University of Colorado Denver

School of Education & Human Development
Division of
Counseling Psychology and Counselor Education
1200 Larimer Street, NC 4030
PO Box 173364, Campus Box 106
Denver, CO 80217-3364
(303)556-8127

INTERNERSHIP PACKET

for

CPCE 5930, Internship in CPCE
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INTRODUCTION

The purpose of the handbook is to provide students and internship site representatives with information about the Division of Counseling Psychology and Counselor Education (CPCE) at the University of Colorado at Denver and Health Sciences Center. It is intended to clarify policies, procedures, requirements and expectations of internship.

Program Faculty

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University of Denver

Jeffrey King, Ph.D.
Pennsylvania State University

To reach an Affiliate Faculty member, please contact the Faculty Services Office in NC 4012, 303-352-3835
CPCE PROGRAM INFORMATION

Description of Program Objectives

The and Health Sciences Center, through the School of Education, offers Master of Arts programs appropriate for counseling work in community agencies, school systems, couple and family settings, private practice, and business settings. The programs in Couples and Family Therapy, Community/Agency Counseling, and School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The overall philosophy of the CPCE Division is to prepare master's level counselors with academic, professional, and personal credentials to perform effectively in their anticipated work setting. Individual, systems, and integrated training are emphasized with a focus on what research demonstrates as being essential in effective counseling.

Current objectives of the CPCE programs are reflected in the core requirements as directed by national accreditation standards and licensure requirements. Through coursework, practicum, internship, and successful completion of the comprehensive examination, students are expected to satisfy overall program objectives and specific course objectives. Students should be prepared to meet course objectives and attend classes as scheduled. In addition, students must have access to computer technology in order to participate in on-line coursework and communication within the Division.

Mission Statement

The mission of the Division of Counseling Psychology and Counselor Education at the University of Colorado at Denver and Health Sciences Center is to educate competent counselors who value inclusion and prize diversity such that they are prepared to offer a continuum of mental health services across a variety of settings for the benefit of the Denver metropolitan community and the society.

The CPCE program faculty strive to train counselors who:

1. Are adept at providing high quality, contextually appropriate counseling and consultation services to individuals, couples, families and systems.

2. Welcome and support diversity including race, ethnicity, sexual orientation, spirituality, gender, age, ability and socioeconomic status among the faculty, peers, and clientele; who advocate on behalf of marginalized individuals and groups; and who are open to challenging the dominant paradigm by adopting multiple perspectives with the goal of becoming culturally competent.

3. Who embody integrity and culturally sensitive ethics in their professional practice.

4. Who are committed to life-long learning, self-care, and professional development; and who advocate on behalf of their professional identity as counselors.
Overall Objectives

1. To develop a theoretical and psychological base with a rationale for counseling.
2. To understand professional problems/issues/ethical concerns.
3. To develop individual counseling skills.
4. To learn group facilitation skills, and understand group behavior.
5. To understand career development and the psychology of careers.
6. To be skilled at measurement and evaluation procedures.
7. To develop professional counseling expertise under supervision.
8. To experience personal growth and professional development.
9. To respect cultural differences and interact with children/adults accordingly.

Specific Objectives

1. Assessment Skills
   a. Developmental and psychological stages through the life span.
   b. The referral process.
   c. Information gathering.
   d. Effective interviewing skills.
   e. Selecting and evaluating tests.
   f. Test interpretation.
   g. Diagnosing behavioral and psychological problems.

2. Organizational/Administration Skills
   a. Conducting needs assessments.
   b. Identifying behavioral objectives and developing treatment plans.
   c. Planning comprehensive counseling programs.
   d. Implementing counseling practices and interventions.
   e. Evaluating counseling programs and psychological interventions.
   f. Organizing a private practice.

3. Educational Counseling Skills
   a. Working with the educational curriculum.
   b. Academic advising.
   c. College planning.
   d. Vocational planning.
   e. Job planning.
   f. Curriculum consultation.

4. Career Counseling Skills
   a. Career development theories, and psychology of careers.
   b. Resume building.
   c. Life career planning.
   d. Utilizing career inventories.
   e. Career development computer programs.
   f. Career development activities and programs.

5. Personal Counseling Skills
   a. Psychological assessment and treatment planning.
   b. Rapport building and interviewing skills.
   c. Listening and effective intervention selection.
   d. Counseling theory and application.
   e. Counseling techniques and intervention practices.
   f. Referral procedures—suicide, incest, harm to self or others, etc.
   g. Substance abuse recognition, referral, and counseling.
   h. Couple and family diagnosis and treatment.
6. Group Counseling Skills
   a. Understanding psychology of groups.
   b. Organizing groups.
   c. Group process/stages.
   d. Group purpose.
   e. Strengths and weaknesses of groups.
   f. Different kinds of groups.
   g. Assessment of group interventions.
   h. Ethics of group work.

7. Couple and Family Counseling/Therapy Skills
   a. Assessment and interviewing.
   b. Systems theory and application.
   c. Family development cycles.
   d. Techniques of counseling couples and families.
   e. Treatment and research in couple and family therapy.

8. Personal Growth
   a. Personal expectations and skill level.
   b. Ethical considerations, including "duty to warn."
   c. Commitment to obtaining up-to-date information.
   d. Licensure, credentialing, and professional associations.

9. Research Skills
   a. Literature review skills.
   b. Research proposal writing.
   c. Problem identification.
   d. Hypothesis development and testing.
   e. Methodology & statistical analysis.

10. Multicultural Skills
    a. Assessing influence of culture in counseling.
    b. Utilizing culturally sensitive skills.
    c. Ethical decision making from a multicultural perspective.
    d. Identifying indigenous helpers.
# SPECIFIC PROGRAMS IN CPCE

## COUPLE AND FAMILY COUNSELING/THERAPY (63 semester hours)

<table>
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<tr>
<th>COURSE NUMBER</th>
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<th>PREREQUISITES</th>
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<td>CPCE 5160</td>
<td>Techniques in Family Therapy</td>
<td>Couple/Family</td>
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<td>CPCE 5170</td>
<td>Issues in Family Studies</td>
<td>Couple/Family</td>
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<td>CPCE 5180</td>
<td>Counseling Couples</td>
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<td>CPCE 6000</td>
<td>Intro to Sex Therapy</td>
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<td>CPCE 6140</td>
<td>Counseling Children, Adolescents and Their Parents</td>
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<td>CPCE 6160</td>
<td>Advanced Assessment, Theory, and Treatment in Family Systems</td>
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*A certification in couple and family counseling is available for the professional with a master's degree in counseling or a related field. Individual student degree plans are developed based upon past academic work (See Endorsement/Certification Policies).*
# SCHOOL COUNSELING (COUNSELING LICENSURE) (60 semester hours)

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*All 600 hours of Internship must be in a school setting under the supervision of a licensed school counselor. The experience must include work with students aged 1 to 21. Full-time experience consisting of at least a four-hour block of time each day is required. Internship students who are teachers may not do their internship experience in their teaching building. Check with Dr. Harding about new licensure requirements.*
## COMMUNITY AGENCY TRACK: GENERAL (63 semester hours)

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## COMMUNITY AGENCY TRACK: EMPLOYEE ASSISTANCE PROGRAM

(63 Semester Hours)

