

School Counseling Master's Program Internship

Student Handbook



School of Counseling
College of Health and Human Sciences
302 Buchtel Common
Akron, OH 44325-5007

Effective Fall 2020 Semester
(Revised May, 2021)

TABLE OF CONTENTS

<u>INTRODUCTION</u>	3
Criteria for Admission to Internship.....	3
Applying for Intemship.....	3
Internship Placement.....	4
Time Requirements	4
Grading.....	5
<u>INTERNSHIP RESPONSIBILITIES</u>	5
Responsibilities of the Cooperating School.....	5
Responsibilities of The University of Akron School Counseling Master’s Program.....	7
Responsibilities of the Student Intem	7
<u>NECESSARY FORMS</u>	
Registration Intent Form for Intemship.....	9
Confirmation Letter.....	10
Sample Resume.....	11
Memorandum of Agreement.....	13
Sample Nomination Letter.....	17
Internship Plan	18
Examples of Types of Supervision, Direct, and Indirect Activities.....	20
School Counseling Intemship Trainee Performance Evaluation.....	21
Internship Site Supervisor Support Services.....	28
Receipt Confirmation of the Intemship Handbook.....	29

GUIDELINES FOR INTERNSHIP IN SCHOOL COUNSELING

INTRODUCTION

The internship experience is the last phase of training for becoming a school counselor. This experience is intended to be an intensive on-the-job experience conducted in a school setting. The nature of this experience should be similar to a regular school counseling position, but with much more supervision than is usually the case with an employed school counselor.

Internship occurs at the end of the sequence of core and elective courses that make up the curriculum of School Counseling Master's Program. As the culminating experience of this program, the internship is designed to provide an opportunity for the student to synthesize and apply theory, practice, and research in an actual counseling setting. While in this setting, the site supervisor serves as an important role model and mentor, guiding the intern's training.

Your participation in this counseling internship requires a commitment of time and effort. The expertise and willingness of the site supervisor should be valued and appreciated. Throughout the internship, we welcome feedback, and would be happy to discuss any questions and/or concerns you or your site supervisor may have.

This handbook provides you with site supervisor information regarding the internship, as well as provides copies of the forms needed to document the experience. Remember that this Handbook only serves as a guideline, and you should work closely with the School Counseling Coordinator, and your site supervisor to assure that you meet all the requirements necessary for completion of your degree.

Delila Owens, Ph.D., SCL, LPC
Coordinator, School Counseling Program

CRITERIA FOR ADMISSION TO INTERNSHIP

Eligibility for enrollment in 5600:685 Internship includes successful completion of 5600:675 practicum and approval of the School Counseling Coordinator.

APPLYING FOR INTERNSHIP

A visit to practicum classes is scheduled during the first month of the semester by the School Counseling Program Coordinator to explain the process of obtaining an internship site. Application for internship should be submitted to the School Counseling Program Coordinator no later than the last week of the semester before the internship is anticipated to begin.

INTERNSHIP PLACEMENT

Consideration should be given to selecting an internship site that offers opportunities to participate in individual and group counseling. Internship provides an opportunity to perform a variety of activities that a regularly employed school counselor would be expected to perform while under supervision.

In addition, the internship should provide opportunities for students to counsel clients representative of diverse cultural backgrounds. The following steps are to be followed by the student in securing an internship site.

