



## **Doctoral Internship Handbook**

COUN 8940

Counselor Education Program  
College of Health and Human Services  
School of Intervention and Wellness

## Overview

The doctoral internship is intended to provide students with practical experience in the roles and responsibilities related to counselor education in five areas: (1) teaching, (2) supervision, (3) research, (4) leadership and advocacy, (5) and counseling practice. Internship also provides students with evaluative feedback on their knowledge, attitudes, and skills as it pertains to the five core areas of counselor education. Students are required to complete at least 600 clock hours of internship, which can be allocated at the discretion of the doctoral student and their Doctoral Program Committee based on the student's interest and training. **At a minimum, all doctoral students must participate in teaching and supervision.** Research, leadership and advocacy, and counseling practice may be included (and are encouraged) but are not required to fulfill course requirements. *The internship is designed to satisfy requirements for professional training under both Ohio state law (ORC 4757.22 C.2.) and Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016) accreditation standards.*

### Five Doctoral Internship Experiences

#### I. Teaching

- I. Doctoral students are expected to complete internship teaching experience. Typically, this is accomplished by serving as the instructor of record for one of the Program's undergraduate COUN courses. This requirement *may* be met in other ways. Students assigned to teach an undergraduate COUN course typically accumulate 10 hours per week. These hours include class preparation time, grading, correspondence with students, office hours, and classroom instruction time. Students teaching undergraduate COUN courses are typically supervised by their program of study chair. If accruing internship hours via teaching, interns are required to attend the weekly doctoral internship group supervision course. Other teaching opportunities may be considered at the discretion of the student's internship instructor in concert with their program committee.
- II. Doctoral students may earn internship teaching experience if they are the instructor of record for a course at another teaching college or university. Students teaching courses at another college or university are typically supervised by a faculty member at that site in collaboration with the student's program of study chair. Teaching interns are required to attend the weekly doctoral internship group supervision course.
- III. Doctoral students may earn internship teaching experience by co-teaching graduate counseling courses with counseling faculty members. Student's co-teaching graduate COUN courses are supervised by the faculty member with whom the student is co-teaching. Teaching interns are required to attend the weekly doctoral internship class.

#### II. Supervision

- I. Doctoral students are expected to provide developmental supervision as part of the internship. This can be accomplished by serving as a doctoral student supervisor in the master's level practicum and/or internship courses, and/or the counseling skills courses. Students providing developmental supervision in one or more of these capacities are supervised by the faculty member and the doctoral internship instructor. Supervising interns are required to attend the weekly doctoral internship course.
- II. Doctoral students who provide developmental or clinical supervision (e.g., LPCC-S) as part of their employment *may* earn supervision hours provided that the role and function of the supervision that is counted toward internship hours is qualitatively different than their typical supervision work. Students seeking to earn supervision internship hour at their place of employment should consult with the internship instructor and Clinical Coordinator to discuss how their internship work will differ from their regular work. Students supervising at their place of employment are typically supervised by an

employer program or agency manager. Supervising interns are required to attend the weekly doctoral internship group supervision course.

- III. Doctoral students *may* earn supervision experience if they are supervising practicum and/or internship courses at another teaching college or university. Students supervising in this capacity at another college or university are typically supervised by a faculty member at that site in collaboration with the student's program of study chair. Supervision interns are required to attend the weekly doctoral internship course.

### III. Counseling

- I. Doctoral students *may* elect to conduct counseling as part of their internship experience. Doctoral students who are engaged in clinical mental health counseling experiences but who are not independently licensed are required to complete their clinical counseling internship experience under the supervision of an independently licensed counselor with supervisory status. Doctoral students who are engaged in school counseling are required to complete their school counseling internship experience under the supervision of a licensed school counselor with at least two years of post-graduate experience.
- II. Doctoral students who are independently licensed *may* receive site supervision by any independently licensed mental health professional.
- III. Doctoral students completing a counseling internship experience at their place of employment are required to use their internship experience to expand upon their current knowledge, skills, and abilities to satisfy the clinical counseling internship experience beyond their paid position. Clinical internships completed at students' employers may or may not be approved by the internship instructor and clinical coordinator. Please secure approval of your experience before accruing hours.
- IV. In all cases, counseling interns are required to attend the weekly doctoral internship course.
- V. The program faculty supervisor, in consultation with the site supervisor shall determine which experiences are appropriate and allowable for any internship.
- VI. The program faculty supervisor shall determine the appropriateness of an agency, program, school, or facility as an internship site.
- VII. It is permitted for interns to decide whether they can receive compensation for activities performed on behalf of their internship sites. Compensation may take the form of fees for service, reimbursement of expenses, salary, or other arrangements, which are within ethical guidelines and permitted under state licensure laws.
- VIII. It is permitted for interns to use their current employment as their internship if they are employed in the delivery of counseling and/or counseling related activities. See item III above.

### IV. Research and Scholarship

- I. Doctoral students *may* elect to conduct research as part of their internship experience. Doctoral students completing a research and scholarship internship experience typically receive supervision by their advisor or another faculty member within the counselor education program with whom they are conducting research.
- II. Doctoral students *may* elect to join research efforts that are already in progress, or they may initiate new projects under supervision of a faculty member.

III. Doctoral students *may* elect to combine research and scholarship efforts with other doctoral students.

IV. In all cases, research and scholarship interns are required to attend the weekly doctoral internship group supervision course if using these experiences to accrue internship hours.

**V. Leadership/Advocacy**

I. Doctoral students *may* elect to participate in leadership/advocacy efforts as part of their internship experience. The leadership/advocacy experience should entail seeking and holding elected or appointed leadership positions in professional counseling organizations which promote and provide activities that advocate for: individuals, programs assisting others in areas of mental health/substance use, equity, wellness, and professional advancement. Doctoral students completing a leadership/advocacy experience typically receive supervision by their program chair, another faculty member within the counselor education program, and/or a designate associated with the professional counseling organization.

II. Doctoral students may elect to join leadership/advocacy efforts that are already in progress, or they may initiate new programming or projects.