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<td>REM 5200</td>
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<tr>
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<td>CPCE 5910</td>
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## COMMUNITY AGENCY TRACK: MULTICULTURAL (63 semester hours)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>TITLE</th>
<th>TYPE</th>
<th>SEMESTER OFFERED</th>
<th>PREREQUISITES</th>
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<tbody>
<tr>
<td>CPCE 5010</td>
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<tr>
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<td>Theory and Techniques of Counseling</td>
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<td>CPCE 5010</td>
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<tr>
<td>CPCE 5110</td>
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<td>CPCE 5150</td>
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<td>Agency</td>
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<tr>
<td>CPCE 5330</td>
<td>Counseling Issues and Ethics</td>
<td>Core</td>
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<tr>
<td>CPCE 5400</td>
<td>Career Development</td>
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<td>CPCE 5810</td>
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<td>CPCE 5830ST</td>
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<td>CPCE 7100</td>
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<td>Multicultural &amp; Diversity Issues in Counseling Individuals and Families</td>
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INTERNSHIP IN COUNSELING PSYCHOLOGY AND COUNSELOR EDUCATION
CPCE 5930

The internship is the final and most comprehensive professional experience in Counseling Psychology and Counselor Education. The intent of the internship is to provide the student with closely supervised training at a site usually outside the university environment that is congruent to his or her orientation within the program. In order to insure that the student’s individualized career goals are met in the internship experience, arrangements for the internship are negotiated between the student, the on-site supervisor and the student’s supervising professor at the University of Colorado at Denver and Health Sciences Center. On-campus class attendance is required.

Internship Objectives

The internship is designed to provide the student with an opportunity to practice and expand his or her counseling and/couples and family therapy skills. On-site supervisors will closely monitor student activities, provide effective and appropriate feedback, work in cooperation with university supervisors and encourage student participation in a variety of on-site activities.

Students may also use on-site facilities at the University Counseling and Family Therapy Center for group supervisory sessions and continued expansion and evaluation of counseling skills through use of the counseling labs, video and audio equipment, and supervision.

During the internship, students will be expected to demonstrate a commitment to implementing and expanding the following skills:

- Establishing and maintaining a client caseload.
- Demonstration and application of appropriate counseling and couples and family therapy skills.
- Development of specialized skills relevant to the requirements of the host site.
- Establishing and maintaining effective working relationships with staff, supervisors and colleagues.
- Demonstration of willingness to meet professional obligations.
- Demonstration of enthusiasm and commitment to the counseling profession.
- Demonstrating a willingness to learn and sensitivity to feedback.
- Demonstration of personal traits conducive to effective counseling, learning and professional development.
- Perform all counseling and related activities in an ethical and legal manner.
- Demonstration of willingness to explore and use community resources for referrals.
Internship Requirements

Prior to enrolling in the Internship, students will be required to have completed all the CPCE courses in their tracks. Students may be given permission to begin Internship if only one REM class remains to be taken.*

Students must be prepared to commit a total of 600 hours to the Internship which may extend over one or two semesters. Distribution of Internship hours must be as follows:

1. **Direct Services**
   - Client Contact (one-on-one, couples, family or group).
   - Forty percent of total internship hours minimum: 240 hours
   - (*Couple and Family Track students must have a minimum of 121 contact hours with couples and/or families.)

2. **Individual Supervision with On-Site Supervisor**
   - One hour per week minimum: 15-30 hours

3. **Group Supervision (class attendance) with University Supervisor**
   - One and one half hour per week minimum: 23-45 hours

4. Additional hours spent in staff meetings, case presentations, peer and/or supervisor observations, in-service training, transcription and analysis of audio tapes or other activities approved in advance by student’s Supervisor: 285-322 hours*

**TOTAL:** 600 hours

- This number will vary depending on the number of direct service hours performed.

- Students may carry over up to 50 hours (accrued beyond the 150 required practicum hours) from practicum into internship. Of the 50 hours carried over, a maximum of 20 can be face-to-face client hours. If the student has contracted with the site for 240 direct and 600 total hours, carry over of practicum hours will not be allowed.

Internship Site Selection

All students must complete an internship application form (see Forms and Agreements section) and submit it to the Clinical Coordinator by July 15th for Fall, September 15th for Spring, and April 15th for Summer semesters. Students should select internship sites from the list of “approved” sites that already meet CACREP standards and CPCE criteria. The list of approved sites is available in the Counseling Center office. Sites that are not on the “approved” list may be considered if they meet the established criteria. (See Internship Application for details on how to get a new site approved.)
Internship Site Criteria

In order to be in compliance with the CACREP accreditation standards and to make students’ internships high quality learning experiences, the faculty developed some criteria to guide you in selecting an internship site. Please discuss these criteria with the potential site supervisor prior to signing an internship agreement. Your internship site MUST meet CACREP standards—no exceptions! If you wish to consider an internship site that does not meet the other criteria, you must submit a letter to the Division Coordinator requesting a review of the potential internship site. This letter must be submitted in the semester prior to beginning your internship and approval must be given by the Division Coordinator on behalf of the faculty.

CACREP STANDARDS (Section III, H) regarding Internships:

- 600 clock hours after successful completion of practicum
- 240 hours of direct service with clients appropriate to track (Couple and family track students must complete 121 of these with couples or families)
- Weekly interaction with an average of one hour per week of individual and/or triadic supervision, throughout internship (usually performed by the on-site supervisor)
- An average of one and one half hours per week of group supervision on a regular schedule throughout the internship, usually performed by a program faculty member; (this is CPCE 5930, your internship class).
- The opportunity for students to become familiar with a variety of professional activities in addition to direct service (record keeping, supervision, information and referral, inservice and staff meetings);
- The opportunity for students to develop program-appropriate audio and/or videotapes of the student’s interactions with clients for use in supervision;
- The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature and research;
- A formal evaluation of the student’s performance during the internship by a program member in consultation with the site supervisor
- Students must formally evaluate their supervisors and learning experience at the end of their internship experiences.
- Clinical experiences should provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community
- Students must have liability insurance
- Site supervisors must have
  1. a minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;
  2. a minimum of 2 years of pertinent professional experience in the program area in which the student is competing clinical instruction
  3. knowledge of the program’s expectations, requirements, and evaluation procedures for students.
ADDITIONAL CRITERIA:

- Students who wish to complete their internship in their work place, must secure supervision from someone who meets the criteria above and who is not their administrative supervisor (i.e. the person with hiring/firing authority) in order to prevent double binds/conflicts of interest. Students must also submit a letter to the Division Coordinator outlining the internship responsibilities and must include a memo from the clinical supervisor indicating s/he is not the administrative supervisor and does meet the internship standards. Students must obtain approval from the Division Coordinator prior to signing and internship agreement in a work place site.