1. Complete the Registration Intent Form for Internship and submit to the School Counseling Program Coordinator during the scheduled visit to practicum class during the first month of the Practicum semester.
2. Schedule a meeting with the School Counseling Program Coordinator at the time you submit your Registration Intent for Internship Form. The School Counseling Program Coordinator will notify the School Administrative Assistant to register the student for internship.
3. Teachers who would like to complete internship in their current school setting should investigate the possibility with their school administration and guidance personnel. The School Counseling Program Coordinator will then make contact with the appropriate school personnel to finalize the placement.
4. Non teachers and teachers who are currently not employed in a school setting can request a particular school site or the School Counseling Program Coordinator can offer possible internship site placements. The School Counseling Program Coordinator makes the final decision regarding the appropriateness of a school site and supervisor based on accreditation standards, past relationships with the site supervisor, the supervisor's credentials, and the ability of the school/site supervisor to provide the necessary experiences.
5. Letter(s) of Nomination and student resume(s) will be sent by the School Counseling Program Coordinator to appropriately selected internship sites. Please allow two weeks for a site to receive the letter. At this time the student can contact the individual site supervisors for on-site interviews. Students can request a maximum of three letters to be sent at any one time.
6. The School Counseling Program Coordinator must receive a letter of acceptance (on school letterhead) from the internship site before registration is approved. A sample letter is enclosed on page 9.

TIME REQUIREMENTS

The School Counseling Program requires students to complete a supervised internship of a minimum of 600 clock hours that begins after successful completion of the student's practicum and approval by the School Counseling Program Coordinator of the site. For those students who have been hired full time as a school counselor under a temporary license, it may be possible to obtain the minimum hours in one semester. Teachers who are working full time while completing their internship will take a full year to finish, registering for two consecutive

semesters of internship, and following the school calendar rather than the university calendar. This might entail taking an IP in the internship class until the end of the school year in June. Students in the program who are employed elsewhere are required to complete two full consecutive semesters of internship just as full time teachers.

CACREP accreditation requirements specify that the student's internship must include the following:

1. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
2. Internship students complete at least 240 clock hours of direct service.
3. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) Counselor Education Program Faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
4. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

The combination of practicum and internship is a commitment of a minimum of two academic terms. It is highly recommended that the student intern not be working full-time at other employment during this period. In all cases, the student intern must show adequate release time from other employment to complete the internship requirement. If, for any reason the internship has to be interrupted, the intern must notify both the University and site supervisor, submit an accounting of hours, and a plan of when services will be resumed. Return to the internship must be done with both the approval of the university and site supervisor.

GRADING

The internship credit/noncredit grade is based upon the following:

1. Site supervisor evaluations.
2. University supervisor evaluations.
3. Completion of all Internship Seminar requirements.

INTERNSHIP RESPONSIBILITIES

Responsibilities of the Cooperating School

1. Interview potential interns. If site agrees to a placement, notify the School Counseling Program Coordinator.

2. Designate an on-site counseling supervisor for the student intern. Once the student is approved for placement, all contact regarding the student will be directed to the on-site supervisor. A site supervisor should meet the following criteria:
 - a. **A licensed or certified school counselor must supervise all school counseling students.**
 - b. A minimum of two (2) years of pertinent professional experience;
 - c. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
3. Provide an opportunity for the intern to participate in the routine professional activities appropriate for school counseling. These may include the following: individual and group counseling; classroom guidance; career counseling; administration, scoring and interpretation of tests for clients being counseled; use of educational, occupational, and personal-social information; consultation with staff and other agencies, referral of clients; and staff meetings.
4. Provide opportunities to process sessions the student intern observed, participated in, or conducted.
5. The designated on-site supervisor should:
 - a. Provide the student intern with the rules and guidelines for the conduct of the school.
 - b. Participate in the development of the student's internship plan, which must also be approved by the university supervisor.
 - c. Sign and date the Memorandum of Agreement and the Internship Plan.
 - d. Supervise each student intern for at least one hour per week. A maximum of two students can be supervised at any one time to meet this requirement.
 - e. Encourage the student to attend professional/staff meetings, in service training sessions, and workshops.
 - f. Complete evaluations of the intern at the end of each semester.
6. A site supervisor may obtain, as a result of her/his role:
 - a. Assistance and consultation from the University supervisor and School Counseling Program Coordinator at any time during the internship experience.
 - b. An opportunity to engage in mentoring a new school counselor.
 - c. Assistance from an intern in dealing with difficult clients and lightening the workload.
 - d. An opportunity to attend and obtain CEU's at yearly workshops given by the School of Counseling.
 - e. Availability of additional supervision or consultation from university supervisors.