III. Doctoral students are strongly encouraged to combine leadership and advocacy efforts with other doctoral students and/or members of the professional counseling organization.

IV. In all cases, leadership and advocacy interns are required to attend the weekly doctoral internship group supervision course.

**Internship Hours**

Students in the Counselor Education program are required to complete eight (8) semester hours of internship. Credit hours for internship shall be awarded based on clock hours served in counseling or counseling-related activities while at the internship site. **Credit hours for students in the Counselor Education program shall be awarded at the rate of one (1) semester hour for every seventy-five (75) clock hours served at the internship site for a total of 600 clock hours.** Clock hours must be documented by interns and verified by the intern's appropriate supervisor. Students who withdraw from an internship prior to its completion will not receive partial credit; they will receive an incomplete, a PR, or a withdrawal depending on the circumstances.

**Registration**

*To be eligible for an internship, the student applicant must meet the following requirements.*

1. Be in good academic standing within the department.
2. Have been judged by the program faculty supervisor to have demonstrated a suitable degree of personal, academic, and professional functioning to warrant admission into the internship.
3. Students accruing clinical hours as part of internship must provide documentation that they have purchased and/or are covered by professional liability insurance. ***Students are expected to provide evidence that their insurance covers them for \$1 million per incident and a minimum of \$3 million total.*** Additionally, students who are teaching or providing supervision at an external institution apart from UToledo must also obtain proper coverage. Students may verify their coverage by providing the program faculty supervisor with photocopies of their professional liability policies.
4. Students who completed a background check for their site *shall not* send the results of their background checks to the Counselor Education Department. Background check results shall be sent to the students'

placement site only.

5. All students who can reasonably expect to work with clients in correctional, hospital, residential care, or any other facility at which there is a risk for the spread of communicable diseases are encouraged to speak to their health care professional to determine which, if any, immunizations are recommended for their safety.
6. Students wishing to enter an internship must meet any selection criteria established by the internship site. Students should be prepared to submit transcripts, resumes, and any other materials the internship site may require. The site may require drug screening and criminal background checks. Students should also expect to interview with personnel at the internship site prior to being accepted for an internship. The student should be aware that acceptance is at the discretion of the site.
7. Students are expected to have internship placements before the semester of initial registration. Involvement in the placement is expected by no later than the third week of the semester.

*Enrollment in the internship shall be subject to, but not limited to, the following restrictions:*

1. Only degree seeking students officially admitted to the program shall be allowed to enroll in an internship.
2. Only students who have completed a master's level counseling internship shall be permitted to enroll in an internship.
3. No student shall be allowed to enroll in an internship whose emotional stability or personal use of drugs or alcohol are judged to be an impairment to his or her adequate functioning.
4. No student shall be placed in an internship where adequate, qualified supervision is not available.

### **Evaluation of Performance**

The internship site representative and the intern shall devise a mutually acceptable job description or contract which will delineate the duties and responsibilities of the parties involved. The program faculty supervisor is available to assist in this process. Evaluation of interns shall be accomplished using a standardized form (or forms) developed by the program.

1. Evaluation of the intern's performance will be completed by the internship supervisor.
2. Copies of the final performance evaluation will be made for all parties involved.
3. Final evaluation for the course is on a Satisfactory/Unsatisfactory basis. The grade will be awarded by the internship instructor.
4. The student's internship is subject to termination should the program faculty supervisor or the on-site supervisor judge the student's performance in the internship to be unsatisfactory, insubordinate, unethical, inappropriate, or otherwise harmful to clients or to the reputation of the internship site, the program, or the university.

### **Supervision**

1. Definition of Supervision

- I. Supervision shall mean a process: (1) by which the internship site's standards of performance are maintained through review and correction of service provided; (2) which assists in skill development; and (3) by which the internship site gives support and consultation to its staff.
- II. Supervision includes, but is not limited to, the following areas: (1) education and training; (2) provision of feedback relevant to job performance; (3) evaluation; (4) monitoring performance to ensure that administrative policies and procedures are met.  
(5) quality assurance and utilization review.

## 2. Methods of Supervision

- I. Supervision can be provided through a variety of modalities. Supervision can be provided individually or in groups. It may involve consultations, observation, verbal instruction, role plays, demonstrations, readings, and, when program appropriate, audio/visual recordings, etc.
- II. Minimally, the intern should meet with his or her site supervisor for no less than one (1) hour of individual, face-to-face supervision per 20 hours of service (direct and indirect combined). Additional hours of supervision may be on either an individual or group basis.
- III. Interns must receive an **average of one and one-half (1.5) hours of group supervision (i.e., internship class) per week throughout the duration of internship.** Group supervision is performed by the instructor of the internship class. **Regular attendance to meet this requirement is expected throughout the experience. Students who complete the 600 hours during the semester should expect to continue to attend classes until the end of the respective semester**

## 3. Types of Supervision

- I. **Clinical Supervision:** Students who are completing their clinical internship hours are required to attend the COUN 6940/8940 Counseling Internship course and receive weekly supervision (no less than 1 hour) from their site supervisor. Students are required to submit documentation that their site supervisor is appropriately credentialed to supervise their work.
- II. **Teaching Supervision:** Students who are completing their teaching internship hours are supervised by their program advisor.
- III. **Supervision of Supervision:** Students who are completing their supervision internship hours by assisting with a practicum section are supervised by the internship instructor and practicum/internship instructor. Supervisory arrangements in all other situations will be negotiated with the Counseling Internship instructor.

## 4. Definition of Supervisor

- I. A supervisor shall be the person who has direct responsibility for monitoring and evaluating the performance of the intern.
- II. Persons qualified to supervise students shall have a minimum of a master's degree and be licensed as either a professional clinical counselor [LPCC-S] or a professional counselor [LPC]. For students wishing to obtain licensure, a portion of the internship must be completed under an LPCC-S in a site that diagnoses and treats mental disorders.

## 5. Program Support of On-site Supervisors

- I. The on-site supervisor and other on-site staff shall share in the responsibility for the cooperative design and implementation of the internship experience.
- II. Program faculty supervisors shall consult with on-site supervisors regarding methods of supervision and shall provide in-service training in supervision at the request of the on-site staff.

