

Henderson State University
Department of Counselor Education

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Student Internship Handbook

Introduction.

This handbook is designed to introduce prospective student interns to departmental expectations and requirements for satisfactory completion of the counseling internship. No handbook can ever completely prepare one for the internship experience, and resultant learning can come only through the exploration of the unknown, taking risks, making mistakes, and incorporating this learning into one's counseling. However, this handbook can provide information about much of the necessary paperwork, suggest ways to ensure solid communication between a student and supervisor, and share background data relative to professional standards and ethics. The intent of this handbook is to concentrate on the mechanics, thereby freeing the intern to focus on and maximize the learning experience that the internship is intended to provide.

Internship emphasizes counseling skills. Interns are expected to assume a broad spectrum of counseling roles and functions, the main focus being on individual and group counseling. The intent is to relate academic and theoretical learning to field experience. The internship experience provides interns with evaluative feedback on their knowledge, attitudes, and skills with specific client populations. The intern participates in as many activities as feasible in settings similar to those of employed counselors. The purpose of internship is to provide realistic, relevant, and meaningful experiences. The internship is designed to satisfy requirements for professional training, as stipulated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Requirements for field experience.

The internship should include a minimum of 240 hours of direct service work with clients and 360 hours of indirect counseling activities, one hour a week of individual supervision and 1 1/2 hours a week of group supervision, seminars, and other internship related activities such as observation, testing, attendance at conferences, consultation, and other related education experiences.

Direct service hours with clients are one-to-one counseling, family counseling, group counseling and sometimes presentations addressing counseling topics (conflict resolution, self-esteem, communication, etc.). Indirect clock hours are all the activities one performs in connection with the specifics and protocols of the internship site including site and group supervision, which are not considered direct service hours.

Application deadline.

Students must apply for internship at least two months before the semester preceding the semester they will begin their internship. Applications are to be completed and turned in to the internship coordinator at least six months before the students will be officially registered for internship.

Application forms.

All students must complete the Application for Internship form each semester they apply for placement. All forms contained in this packet are also in the Counselor Education Library at HSU (EDC room 237).

Supervisor qualifications.

A site supervisor must, according to CACREP standards, have a minimum of the masters degree in counseling or a closely related field, appropriate certifications and/or licenses, and a minimum of two years of pertinent professional experience in a setting appropriate to the students' counseling program (school or community counseling).

Requesting the placement.

It is the student's responsibility to contact potential internship sites before applying for internship. See the approved internship site list located in the Counselor Education Library and on the Counselor Education website. If you prefer a site that is not currently on the official list, please talk with the internship coordinator to have this site considered for approval. Do not assume your site will be automatically approved. If possible, the site will honor your request; however, you need to be prepared to be placed at a different site from the one requested. If for some reason you decide to postpone your internship, immediately inform the internship coordinator. If you apply for internship and change your intention without notifying the internship coordinator, you may incur tuition expenses for being registered for the internship course.

Selecting the most appropriate site depends on a number of criteria, and the student is advised to consider carefully the following guidelines:

1. When selecting a site, consider the types of clients with whom you will be working. Thus, you may be concerned with the following questions: "Will I be exposed to a heterogeneous group of people?" "Will my clients be from a variety of socioeconomic and ethnic backgrounds?" "Will I be able to work with client populations with different presenting problems?" "Will I be allowed to choose with whom I wish to work, or will I be assigned clients?"
2. Select a site that is as similar as possible to the setting in which you eventually wish to work. The advantages are twofold: you will discover if you want to work in such a setting, and if so, you'll make important career contacts. This also reduces the risk of not meeting program approval. Go to your site at least a week before your internship officially commences. This allows time to become acquainted with your coworkers and the site's procedures. It also provides the opportunity to learn your way around and to arrange office space. In essence, arriving ahead of schedule will permit you extra time to attend to the details before you actually are faced with the task of counseling clients.
3. Facilities also play an important role in site selection. Certain minimum standards must be met. Suitably equipped office space must be available for you to ensure counseling privacy and the ability to audiotape sessions. Your office should be easily accessible to clients and should provide you with a private phone line. Climate control and office décor will make the counseling experience for you and the client you serve more enjoyable.

Approval of internship.

All students must be approved for internship by the internship coordinator before they can register for the class. Please make the coordinator of internship aware of your intentions by providing timely information about any changes to your application for internship.

After obtaining a placement.

After you have obtained permission to be placed in the setting, have your on-site supervisor carefully read the counseling Internship Contract. The contract must be submitted the semester before you start internship. Have your intended on site supervisor sign the form and return it to the graduate assistant in the counselor education library who will place it in your file. Please note that the on-site supervisor should specify in writing any changes he/she would like to make to the agreement directly in writing and send this to the internship coordinator. All such changes must be approved by the HSU internship coordinator.