Responsibilities of The University of Akron School Counseling Master's Program

1. Approve students for internship registration and placement through the School Counseling Program Coordinator.
2. Arrange for the placement of students in cooperating schools.
3. Provide a University supervisor who will be the contact person for student intern and site during the internship experience.
4. The University supervisor's responsibilities are:
 - a. Arrange on-site visits if necessary.
 - b. Monitor the student intern's performance.
 - c. Assign course grades with consultation from the School Counseling Program Coordinator.
 - d. Schedule meetings between site supervisor, intern, and University supervisor and Program Coordinator when needed.
5. Work closely with the participating school to ensure that the internship is a reciprocal arrangement benefiting all who are involved.

Responsibilities of the Student Intern

1. Arrange through the School Counseling Program Coordinator to register for the internship. The student is responsible for meeting deadlines to insure appropriate placement.
2. Attend on-campus, group supervision sessions in conjunction with the internship.
3. Complete all requirements for the group supervision portion of the internship.
4. Prepare proposed plan for internship experience. The plan should include the student's goals, the activities to achieve the goals, a plan for assessing the experience, and scope of practice. The site supervisor and the university supervisor should endorse the plan by the end of the third week of each semester. (See example of Internship Plan).
5. Perform the counseling and guidance functions agreed to in the internship plan, as well as other functions as directed by the Site Supervisor.
6. Continuously work to improve his/her performance in response to feedback made by the Site Supervisor.
7. Meet at least one hour per week with the site supervisor for critique of work, including direct and indirect service. An attempt should be made to videotape or audiotape counseling sessions.

8. Keep a daily log of client contact hours, indirect service hours, and supervisory hours in accordance with the University supervisor's guidelines.
9. Secure appropriate liability insurance.
10. Be consistent with the requirements of school in regard to grooming, punctuality, etc.
11. Demonstrate behavior in accordance with the highest ethical and professional standards.
12. Follow school policies regarding written consent for clients in individual and small group counseling.



School of Counseling School Counseling Program



REGISTRATION INTENT FORM FOR INTERNSHIP

This form is to be completed and filed with the School Counseling Program Coordinator no later than the fourth week of the semester prior to the semester you will begin your Internship. A meeting should be scheduled with the School Counseling Program Coordinator at that time to begin planning for your placement. This information helps us begin locating an Internship site with you.

Degree Program: School Counseling Master's Program

Name: _____ Date: _____

Address: _____

Email: _____ Phone Number: _____

Student ID: _____

Faculty Advisor: _____ Practicum Instructor: _____

Semester(s) Internship Preferred _____

Comments (Please provide useful information; e.g., type of internship setting you prefer, specific site(s) preferred, area, grade level)

For Office Use:

Fall_____ Spring_____ Summer_____

Date Met_____ Initial_____

Date Registered_____

Approved by: _____

CONFIRMATION LETTER
To be sent from site after intern is approved.

SCHOOL LETTERHEAD
(Example)

Dear School Counseling Program Coordinator:

This school has accepted (Student Name) for an internship placement. The internship period will be from (example: September 1, 2018 through May 15, 2019). (Student Name) has agreed to provide (20-40) hours of service, and will be on site (Monday through Thursday, 8:00 a.m.-5:00 p.m.). The on-site supervisor will be (Supervisor's Name and License/Certificate Number). The on-site supervisor can be reached at the following telephone number or email.

Yours truly,

John Doe
Licensed School Counselor, #####

SAMPLE RESUME

Mary Jones
100 West Market Street, Apt. B
Akron, Ohio 44303
(330) 975-1010

OBJECTIVE: To obtain an internship and gain the experience of counseling in a school setting.