- Students should seek out internship sites that are consistent with the CPCE program mission statement (e.g. welcome diversity of race, ethnicity, sexual orientation, religion, ability, SES)

- It is preferable that students complete internships in sites where supervisors are licensed and have had some training and experience in supervision

| School Track students should expect to have the following experiences in their sites: |
|-------------------------------|-------------------------------|
| **Essential**                 | **Highly recommended**       |
| _____ individual ongoing counseling with one student | _____ prevention activities, e.g. mentoring programs |
| _____ group counseling        | _____ parent programs        |
| _____ crisis intervention individual counseling | _____ program coordination |
| _____ sit in on child abuse reporting | _____ classroom presentations |
| _____ sit in on suicide intervention | _____ computer orientation regarding student records |
| _____ group counseling        | _____ district inservices    |
| _____ scheduling activities (high school) | _____ peer counseling activities |
| _____ parent conference       | _____ presentations to staff on counseling related activities |
| _____ college counseling (high school) | _____ administration or dean's meetings - counseling related |
| _____ career/vocational counseling (high school) | |
Workplace as Internship Site

*Ordinarily, students should seek internships outside of their workplace. Students who wish to conduct their internship in their workplace must participate in counseling activities that are significantly different from their existing work responsibilities, must have a clinical supervisor who is different from their administrative supervisor (the person who does their job evaluation), and must attach a letter to their Internship Application requesting permission from the faculty to do their internship in their workplace. A memo from the clinical supervisor ensuring different activities/clients and a different supervisor must accompany the request. Requests must be submitted and acted on by the CPCE faculty in the semester prior to the semester the student intends to enroll in CPCE 5930, Internship. Students who fail to submit the request and accompanying memo prior to the last scheduled faculty meeting of the semester will not be permitted to do their internship in their workplace and must seek another appropriate site.

A therapist’s private practice is not acceptable as an Internship site.

Internships Outside of the Denver Metro Area:

Students who wish to do their internship in a site outside of the Denver Metro area must obtain permission to do so from their clinical supervisor in Practicum in consultation with the clinic staff team. Students will indicate this preference on their Internship Application form. Students who need additional skill or professional development will not be permitted to participate in internship sites outside of the Denver Metro Area.

For students in the Couples and Family track program:

To comply with standards for Colorado state licensure and CACREP accreditation, couple and family students (like all internship students) must complete a total of 240 direct contact hours in Internship, with the majority (i.e. 121) of those hours being direct client contact hours with couples and families.

For the purpose of the couples and family Internship, direct contact is defined as working with more than one client in the therapy session. This means that the counselor is working with, for example, a parent and a child, husband and wife, parents and children, two adults in a relationship, etc. Using systems theory with an individual does not constitute direct contact with couples and families for the purpose of your internship experience.

Groups:

A maximum of twenty-five percent of the Internship direct client contact hours (60 hours) may be done in group work. For couple and family credit, these groups must have as their focus couple and family issues specifically and exclusively. Examples include development of parenting skills, couple communication, etc. In order for group work to count toward direct client contact hours in the couple and family Internship, prior approval must be obtained from the student’s University Internship supervisor.
Weekly Logs:

Students will be expected to keep a weekly log of hours spent in internship activities. These logs must be kept current and are signed by the site supervisor. They are handed in to the university supervisor each week. Logs should consist of daily notations indicating the date and amount of time allotted to each activity (see page 28). Weekly summaries of experiences, reactions to experience, information learned, future goals and problems should be included.

Credit Hours:

A minimum of six credit hours must be completed. This requirement can be met in one semester or over two (3 credit hours each). If the student does not complete the 600 hours by the end of six credit hours, he or she must enroll for additional credit. If the student has more than 100 hours remaining by the time the next term begins, he or she must enroll in an additional 3 credit internship class. If the student has fewer than 100 hours remaining by the start of the next term, he or she may enroll for a 1 credit independent study course. On-campus class attendance is required during the completion of these internship hours. If the student is completing two tracks, a total of 1200 on site hours at two or more sites must be completed.

Insurance:

All internship students are expected to have liability insurance. Since students are expected to meet this requirement for completion of the practicum, internship students will submit a copy of their insurance. One copy will be submitted to their on-site supervisor and a second copy to their university supervisor for inclusion in the student’s file.

Formal Case Presentation

A recent graduation requirement added for students in the program is the successful presentation of a case conceptualization. Ordinarily, this case presentation will occur during the student’s final semester of Internship.

To Internship Site Supervisor:

A mid-term evaluation of the intern student must be completed by the on-site supervisor.

A final evaluation of the intern student must be completed by the on-site supervisor at the end of each semester or summer session.

The intern student is responsible for notifying you of required dates for evaluations. At some point during the internship, the student will need to arrange for an on-site meeting between yourself and the student’s university supervisor.

Please feel free to call us at 303-556-6032 any time you have questions, or should you need to contact the intern student’s university supervisor for any reason.
Evaluations

Students will be formally evaluated at mid-term and at the end of each semester by the on-site supervisor. While a grade recommendation will be requested and taken into consideration from the on-site supervisor, final assignment of a grade will be made by the internship student’s university supervisor. Internship students will be asked to complete an evaluation of their experience, including evaluation of on-site supervision and facilities using the Supervisor/Site Evaluation (page 34) and the Post-Internship Report (page 36).

The student’s university supervisor must make at least one formal on-site visit to the student’s internship site during the semester.

Grading

Letter grades will be assigned based on the following considerations:

- Attendance at class meetings
- Maintenance of internship log
- Formal evaluations by on-site supervisor
- Completion of required number of clock hours
- Professionalism and enthusiasm

A letter grade of A indicates that in addition to completing all course requirements in a timely and professional manner, the student demonstrates excellent counseling and family therapy skills, has high standards of personal and professional behavior, demonstrates a willingness to learn, is cooperative and resourceful in his or her work environment and is committed to the counseling profession.

A letter grade of B indicates that in addition to completing all course requirements in a timely and professional manner, the student demonstrates strong counseling and family therapy skills, has average standards of personal and professional behavior, is willing to learn, is resourceful in his or her work environment and shows commitment to the counseling profession.

A letter grade of C indicates that the student has not completed course requirements in a professional manner, needs to improve counseling and family therapy skills, has less-than-acceptable professional and personal standards of behavior, appears unwilling to learn and lacks sufficient commitment to the profession.

A letter grade of C is considered unacceptable in the internship program. A student receiving a C or lower will not be permitted to graduate from the CPE program until they have demonstrated that the circumstances leading to the C grade have been addressed and ameliorated.

In cases where the student has failed to meet the required number of clock hours within the two semester time frame allotted for the internship experience, a grade of Incomplete will be given until the student meets the requirement. Failure to do so within one semester will result in an automatic letter grade of C and the associated consequences.

Students receiving a C or lower in internship must meet with their faculty advisor, site supervisor and university supervisor to develop a plan for remediation. The remediation plan must be approved by the CPCE faculty before students are permitted to register for another semester of CPCE 5930.
FORMS
AND
AGREEMENTS
COUNSELING PSYCHOLOGY AND COUNSELOR EDUCATION
INTERNSHIP APPLICATION

RETURN TO MARSHA WIGGINS FRAME, THE INTERNSHIP COORDINATOR by
JULY 15TH (FALL), SEPTEMBER 15TH (SPRING), APRIL 15TH (SUMMER).