While at your internship site please carefully complete your Daily Log. Turn it in at every group supervision meeting. This log will assist you in discussions during your on-campus internship seminar and should be handed in to your faculty group internship supervisor at each meeting. The Daily Log form is included in this packet. Please make as many copies of this form as needed. You also need to turn in a copy of your weekly activity sheets signed by your site supervisor each time you meet for group supervision.

Please make sure that you adhere to all policies relevant to the internship site where you are working. Dress appropriately in accordance with existing dress codes within the site setting. Also, call the site if you will be delayed or absent. Be on-time for meetings with clients and staff. You wish to be treated as a professional and need to act accordingly. Consider that dress and behavior reflect not only on the student, but upon the university and future students. If you have any difficulties at the site, first talk with your on-site supervisor. If you find no resolution to your problem following this discussion, then talk with your faculty group supervisor.

Consent to record.

In the appendix you will find a form entitled Consent to Record for supervised counseling. Please make as many copies of this form as you might need. It's important that the client sign this form prior to being recorded. If your site already has a signed consent form by your client, this might be acceptable in lieu of the HSU form.

On-site supervisor evaluation of the intern on the Hannah Rubric.

Once you begin your internship, you should give a copy of the Hanna Rubric and supervisor intern evaluation sheet to your on-site supervisor. This evaluation should be carefully completed by your on-site supervisor as you approach the completion of your internship. The inventory should be returned directly by mail or in person to your faculty group supervisor and will be used as one criterion in determining your grade. Please have this form signed and returned at least four weeks prior to the end of each semester that you are participating in internship.

The Site supervisor.

The intern is ultimately responsible for communicating Henderson State University departmental expectations and requirements (such as application procedures, assignments, taping sessions, etc.) to the site supervisor. The following steps are suggested as a means of assuring effective communication between the student and the site supervisor.

The site supervisor will receive a copy of the Student Internship Handbook from the HSU counselor education Department. It is the intern's responsibility to discuss this booklet fully with the site supervisor.

At the end of the semester preceding your internship experience, or early in the internship semester, the internship coordinator will conduct a meeting with site supervisors. An invitation will be sent to the site supervisors. The student should also discuss this meeting with the site supervisor.

The student should be prepared to work on a number of objectives during the internship. They should be communicated, preferably in writing to the site supervisor and faculty supervisor preferably in writing. It is advisable to schedule an early meeting with the site supervisor to discuss/review this plan.

As a professional courtesy, the student should provide the site supervisor with a schedule of the beginning and ending dates of the internship, as well as other pertinent dates (holidays and the like) when the student would not expect to be present at the site.

At least once during the semester, the faculty group supervisor will visit the site to meet with the site supervisor. During such visitations the university supervisor will discuss the intern's progress, course expectations, and adequacy of site facilities. The university supervisor may also wish to observe the intern conducting one or more counseling sessions.

Each student intern must spend a minimum of one hour per week for individual (no more than two interns can meet with the site supervisor at once) for supervision. The content of the sessions is determined jointly by the student and the site supervisor. The format of supervision will vary; some site supervisors will wish to critique tapes, while others will simply consult with the student counselor. In any case, the student has the responsibility of making sure that he/she receives the best possible supervision. If concerns arise, the student should first talk with the site supervisor. However, if problems persist, the intern should relate such concerns to the university faculty group supervisor.

Insurance.

All students are required to obtain professional student malpractice insurance when enrolled in the internship class. Talk to your faculty adviser about different ways you might accomplish this.

Suggestions for site supervisor.

1. Provide the student intern with an orientation to the agency or school, faculty and staff. Introduce the student and show her/him the ins and outs of the site. Explain any unique features of the site and the population it serves.
2. For the first week or two let the intern observe you as much as possible in counseling situations. Discuss with the student your personal orientation and any specific procedures that the student should be aware of working in your school or agency setting.
3. When you feel the student is ready, help her/him begin working directly with clients. One way to do this, and to check the student's readiness to work with your clients, is to begin by co-leading a group or two.
4. When you feel the intern is ready for more independence, allow her/him the opportunity to work with individual clients and to lead groups as the primary counselor. The first individual and/or group the student counselor works with should be "normal," and the counseling should have a developmental emphasis rather than remedial. As the student gains skills and confidence, more challenging situations may be appropriate.

Internship student counseling theory paper.

All internship students are required to write a counseling theory paper during their internship. This paper is an elaboration of the paper submitted during practicum. It should be completed and turned in to the group faculty supervisor no later than six weeks before the student's final internship session preceding graduation from the counseling program. This will allow the faculty supervisor adequate time to grade the paper before the end of the term.

