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**School of Education & Human Development
Counseling Psychology and Counselor Education
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INTERSHIP MANUAL

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 Counseling Psychology and Counselor Education (CPCE) program at the University of Colorado Denver. It is intended to clarify policies, procedures, requirements and expectations of internship.

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CPCE PROGRAM INFORMATION

Description of Program Objectives

The University of Colorado Denver ,through the School of Education & Human Development, 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 Couple and Family Therapy, Clinical Mental Health Counseling, and School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The overall philosophy of the CPCE program 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 program.

Mission Statement

The mission of the Division of Counseling Psychology and Counselor Education at the University of Colorado Denver 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 strives 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.
 - g. Working as a consultant to school personnel
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.
 - e. Referral procedures--suicide, incest, harm to self or others, etc.
 - f. Diagnosis with DSM IV-TR.
 - g. Substance abuse recognition, referral, and counseling.

- h. Couple and family diagnosis and treatment.
 - i. Crisis intervention and management
 - j. Psychopharmacology
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. Professional 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)

COURSE NUMBER	TITLE	TYPE	SEMESTER OFFERED	PREREQUISITES
CPCE 5010	Counseling Theories	Core		
CPCE 5100	Techniques of Counseling	Core		CPCE 5010
CPCE 5110	Group Counseling	Core		CPCE 5010, CPCE 5100
CPCE 5150	Family Therapy Theory	Core		CPCE 5010
CPCE 5160	Techniques in Family Therapy	Couple/Family		CPCE 5010, CPCE 5100, CPCE 5150
CPCE 5170	Issues in Family Studies	Couple/Family	FALL	CPCE 5010, CPCE 5150 (concurrently)
CPCE 5180	Counseling Couples	Couple/Family	SPRING	CPCE 5010, CPCE 5100, CPCE 5150
CPCE 5330	Counseling Issues and Ethics	Core		CPCE 5010
CPCE 5400	Career Counseling	Core		
CPCE 5810	Multicultural & Diversity Issues in Counseling Individuals and Families	Core		
CPCE 6000	Intro to Sex Therapy	Couple/Family	FALL	CPCE 5010, CPCE 5100, CPCE 5110, CPCE 5150, CPCE 5160 (concurrently)
CPCE 6140	Counseling Children, Adolescents and Their Parents	Couple/Family	SPRING SUMMER	CPCE 5010, CPCE 5100, CPCE 5150, CPCE 5160, EPSY 6200
CPCE 6160	Advanced Assessment, Theory, and Treatment in Family Systems	Couple/Family	SPRING	CPCE 5010, CPCE 5100, CPCE 5150, CPCE 5160, REM 5300
CPCE 6250	Mental Health Diagnosis	Couple/Family		CPCE 5010
EPSY 6200	Human Development Over the Lifespan	Core		
REM 5200	Introduction to Research	Core		
REM 5300	Introduction to Measurement	Core		
CPCE 5910	Practicum (6 credit hours)	Core		ALL COURSE WORK
CPCE 5930	Internship (6 credit hours)	Core		CPCE 5910

*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)

COURSE NUMBER	TITLE	TYPE	SEMESTER OFFERED	PREREQUISITES
CPCE 5010	Counseling Theories	Core		
CPCE 5100	Techniques of Counseling	Core		CPCE 5010
CPCE 5110	Group Counseling	Core		CPCE 5010, CPCE 5100
CPCE 5150	Family Therapy Theory	Core		CPCE 5010
CPCE 5280	Addictions Counseling	School		
CPCE 5330	Counseling Issues and Ethics	Core		CPCE 5010
CPCE 5400	Career Counseling	Core		
CPCE 5420	Organizational Development	School	FALL	CPCE 5010, CPCE 5815
CPCE 5810	Multicultural & Diversity Issues in Counseling Individuals and Families	Core		
CPCE 5815	Introduction to School Counseling	School	FALL, SPRING	
CPCE 5915	Fieldwork in School Counseling	School	FALL, SPRING	AFTER ALL CORE CLASSES
CPCE 6140	Counseling Children, Adolescents and Their Parents	School	SPRING, SUMMER	CPCE 5010, CPCE 5100, CPCE 5150, EPSY 6200
CPCE 6220	Youth Challenges & Resiliency	School	SPRING	CPCE 5010, CPCE 5815
CPCE 6250	Mental Health Diagnosis	School		CPCE 5010
EPSY 6200	Human Development Over the Lifespan	Core		
REM 5200	Introduction to Research	Core		
REM 5300	Introduction to Measurement	Core		
CPCE 5910	Practicum (6 credit hours)	Core		ALL COURSE WORK

CPCE 5930	Internship (6 credit hours)	Core		CPCE 5910
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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.**

CLINICAL MENTAL HEALTH: GENERAL (63 semester hours)

COURSE NUMBER	TITLE	TYPE	SEMESTER OFFERED	PREREQUISITES
CPCE 5010	Counseling Theories	Core		
CPCE 5100	Techniques of Counseling	Core		CPCE 5010
CPCE 5110	Group Counseling	Core		CPCE 5010, CPCE 5100
CPCE 5150	Family Therapy Theory	Core		CPCE 5010
CPCE 5160	Techniques in Family Therapy	Interdisciplin ary		CPCE 5010, CPCE 5100, CPCE 5150
CPCE 5280	Addictions Counseling	Agency		
CPCE 5330	Counseling Issues and Ethics	Core		CPCE 5010
CPCE 5400	Career Counseling	Core		
CPCE 5810	Multicultural & Diversity Issues in Counseling Individuals and Families	Core		
CPCE 5820	Strategies in Agency Counseling	Agency	FALL	CPCE 5010, CPCE 5100
CPCE 6250	Mental Health Diagnosis	Interdisciplin ary		CPCE 5010
CPCE 7100	Advanced Theory and Techniques	Interdisciplin ary	SPRING	CPCE 5010, CPCE 5100, CPCE 5820, CPCE 6250
Elective		Interdisciplin ary		MUST MEET PREREQ FOR ELECTIVE
Elective		Interdisciplin ary		MUST MEET PREREQ FOR ELECTIVE
EPSY 6200	Human Development Over the Life Span	Core		
REM 5200	Introduction to Research	Core		
REM 5300	Introduction to Measurement	Core		
CPCE 5910	Practicum (6 credit hours)	Core		ALL COURSE WORK
CPCE 5930	Internship (6 credit hours)	Core		CPCE 5910