APPLICANT’S NAME: _______________________________________
ADDRESS: __________________________________________________
PHONE: (H) _____________________ (W) _____________(CELL) __________
TRACK: ______________________ EMAIL __________________________________
PROPOSED INTERNSHIP SITE: _________________________________
INTERNSHIP SITE ADDRESS: ___________________________________
INTERNSHIP SITE PHONE: _____________________________________
SUPERVISOR’S NAME: _________________________________________
SUPERVISOR’S DEGREE: _______________________________________
SUPERVISOR’S LICENSE: ________________LICENSE NUMBER: _____________
SUPERVISOR’S OTHER CREDENTIALS (NCC, AAMFT MEMBERSHIP, CAC)
____________________________________________________________________
SUPERVISOR’S YEARS OF CLINICAL EXPERIENCE: ______________
HAS THE SUPERVISOR HAD TRAINING IN SUPERVISION? YES___ NO____
SUPERVISOR’S YEARS OF PROVIDING CLINICAL SUPERVISION: _______
IS THIS SITE ON OUR LIST OF APPROVED INTERNSHIP SITES? YES___ NO____

(See the Counseling Center office for official listing). If your site is not on this list, you must
submit the internship criteria from this manual to the proposed supervisor at the site who
must send a memo to the Internship Coordinator (marsha.frame@cudenver.edu) to verify
that the site meets the established internship criteria.
IS THIS SITE ALSO YOUR WORKPLACE? YES____ NO____

If yes, you must have duties that are different from your current job responsibilities and you must have clinical supervision by someone who is not your administrative supervisor. In order to be eligible to use your workplace as an internship, you must send a memo to the Internship Coordinator (marsha.frame@cudenver.edu) describing in detail the alternate activities in which you will engage for internship and a memo from your proposed supervisor verifying that s/he is not your administrative supervisor and that s/he meets the internship criteria for supervisors. (See internship manual)

IS THIS SITE LOCATED OUTSIDE THE DENVER METRO AREA? YES____ NO____

If yes, you must secure approval from the practicum clinical staff prior to entering into a contract with an out-of-town site. Please complete the required steps listed above for an internship site that is not on the approved list and submit the supervisor’s memo and this application to the Internship Coordinator by the midterm evaluation in Practicum. Students who need additional skill or professional development will not be permitted to participate in internship sites outside of the Denver Metro area.

ARE YOU REGISTERED FOR CPCE 5930 (Internship in Counseling)? YES ____ NO___

Students must be registered for this course in order to be approved for internship. Only 10 students are permitted in each internship section per CACREP.

IF YOU HAVE QUESTIONS ABOUT INTERNSHIP, CONTACT MARSHA WIGGINS FRAME VIA EMAIL: Marsha.Frame@cudenver.edu.

Signature: _________________________  Date:____________________
INTERNSHIP CONTRACT

(Give to University Supervisor by the second week of class)

I, _________________________________ (student name) have read the Internship Handbook from the University of Colorado at Denver and Health Sciences Center Counseling Psychology and Counselor Education Division.

I understand the policies and procedures as stated in the Internship Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth herein.

I further agree that the Faculty of the Counseling Psychology and Counselor Education program at the University of Colorado at Denver and Health Sciences Center has the right and responsibility to monitor my internship performance, my professional ethical behavior, and my personal characteristics.

If in the opinion of the faculty, any or all of these are in question, I agree to abide by the faculty’s decision as to whether or not I will continue in the program.

________________________________________________________________________

(Signature and date)

Please give this completed form to the professor of your university internship class. Your professor will sign the form and keep it in your internship file.

________________________________________________________________________

(Internship Professor and date)
PERMISSION TO RECORD/OBSERVE

I, _________________________________ , hereby give my
(Name of Client)
permission for the use of recording devices, including audio and videotapes, as well
as observation through a one-way mirror during my counseling session with
______________________________ at/from the University of
(Name of Counselor)
Colorado at Denver Counselor and Family Therapy Training Center or
______________________________ .
(Site Name and Address)

I understand that any information obtained during counseling sessions through these
means will be used solely for the purpose of supervision by my counselor’s
supervisor(s), and that otherwise this information will be kept strictly confidential.
This authorization will expire on ______________________ or when I
(Date)
terminate my counseling with the above named counselor. I also
understand that any taped material will be summarily erased after supervision
has taken place.

________________________________________  __________________________
Date                                      Client Signature
INTERNERSHIP AGREEMENT

This Agreement, by and between

The Counselor and Family Therapy Training Program
Counseling Psychology and Counselor Education
School of Education
University of Colorado at Denver and Health Sciences Center
P.O. Box 173364, Campus Box 106
Denver, CO 80217-3364

AND

Agency or School: __________________________________________
Address: __________________________________________________
City, State, Zip: ____________________________________________
Phone: ____________________________________________________

AND

Student Name: ______________________________________________
Address: __________________________________________________
City, State, Zip: ____________________________________________
Phone: ________________ (Home) ____________________________ (Work)

For the purpose of providing an internship in counseling for the above-named student for:

CPCE 5930: Internship

Begin Term: _________________ End Term: _______________________

Credit Hours: _____________ Internship Hours: ___________________

University Supervisor: ____________________ Phone #: ____________

The student will be working primarily with the following type(s) of clients:

_________________________________________________________________
_________________________________________________________________
It is mutually agreed:

A. That the above-named agency or school will provide the following services and supervision (master’s degree or above):

1. An orientation to the agency or school and definition of specific student duties.

2. Supervision to be performed by:

   Name: ________________________________________________
   Degree(s) held: _________________________________________
   Major field of study: _________________________________
   Licenses held: _________________________________________
   Other Credentials: _____________________________________
   Relevant work experience:
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   Years of experience as a counselor: ________________
   Years of experience as a supervisor: ________________
   Have you had any supervision training?  □ Yes □ No

3. Weekly review of the student’s performance via a one-hour individual meeting with the student and review and approval of the student’s weekly internship log. Additional individual and on-site group supervision is strongly encouraged.

4. The supervision of the student will be done in accordance with the guidelines established by the agency or school or all regular personnel, keeping in mind the enclosed guidelines for supervisors as recommended by the ACA (American Counseling Association).

5. The student has access to audio or video equipment for taping sessions. □ Yes □ No

6. The student has access to professional resources such as assessments, technology, professional development materials, etc. □ Yes □ No

B. That the student will:

Be at the agreed upon location on the following days at the following times:
   ___________________________________________________________________
   ___________________________________________________________________

Be assigned the following specific duties and responsibilities:
   ___________________________________________________________________
   ___________________________________________________________________
3. Attend weekly group supervision (class meetings) at the University of Colorado at Denver and Health Sciences Center.

4. Keep a log of time spent including weekly summaries, which will be reviewed and signed by the internship on-site supervisor.

C. That the University of Colorado at Denver and Health Sciences Center Training Program will:

1. Advise the student as to the requirements (seminars, reports, evaluations) involved in the Internship.

2. Provide supervision meetings to discuss common problems and experiences, as well as to assist student in case study presentation and other areas of concern.

3. Provide additional experiences, including one-way mirror supervision of counseling sessions, videotaping of sessions, group counseling opportunities, professional seminars and referral sources for client as well as personal needs.

4. Maintain periodic contact with the field supervisor and the student to discuss the student’s progress, including no less than one on-site visit by the student’s university supervisor for the purpose of meeting with the on-site supervisor.

5. Maintain appropriate records for registration and grading.

It is the expectation of all three parties involved that the above conditions be met. Should it become apparent that they are not being met by any of the parties, it is imperative that all three parties discuss why these expectations have not been met at the earliest possible date.