#### **] Rights, Duties, and Responsibilities of the Counselor Education Program**

1. The program faculty supervisor will assure that the intern has completed the prerequisite academic work before entering the internship.
2. The program faculty supervisor shall monitor the progress of the intern and assist the internship site as necessary and appropriate.
3. The program faculty supervisor will meet on a regularly scheduled basis with interns to assist in the successful completion of the internship.
4. The program faculty supervisor will determine whether site supervisors meet the identified qualifications to supervise interns.
5. The program may request the termination of an internship site agreement if the site supervisor does not abide by the ethical standards and practices which are set forth by the American Counseling Association and any other relevant counseling professional organizations; applicable licensure laws related to supervision; and/or Program internship rules and regulations associated with supervisors.
6. The program reserves the right to assign readings, case presentations, journal entries, papers, etc., as part of the requirements of the internship.
7. The program shall develop and distribute to the internship site a standardized form for the evaluation of student performance. The program, upon request, will assist the student and/or the site supervisor in completing and interpreting the evaluation.
8. The program faculty supervisor shall have the responsibility to terminate any internship agreement where the intern's performance is judged to be unsatisfactory, insubordinate, unethical, inappropriate, or harmful to clients. Such action would only be taken after consultation with the intern and with representatives of the internship site.
9. The program reserves the right to amend, change, or otherwise modify its policies regarding internships from time to time as may be deemed necessary or appropriate.
10. The program may, at its discretion, waive any or all policies on a case-by-case basis when deemed appropriate.
11. The program may assist a student in identifying an internship site, but it is the responsibility of the student to secure an internship site.

#### **Rights, Duties, and Responsibilities of the Internship Site**

1. The internship site shall screen and select interns based upon their appropriateness for placement and their likelihood of success. The internship site shall not select interns on the basis of race, creed, color,

religion, gender, sexual orientation, or national origin.

2. There shall be an employee of the internship site designated as the intern's supervisor. Such employee shall meet the qualifications of a supervisor outlined elsewhere in these guidelines.
3. The internship site supervisor shall orient the intern to the policies and procedures of the internship site.
4. The internship site may request the termination of an internship agreement where the intern's performance is in violation of site policies or procedures.
5. The internship site retains the right to manage the intern as they would any other staff member or employee.
6. The ratio of supervisees to supervisors shall not exceed applicable licensure law/rule requirements. The Ohio laws and rules state that a Counselor, Social Worker, and Marriage and Family Therapist Board-approved supervisor shall not supervise more than five (5) supervisees who are registered with the Board at one time.
7. The internship site may request the termination of an internship agreement where the intern's performance is judged to be unsatisfactory, insubordinate, unethical, inappropriate, or harmful to clients.
8. The internship site shall provide experience in the delivery of services appropriate to the educational and ability level of the intern.
9. The internship site shall provide the program with verification of the intern's experience, supervision, and contact hours.
10. The internship site shall provide the program with regular evaluations of the intern's performance.
11. The internship site agrees to abide by the policies and procedures for intern placement as established by the Counselor Education Program.
12. The internship site, in its treatment of interns, shall abide by the ethical standards and practices which are set forth by the American Counseling Association (ACA) and any other relevant counseling professional organizations.
13. The internship site agrees to conform its supervision to the requirements set out in the laws and regulations governing the practice of counseling.
14. The internship site agrees to provide the opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-services, and staff meetings).

### **Rights, Duties, and Responsibilities of the Intern**

1. The intern shall always conduct their behavior in accordance with the policies and procedures of the internship site and with the ethical standards of the American Counseling Association (ACA) and other applicable standards of conduct.
2. The intern shall accept the supervision and authority of the site supervisor.



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3. The intern shall agree to abide by the policies and procedures of the agency serving as the internship site.

4. The intern shall demonstrate satisfactory knowledge, skills, and attitudes in the applicable competencies identified on the performance evaluation.
5. The intern shall meet with his or her faculty supervisor on a regularly scheduled basis.
6. The intern shall complete all educational plans that may be developed with either the site supervisor or the program faculty supervisor.
7. If the internship is terminated by either the Program or the internship site, the student has a right to an explanation of the reasons for termination.
8. The student retains the right to withdraw from the internship at any time pursuant to the policies and procedures of the Counselor Education Program.
9. Students seeking counselor licensure in the state of Ohio must submit the evaluation and verification form reporting the hours of the internship within 30 days of completion to the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board.
10. In cases where the student is providing counseling, and/or teaching at an external university or educational institution, and/or providing developmental supervision, the intern must secure professional liability insurance in the amount of no less than \$1,000,000.00 each occurrence and \$3,000,000.00 aggregate. Proof of coverage is required.
11. In the event of the University's closure due to inclement weather, the intern shall contact the Internship Site to determine whether the Intern is required to report for duty.
12. The Intern shall confer with the Internship Site to determine whether to obtain Counselor Trainee (CT) status through the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board.
13. All Interns who will be working with minors, or who can reasonably be expected to work with minors, must complete and pass a background check prior to the first day of the semester in which the student expects to enroll in Internship. Students are encouraged to contact The University of Toledo Police Department (419-530-4439) no later than 4 weeks prior to the beginning of their internship to schedule a fingerprint/background check appointment.

### **Multiple & Non-Professional Relationships**

1. Supervisors and interns shall avoid dual relationships, which may impair judgment and/or lead to exploitation.
2. The intern shall not be supervised by any individual who had a prior therapeutic relationship with the intern.
3. No intern shall enter any business relationship with a supervisor except as an employee.
4. The intern must adhere to applicable licensure laws concerning payment for supervision.
5. There shall be no direct family relationship between an intern and a supervisor.
6. No student shall assume an internship in an agency, program, or facility wherein they or members of their family are either currently receiving services or have received services in the preceding 12 months.