CLINICAL MENTAL HEALTH: MULTICULTURAL (63 semester hours)

COURSE NUMBER	TITLE	TYPE	SEMESTER OFFERED	PREREQUISITES
CPCE 5010	Counseling Theories	Core		
CPCE 5100	Techniques of Counseling	Core		CPCE 5010
CPCE 5110	Group Counseling	Core		CPCE 5010, CPCE 5100
CPCE 5150	Family Therapy Theory	Core		CPCE 5010
CPCE 5160	Techniques in Family Therapy	Multicultural		CPCE 5010, CPCE 5100, CPCE 5150
CPCE 5280	Addictions Counseling	Agency		
CPCE 5330	Counseling Issues and Ethics	Core		CPCE 5010
CPCE 5400	Career Counseling	Core		
CPCE 5810	Multicultural & Diversity Issues in Counseling Individuals and Families	Core		
CPCE 5820	Strategies in Agency Counseling	Agency	FALL	CPCE 5010, CPCE 5100
CPCE 6810	Advanced Multicultural Counseling	Multicultural	SUMMER (offered every odd year)	CPCE 5010, CPCE 5100, CPCE 5810
CPCE 5830ST	Gender & Sexual Orientation	Multicultural	FALL (offered every even year)	
CPCE 6100	Spiritual Dimensions of Counseling	Multicultural	SPRING (offered every even year)	
CPCE 6250	Mental Health Diagnosis	Multicultural		CPCE 5010
CPCE 7100	Advanced Theories & Techniques of Counseling	Multicultural	SPRING	CPCE 5010, CPCE 5100, CPCE 5820, CPCE 6250
EPSY 6200	Human Development Over the Lifespan	Core		
REM 5200	Introduction to Research	Core		
REM 5300	Introduction to Measurement	Core		
CPCE 5910	Practicum (6 credit hours)	Core		ALL COURSE WORK
CPCE 5930	Internship (6 credit hours)	Core		CPCE 5910

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 students with closely supervised training at a site usually outside the university environment that is congruent to their orientation within the program. In order to insure that the students' individualized career goals are met in the internship experience, arrangements for the internship are negotiated between the student, the on-site supervisor and the clinical coordinator at the University of Colorado Denver. Either On-campus or Distance (On-line) group supervision class attendance is required.

Internship Objectives

The internship is designed to provide students with an opportunity to practice and expand their 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 Community Counseling 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 an ongoing client caseload.
- Demonstration and application of appropriate counseling and/or 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.

(See attached Site-Supervisor Evaluation Forms found in Forms and Agreements Section)

Internship Requirements

Prior to enrolling in the Internship, students will be required to have completed all the CPCE courses in their tracks.

Students must be prepared to commit a total of 600 hours to the Internship which may extend one or more 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. (Couple and family hours may include only sessions where there is more than one family member present. Multiple Family group sessions can also be counted for couple and family hours)
 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 audiotapes 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.
- Clinical activities that can be counted as **Direct Service/Client Contact Hours** may include: intake and assessment, individual counseling/psychotherapy with children, adolescents, and adults, facilitation or co-facilitation of therapy or psychoeducational groups, couples or family therapy sessions, and treatment team activities in which the client(s) is present. For those completing school counseling internships, direct services may include classroom guidance activities and consultation with parents and teachers.
- **Group Therapy Hours**: Students participating in the Clinical Mental Health and School Counseling tracks may include up to 120 contact hours of group counseling/psychotherapy, in the completion of their 240 total client contact hours. Given the fact that there are multiple factors that influence the number of appropriate group hours, School Counseling group hour should be mutually agreed upon between the student and their academic advisor. Students participating in the Couples and Family Track may apply a maximum of 60 group hours (60 hours) towards their Client Contact hours. 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.**

Internship Site Criteria for Students in Clinical Mental Health and Couples & Family Tracks

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 Clinical 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 Clinical Coordinator (Michael.Barnes@ucdenver.edu) 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, in-service 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.

* Site-Supervisors must submit a copy of their current state license and a copy of their vita/resume to the CPCE department prior to assuming supervisory duties.

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. Multiple family groups may be counted for couple and family contact hours.

Using systems theory with an individual does not constitute direct contact with couples and families for the purpose of your internship experience.

Internship For School Counseling Students

Internship for students in the School Counseling track will require registration for six credits. This internship is built upon the four quadrants of the ASCA National Model (See American School Counselor Association @ www.schoolcounselor.org.) and requires that students are able to demonstrate the ability to execute all of the roles and functions of a professional school counselor in a school setting under the supervision of a certified school counselor who has a minimum of two years experience as a certified school counselor in a school setting (K-12).

The intern will complete a minimum of 600 hours, with 240 hours of direct service to students (implementing developmental classroom counseling activities linked to the academic curriculum, running groups to enhance resilience and prevent risk factors pertaining to learning, career, and social-emotional development, and providing direct service [student academic-career planning, and responsive services]).

School Track students should expect to have the following experiences in their sites:

Essential

- ___ individual ongoing counseling with one student
- ___ group counseling
- ___ crisis intervention individual counseling
- ___ sit in on child abuse reporting
- ___ sit in on suicide intervention
- ___ group counseling
- ___ scheduling activities (high school)
- ___ parent conference
- ___ college counseling (high school)
- ___ career/vocational counseling (high school)
- ___ discipline process from counseling perspective
- ___ orientation (will look different for fall and spring)
- ___ consultation with faculty
- ___ consultation with administration
- ___ special education staffing - process from beginning to end if possible
- ___ 504 process

Highly recommended

- _____ prevention activities, e.g. mentoring programs
- _____ parent programs
- _____ program coordination
- _____ classroom presentations
- _____ computer orientation regarding student records
- _____ district in-services
- _____ peer counseling activities
- _____ presentations to staff on counseling related activities
- _____ administration or dean's meetings - counseling related

Procedures for Securing an Internship Site

1.) It is each student's responsibility, in collaboration with the Clinical Coordinator (Michael.barnes@ucdenver.edu), to identify, contact, and make arrangements with internship sites. The first step in this process is to carefully review this Internship Handbook and to peruse the CPCE Internship Web Site (<http://edublogs.ucdenver.edu/faculty/michaelbarnes/>) for a list of Approved Sites. There are multiple resources on this website that can assist students in answering internship questions. A review of the Frequently Asked Questions and the interactive Internship Site Map are good places to start this process.