The following signatures verify agreement of the stated conditions:

Student Signature: ________________________________
Date: __________________

On-Site Supervisor: ________________________________
Date: __________________

University Supervisor: ______________________________
Date: __________________

This site ☐is / ☐is not currently on the list of approved Internship sites in the CU Denver Counseling Center office.
## UNIVERSITY OF COLORADO AT DENVER AND HEALTH SCIENCES CENTER COUNSELOR TRAINING PROGRAM

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Week of</th>
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<tr>
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<tr>
<td>On-Site Supervisor</td>
<td>University Supervisor</td>
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### Internship Weekly Log

For each activity listed, list the total number of hours engaged in that activity for each day. For special activities (i.e. seminars, workshops, etc.), list the title as well as the hours spent. Your On-Site Supervisor must sign off on each weekly log.

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<thead>
<tr>
<th>Date</th>
<th>MON</th>
<th>TUE</th>
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<th>THUR</th>
<th>FRI</th>
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<th>SUN</th>
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<td>Client(s)--Individual</td>
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**Comments:**

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**Supervisor’s Signature** | **Date**
COUNSELING PSYCHOLOGY AND COUNSELOR EDUCATION TRAINING

MIDTERM EVALUATION OF INTERNSHIP STUDENT
BY HOST SUPERVISOR

Student Name: ____________________________ Date: __________________

Internship Host Site: _____________________________________________

Internship Host Supervisor: ______________________________________

Please indicate student’s skill/performance levels in the following areas by checking the appropriate boxes, with (1) being low and (5) being high. Open-ended comments are requested on the last page of the evaluation.

A. PROCESS AND SKILLS

1. Maintains a helpful counseling relationship.  1 2 3 4 5 N/A
2. Refrains from being judgmental.  1 2 3 4 5 N/A
3. Individual counseling skills.  1 2 3 4 5 N/A
4. Family counseling and therapy skills. (for MFT students only)  1 2 3 4 5 N/A
5. Group facilitation skills.  1 2 3 4 5 N/A
6. Listening skills.  1 2 3 4 5 N/A
7. Use of open-ended questions/responses.  1 2 3 4 5 N/A
8. Appropriate use of confrontation, questions, clarification.  1 2 3 4 5 N/A
9. Ability to identify and explore problems.  1 2 3 4 5 N/A
10. Ability to diagnose.  1 2 3 4 5 N/A
11. Assists clients through stages of problem solving.  1 2 3 4 5 N/A
12. Ability to develop a treatment plan.  1 2 3 4 5 N/A
13. Maintains client focus on topic.  1 2 3 4 5 N/A
14. Ends counseling sessions effectively.  1 2 3 4 5 N/A
15. Refers clients to appropriate sources if necessary.

B. PERSONAL AND PROFESSIONAL BEHAVIOR

1. Commitment to the profession.


3. Maintains client confidentiality.

4. Working relationship with staff.

5. Consults with administrator/supervisor regarding concerns.

6. Acceptance of supervision.

7. Initiative in learning new skills.

8. Practical judgment.


10. Self-confidence.

11. Communication skills.

12. Conscientious.

13. Responsible.

C. COMMENTS:

Main Strengths

Areas of Improvement

(Use back of this form if needed.)
COUNSELING PSYCHOLOGY AND COUNSELOR EDUCATION TRAINING

FINAL EVALUATION OF INTERNSHIP STUDENT BY HOST SUPERVISOR

Student Name: __________________________________________________________
Date: ____________________________

Internship Supervisor: __________________________________________________

Please indicate student’s skill/performance levels in the following areas by checking the appropriate boxes, with (1) being poor, (2) being fair, (3) being good, (4) being very good, (5) being excellent, and (N/A) meaning not applicable.

A. PROCESS SKILLS

1. Ability to establish and maintain a productive counseling relationship.  1  2  3  4  5  N/A
2. Demonstrated appropriate skills, techniques and interventions.  1  2  3  4  5  N/A
3. Demonstrated the ability to identify and explore clients’ concerns, including diagnosis.  1  2  3  4  5  N/A
4. Assisted clients in setting goals.  1  2  3  4  5  N/A
5. Demonstrated the skill of assisting client problem-solving and decision-making.  1  2  3  4  5  N/A
6. Demonstrated flexibility in meeting individual client needs.  1  2  3  4  5  N/A
7. Showed a willingness to take risks.  1  2  3  4  5  N/A
8. Demonstrated the ability to lead or co-lead a group.  1  2  3  4  5  N/A

B. PERSONAL SKILLS

1. Commitment to the profession.  1  2  3  4  5  N/A
2. Responsible.  1  2  3  4  5  N/A
3. Self-confident.  1  2  3  4  5  N/A
5. Attendance/punctuality.  
6. Communication skills.  
7. Took initiative and worked independently.  
8. Responded effectively to feedback, critique and suggestions.  

C. PROFESSIONAL BEHAVIOR  
1. Practiced ethical behavior.  
2. Developed a working relationship with staff.  
3. Maintained client confidentiality.  
4. Used appropriate referral sources.  
5. Consulted with other professional staff regarding concerns.  
6. Abided by institution/agency policies.  

D. OVERALL PERFORMANCE  

E. MAJOR STRENGTHS:  

F. AREAS IN NEED OF IMPROVEMENT:  

G. OTHER COMMENTS:
A letter grade of A indicates that in addition to completing all course requirements in a timely and professional manner, the student demonstrates excellent counseling and/or family therapy skills, has high standards of personal and professional behavior, demonstrates a willingness to learn, is cooperative and resourceful in his or her work environment and is committed to the counseling profession.

A letter grade of B indicates that in addition to completing all course requirements in a timely and professional manner, the student demonstrates strong counseling and/or family therapy skills, has average standards of professional and personal behavior, is willing to learn, is resourceful in his or her work environment and shows a commitment to the counseling profession.

A letter grade of C indicates that the student has not completed course requirements in a professional manner, needs to improve counseling and/or family therapy skills, has less-than-acceptable professional and personal standards of behavior, appears to be unwilling to learn and lacks sufficient commitment to the profession. A letter grade of C is considered unacceptable in the internship program. A student receiving this grade will be asked to reconsider his or her choice of profession, or, if exceptional circumstances are proven, a second internship may be required prior to graduation.

In cases where the student has failed to meet the required number of clock hours within the two semester time frame allotted for the internship experience, a grade of Incomplete will be given until the student meets the requirement. Failure to do so within one semester will result in an automatic letter grade of C and the associated consequences.

Supervisor Signature: _____________________________ Date: __________________

Student Signature: _____________________________ Date: __________________
Please indicate the intern’s skills/performance level as well as knowledge in the following areas by circling the appropriate level. The indicators are as follow:

1 – Deficient – Displayed serious gaps in judgment/performance or lack of knowledge.
2 – Emerging – Developing knowledge/able to perform satisfactorily under supervision.
3 – Competent – Applies knowledge and skills appropriately without supervision.
4 – Exemplary – Applies knowledge and skills appropriately without supervision at an advanced, professional level.
NA – Performance of skill or use of knowledge not observed or expected.