### **Retention**

The University of Toledo accepts the responsibility of being the gatekeeper of those who would enter the counseling profession. We have an ethical responsibility to make sure all interns have the knowledge, values, ethics, practice

skills, professional judgment, and emotional stability to provide competent services consistent with the level of practice they will be eligible to provide. We take our ethical responsibility very seriously to ensure, to the best of our ability, that our interns have the professional qualities that will do no harm to clients.

1. This responsibility requires that we have the right to deny admission into the profession if an intern does not make adequate progress in his/her professional development. Denial into the profession would happen through not allowing an intern to begin an internship, removing a student from the internship, giving an unsatisfactory grade for the internship course, and/or dismissing the intern from the program.
2. Interns that we recommend for graduation and entry into professional counseling are expected to have the professional knowledge, values, ethics, and practice skills that are consistent with and befitting of licensed counselors.
3. The faculty, site supervisors, and interns participating in this program's course of study and clinical experience are expected to understand, subscribe to, and adhere to the professional standards delineated in the American School Counselor Association Code of Ethical Standards for School Counselors and/or the American Counseling Association's Code of Ethical Standards and/or any applicable licensure laws, rules, or regulations (e.g., the OCSWMFT).
4. Students who do not appear to possess those qualities or skills associated with effective counseling and/or who fail to adhere to these standards, will be confronted and a suitable course of action will be taken to address the matter(s).
5. Depending on the severity of the matter, students may be offered a remediation plan to resolve such matters. The plan may include recommendations to complete additional reading and/or writing assignments, additional coursework to better prepare them for the internship, or other assignments deemed suitable by the faculty.
6. Matters deemed seriously significant may warrant a recommendation to the University that the student is suspended or dismissed from the program. An intern who is suspended because of a breach of the above identified professional standards may be removed from suspension after complying with a remediation plan. This plan may include obtaining personal counseling from a Licensed Professional Clinical Counselor or Licensed Psychologist with a minimum of three post- licensure years of experience. An intern who has been suspended from the program may reapply to the program after one calendar year. The intern must provide evidence of purposeful intervention and marked improvement in the area(s) of concern. Reinstatement would be considered by a committee of administrators and faculty from the Counseling Education program.
7. Matters sufficiently significant to warrant suspension or dismissal include but are not limited to the following:
  - a. Any activity of a professional or counseling nature which is prohibited under the ethical standards and practices of the American Counseling Association (ACA).
  - b. Malicious disrespect toward instructors, supervisors, or fellow students; failure to follow reasonable instructions; use of profanity or verbal or physical intimidation toward instructors, supervisors, or fellow students.
  - c. The use of fraud or deceit to obtain admission to the department, a course, a practicum, or an internship.

- d. Soliciting or accepting a personal fee, monetary gift, or other form of remuneration or compensation for counseling or counseling related services while functioning as a practicum student or as an intern.
- e. Use of alcohol or other drugs to the extent that it impairs the student's ability to perform properly or adequately, or which may pose a potential threat to the welfare or safety of clients.
- f. Conviction of an offense involving the sale, possession, or consumption of a controlled substance.
- g. Conviction of an offense that is a felony.
- h. Conviction of an offense involving moral turpitude.
- i. Conviction for a misdemeanor offense committed during the practice of any counseling procedure or activity.
- j. Any behavior, activity, procedure, or practice which is prohibited under applicable state Counselor Licensure or State Department of Education regulations.

**Due Process:** *Students who wish to appeal retention decisions made by the school are encouraged to follow the guidelines outlined in the most recent policy of the College of Graduate Studies or the College of Health and Human Services.*



**Doctoral Internship Checklist**  
**UToledo Counselor Education Program**

- **Internship Application:** This form will be reviewed and signed by the student and their program advisor prior to starting internship.
- **Internship Site Agreement Form:** This form ensures all parties acknowledge the roles, responsibilities, expectations of the student and the site as it relates to the internship experience. Signatures from the student, site supervisor, and relevant site representative must be included.
- **Supervisor Qualification Form:** This form serves as verification that the supervisor meets the training and credentialing standards to provide supervision.
- **Supervision Contract:** Internship requires supervision of no less than one hour per week. This form serves as verification and description of counseling supervision and agreement thereto.
- **Professional Liability Insurance:** In cases where the student is providing counseling, and/or teaching at an external university or educational institution, and/or providing developmental supervision, the intern must secure professional liability insurance in the amount of no less than \$1,000,000.00 each occurrence and \$3,000,000.00 aggregate. Proof of coverage is required.
- **Ethics Review Form:** Internship requires that students and site supervisors endorse the ACA Code of Ethics (2014), as well as the guidelines specific to their specific placement. Students and site supervisor(s) will review and sign the *Ethical Guidelines* form and submit to the internship instructor and clinical coordinator for the student's internship file.
- **Student Evaluations:** Students are required to submit a **mid-term evaluation at the midway point of each semester the student is enrolled in internship** completed by their site supervisor(s). Students will submit a final evaluation at the end of each semester the student is enrolled in internship completed by their site supervisor(s).
- **I Care Attestation:** Students involved in clinical activities during internship are required to review and sign this form.
- **Student Evaluation of Supervisor:** Students are required to submit a final evaluation of their supervisor to the internship instructor.



**Doctoral Internship Application Form  
UToledo Counselor Education Program**

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

<b>Address:</b>		<b>Rocket Number:</b>	
		<b>Phone Number:</b>	
<b>Email Address:</b>			
<b>Semester/Year to Start Internship:</b>	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer		
<b>Year to Start Internship:</b>			
<b>Approved Plan of Study on File:</b>	<input type="checkbox"/> Yes   or <input type="checkbox"/> No		
<b>Program Advisor Name:</b>			

**Advisor Statement:** I have reviewed the student's Internship Application Form.

**Advisor Signature:** \_\_\_\_\_

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

**Student Statement:** I have been advised, and understand, that all course expectations and requirements of doctoral internship. I understand that if I do not complete any of the requirements and/or fail to submit the necessary internship paperwork, I will forfeit my reservation in internship and be placed on the waitlist for future course sections.