2.) The interactive map lists approved sites by track. On the map students will see pins that are color-coded based on the track that would be most appropriate for that agency or school. When students click on the pin, a pop-up will appear that includes the agency or school name and address, the name and telephone number of the site supervisor and a hyperlink to the site's web page. An initial review of the various agency web sites should provide students with preliminary insights into the compatibility of their interests and the services provided by each agency or school.

3.) Students are responsible for contacting each prospective site and to discuss internship opportunities with the identified supervisor from that agency or school. It is best if students can establish an interview at that site, in order to gain a better understanding about compatibility and to allow familiarity with the site supervisor.

4.) If there are questions, students are to contact the Clinical Coordinator (Michael F. Barnes, Ph.D.) via email (Michael.barnes@ucdenver.edu) or via telephone at 303-315-6003.

5.) If students select sites that have already been approved, they will work with the site supervisor to complete all of the Internship paperwork (See Forms and Agreement Section). Please review the following list of documents that need to be completed and returned to Marlinda Hines (CPCE Academic Advisor) by the Internship application deadlines found on the Internship Application Form (July 15TH (Fall), September 15TH (Spring), April 15TH (Summer)).:

- Internship Application (page 23) completed by the student.
- Internship Contract (page 28) completed by the student and given to the Internship Seminar instructor at the start of class.
- Internship Agreement (page 30) completed by the student and site supervisor

6.) The interactive map lists only those sites that have been approved. Students can work with the Clinical Coordinator to have other sites approved. In order to have a site approved, the site supervisor must complete the Internship Site Questionnaire (page 25) and submit it to Dr. Barnes. Dr. Barnes will review the material and will work with the site supervisor to determine if the site meets CACREP and CPCE requirements for approval. Once approved, all other internship paperwork must be completed. See number 5 above.

Multiple Internship Sites

Students in all tracks can have a maximum of two internship sites. Students can participate in these two sites on either a concurrent or contiguous basis. Arrangements must be made with the Clinical Coordinator (Michael.barnes@ucdenver.edu) prior to securing the second internship site. All application materials must be completed for both sites, including the collection of license and vita/resume from the on-site supervisor.

Internships Completed at Place of Employment:

Students who wish to complete their internship in their work place, must insure that the following criteria have been met prior to approval by the CPCE Clinical Coordinator:

1. Must secure supervision from someone who meets the criteria above and who is not one's administrative supervisor (i.e. the person with hiring/firing authority) in order to prevent double binds/conflicts of interest.
2. Students must also submit a letter to the Clinical 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.
3. Students must acknowledge understanding that no more than half (120) of their required 240 Client Contact hours can be accrued through completion of their regular work/employment duties. Therefore, 120 Client Contact hours must include clinical activities that are separate and distinct from their daily work responsibilities.
4. Students must obtain approval from the Clinical Coordinator prior to signing and internship agreement in a work place 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 by midterm of the practicum semester. 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. Students must submit a Site Approval Questionnaire to the Clinical Coordinator BEFORE they will be permitted to complete the internship outside of Denver.

Students who move out of state will be required to enroll in distance learning based internship courses that are offered through the CPCE program, via Adobe Connect. Adobe Connect is an internet based program that allows all students and faculty to interact through video and audio communication, as well as sharing of computer desktop, video presentations, PowerPoint presentations, etc. These online classes allow student to engage in all of the internship seminar activities that are experienced by students who participate in on-campus classes. All

participating students are required to have high-speed Internet service and a web camera and microphone that will allow them to participate fully in all seminar experience.

Arrangements for this type of cross-program coursework must be done in consultation with the Clinical Coordinator (Michael.Barnes@ucdenver.edu).

Beginning Internship:

Interns may NOT begin internship until after the end of their practicum semester. They may, however, begin prior to the official start of the subsequent semester as long as they are registered for internship, are assigned an internship supervision section of CPCE 5930 and have secured “on call” supervision with their university supervisor, the Clinical Coordinator, or another licensed CPCE faculty member or clinic staff member. Students will need to meet with the “on call” supervisor at least once prior to starting the internship to review all paperwork and proof of insurance.

Internship Participation During Semester Breaks:

Students who are continuing in internship from one semester to the next may also continue to counsel clients in their internship sites during semester breaks as long as they secure “on call” supervision from either the Clinical Coordinator (Michael.Barnes@ucdenver.edu) or another licensed CPCE faculty member or clinic staff member. Students are expected to make weekly email contact with their “on call” supervisor to report progress and to let the faculty member know that there are no problems in the internship. If there is a problem, students are to contact their “on call” supervisor immediately via telephone.

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 33). 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). Students who do not complete the 600 hours by the end of six credit hours must enroll for additional credit. Students who have more than 100 hours remaining by the time the next term begins, must enroll in an additional 3-credit internship class. Students who have fewer than 100 hours remaining by the start of the next term, may enroll in a 1 credit internship seminar. On-campus or distance class attendance is required during the completion of each internship semester. Given the fact that students are registered for Internship class (CPCE5930), students that complete their internship hours prior to the end of the semester are required to attend their weekly Internship Seminars until the end of semester regardless of whether or not they are seeing clients. 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. Because 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.

Prior Work Experience:

Interns may **NOT** count hours accrued through prior work experience to satisfy internship hours. All internship hours must be accrued **AFTER** students have completed practicum, secured an approved internship site, registered for CPCE 5930, obtained liability insurance, and either attended their first CPCE 5930 class session or secured "on call" supervision from their university supervisor, the Clinical Coordinator or another licensed CPCE faculty member or clinic staff member.

Formal Case Presentation

A graduation requirement 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. See page 56 for a sample description of case presentation data.