### A. COUNSELING PROCESS AND SKILLS

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### B. SCHOOL COUNSELING KNOWLEDGE AND SKILLS

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<td>13.</td>
<td>Aware of goals and objectives of school counseling program.</td>
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<td>2</td>
<td>3</td>
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<td>14.</td>
<td>Can verbalize how counseling program supports the school’s mission and goals.</td>
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<td>15.</td>
<td>Conducts classroom guidance activities effectively.</td>
<td>1</td>
<td>2</td>
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<td>16.</td>
<td>Assists teachers in meeting affective skill and career development needs of students.</td>
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<td>17.</td>
<td>Collaborates with faculty, staff and administrators to enhance their work with students.</td>
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<td>2</td>
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<td>18.</td>
<td>Can verbalize what the school crisis plan is and understands her/his role in it.</td>
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<td>19.</td>
<td>Utilizes assessment tools and planning skills to assist students in making informed choices.</td>
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<td>20.</td>
<td>Collaborates with staff concerning assessment and planning for special needs students.</td>
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<tr>
<td>21.</td>
<td>Conducts effective meetings with parents to address student needs</td>
<td>1</td>
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<td>22.</td>
<td>Learns and uses the school’s information systems and technology</td>
<td>1</td>
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<td>23.</td>
<td>Advocates for students, especially those who are under-represented, under-served, and at-risk of school failure.</td>
<td>1</td>
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<td>24.</td>
<td>Is aware of the philosophy and policies of the school, school district, state and national education initiatives.</td>
<td>1</td>
<td>2</td>
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### C. PERSONAL AND PROFESSIONAL BEHAVIOR

<p>| | | | | | |</p>
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<tbody>
<tr>
<td>25.</td>
<td>Has a commitment to the profession of school counseling.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26.</td>
<td>Practices ethical behavior.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27.</td>
<td>Maintains client confidentiality.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>28.</td>
<td>Consults with staff or her/his supervisor regarding concerns.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>29.</td>
<td>Seeks out and accepts supervision.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>30.</td>
<td>Takes initiative in learning school policies and procedures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>31.</td>
<td>Exercises practical judgment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>32.</td>
<td>Demonstrates punctuality.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>33.</td>
<td>Exhibits self-confidence.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>34.</td>
<td>Is available to students besides in her/his counseling office.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>35.</td>
<td>Communication skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>36.</td>
<td>Is responsible and conscientious.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

**The Intern’s Principal Strengths Are:**

**Areas of Improvement Are:**
Please indicate the intern’s skills/performance level as well as knowledge demonstrated in the following areas by circling the appropriate level. The indicators are as follow:

1 – Deficient – Displayed serious gaps in judgment/performance or lack of knowledge.
2 – Emerging – Developing knowledge/able to perform satisfactorily under supervision.
3 – Competent – Applies knowledge and skills appropriately without supervision.
4 – Exemplary – Applies knowledge and skills appropriately without supervision at an advanced, professional level.
NA – Performance of skill or use of knowledge not observed or expected.

**A. COUNSELING PROCESS AND SKILLS**

1. Able to establish and maintain helpful counseling relationships. 1 2 3 4 NA
2. Refrains from being judgmental. 1 2 3 4 NA
3. Possesses individual counseling skills. 1 2 3 4 NA
4. Possesses group facilitation skills. 1 2 3 4 NA
5. Has listening skills. 1 2 3 4 NA
6. Uses open-ended questions/responses. 1 2 3 4 NA
7. Uses clarification and restatement. 1 2 3 4 NA
8. Uses appropriate confrontation. 1 2 3 4 NA
9. Able to identify and explore student problems. 1 2 3 4 NA
10. Can assist students through problem-solving and decision-making processes. 1 2 3 4 NA
11. Ends counseling sessions appropriately. 1 2 3 4 NA
12. Refers students to appropriate resources as necessary. 1 2 3 4 NA
### B. SCHOOL COUNSELING KNOWLEDGE AND SKILLS

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Rating</th>
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<tbody>
<tr>
<td>13</td>
<td>Is aware of goals and objectives of school counseling program.</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>14</td>
<td>Has verbalized how counseling program supports the school’s mission and goals.</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>15</td>
<td>Has conducted classroom guidance activities effectively.</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>16</td>
<td>Has assisted teachers in meeting affective skill and career development needs of students.</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>17</td>
<td>Has collaborated with faculty, staff and administrators to enhance their work with students.</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>18</td>
<td>Has verbalized what the school crisis plan is and understands her/his role in it.</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>19</td>
<td>Has utilized assessment tools and planning skills and assisted students in making informed choices.</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>20</td>
<td>Collaborated with staff concerning assessment and planning for special needs students.</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>21</td>
<td>Has conducted effective meetings with parents to address student needs</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>22</td>
<td>Has learned and used the school’s information systems and technology</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>23</td>
<td>Has advocated for students, especially those who are underrepresented, underserved, and at-risk of school failure.</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>24</td>
<td>Is aware of the philosophy and policies of the school, school district, state and national education initiatives.</td>
<td>1 2 3 4 NA</td>
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28. Consulted with staff or her/his supervisor regarding concerns. 1 2 3 4 NA
29. Sought out and accepted supervision. 1 2 3 4 NA
30. Took initiative in learning school policies and procedures. 1 2 3 4 NA
31. Exercised practical judgment. 1 2 3 4 NA
32. Demonstrated punctuality. 1 2 3 4 NA
33. Exhibited self-confidence. 1 2 3 4 NA
34. Was available to students besides in her/his counseling office. 1 2 3 4 NA
35. Demonstrated communication skills. 1 2 3 4 NA
36. Was responsible and conscientious. 1 2 3 4 NA

D. OVERALL PERFORMANCE 1 2 3 4

E. THE INTERN’S MAJOR STRENGTHS ARE:

F. AREAS IN NEED OF IMPROVEMENT ARE:

G. OTHER COMMENTS:
H. GRADE RECOMMENDATION (Please include a brief explanation of the recommended grade.)

____ A
____ B
____ C

GUIDELINES FOR GRADE ASSIGNMENT:

A letter grade of A indicates that in addition to completing all course requirements in a timely and professional manner, the student demonstrates excellent counseling skills, has high standards of personal and professional behavior, demonstrates a willingness to learn, is cooperative and resourceful in her or his work environment, and is committed to the counseling profession.

A letter grade of B indicates that in addition to completing all course requirements in a timely and professional manner, the student demonstrates strong counseling skills, has average standards of professional and personal behavior, is willing to learn, is resourceful in her or his work environment, and show a commitment to the counseling profession.

A letter grade of C indicates that the student has not completed course requirements in a professional manner, needs to improve counseling skills, has less-than-acceptable professional and personal standards of behavior, appears to be unwilling to learn, and lacks sufficient commitment to the profession. A letter grade of C is considered unacceptable in an internship program. A student receiving this grade will be asked to reconsider her or his choice of profession, or, if exceptional circumstances are proven, a second internship may be required prior to graduation.

In cases where the student has failed to meet the required number of clock hours within the two semester timeframe allotted for the internship experience, a grade of Incomplete will be given until the student meets the requirement. Failure to do so within one additional semester will result in an automatic letter grade of C and the associated consequences.