**Student Signature:** \_\_\_\_\_

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



**Doctoral Internship Site Agreement Form (Clinical)  
Counselor Education Program**

As a student in the Counselor Education Program, \_\_\_\_\_ (**Student's Name**) is contracting with \_\_\_\_\_ (**Site Name**) to fulfill the requirements of their clinical experience.

1. The site agrees to assign clients to the student trainee and provide experiences in counseling, assessment, treatment planning, and intervention consistent with the trainee's level of training and ability.
2. The program/agency agrees to develop a work schedule and case assignment procedures consistent with the requirements of the internship as outlined in the Internship Policies and Procedures for the Department of Counselor Education.
3. The student's role within the program/agency will be that of a Counselor Trainee and the student shall function under the direct clinical supervision of \_\_\_\_\_ (**Supervisor's name, Degree, and Title**) who is employed by the program/agency and is qualified to provide supervision for counselor trainees. The Supervisor must meet and maintain academic requirements and licensure and/or certification necessary under state law and CACREP standards.
4. The Supervisor agrees to meet the minimum requirements for supervision of 1 hour of face-to-face, individual/triadic supervision per 20 hours of the Counselor Trainee's experience in the program/agency.
5. The Site Supervisor agrees to maintain bi-weekly contact with the internship instructor in accordance with the supervision contract.
6. The Supervisor agrees to complete a mid-term and final evaluation of the Counselor Trainee for each semester the Counselor Trainee is under supervision.
7. The Counselor Trainee shall function as a member of the program's/agency's staff with full rights and privileges consistent with their level of training and ability. In exchange, the Counselor Trainee agrees to abide by and conform their behavior to program/agency policies and procedures and to perform in a professional and ethical manner. However, it is understood and agreed by the Counselor Trainee and program/agency that this Agreement does not give rise to an employment relationship between the Counselor Trainee and program/agency and the Counselor Trainee is not entitled to any employee benefits as a result of this Agreement.
8. The Counselor Trainee agrees to obtain at their own expense professional liability insurance (minimum \$1,000,000 each incident, \$3,000,000 aggregate) prior to starting their internship and to maintain such insurance throughout his or her internship except where such requirements are waived by the program/agency in writing. A waiver of this requirement can be made only in those

cases where the program/agency agrees to maintain professional liability insurance on behalf of the counselor trainee.

The Department reserves the right to withdraw a Counselor Trainee from their internship program/agency placement when in the Department's judgment the experience does not meet the needs of the counselor trainee.

9. The program/site may resolve any problem situation in favor of clients' welfare and may take the client assignment from the Counselor Trainee. If deemed necessary by the program/site, for any reason, the Client Trainee may be removed from the program/site and be required to withdraw from the internship.
10. This Agreement will commence on \_\_\_\_\_ and will terminate on \_\_\_\_\_. This Agreement is subject to renegotiation or termination upon written receipt of fifteen (15) days' notice by either party. Any amendments or changes to the Agreement prior to its expiration must be mutually agreeable to all parties who are signatories to the Agreement.
11. Note that this document does not supersede the Affiliation Agreement.

\_\_\_\_\_  
**Site Representative Signature**  
(i.e. Principal, Site Administrator, Clinical Director)

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

\_\_\_\_\_  
**Site Supervisor Signature**

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

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

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

I have received, read, and understand the Internship Manual for the Counselor Education Program.

**Site Supervisor Initials** \_\_\_\_\_

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

**Trainee Initials** \_\_\_\_\_

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





**Doctoral Internship Site Agreement Form (External Teaching)  
Counselor Education Program**

As a student in the Counselor Education Program, \_\_\_\_\_ (Student's Name) is contracting with \_\_\_\_\_ (Site Name) to fulfill the requirements of their teaching experience.

1. The site agrees to assign teaching responsibilities to the student trainee and provide experiences in pedagogy consistent with the trainee's level of training and ability.
2. The program/site agrees to develop a work schedule and teaching assignment procedures consistent with the requirements of the internship as outlined in the Internship Policies and Procedures for the Department of Counselor Education.
3. The student's role within the University will be that of a \_\_\_\_\_ and the student shall function under the direct training supervision of \_\_\_\_\_ (Supervisor's name, Degree, and Title) who is employed by the University and is qualified to provide supervision of students in their training program.
4. The Supervisor agrees to meet the minimum requirements for supervision of 1 hour of face-to-face, individual/triadic supervision per 20 hours of the student's experience.
5. The Site Supervisor agrees to maintain regular contact with the internship instructor.
6. The Supervisor agrees to complete a mid-term and final evaluation of the Doctoral Intern for each semester the Doctoral Student is under supervision.
7. The Doctoral Intern shall function as a member of the University's staff with full rights and privileges consistent with other part-time or adjunct faculty members. In exchange, the Doctoral Intern to abide by and conform their behavior to University's policies and procedures and to perform in a professional and ethical manner. However, it is understood and agreed by the Doctoral Intern and the University that this Agreement may not give rise to an employment relationship between the Doctoral Intern and the University, and the Doctoral Intern may not be entitled to any employee benefits because of this Agreement.
8. The student agrees to obtain at their own expense professional liability insurance (minimum \$1,000,000 each incident, \$3,000,000 aggregate) prior to starting their internship and to maintain such insurance throughout their internship except where such requirements are waived by the program/agency in writing. A waiver of this requirement can be made only in those cases where the program/agency agrees to maintain professional liability insurance on behalf of the student.
9. The Program reserves the right to withdraw a Doctoral Intern from their internship placement when, in the Department's judgment, the experience does not meet the needs of the counselor trainee.
10. The program/site may resolve any problem situation in favor of enrolled students' welfare and may take the teaching assignment from the Doctoral Intern. If deemed necessary by the University, for any reason, the

Doctoral Intern may be removed from the program/site and be required to withdraw from the internship.

11. This Agreement will commence on \_\_\_\_\_ and will terminate on \_\_\_\_\_ . This Agreement is subject to renegotiation or termination upon written receipt of fifteen (15) days' notice by either party. Any amendments or changes to the Agreement prior to its expiration must be mutually agreeable to all parties who are signatories to the Agreement.
12. Note that this document does not supersede the Affiliation Agreement.