The Supervisor/Supervisee Relationship

While the supervisor/supervisee relationship is best developed through a collaborative process, the fact that students' performance is evaluated and grades given indicates that it is also a hierarchical and evaluative relationship. Given this fact, supervisors and students are urged to discuss issues such as students' professional development goals, supervisors' theory of practice and theory of supervision and begin the process of evaluating students' level of professional development and skill development early in the supervisory relationship. Once these issues have been discussed, students and supervisors can begin to identify goals and objectives for fostering students professional development, protocols for ensuring client welfare, and a process for assisting students in understanding self-care, burnout, and other issues that may influence professional development and client wellbeing. At the start of the internship, students should be informed of all performance standards and program regulations upon which evaluation will be based throughout the internship process. On an ongoing basis, supervisors and students should review these issues and students should be apprised of their progress in meeting professional development goals and in meeting performance standards. (See Supervisee's Bill of Rights no page 57)

Evaluation Expectations of the Site Supervisor:

A mid-term evaluation of the intern must be completed by the on-site supervisor (See evaluation form).

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

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

Site supervisors should obtain raw data regarding the intern's performance. This means the site supervisor should gather direct information about interns' counseling skills by viewing a session through a one way glass, watching a video, listening to an audio tape or being in the room with the intern during at least one counseling session.

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 (see page 50) and the Post-Internship Report (see page 52).

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 (Based on performance standards outlined in Site-Supervisor Evaluation Forms and agreement set forth by supervisor/supervisee collaboration.)

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.

Registering with DORA (Colorado Department of Regulatory Agencies)

All students are required to submit their application for acceptance as a Non-Licensed Psychotherapist to DORA at the start of their internship. For information on the application process, please see <http://www.dora.state.co.us/mental-health/nlc/licensing.htm>. Click on Application for Listing in the Grievance Board Database to download the application. As of 8/11/2010, the fee for application is \$160.

Once all requirements for graduation have been completed, students should apply for licensure with DORA (i.e. LPC or LMFT). Please note that application requirements are different for the various professional licenses granted by DORA, so it is critical for students to read the application requirements carefully. If questions arise about licensure or post-graduate hours required, go to DORA and look at the LPC or LMFT "Application for License by Examination" (<http://www.dora.state.co.us/mental-health/mft/MFToriginal.pdf> for LMFT or <http://www.dora.state.co.us/mental-health/lpc/LPCoriginal.pdf> for LPC).

If all requirements for graduation are complete prior to the date of graduation, student can begin to count all clinical hours accrued from that date forward towards their licensure as either a Licensed Professional Counselor or Licensed Marriage and Family Therapist. In order for these hours to count towards licensure, students must prove program completion and have a letter sent from CPCE to DORA indicating the specific date that students completed all requirements of their degree. Marlinda Hines, the CPCE Academic Advisor will complete this letter indicating that "all requirements have been met prior to the conferral date on which students were/will be granted their degree". The following procedures must be followed in order for this letter to be completed and forwarded to DORA.

- 1.) Completion of all requirements for graduation means that all requirements of the program, including the final Internship course have been met. This includes the 600 internship hours, as well as all academic requirements of the Internship course. Students may be permitted to complete their Final Case Presentation early, so that the completion date can be set prior to graduation/conferral of the degree, but all academic requirements of the course must be fully completed prior to sending this letter to DORA. Please Note: Students are required to complete a Final Case Presentation each semester that they are engaged in the Internship Seminar. Therefore, while they may have completed a formal case presentation in their initial semester of Internship, they are also required to complete one in all subsequent semesters of internship.

2.) Students must have their Internship Seminar Supervisor complete the Internship Completion Verification Form (page 55). Again the date of completion is the date when ALL requirements of internship have been completed (i.e., hours, case presentations, etc.).

3.) Students will then submit the Internship Completion Verification Form to Marlinda Hines, who will process the form, write the letter of completion, and submit it to DORA for Review.

4.) After DORA has confirmed receipt of the letter described above, all clinical hours after the date of completion, should be counted towards the 2000 post graduate hour requirement for licensure.

5.) Given the fact that students are registered for Internship class (CPCE5930), students that complete their internship hours prior to the end of the semester, are required to attend their weekly Internship Seminars until the end of semester regardless of whether or not they are seeing clients.

FORMS AND AGREEMENTS

Please Note that all of the forms that follow are available by PDF download on the CPCE Internship Website at <http://edublogs.ucdenver.edu/faculty/michaelbarnes/>

COUNSELING PSYCHOLOGY AND COUNSELOR EDUCATION INTERNSHIP APPLICATION

RETURN TO THE CLINICAL 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 EMAIL: _____

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 Clinical Coordinator (to verify that the site meets the established internship criteria).

IS THIS SITE ALSO YOUR WORKPLACE? YES_____ NO_____

If yes, you will be permitted to count 50% of your work hours towards you internship and then you must have duties that are different from your current job responsibilities for the remaining 50%. You must also make arrangements for 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 Clinical Coordinator () (Michael.Barnes@ucdenver.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. Please know that you will be required to attend the CPCE Distance Internship Seminar each week via computer.

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 the Clinical Coordinator EMAIL: Michael.Barnes@ucdenver.edu

Signature: _____

Date:_____

Internship Site Questionnaire

Name and Address of Organization:

Internship Supervisor:

Point of Contact for Internships (if different):

Title: _____
Phone: _____
Fax: _____
Email: _____
Degrees: _____
Licenses: _____

Title: _____
Phone: _____
Fax: _____
Email: _____

Years of Post Degree Experience: _____

Prior Supervision Training? Yes No

This site is appropriate for (check all that apply):

_____ Agency Track – 240 hours of direct client service; 600 total hours

_____ Couple/Family Track – 240 hours of direct client service (121 w/couples and families); 600 total hours

_____ Public School Track – 240 hours of direct service with school-aged children; 600 total hour

1 hour per week of individual or triadic supervision is available for Interns Yes No

Students have the opportunity to become familiar with a variety of professional activities (i.e. record keeping, in-service, staff meetings, supervision) Yes No

Students have the opportunity to develop program appropriate audio/video tapes Yes No

Students have the opportunity to gain supervised experience in the use of a variety of professional resources (i.e. assessment instruments, research, literature, print & non-print media) Yes No

Students have the opportunity to counsel demographically diverse clients. Yes No

Semester	Application Deadline	Start Date
Fall		
Spring		
Summer		

Time Commitment:

Minimum # of Months/Semesters Required: _____

Minimum # of Hours Required per Week: _____

Training/Qualifications:

Do you require any formal or site specific training?