Education

B.S. in Education, May 1992, Ohio State University, Columbus, Ohio
M.S. in School Counseling, expected degree August 2002, The University of Akron

Completed Course Work:

5600:600 Seminar in Counseling	5600:647 Career Development and Counseling
5600:631 El & Sec School Counseling	5600:646 Multicultural Counseling
5600:620 Counseling Youth At Risk	5600:651 Techniques in Counseling
5600:640 Techniques in Research	5600:653 Group Counseling
5600:643 Counseling Theory & Phil.	5600:645 Test and Appraisal
5600:659 Org & Ad of Guidance	5600:648 Individual and Family Development
5600:675 Practicum in Counseling	

Workshops and Seminars Attended:

School Crisis Intervention, April 12, 1999, The University of Akron
Play Therapy, October 16, 2000, The University of Akron

Related Experience

Spanish Teacher/Akron, Ohio August 1997-January 1999

- *Taught basic grammar, numbers, alphabets and reading in Spanish to middle school students.
- *Provided tutoring services to students who were having trouble in Spanish class.
- *Arranged parent-teacher conferences to discuss students' progress.
- *Kept students' grades on computer grading system.
- *Completed progress reports and report cards
- *Served as advisor to the Foreign Language Club.
- *Attended all faculty and staff meetings
- *Participated in various workshops pertaining to multicultural education and teaching diverse students.

The University of Akron/Akron, Ohio

August 1998-Present

*Graduate Assistant

*Issue inventory tests, assessments and their protocols for use by faculty, staff and students.

*Information processing and departmental mailing to students currently enrolled in Counseling.

*Information processing and departmental mailing to perspective graduate students

*Clerical

*Reception

Special Organizations/Honors

The American School Counseling Association

Chi Sigma Iota National Honor Society

Alpha Kappa Alpha, Sorority, Inc.

Skills

Certified in CPR/First Aid, Word Processing, Power Point, Excellent Verbal and Written Communication Skills, Very Organized, Prompt and Dependable, Dedicated and Ambitious.

Interests

Volunteer Work for S.P.C.A., Book Club, Travel

References

Jane E. Smith, Ph.D.

Principal

Program

Central High School

212 Broadway Street

Pinela, OH 44567-2212

Larry G. McDonald M.ED.

School Counselor

Central High School

212 Broadway Street

Pinela, OH 44567-2212

James K. Jones, Ph.D.

Counselor Education

Carroll Hall, Room 127

The University of Akron

Akron, OH 44325-5007



The University of Akron

College of Health and Human Sciences

School of Counseling

SCHOOL COUNSELING PROGRAM**MEMORANDUM OF AGREEMENT**

This agreement is made this _____ day of _____ by and between _____ (hereinafter referred to as the School) and agreement will be effective for a period from _____ to _____ Student Intern _____.

This Memorandum of Agreement serves as a supervision contract between host school/supervisor, internship course instructor and student.

Student Information

Trainee's Name:		Student ID:	
Trainee's Degree Program:	School Counseling Master's Program	Semester/Year:	
Phone Number:		Email Address:	

University Course Instructor Information

Course Instructor's Name:		Course Number (related to training experience):	5600:685 Internship
Course Instructor's Phone Number:		Course Instructor's Email Address:	

Site Host/Supervisor Information

Site Host/Supervisor's Name and License #:		Name of Site (school name):	
Site Supervisor's Phone Number:		Site Supervisor's Email Address:	

Site Supervisor's Full Mailing Address	
---	--

Direct Client Service Responsibilities (scope of practice approved by site host/supervisor and instructor)

Types of Duties/Modalities Provided:	
--	--

ROLES AND RESPONSIBILITIES

- Training shall take place only during the dates specified below.
- A new Memorandum of Agreement shall be completed for each training site/supervisor.
- Memorandum of Agreement must be signed by site host/supervisor and student before training experience (e.g., clinical work) begins.

