comment:

D. Does the supervisor have an encouraging attitude towards the trainee developing his/her own hypothesis regarding clients/students?

1 2 3 4 5

Comment:

E. Does the supervisor pay attention to the possible ways the trainee's personality may be influencing counseling?

1 2 3 4 5

Comment:

F. Is there a balance between the theoretical and practical (how PTO's) in a way the supervisor conceptualizes cases?

1 2 3 4 5

Comment:

G. Does the supervisor show a flexible and varied approach to supervision? (Invitation for co-therapy, emergencies, and medical consults, readings, workshop participation, sharing of own case)

1 2 3 4 5

Comment:

H. Does the supervisor display a willingness to discuss any area of concern in the supervisory relationship; is he/she open to feedback from the trainee?

1 2 3 4 5

Comment:

I. Does the supervisor model and teach professional and ethical behavior?

1 2 3 4 5

Comment:

II. Contract

A. Strengths of supervision:

B. Areas of improvement or change:

_____ Date _____
Signature of Counseling Student

_____ Date _____
Signature of Site Supervisor

APPENDIX IX
REQUEST FOR APPROVAL OF PRACTICUM/INTERNSHIP HOURS
DURING THE SEMESTER BREAK

Request for Approval of Practicum/Internship Hours during the Semester Break

Student: _____

PID: _____

The counseling experience will occur during the break between: (circle one)

___ Fall and Spring

___ Spring and Summer

___ Summer and Fall

from _____ to _____.

Note that students may only work up to 20 hours per week.

Site Supervisor

1. The site supervisor must be willing to be fully responsible for supervision of the trainee;
2. Agree to meet with the counseling intern at least one hour each week for individual;
3. Understands and acknowledges that a faculty supervisor will be unable to meet with the trainee;
4. Agree to sign weekly logs.

Supervisee

1. The supervisee must meet with the supervisor at least one hour each week for individual supervision;
2. Agree to complete weekly logs and submit these to the course for the next term;

By my signature below, I acknowledge that I have reviewed the policy on earning counseling practicum/internship hours during the break between semesters and understand the contents thereof.

Student Signature

Date

Current Faculty Instructor, Printed Name and Signature

Date

Site Supervisor, Printed Name and Signature

Date

Advisor, Printed Name and Signature

Date

Practicum and Internship Coordinator Signature

Date

Note: The Practicum and Internship Coordinator is the final signature, and can only be applied following the approval of all other parties.

APPENDIX X
DOCTORAL INTERNSHIP CONTRACT AND ADDENDUM

**Counselor Education Program
Doctoral Internship Contract**

Student: _____

PID: _____

Doctoral students must complete a 600-hour supervised internship comprised of a personalized internship contract addressing *three of the five* following counselor education doctoral core areas: (a) counseling, (b) supervision, (c) teaching, (d) research and scholarship, and (e) leadership and advocacy. The goals, activities, and objectives in the contract must be measurable and aligned to selected CACREP standards.

The contract should be completed with the student's advisor and a copy should be submitted to the student's internship instructor(s) as a part of EDCE 8915 Internship.

A. _____ Counseling (300-hour internship) _____ Semester/Year

Site:

Supervisor:

Describe Counseling goals, activities and learning objectives:

Counseling areas internship will address (CACREP VI.B.1.a-f):

- _____ a. scholarly examination of theories relevant to counseling
- _____ b. integration of theories relevant to counseling
- _____ c. conceptualization of clients from multiple theoretical perspectives
- _____ d. evidence-based counseling practices
- _____ e. methods for evaluating counseling effectiveness
- _____ f. ethical and culturally relevant counseling in multiple settings

B. _____ Supervision (100-hour internship) _____ Semester/Year

Site:

Supervisor:

Describe Supervision goals, activities and learning objectives:

Supervision areas internship is designed to address (CACREP VI.B.2.a-k):

- _____ a. purposes of clinical supervision
- _____ b. theoretical frameworks and models of clinical supervision
- _____ c. roles and relationships related to clinical supervision
- _____ d. skills of clinical supervision
- _____ e. opportunities for developing a personal style of clinical supervision

- _____ f. assessment of supervisees' developmental level and other relevant characteristics
- _____ g. modalities of clinical supervision and the use of technology
- _____ h. administrative procedures and responsibilities related to clinical supervision
- _____ i. evaluation, remediation, and gatekeeping in clinical supervision
- _____ j. legal and ethical issues and responsibilities in clinical supervision
- _____ k. culturally relevant strategies for conducting clinical supervision