\_\_\_\_\_  
**Site Representative Signature**  
(i.e. Principal, Site Administrator, Clinical Director)

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

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

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

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

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

I have received, read, and understand the Doctoral Internship Manual for the Counselor Education Program.



**Supervisor Qualification Form  
Counselor Education Program**

**Internship Student Name:** \_\_\_\_\_

Supervisor Name:			
Title:			
Business Address:			
Phone:		2 <sup>nd</sup> Phone:	
Fax:		Email:	
Scope or type of activities provided:			

<b>Professional License Type(s)</b>	<b>State/Board that Issued License</b>	<b>License#</b>	<b>Date Awarded</b>
<b>Certifications</b>	<b>State and Agency Awarding Certificate(s)</b>	<b>Certificate#</b>	<b>Date Awarded</b>
<b>Degree(s)</b>	<b>College or University Name</b>	<b>Program of Study</b>	<b>Date Awarded</b>
<b>Work History (most recent first)</b>	<b>Agency/Institution</b>	<b>Length of Time in this Position</b>	<b>Start Date – End Date</b>

**Other Relevant Training or Supervision Experiences to Note:**

**Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## Doctoral Internship Supervision Contract Counselor Education Program

This contract serves as verification and a description of the supervision provided by \_\_\_\_\_ (Site Supervisor Name) to \_\_\_\_\_ (Supervisee Name) in the \_\_\_\_\_ for the \_\_\_\_\_ semester of 20\_\_\_\_\_.

**Purpose, Goals, and Objectives:** The purpose of supervision is to enhance the Supervisee's counseling skills and promote development of the Supervisee's competence and professional identity.

**Context of Supervision:** The supervisee will meet with the site supervisor on a weekly basis for an average of one hour per week until the end of the semester. This weekly interaction may be individual and/or triadic supervision which will include biweekly consultation with the university instructor.

**Method of Evaluation:** The supervisor will evaluate the counseling skills of the Supervisee on an on-going basis through weekly face-to-face supervision to assist the professional development of the Supervisee. The supervisor will complete Midterm and Final evaluation of the supervisee. The Supervisor will keep the faculty instructor apprised of the student's progress and will notify the faculty instructor of any concerns. The faculty instructor is responsible for assigning the final grade in the Counseling Internship.

### **Duties and Responsibilities of the Supervisor:**

- The site Supervisor shall screen and select appropriate clients based on the developmental and skills level of the Supervisee.
- The Supervisor shall be responsible for informing clients that they will be seen by an internship student.
- The Supervisor shall insure sufficient client referrals to meet the needs of the internship student. It is expected that internship students will obtain at least 240 hours of direct individual and group client contact during their internship.
- The Supervisor is responsible for providing an average of one hour per week of clinical supervision for the internship student and be available for consultation. Clinical supervision will focus on necessary counseling interventions to promote client welfare.
- The Site Supervisor agrees to observe the internship student's interactions with clients by either live observation and/or audio/video recording to assess student development.
- The site and site Supervisor hold ultimate responsibility for the welfare of the internship student's clients.
- The Supervisor will complete a final written evaluation of the student's knowledge, skills, and personal and professional development during the internship experience. The internship instructor will provide the format for the written evaluation.

- The Supervisor and faculty instructor will engage in biweekly consultation and the Supervisor will initiate contact with the faculty instructor when there are any questions or concerns regarding the student, expectations, or responsibilities.

**Duties and Responsibilities of the Internship Supervisee:**

- The supervisee shall at all times conduct his or her behavior in accordance with the policies and procedures of the internship site, and with the ethical standards of the American Counseling Association (ACA), the American School Counselor Association (ASCA), State of Ohio Laws, and other applicable standards of conduct.
- The supervisee shall maintain a work schedule that has been mutually agreed upon by the supervisee and the supervisor. The supervisee will notify the Supervisor of any anticipated absence or necessary schedule change.
- The supervisee shall demonstrate satisfactory knowledge, skills, and attitudes in the applicable competencies identified on the performance evaluation. The supervisee is expected to be introspective, open, and receptive to feedback, and demonstrate flexibility by making appropriate changes in response to feedback.
- The supervisee shall report any emergency/crisis situations with their clients immediately to their site Supervisor and to the faculty instructor.
- The supervisee shall attend individual and group supervision sessions as scheduled.
- The supervisee shall keep accurate records of weekly client contact hours, indirect hours, and supervisory hours.

**Terms of the Contract:** This contract is subject to revision at any time, upon the request of the Supervisor, Faculty Instructor, and/or Clinical Coordinator. A formal review of the contract will be made at the midterm of the semester, and revisions will be made only with consent of the Supervisee and Supervisor. **I have read and agree to the terms set forth in this contract.**

\_\_\_\_\_  
**Site Supervisor Signature**

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

\_\_\_\_\_  
**Internship Student Signature**

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

This contract is in effect from \_\_\_\_\_ to date of revision or termination: \_\_\_\_\_.



**Counseling Skills & Techniques Rating Scale  
Counselor Education Program**

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

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

**Field Experience:**  Practicum or  Internship      **Semester:**  Spring     Summer     Fall

**Rating Type:**  Supervisor       Self-Rating

**The following core areas and associated criteria is used to rate students counseling skills:** (1) Counseling Process; (2) Empathy Skills; (3) Behavioral Elements; (4) Counselor Dynamics; (5) Professionalism

**Rating Scale (compared to developmental group):** (1) Needs Improvement; (2) Skill application appropriate for development level; (3) Area of Strength; (4) Not Demonstrated

**1) Counselling Process:**

Rating	Skill
	A. Identifies the central issues(s): names important concerns of the client
	B. Identifies the core affect: names the central feeling(s) experienced by client.
	C. Explores and tracks: counselor stays with the client cognitively and affectively.