Dates of Training Experience	From (M/D/Y):		To (M/D/Y):	
------------------------------------	---------------	--	-------------	--

The UNIVERSITY COURSE INSTRUCTOR shall be responsible for the following:

1. Selecting a student who has successfully completed all the prerequisite courses and the Practicum experience.
2. Designating a qualified faculty member as the Internship Supervisor who will work with the SCHOOL in coordinating the internship experience.
3. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the SCHOOL.
4. Informing the student that he/she must have adequate liability insurance.
5. Monitoring all academic and course requirements as outlined in the syllabus
6. Monitoring duties of students ensuring that they are operating within the scope of practice and the ASCA/ACA code of ethics.
7. Assigning a course grade
8. Contacting the school site supervisor once each semester either face to face or by phone
9. Monitoring of student performance during internship, verifying direct service contact hours, and score of practice.

The SCHOOL/TRAINING SITE shall be responsible for the following:

1. Interviewing candidates and determining appropriate fit for school site

2. Providing the Intern with an overall orientation to the School's specific services necessarily for the implementation of the Internship experience.
3. Designating a qualified and appropriate licensed professional (certified or licensed school counselor with at least 2 years of experience) as Site Supervisor. The Site Supervisor will be responsible, with the approval of the Administration of the School, for providing opportunities for the Intern to engage in a variety of counseling activities under supervision, and for evaluating the Intern's performance.
4. Providing the Intern with adequate work space, telephone, office supplies and staff support to conduct professional activities.
5. Adhering to ASCA/ACA ethical codes

STUDENT shall be responsible for the following:

1. Attesting to having read and understood the American School Counseling Association and American Counselor Association ethical standards. Student Intern will practice counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on Student Intern's part will result in removal from Internship, a failing grade, and documentation of such behavior will become part of the permanent academic record.
2. Reviewing policies in both the course syllabus and program handbook
3. Agreeing to adhere to the administrative policies, rules, standards, and practices of the internship site.
4. Agreeing to inform immediately, both SCHOOL and UNIVERSITY supervisors regarding concerns or issues as related to the internship experience.
5. Understanding that a passing grade in Internship is contingent upon having demonstrated a competent skill level, as well as completion of all required paperwork and hours.
6. Informing the university course instructor immediately about any site or supervisor-related issues that may negatively impact his/her learning or fulfillment of academic requirements.
7. Actively participating in supervision session with site supervisor
8. Ensuring that a new memorandum of agreement form is signed if they are changing schools.
9. Staying abreast of laws and ethical codes related to working in schools with minors.
10. Adherence to ASCA/ACA ethical codes

EQUAL OPPORTUNITY: It is agreed by all parties that there will be no discrimination on the basis of race/ethnicity, nationality, age, gender identity, sexual orientation, and/or social class.

FINANCIAL ARRANGEMENTS: There are no financial stipulations in this agreement.

Right of TERMINATION:

It is agreed to by the parties below that the site host/supervisor/organization maintains the right to terminate the student's training experience, only after due process through implementation of a remediation plan, when professional behaviors are detrimental to the operation of the site or those it serves. The student/trainee and the university course instructor will be notified before termination is considered.

SAMPLE NOMINATION LETTER

Dear School Name:

I am writing to nominate (Student Name) for an internship at (Name of School) under your supervision. (Student Name) is enrolled in the School Counseling Master's Program in the School of Counseling at The University of Akron and has asked to be considered for internship placement with your site in order to gain further experience and expertise in School Counseling. (Student Name) is scheduled to begin Internship at the beginning of (Fall/Spring/Summer) semester of (Year). (Student Name) internship placement with your site would include a commitment of at least twenty (20) hours per week, for at least two academic terms. The student must accumulate a total of 600 clock hours on site with approximately 240 hours for School Counseling interns of these clock hours being direct services. (Student name) has prepared a resume that I have enclosed for your review. The resume will provide details of (Student Name) academic and counseling training, as well as employment history.

(Student Name) has been given a copy of this letter with instructions to contact you by phone within the next two weeks. If you have an internship position available, please feel free to schedule an interview with the student at your earliest convenience. If a decision is made to accept (Student Name) as an intern at your site, the student may be contacted. At that time, the student will be responsible to schedule a time to meet and discuss the Program expectations, site responsibilities, student responsibilities and specific time commitment with you.