Supervisor Signature: ___________________________ Date: __________

Student Signature: ___________________________ Date: __________
University of Colorado at Denver and Health Sciences Center
Student Evaluation of On-site Supervisor and Internship Site

Student’s Name _____________________________  Date: _______________________
Host Organization ___________________________  Phone #: ____________________
Address: _______________________________________________________________
On-site Supervisor: _______________________________________________________

This form should be filled out by each internship student and returned to his or her on-site
supervisor. A copy should also be given to the student’s university supervisor. Please indicate
supervisor’s and internship site’s levels in the following areas by writing the number
corresponding to the appropriate response (Excellent, Very Good, Good, Fair, Poor, Not
Applicable) in the blank beside each question:

1  2  3  4  5  N/A
Poor Fair Good Very Good Excellent Not Applicable

SUPERVISION SKILLS:

1. _____ Performs functions as teacher, counselor, or consultant as appropriate.
2. _____ Raises questions that encourage supervisee to explore alternatives of problem solving,
   seeking solutions, and responding to clients.
3. _____ Establishes good rapport with supervisee.
4. _____ Supports supervisee’s professional development.
5. _____ Provides clear and useful suggestions.
6. _____ Is sensitive to individual differences and demonstrates flexibility in the supervisory
   relationship.
7. _____ Assists supervisee in conceptualizing cases when shared by students.
8. _____ Gives appropriate feedback.
9. _____ Confronts supervisee when appropriate.
10. _____ Helps supervisee assess own strengths.
11. _____ Assists in planning effective client goals and objectives when cases are shared.
12. _____ Has knowledge of supervisee’s professional and personal strengths and weaknesses

SUPERVISOR EFFECTIVENESS

1. _____ Your overall satisfaction with supervisor.

2. _____ Interactions with supervisor contributed to improving your counseling ability.

3. _____ Interactions with supervisor contributed to increasing your self-confidence as a counselor.

SITE EVALUATION

1. _____ Appropriateness of this site to your orientation within the counseling program.

2. _____ Adequacy of the physical facilities.

3. _____ Receptivity of staff toward you as an internship student.

4. _____ Availability of clients for counseling sessions.

5. _____ Receptivity of clients to you as an internship student.

6. _____ Provided a variety of professional tasks and activities.

7. _____ Availability of needed resources.

8. _____ Provides a good balance of giving me structure and allowing me autonomy.

9. _____ Provided with appropriate orientation to site and training.

10. _____ Overall rating of this site for future internship students.

Additional Comments:
POST-INTERNSHIP REPORT

Internship Site: _______________________________________________________________
Address: _______________________________________________________________
___________________________________________________________________________
Phone:     _______________________________________________________________
Supervisor: _______________________________________________________________

Typical Clientele at Site:

Your program track:
□ Agency/ Community     □ School     □ HR/ EAP
□ Couple & Family        □ College

Was it difficult to get all of your internship hours at this site?
□ No, I did not have problems getting hours at this site.
□ Yes, it was difficult because: _____________________________________________
___________________________________________________________________________

Is there a minimum commitment to intern at this facility?
□ Yes, _____ hours per week
□ Yes, _____ semesters
□ Other ________________________________
□ No, there is no minimum commitment.

What was the best aspect of interning at this site? (Clients, facility, supervision, etc.)

What could be improved about this internship site? (Clients, facility, supervision, etc.)

Is there a prevailing philosophy or theoretical orientation approach at this site? ______
Describe:
Has this site had UCD interns before?  □ Yes  □ No

From what other schools/ programs does this site take interns?

On a scale from 1-10, (10 being the best) how would you rate:
• The facility      _____
• Supervision       _____
• Training          _____
• Overall           _____

Any other information that you feel would be helpful to someone considering this site for an internship:

Did this site meet your expectations?  Explain.

Are there job possibilities at this site for interns? _________

Your name: ________________________________________________________________
Address: _________________________________________________________________
Phone number: _____________________________________________________________
Email address: _____________________________________________________________
Term/ Year completed internship: ___________________________________________

May a student from the CPCE program contact you for more information about this internship site?

□ I prefer not to be contacted.
□ Yes, I would be happy to help out a CPCE student.  Please contact me via:
    ◊ phone
    ◊ email
    ◊ home address
Preamble

The Association for Counselor Education and Supervision (ACES) is composed of people engaged in the professional preparation of counselors and people responsible for the ongoing supervision of counselors. ACES is a founding division of the American Counseling Association for (ACA) and as such adheres to ACA’s current ethical standards (AADC, 1988) and to general codes of competence adopted throughout the mental health community.

ACES believes that counselor educators and counseling supervisors in universities and in applied counseling settings, including the range of education and mental health delivery systems, carry responsibilities unique to their job roles. Such responsibilities may include administrative supervision, clinical supervision, or both.

Administrative supervision refers to those supervisory activities, which increase the efficiency of the delivery of counseling services; whereas, clinical supervision includes the supportive and educative activities of the supervisor designed to improve the application of counseling theory and technique directly to clients.

Counselor educators and counseling supervisors encounter situations, which challenge the help given by general ethical standards of the profession at large. These situations require more specific guidelines that provide appropriate guidance in everyday practice.

The Ethical Guidelines for Counseling Supervisors are intended to assist professionals by helping them:

1. observe ethical and legal protection of clients’ and supervisees’ rights;
2. meet the training and professional development needs of supervisees in ways consistent with clients’ welfare and programmatic requirements; and
3. establish policies, procedures, and standards for implementing programs.

The specification of ethical guidelines enables ACES members to focus on and to clarify the ethical nature of responsibilities held in common. Such guidelines should be reviewed formally every five years, or more often if needed, to meet the needs of ACES members for guidance.

The Ethical Guidelines for Counselor Educators and Counseling Supervisors are meant to help ACES members in conducting supervision. ACES is not currently in a position to hear complaints about alleged non-compliance with these guidelines. Any complaints about the ethical behavior of any ACA member should be measured against the ACA Ethical Standards and a complaint lodged with ACA in accordance with their procedures for doing so.

One overriding assumption underlying this document is that supervision should be on-going throughout a counselor’s career and not stop when a particular level of education, certification, or membership in a professional organization is attained.

Definitions of Terms:

Applied Counseling Settings - Public or private organizations of counselors such as community mental health centers, hospitals, schools, and group or individual private practice settings.

Supervisees - Counselors-in-training in university programs at any level who working with clients in applied settings as part of their university training program, and counselors who have completed their formal education and are employed in an applied counseling setting.
Supervisors - Counselors who have been designated within their university or agency to directly oversee the professional clinical work of counselors. Supervisors also may be persons who offer supervision to counselors seeking state licensure and so provide supervision outside of the administrative aegis of an applied counseling setting.

1. Client Welfare and Rights
   1.01 The primary obligation of supervisors is to train counselors so that they respect the integrity and promote the welfare of their clients. Supervisors should have supervisees inform clients that they are being supervised and that observation and/or recordings of the session may be reviewed by the supervisor.
   1.02 Supervisors who are licensed counselors and are conducting supervision to aid a supervisee to become licensed should instruct the supervisee not to communicate or in any way convey to the supervisee’s clients or to other parties that the supervisee is himself/herself licensed.
   1.03 Supervisors should make supervisees aware of clients’ rights, including protecting clients’ right to privacy and confidentiality in the counseling relationship and the information resulting from it. Clients also should be informed that their right to privacy and confidentiality will not be violated by the supervisory relationship.
   1.04 Records of the counseling relationship, including interview notes, test data, correspondence, the electronic storage of these documents, and audio and videotape recordings are considered to be confidential professional information. Supervisors should see that these materials are used in counseling, research, and training and supervision of counselors with the full knowledge of the client and that permission to use these materials is granted by the applied counseling setting offering service to the client. This professional information is to be used for the full protection of the client. Written consent from the client (or legal guardian, if a minor) should be secured prior to the use of such information for instructional, supervisory, and/or research purposes. Policies of the applied counseling setting regarding client records also should be followed.
   1.05 Supervisors shall adhere to current professional and legal guidelines when conducting research with human participants such as Section D-1 of the ACA Ethical Standards.
   1.06 Counseling supervisors are responsible for making every effort to monitor both the professional actions, and failures to take action, of their supervisees.