Keeping and recording your internship experience.

Please keep copies of all completed forms that you turn in during your internship experience. Every semester students will complete new internship forms for the internship application process. If you maintain copies of your original forms, many of them can be copied and turned in each semester thereafter, saving you time.

Forms for internship

Please make as many copies of the internship forms as needed. The following is a description of the internship forms and gives necessary information for filling out and filing them.

The following six forms must be completed before you will be registered for internship.

Application for internship: please turn this form in six months prior to beginning the internship. When filling out this form, please make sure that you complete all requests for data. Notice that you will need your faculty advisor's signature. Also notice that you need liability insurance, before you can begin internship.

Proof of liability insurance: please complete this form and return it to the department graduate assistant (GA) at least six weeks before you begin any counseling activities.

Internship checklist: the internship checklist is one of the more important forms for you to review. It can serve as a map for getting through the internship paperwork. Notice that the top of the page indicates which forms need to be submitted prior to you being able to register for the internship class. Keep in mind that you must be registered for internship whenever you are receiving credit for client contact hours.

Emergency contact form: this form should be completed and filed prior to registering for internship class.

Signed internship contract: this contract states the expectations that your site has for you and that you have for your site. This form must be completed and filed with the internship coordinator prior to the beginning of internship. If this form is not turned in prior to your internship, you will not be able to register for class.

Internship pre-selection datasheet with percent of multicultural population: please note on the internship pre-selection datasheet that there is room allotted for indicating the percentage of diversity at the site you intend to do your internship. Please make sure that the diversity percentage at your site is noted. Your site supervisor must sign the form, and you must make sure that this is returned to the internship coordinator prior to beginning internship.

Proof of liability insurance: when you have applied for liability insurance, the company will send you a receipt. Please make a copy of this sheet and return it to the internship coordinator. It is the student's responsibility to obtain and complete the proof of liability insurance form. Keep your copy so that if your insurance is still in effect at the end of this semester you will be able to submit it for the next semester you register for internship.

The following forms must be completed each semester.

Supervisor intern evaluation sheet: your faculty group supervisor will use this form to evaluate your performance as an intern at the end of the semester. The Hanna Rubric will be used for this evaluation.

Supervisor intern evaluation sheet: your site supervisor is to submit this form to the internship coordinator at least three weeks before the end of each internship semester. The site supervisor will evaluate you with this form every semester you're signed up for internship.

Professional counseling performance evaluation (PCPE): your faculty group supervisor will turn this into the internship coordinator at least two weeks before the end of the semester. This form is used by the Department of Counselor Education in order to continually assess your fitness for counseling. You may find a copy and explanation of this form on the Counselor Education web site.

Weekly activity sheet: this record of your internship experience is to be turned in to your group faculty supervisor each time you meet for group supervision. Please keep this form updated, and make sure it is signed properly. Please keep a copy of the weekly activity sheets that you turn in during group supervision class.

Daily log: each time you meet for group supervision, turn in the completed daily log form to your faculty group supervisor.

Case overviews: when you meet with a client for a third time, you're responsible to fill out a case form. Please turn this into your group supervisor each time you meet for class.

Semester activity sheet: each student is responsible for filling out and submitting the semester activity sheet the end of each semester. Please keep a photocopy of the semester activity sheet you turn in during group supervision class.

Internship intern site evaluation form: every semester students will complete the site evaluation form. This form is used in making decisions concerning internship site assignments for future students. Please submit this form, when completed, to the internship coordinator at least three weeks before the end of the semester. An evaluation is to be completed each semester you're registered for internship.

Faculty internship supervision on-site visit form: your faculty group supervisor will visit your site at least once per semester while you're enrolled in internship. This form will be used by the faculty supervisor both for evaluating your performance at the site and for making decisions concerning internship site assignments for future students.

Tape rubrics and presentations sample: as an internship student, you are required to audio tape selected counseling sessions with your clients at your site. These tapes will be played during group supervision so that you may receive feedback on your counseling skills. Your faculty group supervisor will explain each of the criteria used for evaluating your counseling session during group supervision.

Evaluation of faculty supervisor: each semester you will evaluate your faculty group supervisor. The evaluation of faculty supervisor form is to be used for this purpose. Your evaluation will provide faculty members with feedback on their performance.

The following item must be completed and filed six weeks before program graduation.

Position paper: your position paper is an elaboration of the theory paper you wrote during practicum class. This paper is submitted to your faculty group supervisor at least six weeks before you expect to graduate. This paper will be graded according to the scoring and grading rubric sheet.