The School of Counseling, in accordance with CACREP accreditation standards and the Ohio Department of Education regulations, does request that the internship site be able to provide an appropriately license or certified school counselor with at least two years experience to supervise the student intern. The School must also be able to provide for one hour of supervision each week for the counseling intern.

If you have any questions regarding this matter, feel free to contact me at 330-972-8635 or dowens1@uakron.edu Thank you for your consideration of this student and your participation as a site supervisor for our School Counseling Program.

Cordially,
Delila Owens, Ph.D.
Program Director
School Counseling Program
School of Counseling

INTERNSHIP PLAN
School Counseling Master's Program
The University of Akron

Internship Goals

1. To learn the philosophies, services and procedures of the School site, which will be evidenced by _____.
2. To improve and enrich counseling skills which will be evidenced by _____.
3. To attend and participate actively in supervision (individual and group), intervention team meetings, and staff meetings. As evidenced by scheduled weekly times:

Scheduled Weekly Individual Supervision Time: _____

Scheduled Weekly Group Supervision Time: _____

Scheduled Weekly Staff Meetings: _____

Scheduled Weekly Intervention Team Meetings: _____

4. To apply skills learned during individual and peer supervision with assigned clients, groups, or students. Skill development will be evidenced by using at least one other type of supervision modality other than case discussion, such as live supervision, videotape, or audiotape. Modality used: _____.

Objectives

1. Participate in the daily functioning of the school
2. Practice and improve skills in individual and group counseling
3. Become more knowledgeable in developing intervention plans for students with varying impediments to learning.
4. Develop expertise in classroom guidance.
5. Practice consultation skills with teachers and parents.
6. Participation in evaluation and research activities of the school.
7. Participation in program-specific training, workshops, and professional presentations.
8. Gain experience in the use of a variety of resources, such as professional literature, computer programs, and referral sources.

Activities

- a. Participate in weekly staff/team meetings.
- a. Participate in individual and group counseling sessions at the discretion of the supervisor.
- a. Participate in the weekly intervention team meetings with site supervisor.
- a. Teach guidance-related lessons to classes.
- a. Consult with teachers and parents as needed to help students succeed in school.
- a. Help collect, organize and analyze research data.
- a. Attend all relevant training opportunities to increase school counseling skills.
- a. Participate in supervisory experiences by contributing professional information knowledge to the process.

9. Participation in the formal evaluation of internship experience and performance.

a. Perform competently and ethically following school, Licensure and professional guidelines

10. Scope of Practice.

a. Individual counseling, small group counseling, classroom guidance, consultation

Signature of Site Supervisor

Date

Signature of The University of Akron Supervisor

Date

Signature of Student Intern

Date

EXAMPLE of Types of Supervision, Direct, and Indirect Activities

- I. SUPERVISION ACTIVITY
 - a. Live
 - b. Video
 - c. Audio
 - d. Case Consultation
 - e. Other

- II. DIRECT SERVICE ACTIVITY
 - a. Individual Counseling
 - b. Small Group Counseling
 - c. Classroom Guidance
 - d. Consultation
 - e. Other

- III. INDIRECT SERVICE ACTIVITY
 - a. Preparing lessons
 - b. Scheduling
 - c. Completing Forms
 - d. In-service Meetings
 - e. Writing Intervention Plans
 - f. Professional Reading
 - g. Scoring Standardized Tests
 - h. Telephone Conferences
 - i. Other



School Counseling Internship Trainee Performance Evaluation

Trainee Name:	Semester:
Supervisor Name:	Supervisor License:
Name of School:	

Total Number of Direct Hours Completed by Counselor Trainee: _____

Individual Counseling:	Group Counseling:
Classroom Guidance:	Consultation:

Total Number of Indirect Hours Completed by Counselor Trainee: _____

Total Number of Individual Supervision Hours: _____

Instructions: Please rate the trainee on the following items using the rating scale below. This form is to be used by the site supervisor to evaluate the performance of the student intern and to verify internship hours completed. The form should be completed at the end of each semester of placement. It is expected that upon completion of this form each site supervisor will meet individually with the student intern being evaluated and provide feedback. Site supervisors and student interns must sign each completed form. A signed copy of this evaluation form must be submitted to the School Counseling Program Coordinator at the end of each semester for fulfillment of internship requirements. If you are unable to evaluate the skills please place N/A in the scoring section.