Preferred Experience or Qualifications:

Other Relevant Information:

For Program Use Only

- ☐ Approved
- ☐ Denied (reason for denial)

Reviewed by: _____ 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 Denver 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 Denver 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)

Internship Site Name: _____

Site Supervisors Name: _____

Site Supervisors Email Address: _____

University of Colorado at Denver
Counseling Psychology and Counselor Education
Counselor and Family Therapy Training

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 Denver Counseling 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

INTERNSHIP AGREEMENT

This Agreement, by and between

Counseling Psychology and Counselor Education
School of Education
University of Colorado Denver
P.O. Box 173364, Campus Box 106
Denver, CO 80217-3364

AND

Agency or School: _____

Address: _____

City, State, Zip: _____

Phone: _____

Email: _____

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: _____

Email Address: _____

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. Review raw data from at least one of the intern's counseling sessions either through live observation, or video or audio tape. 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:

2. Attend weekly group supervision (class meetings) at the University of Colorado Denver
3. 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 Denver 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 DENVER COUNSELING PSYCHOLOGY/COUNSELOR EDUCATION TRAINING PROGRAM										
Student Name					Week of					
Host Organization										
On-Site Supervisor					University Supervisor					
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.										
	MON	TUE	WED	THUR	FRI	SAT	SUN	WEEKLY TOTAL	Previous Week	Cumulative Total
Date										
Client(s)--Family										
Client(s)--Group										
Client(s)--Individual										
Record keeping										
Individual Supervision										
Group Supervision										
Consultation										
Staff Meetings										
Seminars/Workshops										
Other										
Daily Totals										
Comments:										
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 unsatisfactory, (2) basic, (3) proficient, (4) distinguished and (N/A) being Not Applicable. 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 | N/A |
| 2. | Refrains from being judgmental. | 1 | 2 | 3 | 4 | N/A |
| 3. | Individual counseling skills. | 1 | 2 | 3 | 4 | N/A |
| 4. | Family counseling and therapy skills. (for MFT students only) | 1 | 2 | 3 | 4 | N/A |
| 5. | Group facilitation skills. | 1 | 2 | 3 | 4 | N/A |
| 6. | Listening skills. | 1 | 2 | 3 | 4 | N/A |
| 7. | Use of open-ended questions/responses. | 1 | 2 | 3 | 4 | N/A |
| 8. | Appropriate use of confrontation, questions, clarification. | 1 | 2 | 3 | 4 | N/A |
| 9. | Ability to identify and explore problems. | 1 | 2 | 3 | 4 | N/A |
| 10. | Assists clients through stages of problem solving. | 1 | 2 | 3 | 4 | N/A |
| 11. | Maintains client focus on topic. | 1 | 2 | 3 | 4 | N/A |
| 12. | Ends counseling sessions effectively. | 1 | 2 | 3 | 4 | N/A |
| 13. | Refers clients to appropriate sources if necessary. | 1 | 2 | 3 | 4 | N/A |

B. PERSONAL AND PROFESSIONAL BEHAVIOR

1.	Commitment to the profession.	1	2	3	4	N/A
2.	Practices ethical behavior.	1	2	3	4	N/A
3.	Maintains client confidentiality.	1	2	3	4	N/A
4.	Working relationship with staff.	1	2	3	4	N/A
5.	Consults with administrator/supervisor regarding concerns.	1	2	3	4	N/A
6.	Acceptance of supervision.	1	2	3	4	N/A
7.	Initiative in learning new skills.	1	2	3	4	N/A
8.	Practical judgment.	1	2	3	4	N/A
9.	Punctuality.	1	2	3	4	N/A
10.	Self-confidence.	1	2	3	4	N/A
11.	Communication skills.	1	2	3	4	N/A
12.	Conscientious.	1	2	3	4	N/A
13.	Responsible.	1	2	3	4	N/A

C. CLINICAL ASSESSMENT SKILLS

1.	Student is able to complete biopsychosocial assessment	1	2	3	4	N/A
2.	Student is able to clearly identify presenting problems	1	2	3	4	N/A
3.	Student is able to complete diagnostic process (5 Axis)	1	2	3	4	N/A
4.	Student is able to complete Mental Status Exam	1	2	3	4	N/A
5.	Student is able to complete accurate Risk Assessment	1	2	3	4	N/A
6.	Student is able to properly handle legal/ethical questions	1	2	3	4	N/A
7.	Student is able to identify appropriate/timely referral resources	1	2	3	4	N/A
8.	Student is able to consider influence of cultural/diversity issues throughout the assessment/diagnostic process.	1	2	3	4	N/A

D. INTERVIEWING/CASE MANAGEMENT SKILLS

1.	Student is able to develop strong counseling relationships with diverse range of clients and engage clients in treatment process	1	2	3	4	N/A
2.	Student is able to adapt treatment to diversity and cultural needs	1	2	3	4	N/A
3.	Student is able to complete appropriate Informed Consent	1	2	3	4	N/A
4.	Student is able to explain rules associated with confidentiality and when confidentiality will be broken	1	2	3	4	N/A
5.	Student deals appropriately with Informed Consent w/Minors	1	2	3	4	N/A
6.	Student is able to recognize and effectively deal with both content and process in counseling sessions.	1	2	3	4	N/A
7.	Student is able to identify interventions that promote change	1	2	3	4	N/A
8.	Student is able to manage high intensity clients	1	2	3	4	N/A
9.	Student is able to maintain appropriate professional boundaries	1	2	3	4	N/A
10.	Student is able to demonstrate good time management skills	1	2	3	4	N/A

E. TREATMENT PLANNING

1.	Student is able to demonstrate insight into the relationship between assessment and TP development	1	2	3	4	N/A
2.	Student is able to identify goals that appropriate to presenting problem and assessment information	1	2	3	4	N/A
3.	Student is able to identify interventions that are appropriate for dealing with identified short and long term goals.	1	2	3	4	N/A
4.	Student is able to identify interventions that are appropriate for initial, working, and closing phases of treatment	1	2	3	4	N/A
5.	Student is able to work collaboratively with client(s) in the development of treatment plans	1	2	3	4	N/A
6.	Student demonstrates clear understanding of theory/intervention, and their uses with different cultural/diverse client groups	1	2	3	4	N/A

F. COMMENTS:

Main Strengths

Areas of Improvement (Use back of this form if needed.)