**2) Basic Counseling Skills:**

Rating	Skill
	A. Encouragers: counselor uses minimal encouragers to communicate to the client that the counselor is listening- without interrupting the client's discourse.
	B. Key words: counselor identifies key words that the client uses and emphasizes them by including them in counselor response.
	C. Paraphrasing/Reflection: from statement and non-verbals, the counselor accurately describes the client's issues, affect, and behavior (content, feelings, process, non-verbals).
	D. Summarizing: the counselor combines two or more of the client's cognitions, feelings, and/or behaviors into a general statement
	E. Immediacy: the counselor addresses the client's behavior in the present.
	F. Accurate Empathy: the counselor demonstrates the ability to understand the client's frame of reference; counselor responses are interchangeable with client emotional expression client in such a way as to express feelings at a level deeper than the client can express themselves.
	G. Verbosity: the counselor speaks when it is necessary and does not inappropriately interrupt the client or verbally dominate the session.
	H. Strengths Based: the counselor recognizes the client's strengths and synthesizes them into the session.



**3) Behavioral Elements:**

Rating	Skill
	A. Physical Presence: the counselor's body posture, facial expression, and gestures are natural and congruent with the client.
	B. Activity Level: the counselor maintains an appropriate level of activity as related to client activity level. This will include non-verbals, physical movement, vocal tone, and rate of speech.

**4) Counselor Dynamics:**

Rating	Skill
	A. Non-Defensive: the counselor gives and received feedback interactively with clients, peers, and supervisors in an appropriate and professional manner.
	B. Objectivity: the counselor has sufficient control over their own feelings and values as such that their personal issues do not influence the counseling session.
	C. Supportive/Unconditional Positive Regard: the counselor makes statements that accept the client's thoughts, behaviors, and feelings as they are.
	D. Genuineness: the counselor's responses are sincere.
	E. Respect for Cultural Needs & Differences: the counselor shows appreciation and understanding of cultural needs and differences.
	F. Probes/Questions: the counselor statements result in the client providing additional information about their cognitions, behaviors, and feelings. Questions are only used in a limited and facilitative manner.
	G. Challenges: counselor properly notices discrepancies and confronts clients as appropriate.

**5) Professionalism:**

Rating	Skill
	A. Arrives to supervision on time; notifies supervisor in a timely manner about any attendance challenges or delays that may impact supervision attendance.
	B. Actively participates in individual or group supervision. Supervisee is appropriately prepared with recordings and analysis of sessions as needed.
	C. Dresses professionally with clients.
	D. Supervisee is open to feedback and demonstrates willingness to implement feedback in their counseling sessions. Provides constructive feedback to peers (group only).
	E. Maintains relevant client case notes; demonstrates understanding of documenting counseling sessions relevant to site requirements

Goals for Improvement: Students will select three areas to focus on thorough the next evaluation training process. Include the skill and your plan for improving the skill(s).

1.

2.

3.

**Student Signature:** \_\_\_\_\_

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

**Supervisor Signature:** \_\_\_\_\_

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



## Ethics Review Form Counselor Education Program

Students enrolled in a practicum or internship experiences are expected to adhere to the ethical guidelines set forth by the American Counseling Association (ACA) in the 2014 *Code of Ethics*. Students' actions should be consistent with the spirit of the ethical guidelines within the ACA *Code of Ethics*. Students are also expected to learn and adhere to the guidelines specific to their placement site. Students should contact their site supervisor or instructor with any questions or concerns about ethics or professional conduct during their practicum or internship. The following list of ethical principles is not exhaustive and should be considered the minimum standard of ethical practice for students to adhere:

**Professional Disclosure Statement and Professional Competence:** Students will explicitly state their status as a counseling student/counselor trainee, whom is under supervision, to clients/students at the outset of the counseling relationship. They will accurately represent their training, qualifications, and time limitations to providing services as a practicum or internship student. Students will recognize their limitations to training and abilities and must not exceed these at any time. Students will actively seek supervision and consultation with their site supervisor and university supervisor when such instances arise.

**Impairment and Self-Care:** Students will monitor themselves for signs of physical, mental, and emotional impairment and refrain from offering services when impaired. Students should seek assistance when impaired and limit, suspend, or terminate their professional responsibilities until it is determined safe to resume professional responsibilities. In addition, students will engage in self-care practices to maintain and promote their personal wellness to best meet their professional responsibilities.

**Confidentiality and Privacy:** Students will maintain awareness and sensitivity regarding the cultural meanings of confidentiality and privacy. Students will communicate the parameters of confidentiality and privacy to clients/students in a culturally competent manner. Students will protect the confidential information of clients/students and disclose information only with sound legal or ethical justification. Students should be familiar with the confidentiality procedures of their site placement and the laws of the state.

**Dual Relationships and Prohibited Noncounseling Roles and Relationships:** Students will refrain from providing services to persons with whom the student is previously or currently involved in other types of relationships. Under no circumstance shall a student engage in any sexual and/or romantic with current clients, their romantic partners, their family members, or with persons whom they have had a previous sexual and/or romantic relationship. Students do not condone or subject any person to any form of sexual harassment.

**Records and Documentation:** Students will ensure the accurate and timely documentation of clients/student services and progress. If amendments are made to records and documentation, students will communicate the rationale for amendment and follow site specific policies as advised.

**Ethics Discussion with Site Supervisor:** Students and site supervisor(s) must discuss the ethical standards of professional conduct prior to the student engaging in any direct contact with clients/students and at any time throughout the students counseling experience at the site.

By signing below the student agrees to adhere to the above guidelines as well as the complete *Code of Ethics* (ACA, 2014). The site supervisor's signature indicates that ethical discussions with the student have taken place prior to working with any clients/students.

**Student Signature:** \_\_\_\_\_

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

**Site Supervisor Signature:** \_\_\_\_\_

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



**Performance Evaluation Form  
Counselor Education Program**

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

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

**Level:**  Advanced Practicum or  Internship

**Evaluation Type:**  Midterm or  Final

**Site Supervisor Name:** \_\_\_\_\_

**Directions:** Rate the counselor’s performance using the four-point scale listed below.

**Poor (P):** The counselor’s practice so deviated from the usual or customary ethical or professional standards of practice that it was judged to be harmful or potentially harmful to the client or the client’s wellbeing.