C. _____ Teaching (100/200-hour internship) _____ Semester/Year

Site:

Supervisor:

Describe Teaching goals, activities and learning objectives:

Teaching areas internship is designed to address (CACREP VI.B.3.a-i):

- _____ a. roles and responsibilities related to educating counselors
- _____ b. pedagogy and teaching methods relevant to counselor education
- _____ c. models of adult development and learning
- _____ d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
- _____ e. effective approaches for online instruction
- _____ f. screening, remediation, and gatekeeping functions relevant to teaching
- _____ g. assessment of learning
- _____ h. ethical and culturally relevant strategies used in counselor preparation
- _____ i. the role of mentoring in counselor education

D. _____ Research and Scholarship (100-hour internship) _____ Semester/Year

Site:

Supervisor:

Describe Research and Scholarship goals, activities and learning objectives:

Research and scholarship areas internship is designed to address (CACREP VI.B.4.a-1):

- _____ a. research designs appropriate to quantitative and qualitative research questions
- _____ b. univariate and multivariate research designs and data analysis methods
- _____ c. qualitative designs and approaches to qualitative data analysis
- _____ d. emergent research practices and processes
- _____ e. models and methods of instrument design
- _____ f. models and methods of program evaluation
- _____ g. research questions appropriate for professional research and publication

- _____h. professional writing for journal and newsletter publication
- _____i. professional conference proposal preparation
- _____j. design and evaluation of research proposals for a human subjects/institutional review board review
- _____k. grant proposals and other sources of funding
- _____l. ethical and culturally relevant strategies for conducting research

E. _____Leadership and Advocacy (100-hour internship) _____Semester/Year

Site:

Supervisor:

Describe Leadership and Advocacy goals, activities and learning objectives:

Leadership and advocacy areas internship is designed to address (CACREP VI.B.5.a-1):

- _____a. theories and skills of leadership
- _____b. leadership and leadership development in professional organizations
- _____c. leadership in counselor education programs
- _____d. knowledge of accreditation standards and processes
- _____e. leadership, management, and administration in counseling organizations and other institutions
- _____f. leadership roles and strategies for responding to crises and disasters
- _____g. strategies of leadership in consultation
- _____h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
- _____i. role of counselors and counselor educators advocating on behalf of the profession and professional identity
- _____j. models and competencies for advocating for clients at the individual, system, and policy levels
- _____k. strategies of leadership in relation to current multicultural and social justice issues
- _____l. ethical and culturally relevant leadership and advocacy practices

The student and advisor, hereby agree to the aforementioned goals, activities and objectives for the specified areas of the doctoral internship.

Student Signature

Date

Advisor Signature

Date

**Counselor Education Program
Doctoral Internship Contract Addendum**

Student: _____

PID: _____

The following is to be used for doctoral students making revisions to the agreed upon doctoral internship contract. All changes must be specified below and agreed upon by the student's advisor.

Describe the changes made to the previously agreed upon contract:

The student and advisor, hereby agree to the aforementioned changes specified in this addendum to the doctoral internship contract.

Student Signature

Date

Advisor Signature

Date

APPENDIX XI
DOCTORAL INTERNSHIP STUDENT EVALUATION

**Counselor Education Program
Doctoral Internship Student Evaluation**

Student: _____

PID: _____

The doctoral internship student evaluation is multifaceted including the internship (a) goals, activities, and learning objectives, (b) counselor educator professional dispositions and behavior, and (c) qualitative supervisor feedback on the student’s professional development, including strengths and areas for growth as a counselor educator. Each supervisor will complete an evaluation specific to the doctoral internship area.

I. Goals, Activities, and Learning Objectives in Internship Area: _____

Students are evaluated on the specified goals, activities and learning objectives described in the Doctoral Internship Contract. The student’s goals, activities, and learning objectives are aligned to the CACREP (VI.B.1-5) standards. Only the standards specified in the Doctoral Internship Contract should be included in the student’s evaluation. The measurable objectives should be evaluated by the supervisor(s) on the specified learning objectives using the following scale:

Does not meet expectations	Partially meets expectations	Meets expectations	Exceeds expectations
0 points	1 point	2 points	3 points

Counseling areas internship will address (CACREP VI.B.1.a-f)