Supervisor Signature: _____ Date: _____

Student Signature : _____ Date : _____

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 AND SKILLS

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

B. PERSONAL AND PROFESSIONAL BEHAVIOR

- | | | | | | | |
|----|-------------------------------|---|---|---|---|-----|
| 1. | Commitment to the profession. | 1 | 2 | 3 | 4 | N/A |
|----|-------------------------------|---|---|---|---|-----|

2.	Practices ethical behavior.	1	2	3	4	N/A
3.	Maintains client confidentiality.	1	2	3	4	N/A
4.	Working relationship with staff.	1	2	3	4	N/A
5.	Consults with administrator/supervisor regarding concerns.	1	2	3	4	N/A
6.	Acceptance of supervision.	1	2	3	4	N/A
7.	Initiative in learning new skills.	1	2	3	4	N/A
8.	Practical judgment.	1	2	3	4	N/A
9.	Punctuality.	1	2	3	4	N/A
10.	Self-confidence.	1	2	3	4	N/A
11.	Communication skills.	1	2	3	4	N/A
12.	Conscientious.	1	2	3	4	N/A
13.	Responsible.	1	2	3	4	N/A

C. CLINICAL ASSESSMENT SKILLS

1.	Student is able to complete biopsychosocial assessment	1	2	3	4	N/A
2.	Student is able to clearly identify presenting problems	1	2	3	4	N/A
3.	Student is able to complete diagnostic process (5 Axis)	1	2	3	4	N/A
4.	Student is able to complete Mental Status Exam	1	2	3	4	N/A
5.	Student is able to complete accurate Risk Assessment	1	2	3	4	N/A
6.	Student is able to properly handle legal/ethical questions	1	2	3	4	N/A
7.	Student is able to identify appropriate/timely referral resources	1	2	3	4	N/A
8.	Student is able to consider influence of cultural/diversity issues throughout the assessment/diagnostic process.	1	2	3	4	N/A

D. INTERVIEWING/CASE MANAGEMENT SKILLS

1.	Student is able to develop strong counseling relationships with diverse range of clients and engage clients in treatment process	1	2	3	4	N/A
2.	Student is able to adapt treatment to diversity and cultural needs	1	2	3	4	N/A
3.	Student is able to complete appropriate Informed Consent	1	2	3	4	N/A
4.	Student is able to explain rules associated with confidentiality and when confidentiality will be broken	1	2	3	4	N/A
5.	Student deals appropriately with Informed Consent w/Minors	1	2	3	4	N/A
6.	Student is able to recognize and effectively deal with both content and process in counseling sessions.	1	2	3	4	N/A
7.	Student is able to identify interventions that promote change	1	2	3	4	N/A
8.	Student is able to manage high intensity clients	1	2	3	4	N/A
9.	Student is able to maintain appropriate professional boundaries	1	2	3	4	N/A
10.	Student is able to demonstrate good time management skills	1	2	3	4	N/A

E. TREATMENT PLANNING

1.	Student is able to demonstrate insight into the relationship between assessment and TP development	1	2	3	4	N/A
2.	Student is able to identify goals that appropriate to presenting problem and assessment information	1	2	3	4	N/A
3.	Student is able to identify interventions that are appropriate for dealing with identified short and long term goals.	1	2	3	4	N/A
4.	Student is able to identify interventions that are appropriate for initial, working, and closing phases of treatment	1	2	3	4	N/A
5.	Student is able to work collaboratively with client(s) in the development of treatment plans	1	2	3	4	N/A
6.	Student demonstrates clear understanding of theory/intervention, and their uses with different cultural/diverse client groups	1	2	3	4	N/A

F. COMMENTS:

Main Strengths

Areas of Improvement

G. OTHER COMMENTS:

H. GRADE RECOMMENDATION (Please include a brief explanation of grade.)

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 : _____

COUNSELING PSYCHOLOGY AND COUNSELOR EDUCATION
University of Colorado Denver

MIDTERM EVALUATION OF INTERNSHIP STUDENT – SCHOOL TRACK
BY SITE SUPERVISOR

Student Name: _____ Date: _____

Internship Site: _____

Internship Site Supervisor: _____

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

- | | | |
|-----|---|------------|
| 1. | Establishes and maintains helpful counseling relationships. | 1 2 3 4 NA |
| 2. | Refrains from being judgmental. | 1 2 3 4 NA |
| 3. | Individual counseling skills. | 1 2 3 4 NA |
| 4. | Group facilitation skills. | 1 2 3 4 NA |
| 5. | Listening skills. | 1 2 3 4 NA |
| 6. | Use of open-ended questions/responses. | 1 2 3 4 NA |
| 7. | Appropriate use of clarification and restatement. | 1 2 3 4 NA |
| 8. | Appropriate use of confrontation. | 1 2 3 4 NA |
| 9. | Ability to identify and explore student problems. | 1 2 3 4 NA |
| 10. | Assists 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

- | | | | | | | |
|-----|---|---|---|---|---|----|
| 13. | Aware of goals and objectives of school counseling program. | 1 | 2 | 3 | 4 | NA |
| 14. | Can verbalize how counseling program supports the school's mission and goals. | 1 | 2 | 3 | 4 | NA |
| 15. | Conducts classroom guidance activities effectively. | 1 | 2 | 3 | 4 | NA |
| 16. | Assists teachers in meeting affective skill and career development needs of students. | 1 | 2 | 3 | 4 | NA |
| 17. | Collaborates with faculty, staff and administrators to enhance their work with students. | 1 | 2 | 3 | 4 | NA |
| 18. | Can verbalize what the school crisis plan is and understands her/his role in it. | 1 | 2 | 3 | 4 | NA |
| 19. | Utilizes assessment tools and planning skills to assist students in making informed choices. | 1 | 2 | 3 | 4 | NA |
| 20. | Collaborates with staff concerning assessment and planning for special needs students. | 1 | 2 | 3 | 4 | NA |
| 21. | Conducts effective meetings with parents to address student needs | 1 | 2 | 3 | 4 | NA |
| 22. | Learns and uses the school's information systems and technology | 1 | 2 | 3 | 4 | NA |
| 23. | Advocates for students, especially those who are under-represented, under-served, and at-risk of school failure. | 1 | 2 | 3 | 4 | NA |
| 24. | Is aware of the philosophy and policies of the school, school district, state and national education initiatives. | 1 | 2 | 3 | 4 | NA |