2. Supervisory Role
   Inherent and integral to the role of supervisor are responsibilities for:
   a. monitoring client welfare;
   b. encouraging compliance with relevant legal, ethical, and professional standards for clinical practice;
   c. monitoring clinical performance and professional development of supervisees; and
   d. evaluating and certifying current performance and potential of supervisees for academic, screening, selection, placement, employment, and credentialing purposes.
   2.01 Supervisors should have had training in supervision prior to initiating their role as supervisors.
   2.02 Supervisors should pursue professional and personal continuing education activities such as advanced courses, seminars, and professional conferences on a regular and on-going basis. These activities should include both counseling and supervision topics and skills.
   2.03 Supervisors should make their supervisees aware of professional and ethical standards and legal responsibilities of the counseling profession.
   2.04 Supervisors of post-degree counselors who are seeking state licensure should encourage these counselors to adhere to the standards for practice established by the state licensure board of the state in which they practice.
   2.05 Procedures for contacting the supervisor, or an alternative supervisor, to assist in handling crisis situations should be established and communicated to supervisees.
   2.06 Actual work samples via audio and/or video tape or live observation in addition to case notes should be reviewed by the supervisor as a regular part of the ongoing supervisory process.
include verbal and written evaluations. It should be formative during the supervisory experience and summative at the conclusion of the experience.

2.09 Supervisors who have multiple roles (e.g., teacher, clinical supervisor, administrative supervisor, etc.) with supervisees should minimize potential conflicts. Where possible, the roles should be divided among several supervisors. Where this is not possible, careful explanation should be conveyed to the supervisee as to the expectations and responsibilities associated with each supervisory role.

2.10 Supervisors should not participate in any form of sexual contact with supervisees. Supervisors should not engage in any form of social contact or interaction, which would compromise the supervisor-supervisee relationship. Dual relationships with supervisees that might impair the supervisor’s objectivity and professional judgment should be avoided and/or the supervisory relationship terminated.

2.11 Supervisors should not establish a psychotherapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only in terms of the impact of these issues on clients and professional functioning.

2.12 Supervisors, through ongoing supervisee assessment and evaluation, should be aware of any personal or professional limitations of supervisees which are likely to impede future professional performance. Supervisors have the responsibility of recommending remedial assistance to the supervisee and of screening from the training program, applied counseling setting, or state licensure those supervisees who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the supervisees who are so evaluated.

2.13 Supervisors should not endorse a supervisee for certification, licensure, completion of an academic training program, or continued employment if the supervisor believes the supervisee is impaired in any way that would interfere with the performance of counseling duties. The presence of any such impairment should begin a process of feedback and remediation wherever possible so that the nature of the impairment and has the opportunity to remedy the problem and continue with his/her professional development.

2.14 Supervisors should incorporate the principles of informed consent and participation; clarity of requirements, expectations, roles and rules; and due process and appeal into the establishment of policies and procedures of their institution, program, courses, and individual supervisory relationships. Mechanisms for due process appeal of individual supervisory actions should be established and made available to all supervisees.

3. Program Administration Role

3.01 Supervisors should ensure that the programs conducted and experiences provided are in keeping with current guidelines and standards of ACA and its divisions.

3.02 Supervisors should teach courses and/or supervise clinical work only in areas where they are fully competent and experienced.

3.03 To achieve the highest quality of training and supervision, supervisors should be active participants in peer review and peer supervision procedures.

3.04 Supervisors should provide experiences that integrate theoretical knowledge and practical application. Supervisors also should provide opportunities in which supervisees are able to apply the knowledge they have learned and understand the rationale for the skills they have acquired. The knowledge and skills conveyed should reflect current practice, research findings, and available resources.

3.05 Professional competencies, specific courses, and/or required experiences expected of supervisees should be communicated to them in writing prior to admission to the training program or placement/employment by the applied counseling setting, and, in the case of continued employment, in a timely manner.

3.06 Supervisors should accept only those persons as supervisees who meet identified entry level requirements for admission to a program of counselor training or for placement in an applied counseling setting. In the case of private supervision in search of state licensure, supervisees should have completed all necessary prerequisites as determined by the state licensure board.

3.07 Supervisors should inform supervisees of the goals, policies, and theoretical orientations toward counseling, training, and supervision
model or approach on which the supervision is based.

3.08 Supervisees should be encouraged and assisted to define their own theoretical orientation toward counseling, to establish supervision goals for themselves, and to monitor and evaluate their progress toward meeting these goals.

3.09 Supervisors should assess supervisees’ skills and experience in order to establish standards for competent professional behavior. Supervisors should restrict supervisees’ activities to those that are commensurate with their current level of skills and experiences.

3.10 Supervisors should obtain practicum and fieldwork sites that meet minimum standards for preparing students to become effective counselors. No practicum or fieldwork setting should be approved unless it truly replicates a counseling work setting.

3.11 Practicum and fieldwork classes should be limited in size according to established professional standards to ensure that each student has ample opportunity for individual supervision and feedback. Supervisors in applied counseling settings should have a limited number of supervisees.

3.12 Supervisors in university settings should establish and communicate specific policies and procedures regarding field placement of students. The respective roles of the student counselor, the university supervisor, and the field supervisor should be clearly differentiated in areas such as evaluation, requirements, and confidentiality.

3.13 Supervisors in training programs should communicate regularly with supervisors in agencies used as practicum and/or fieldwork sites regarding current professional practices, expectations of students, and preferred models and modalities of supervision.

3.14 Supervisors at the university should establish clear lines of communication among themselves, the field supervisors, and the students/supervisees.

3.15 Supervisors should establish and communicate to supervisees and to field supervisors specific procedures regarding consultation, performance review, and evaluation of supervisees.

3.16 Evaluations of supervisee performance in universities and in applied counseling setting should be available to supervisees in ways consistent with the Family Rights and Privacy Act and the Buckley Amendment.

3.17 Forms of training that focus primarily on self understanding and problem resolution (e.g., personal growth groups or individual counseling) should be voluntary. Those who conduct these forms of training should not serve simultaneously as supervisors of the supervisees involved in the training.

3.18 A supervisor may recommend participation in activities such as personal growth groups or personal counseling when it has been determined that a supervisee has deficits in the areas of self understanding and problem resolution which impede his/her professional functioning. The supervisor should not be the direct provider of these activities for the supervisee.

3.19 When a training program conducts a personal growth or counseling experience involving relatively intimate self disclosure, care should be taken to eliminate or minimize potential role conflicts for faculty and/or agency supervisors who may conduct these experiences and who also serve as teachers, group leaders, and clinical directors.

3.20 Supervisors should use the following prioritized sequence in resolving conflicts among the needs of the client, the needs of the supervisee, and the needs of the program or agency. Insofar as the client must be protected, it should be understood that client welfare is usually subsumed in federal and state laws such that these statutes should be the first point of reference. Where laws and ethical standards are not present or are unclear, the good judgment of the supervisor should be guided by the following list:

a. Relevant legal and ethical standards (e.g. duty to warn, state child abuse laws, etc.);
b. Client welfare;
c. Supervisee welfare;
d. Supervisor welfare; and
e. Program and/or agency service and administrative needs.