- _____ a. scholarly examination of theories relevant to counseling
- _____ b. integration of theories relevant to counseling
- _____ c. conceptualization of clients from multiple theoretical perspectives
- _____ d. evidence-based counseling practices
- _____ e. methods for evaluating counseling effectiveness
- _____ f. ethical and culturally relevant counseling in multiple settings

Supervision areas internship is designed to address (CACREP VI.B.2.a-k)

- _____ a. purposes of clinical supervision
- _____ b. theoretical frameworks and models of clinical supervision
- _____ c. roles and relationships related to clinical supervision
- _____ d. skills of clinical supervision
- _____ e. opportunities for developing a personal style of clinical supervision
- _____ f. assessment of supervisees’ developmental level and other relevant characteristics
- _____ g. modalities of clinical supervision and the use of technology
- _____ h. administrative procedures and responsibilities related to clinical supervision
- _____ i. evaluation, remediation, and gatekeeping in clinical supervision
- _____ j. legal and ethical issues and responsibilities in clinical supervision
- _____ k. culturally relevant strategies for conducting clinical supervision

Teaching areas internship is designed to address (CACREP VI.B.3.a-i)

- _____ a. roles and responsibilities related to educating counselors

- _____ b. pedagogy and teaching methods relevant to counselor education
- _____ c. models of adult development and learning
- _____ d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
- _____ e. effective approaches for online instruction
- _____ f. screening, remediation, and gatekeeping functions relevant to teaching
- _____ g. assessment of learning
- _____ h. ethical and culturally relevant strategies used in counselor preparation
- _____ i. the role of mentoring in counselor education

Research and Scholarship areas internship is designed to address (CACREP VI.B.4.a-1):

- _____ a. research designs appropriate to quantitative and qualitative research questions
- _____ b. univariate and multivariate research designs and data analysis methods
- _____ c. qualitative designs and approaches to qualitative data analysis
- _____ d. emergent research practices and processes
- _____ e. models and methods of instrument design
- _____ f. models and methods of program evaluation
- _____ g. research questions appropriate for professional research and publication
- _____ h. professional writing for journal and newsletter publication
- _____ i. professional conference proposal preparation
- _____ j. design and evaluation of research proposals for a human subjects/institutional review board review
- _____ k. grant proposals and other sources of funding
- _____ l. ethical and culturally relevant strategies for conducting research

Leadership and Advocacy areas internship is designed to address (CACREP VI.B.5.a-1):

- _____ a. theories and skills of leadership
- _____ b. leadership and leadership development in professional organizations
- _____ c. leadership in counselor education programs
- _____ d. knowledge of accreditation standards and processes
- _____ e. leadership, management, and administration in counseling organizations and other institutions
- _____ f. leadership roles and strategies for responding to crises and disasters
- _____ g. strategies of leadership in consultation
- _____ h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
- _____ i. role of counselors and counselor educators advocating on behalf of the profession and professional identity
- _____ j. models and competencies for advocating for clients at the individual, system, and policy levels
- _____ k. strategies of leadership in relation to current multicultural and social justice issues
- _____ l. ethical and culturally relevant leadership and advocacy practices

II. Counselor Educator Professional Dispositions and Behavior

Students are evaluated on the professional dispositions and behavior appropriate to counselor educator roles and responsibilities, regardless of internship area. The supervisor should assess student's demonstrating Students should be evaluated by the supervisor(s) on the student's *consistently demonstrated* professional dispositions and behaviors using the following scale:

Does not meet expectations	Partially meets expectations	Meets expectations	Exceeds expectations
0 points	1 point	2 points	3 points

- ___ a. Exhibits professional behavior and maintains appropriate boundaries with supervisor.
- ___ b. Exhibits professional behavior and maintains appropriate boundaries with students, supervisees, and clients as applicable.
- ___ c. Demonstrates engagement and motivation to develop skills in internship area
- ___ d. Demonstrates professional behavior in promptness, reliability and responsibility with assigned tasks.
- ___ e. Demonstrates flexibility and ability to modify approach relative to student, supervisee, client, and/or staff needs.
- ___ f. Demonstrates respect for cultural diversity (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and understanding of multicultural competence with respect to internship area.
- ___ g. Demonstrates openness to supervision and willingness to accept and integrate feedback.
- ___ h. Demonstrates understanding of professional ethics (e.g., ACA, ASCA, CRCC) in terms of roles and responsibilities as a counselor educator in internship area.
- ___ i. Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with students, supervisees, clients, and/or staff.

III. Supervisor Comments:

Student Signature

Date

Supervisor Signature

Date