C. PERSONAL AND PROFESSIONAL BEHAVIOR

- | | | | | | | |
|-----|---|---|---|---|---|----|
| 25. | Has a commitment to the profession of school counseling. | 1 | 2 | 3 | 4 | NA |
| 26. | Practices ethical behavior. | 1 | 2 | 3 | 4 | NA |
| 27. | Maintains client confidentiality. | 1 | 2 | 3 | 4 | NA |
| 28. | Consults with staff or her/his supervisor regarding concerns. | 1 | 2 | 3 | 4 | NA |

- | | | | | | | |
|-----|--|---|---|---|---|----|
| 29. | Seeks out and accepts supervision. | 1 | 2 | 3 | 4 | NA |
| 30. | Takes initiative in learning school policies and procedures. | 1 | 2 | 3 | 4 | NA |
| 31. | Exercises practical judgment. | 1 | 2 | 3 | 4 | NA |
| 32. | Demonstrates punctuality. | 1 | 2 | 3 | 4 | NA |
| 33. | Exhibits self-confidence. | 1 | 2 | 3 | 4 | NA |
| 34. | Is available to students besides in her/his counseling office. | 1 | 2 | 3 | 4 | NA |
| 35. | Communication skills. | 1 | 2 | 3 | 4 | NA |
| 36. | Is responsible and conscientious. | 1 | 2 | 3 | 4 | NA |

The Intern's Principal Strengths Are:

Areas of Improvement Are:

Supervisor Signature: _____ Date: _____

Student Signature : _____ Date : _____

COUNSELING PSYCHOLOGY AND COUNSELOR EDUCATION
University of Colorado Denver

FINAL EVALUATION OF INTERNSHIP STUDENT – SCHOOL TRACK
BY SITE SUPERVISOR

Student Name: _____ Date: _____

Internship Site: _____

Internship Site Supervisor: _____

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

- | | | | | | | |
|-----|--|---|---|---|---|----|
| 13. | Is aware of goals and objectives of school counseling program. | 1 | 2 | 3 | 4 | NA |
| 14. | Has verbalized how counseling program supports the school's mission and goals. | 1 | 2 | 3 | 4 | NA |
| 15. | Has conducted classroom guidance activities effectively. | 1 | 2 | 3 | 4 | NA |
| 16. | Has assisted teachers in meeting affective skill and career development needs of students. | 1 | 2 | 3 | 4 | NA |
| 17. | Has collaborated with faculty, staff and administrators to enhance their work with students. | 1 | 2 | 3 | 4 | NA |
| 18. | Has verbalized what the school crisis plan is and understands her/his role in it. | 1 | 2 | 3 | 4 | NA |
| 19. | Has utilized assessment tools and planning skills and assisted students in making informed choices. | 1 | 2 | 3 | 4 | NA |
| 20. | Collaborated with staff concerning assessment and planning for special needs students. | 1 | 2 | 3 | 4 | NA |
| 21. | Has conducted effective meetings with parents to address student needs | 1 | 2 | 3 | 4 | NA |
| 22. | Has learned and used the school's information systems and technology | 1 | 2 | 3 | 4 | NA |
| 23. | Has advocated for students, especially those who are under-represented, under-served, and at-risk of school failure. | 1 | 2 | 3 | 4 | NA |
| 24. | Is aware of the philosophy and policies of the school, school district, state and national education initiatives. | 1 | 2 | 3 | 4 | NA |

C. PERSONAL AND PROFESSIONAL BEHAVIOR

- | | | | | | | |
|-----|--|---|---|---|---|----|
| 25. | Has a commitment to the profession of school counseling. | 1 | 2 | 3 | 4 | NA |
| 26. | Practiced ethical behavior. | 1 | 2 | 3 | 4 | NA |
| 27. | Maintained client confidentiality. | 1 | 2 | 3 | 4 | NA |

- | | | | | | | |
|-----|---|---|---|---|---|----|
| 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 Denver
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 EVALUTATION

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**

University of Colorado Denver
Department of Counseling Psychology/Counselor Education

Internship Completion Verification Form

This form is to be completed by the Internship Seminar Supervisor after a student has successfully completed all academic and clinical requirements of their degree. Completion of all requirements for graduation means that all requirements of the program, including all activities in the final Internship course have been met. This includes the 600 total internship hours, 240 direct clinical hours, and all academic requirements of the Internship course.

If a student completes all of their academic and clinical requirements prior to the end of the internship semester, they can apply to DORA for Licensure and begin to accrue post graduate clinical hours, starting on the date identified on this form as the date of completion. In this event, students may be permitted to complete their final Formal Case Presentation prior to the end of the semester, so that the student can complete all academic requirements prior to the date that the degree is conferred. This is up to the discretion of the faculty member facilitating the Internship Seminar.

Please see page ____ in the Internship Handbook for more detail on this process.

Student's Name: _____

Faculty Supervisor's Name: _____

Date of completion of all academic and clinical requirements (as described above): _____

This form is to be submitted by the student to Marlinda Hines, the CPCE Academic Advisor, who will communicate this date to DORA via letter.

CASE PRESENTATION INSTRUCTIONS

The purpose of a case presentation is to formulate a comprehensive picture of your client(s), to acquaint peers with your clinical work, and to develop a context for group supervision of your case. The following areas should be discussed if relevant. Write a brief handout to share with class members. Attempt to keep your handout to 2 pages maximum, single spaced (except for genogram).

1. **Who is the client?** (demographics and genogram). Presenting problem: What does client say the problem is? Relevant case history if client has had multiple counselors or been “in the system” for some time.
2. **Developmental issues:** What would one expect to be happening developmentally for this client/family? Is the client in synch with developmental expectations?
3. **Medical history:** What physical symptoms are presented? What physical conditions are present. Is client currently on medication?
4. **Other psychological issues/treatment:** Has client had mental health services previously? If so, delivered by whom for what problem?
5. **Trauma:** Any traumatic events? Abuse? Domestic violence
6. **Grief and loss:** Death, divorce, miscarriage, loss of job etc.
7. **Substance abuse:** Is there a history of substance use or abuse? Treatment?
8. **Employment status/issues:** Is client working? What is work history if relevant.
9. **Religion/Spirituality:** Are these areas related to presenting problem or concerns for client?
10. **Cultural, racial, ethnic context:** How might these be connected to the case?
11. **Sexuality:** Are there concerns about sexual orientation, gender identity, sexual abuse?
12. **School performance/ attendance** (if child or adolescent)
13. **DSM IV-TR** diagnosis if relevant
14. **Assessment results-** Have any formal assessments been administered? If so, what were they? Results? Interpretation
15. **Larger system issues-** What other concerns are present? Housing? Transportation? Food stamps? Is social services involved?
16. **Legal involvement-** Does client have legal difficulties? On probation?
17. **Ethical dilemmas-** What ethical challenges does this case present?
18. **What interventions have you tried with this client?** How effective were they?
19. **Where are you stuck?** What questions do you have for the group? What do you need help with?
20. **Person of the therapist issues:** How is this case/client triggering you personally? What do you need to work on in terms of countertransference? What questions do you have for the group regarding these issues?
21. Other??