Rating Scale: 1 = remedial, 2 = needs improvement, 3 = competent, 4 = skilled, 5 = exemplary

	1	2	3	4	5	Score
Demonstrates a personal commitment to the development of professional competencies	Inadequate behavior demonstrated	Behavior generally demonstrated but needs improvement	Behavior adequately demonstrated	Behavior proficiently demonstrated	Behavior consistently demonstrated	
Willingly invests time and energy in becoming a professional school counselor	Inadequate behavior demonstrated	Behavior generally demonstrated but needs improvement	Behavior adequately demonstrated	Behavior proficiently demonstrated	Behavior consistently demonstrated	
Seeks, accepts and uses feedback to enhance self-	Inadequate ability demonstrated	General ability demonstrated but needs	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	

development and counseling skills		improvement				
Displays open and clear communication with supervisor and school personnel	Inadequate behaviors demonstrated	Behaviors generally demonstrated but needs improvement	Behaviors adequately demonstrated	Behaviors proficiently demonstrated	Behaviors consistently demonstrated	
Completes paperwork punctually and conscientiously	Inadequate paperwork completion	Paperwork generally completed but needs improvement	Adequately completes paperwork	Accurately and conscientiously completes paperwork	Consistent, accurate, and conscientious paperwork completion	
Keeps appointments on time	Inadequately keeps appointments on time	Generally keeps appointments on time but needs improvement	Adequately keeps appointments on time	Always keeps appointments on time	Consistently keeps appointments on time and is prepared for appointments	
Explains the nature and objective of counseling	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Uses evidence-based decision making and program planning	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Is relaxed and comfortable in counseling sessions, displays appropriate non-verbal skills	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Communicates interest in and acceptance of students	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Facilitates student expression of concerns and feelings	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	

Uses silence effectively in counseling sessions	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Is aware of diversity issues in counseling and strategies to promote equity and inclusion in education	Inadequate awareness demonstrated	General awareness demonstrated but needs improvement	Adequate awareness demonstrated	Heightened awareness demonstrated	Excellent awareness demonstrated	
Communicates own feelings to the student when appropriate	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Recognizes and skillfully manages the student's covert messages or negative affect	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Facilitates realistic culturally sensitive goal-setting with students	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Employs appropriate judgment in the timing and use of a variety of counseling interventions	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Displays awareness of group dynamic processes	Inadequate awareness demonstrated	General awareness demonstrated but needs improvement	Adequate awareness demonstrated	Heightened awareness demonstrated	Excellent awareness demonstrated	
Demonstrates appropriate group leadership skills	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	

Demonstrates competency in applying group interventions	Inadequate competency demonstrated	General competency demonstrated	Adequate competency demonstrated	Proficient competency demonstrated	Excellent competency demonstrated	
Appropriately address self and student issues related to termination (denial, resistance, timing, appropriate referrals, etc.)	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Demonstrates ability to develop, execute, and evaluate an intervention plan for students	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Appropriately explains, administers, and interprets tests	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Is sensitive to ethical, cultural, and legal dimensions of testing	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Designs classroom guidance to assist students with academic, career, and personal/social development	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Assists in facilitation of peer programs including peer helper, peer	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	

tutor, peer mediation, and conflict resolution						
Assists students and parents at points of educational transition	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Uses strategies to promote, develop, and enhance effective teamwork within the school and larger community	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Uses strategies and methods of empowering parents/guardians to act on behalf of their children	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Recognizes issues that affect the development and functioning of students and makes appropriate referrals	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Presents in-service training to staff and teachers	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Demonstrates appropriate and effective use of technology to	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	