**Improvement Needed (IN):** The counselor’s performance shows a need for remediation or additional training.

**Good (G):** The counselor was able to demonstrate a satisfactory degree of competence in performing a given task or skill.

**Superior (S):** The counselor is proficient and shows a high degree of expertness in performing a given task or skill.

**Not Applicable (NA):** Skill not demonstrated.

<b>Personal Characteristics</b>	<b>Criteria</b>
P IN G S NA	Personal appearance, grooming, and dress.
P IN G S NA	Tolerance of other’s values and differences in opinions are in perspective.
P IN G S NA	Openness to criticism and supervision.
P IN G S NA	Professional and ethical conduct.
P IN G S NA	Works cooperatively with other staff.
P IN G S NA	Works cooperatively with other agencies and service providers.
P IN G S NA	Effective verbal communication skills.
P IN G S NA	Effective writing skills.
<b>Counseling Theory &amp; Techniques</b>	<b>Criteria</b>
P IN G S NA	Able to conceptualize clients and client problems from within a theoretical rationale.
P IN G S NA	Provides a theoretical rationale for the selection and use of counseling techniques.
P IN G S NA	Awareness of and respect for multicultural issues and their effects on the client and counseling.
P IN G S NA	Maintains the confidentiality of client records and information.

P IN G S NA	Develops a positive relationship with clients using empathy, attending, reflection of feeling, immediacy, genuineness, concreteness and positive regard.
P IN G S NA	Creates a therapeutic environment that is safe, non-defensive, supportive, respectful, and caring.
P IN G S NA	Assists the client in developing new perspectives using interpretation, confrontation, and cognitive restructuring.
P IN G S NA	Develops effective, mutually agreed upon treatment plans.
P IN G S NA	Gives effective case presentations.
P IN G S NA	Writes accurate and complete case notes and completes them in a timely fashion.
P IN G S NA	Completes effective discharge and follow-up plans.
P IN G S NA	Recognizes limitations and makes appropriate referrals when necessary.
P IN G S NA	Overall rating of counselor's individual counseling skills.
P IN G S NA	Overall rating of counselor's family counseling skills.
<b>Assessment &amp; Appraisal</b>	<b>Criteria</b>
P IN G S NA	Selects appropriate assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
P IN G S NA	Demonstrates skill in conducting an intake interview, a mental status exam, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
P IN G S NA	Screens for addiction, aggression, and danger to self and/or others, and co-occurring mental disorders.
P IN G S NA	Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
P IN G S NA	Counselor's interviewing and questioning skills relevant to information gathering.
P IN G S NA	Writes clear and complete case histories.
P IN G S NA	Identifies appropriate information gathering devices such as tests, inventories, questionnaires, etc.
P IN G S NA	Able to interpret test results and integrate those results into counseling in a meaningful way.
P IN G S NA	Makes referrals for testing when appropriate.
<b>Foundations</b>	<b>Criteria</b>
P IN G S NA	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
P IN G S NA	Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.
<b>Counseling, Prevention, &amp; Intervention</b>	<b>Criteria</b>
P IN G S NA	Uses the practices of diagnosis for the treatment, referral, and prevention of mental disorders.
P IN G S NA	Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

P IN G S NA	Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
P IN G S NA	Applies effective strategies to promote client understanding of and access to a variety of community resources.
P IN G S NA	Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
P IN G S NA	Demonstrates the ability to use procedures for assessing and managing suicide risk.
P IN G S NA	Applies current record-keeping standards related to clinical mental health counseling.
P IN G S NA	Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
P IN G S NA	Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor to seek supervision or refer clients when appropriate.
<b>Diversity and Advocacy</b>	<b>Criteria</b>
P IN G S NA	Maintains information regarding community resources to make appropriate referrals.
P IN G S NA	Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
P IN G S NA	Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
<b>Assessment</b>	<b>Criteria</b>
P IN G S NA	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment.
P IN G S NA	Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
P IN G S NA	Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
P IN G S NA	Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
P IN G S NA	Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
P IN G S NA	Demonstrates the ability conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
P IN G S NA	Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

**Comments:**

**Counselor's strengths:**

**Counselor's needs for improvement:**

**Student's comments:**

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date

The student's signature indicates that this evaluation has been discussed with the student. It does not necessarily mean that the student agrees with the evaluation.





**Student Evaluation of Supervision  
Counselor Education Program**

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

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

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

**Level:**  Practicum or  Internship

Please check one of the following for each statement.

<b>My Supervisor:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat</b>	<b>Agree</b>	<b>Strongly Agree</b>
Provided me with useful feedback regarding my counseling behavior					
Helped me feel at ease with the supervision process.					
Provided me with specific help in areas I need to work on.					
Enabled me to express my doubts about my counseling.					
Occasionally gave me a different, useful perspective on my counseling clients.					
Adequately emphasized my strengths and capabilities.					
Enabled me to brainstorm alternative approaches that I might use with my clients.					
Helped me see my influence on the client.					
Adequately emphasized my strengths and capabilities.					
Enabled me to brainstorm alternative approaches that I might use with my clients					
Made me feel accepted and respected as a person.					
Was able to distinguish her/his/their own issues from mine.					
Dealt appropriately with the affect in my counseling sessions.					
Dealt appropriately with the content in my counseling sessions.					

Conveyed enough competence to engender my trust.					
Appropriately addressed interpersonal dynamics.					
Was open to my input and feedback about what was helpful.					
Helped reduce my defensiveness by his/her/their style.					
Enabled me to express my opinions about my counseling.					
Helped me to prepare for subsequent counseling sessions.					
Challenged me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling.					
Challenged me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling.					
Encouraged me to be spontaneous and creative.					
Provided me with suggestions for developing my counseling skills.					
Helped me to organize relevant data for identifying goals and planning strategies with my client.					
Helped me develop increased skill in self-supervision using in-supervision counseling tapes and/or live supervision.					
Overall, I found supervision to be helpful to me.					

**Additional comments:**

\_\_\_\_\_  
**Student's Signature**

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

\_\_\_\_\_  
**Internship Instructor's Signature**

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