Supervisee's Bill of Rights

Giordano, Altekruze & Kern (2000). *Supervisee's Bill of Rights*.

Taken from Corey, Corey, & Callanan (2011)

Nature of the Supervisory Relationship

The supervisory relationship is an experiential learning process that assists the supervisee in developing therapeutic and professional competence. A professional counselor supervisor who has received specific training in supervision facilitates professional growth of the supervisee through:

- Monitoring client welfare
- Encouraging compliance with legal, ethical, and professional standards
- Teaching therapeutic skills
- Providing regular feedback and evaluation
- Providing professional experiences and opportunities

Expectations of Initial Supervisory Session

The supervisee has the right to be informed of the supervisor's expectations of the supervisory relationship. The supervisor shall clearly state expectations of the supervisory relationship that may include:

- Supervisee identification of supervision goals for oneself
- Supervisee preparedness for supervisory meetings
- Supervisee determination of areas for professional growth and development
- Supervisor's expectations regarding formal and informal evaluations
- Supervisor's expectations of the supervisee's need to provide formal and informal self-evaluation
- Supervisor's expectations regarding the structure and/or the nature of the supervisory sessions
- Weekly review of case notes until supervisee demonstrates competency in case conceptualization

The supervisee shall provide input to the supervisor regarding the supervisee's expectations of the relationship.

Expectations of the Supervisory Relationship

1. A supervisor is a professional counselor with appropriate credentials. The supervisee can expect the supervisor to serve as a mentor and a positive role model who assists the supervisee in developing a professional identity.
2. The supervisee has the right to work with a supervisor who is culturally sensitive and is able to openly discuss the influence of race, ethnicity, gender, sexual orientation, religion, and class on the counseling and the supervision process. The supervisor is aware of personal cultural assumptions and constructs and is able to assist the supervisee in developing additional knowledge and skills in working with clients from diverse cultures.
3. Since a positive rapport between the supervisor and supervisee is critical for successful supervision to occur, the relationship is a priority for both the supervisor and supervisee. In the event that relationship concerns exist, the supervisor or supervisee will discuss concerns with one another and work towards resolving differences.

4. Therapeutic interventions initiated by the supervisor or solicited by the supervisee shall be implemented only in the service of helping the supervisee increase effectiveness with clients. A proper referral for counseling shall be made if appropriate.
5. The supervisor shall inform the supervisee of an alternative supervisor who will be available in case of crisis situations or know absence.

Ethics and Issues in the Supervisory Relationship

1. **Code of Ethics & Standards of Practice.** The supervisor will insure the supervisee understands the American Counseling Association Code of Ethics and legal responsibilities. The supervisor and supervisee will discuss sections applicable to the beginning counselor.
2. **Dual Relationships.** Since a power differential exists in the supervisory relationship, the supervisor shall not utilize this differential to his or her gain. Since dual relationships may affect the objectivity of the supervisor, the supervisee shall not be asked to engage in social interaction that would compromise the professional nature of the supervisory relationship.
3. **Due Process.** During the initial meeting, supervisors provide the supervisee information regarding expectations goals and roles of the supervisory process. The supervisee has the right to regular verbal feedback and periodic formal written feedback signed by both individuals.
4. **Evaluation.** During the initial supervisory session, the supervisor provides the supervisee a copy of the evaluation instrument used to assess the counselor's progress.
5. **Informed Consent.** The supervisee informs the client she is in training, is being supervised, and receives written permission from the client to audiotape or videotape.
6. **Confidentiality.** The counseling relationship, assessment, records, and correspondences remain confidential. Failure to keep information confidential is a violation of the ethical code and the counselor is subject to a malpractice suit. The client must sign a written consent prior to counselor's consultation.
7. **Vicarious Liability.** The supervisor is ultimately liable for the welfare of the supervisee's clients. The supervisee is expected to discuss with the supervisor the counseling process and individual concerns of each client.
8. **Isolation.** The supervisor consults with peers regarding supervisory concerns and issues.
9. **Termination of Supervision.** The supervisor discussed termination of the supervisory relationship and helps the supervisee identify areas for continued growth and development.

Expectations of the Supervisory Process

1. The supervisee shall be encouraged to determine a theoretical orientation that can be used for conceptualizing and guiding work with clients.
2. The supervisee has the right to work with a supervisor who is responsive to the supervisee's theoretical orientation, learning style, and developmental needs.
3. Since it is probable that the supervisor's theory of counseling will influence the supervision process, the supervisee needs to be informed of the supervisor's counseling theory and how the supervisor's theoretical orientation may influence the supervision process.

Expectations of Supervisory Sessions

1. The weekly supervisory session shall include a review of all cases, audiotapes, videotapes, and may include live supervision.

2. The supervisee is expected to meet with the supervisor face-to-face in a professional environment that insures confidentiality.

Expectations of the Evaluation Process

1. During the initial meeting, the supervisee shall be provided with a copy of the formal evaluation tool(s) that will be used by the supervisor.
2. The supervisee shall receive verbal feedback and/or informal evaluation during each supervisory session.
3. The supervisee shall receive written feedback or written evaluation on a regular basis during beginning phases of counselor development. Written feedback may be requested by the supervisee during intermediate and advanced phases of counselor development.
4. The supervisee should be recommended for remedial assistance in a timely manner if the supervisor becomes aware of personal or professional limitations that may impede future professional performance.
5. Beginning counselors receive written and verbal summative evaluation during the last supervisory meeting. Intermediate and advanced counselors may receive a recommendation for licensure and/or certification.