enhance the school counselor's role						
Uses technology in a secure and ethical manner in order to maintain privacy of students	Inadequate ability demonstrated	General ability demonstrated but needs improvement	Adequate ability demonstrated	Proficient ability demonstrated	Excellent ability demonstrated	
Displays knowledge of, and adheres to school programs and policies	Inadequate behaviors demonstrated	Behaviors generally demonstrated but needs improvement	Behaviors adequately demonstrated	Behaviors proficiently demonstrated	Behaviors consistently demonstrated	
Participates in school in-service and group supervision activities	Inadequate behaviors demonstrated	Behaviors generally demonstrated but needs improvement	Behaviors adequately demonstrated	Behaviors proficiently demonstrated	Behaviors consistently demonstrated	
Displays promptness, reliability, responsibility and respect for diverse populations	Inadequate behaviors demonstrated	Behaviors generally demonstrated but needs improvement	Behaviors adequately demonstrated	Behaviors proficiently demonstrated	Behaviors consistently demonstrated	
Demonstrates ethical and professional behavior	Inadequate behavior demonstrated	Behavior generally demonstrated but needs improvement	Behavior adequately demonstrated	Behavior proficiently demonstrated	Behavior consistently demonstrated	

Below please provide any other written qualitative information that would be helpful in evaluating the student intern's performance in internship:

Signature of Site Supervisor

*Signature of Intern

Date

Date

University Internship Supervisor

Date

*Intern's signature indicates that this evaluation has been read and discussed with the site supervisor. It does not necessarily indicate that Intern agrees with the evaluation in part or in whole.

Adapted from material in Practicum and Internship Textbook for Counseling and Psychotherapy, Boylan, Malley, and Scott, 1988

Internship Site Supervisor Support Services

To: All School Counseling Site Supervisors

Re: Internship Site Supervisor Support Services

The School of Counseling values the time and effort internship site supervisors put forth to enhance the professional development of student interns. The following letter is provided to describe support services that the School of Counseling offers to site supervisors during the internship process.

Orientation: Internship site supervisors are formally invited to attend a supervisor orientation at the beginning of each semester. Orientation is scheduled each semester, during the second class meeting time of Internship Seminar. Internship site supervisors will be notified in advance by email of each semester's scheduled orientation. This formal orientation is facilitated by the School Counseling Internship Supervisors and has three goals: 1) to provide information internship procedures and requirements; 2) to provide information on assistance and consultation processes; and 3) to provide site supervisors an opportunity to meet and become acquainted with University supervisors and the Internship Seminar group requirements.

Assistance and Consultation: Site Supervisors are strongly encouraged to request assistance or consultation at any time during the internship process. The School Counseling Program Coordinator is available for assistance or consultation by phone (330) 972-8635, or email dowens1@uakron.edu. The School Counseling Program Coordinator is available for on-site visits anytime during the semester.

Professional Development Opportunities: The School of Counseling offers an annual Supervision Workshop that is provided free of charge to all site supervisors. This workshop provides an opportunity for site supervisors to gain professional development knowledge, and to meet with other site and university supervisors. Site supervisors will receive notification by email of any scheduled workshops in the School of Counseling.

Stipend: The University of Akron does not pay a stipend to site supervisors based on a decision made by the Ohio Ethics Commission nor to provide CEU's for supervisory duties.

Sincerely,

Delila Owens, Ph.D.
School Counseling Program Coordinator
School of Counseling
The University of Akron



Appendix C

School Counseling Program

Receipt Confirmation of the Internship Handbook

I reviewed the internship counseling handbook. I have discussed my questions with the program coordinator and/or faculty members.

I understand that I am responsible for the information presented in the handbook. By signing this document, I affirm that I have read and understood the terms outlined in the handbook and that I agree to abide by those terms.

Name

Signature

Date

Note: Please return this document to the program coordinator or program faculty within 15 days after the new student orientation. This document will be placed in your student file.