Important Dates for the Internship

Dates for Internship Students:

1. Complete and submit the Internship Application at least six months prior to starting your internship. Provide your site supervisor, a copy of the Student Internship Handbook when applying for internship.
2. Visit your internship site to become familiar with the site, at least one week before the beginning of the internship. Provide the site supervisor with a schedule of the beginning and ending dates of your internship semester.
3. Complete and submit a copy of your malpractice insurance and the Proof of Liability Insurance form before starting any counseling activities.
4. The Emergency Contact form should be completed and submitted before you begin internship.
5. Before starting your internship, please submit a site supervisor signed Pre-selection Datasheet with Multicultural Population.
6. Please deliver a copy of the Supervisor Intern Evaluation Sheet, along with the Hanna Rubric, to your site supervisor during the first week of your internship.
7. The Daily Log is to be completed and submitted to your faculty supervisor at each group session. Client Case Overviews are to be completed on all clients that have been met with for counseling three or more times.
8. Intern Internship Site Evaluation forms are to be completed and submitted to the internship coordinator at least three weeks prior to the end of each semester.
9. Weekly Activity Sheets are to be turned in during each group supervision meeting. The Semester Activity Sheet should be completed and submitted to your faculty supervisor during the last group supervision session of the semester.
10. Submit your internship Position Paper to your faculty supervisor at least six weeks before your intended graduation.

Dates for faculty supervisors:

1. Each time you meet with your supervision group please take attendance and turn in this list to the Counselor education graduate assistant. Students are responsible to submit Daily Logs and Weekly Activity Sheets to you at each supervision meeting.
2. Four weeks prior to the end of the semester, please complete a PCPE form and a Supervisor Intern Evaluation sheet.
3. Turn in a copy of the graded Intern Position Paper (capstone) and its scoring rubric at least four weeks before the student intends to graduate.

Dates for site supervisors:

1. Please complete and submit a Supervisor Intern Evaluation form and return it to the internship coordinator at least four weeks before the end of the internship semester.
2. Please attend, if possible, the site supervisor meeting held on the Henderson State University campus each semester in order to stay abreast of changes in internship policy. You should receive an invitation from HSU and your intern should know the date for this meeting.

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Date received by clinical director _____

HENDERSON STATE UNIVERSITY

APPLICATION FOR COUNSELING INTERNSHIP

Applicants must apply (2) semesters prior to the anticipated date. If you apply for a second internship, you need to file again on a separate form. You must have a signed contract with your field site supervisor and student liability insurance prior to enrolling in an Internship class.

***APPLICATION DEADLINES:** **FALL** **SPRING** **SUMMER**
 MARCH 15TH **JULY 15TH** **NOVEMBER 15TH**

Date of Application: _____

Name _____

Email _____

Address _____

Phone Home (_____) _____ Work (_____) _____

Fill out the year and semester that you plan to take Internship: _____ Semester _____ Year

(Circle One) **Elementary** **Secondary** **Community**

Prerequisites: Counseling Techniques, Group Procedures, Counseling Practicum, and a minimum of 9 (nine) graduate counseling hours at HSU prior to matriculation in Internship.

Location: The Clinical Director who approves and/or assigns field experiences is Dr. Richard Schmid. Please inform him of any personal preferences for a site approval.

Advisor's Signature _____ Date _____

(Professional standards limit the size of Internship sections so your application will be consider in chronological order by the date of application. Keep a copy of this application with faculty signature for your records as proof of date of application.)

*** Important Considerations:**

1. Degree candidates must participate in either a Practicum or an Internship experience, which includes culturally diverse and exceptional populations.
2. Summer Internship extends over a 15-week period. If you intend to take summer internship, please carefully discuss this with the Clinical Director.
3. Students must produce evidence of liability insurance to be in Practicum or Internship.
4. Students will take between six (6) & nine (9) semester hours of internship. Make separate application for each semester on this form. Counseling students will be enrolled in Internship whenever accumulating primary service contact hours for internship. Students may petition under special circumstances to take twelve (12) semester hours of internship.
5. 600 clock hours with 240 hours of direct service with clients and including at an average 1½ hours a week of group supervision and 1 hour a week individual supervision are required.
6. Make two copies of the completed form and give one to the Clinical Director and one to your advisor and keep a copy for yourself.

Revised 3/17/06

INTERNSHIP CHECKLIST

Name of Student _____ Semester _____ Year _____

Forms that must be turned in for Internship Registration	Date Received
Application for Counseling Internship (one for each semester)	
Internship Student Emergency Contact Information	
Counseling Internship Contract (SIGNED) (Supervisor must have a copy of License and a minimum of 2 years of experience.)	
Intern Site Pre-Selection Data Sheet (% of Ethnic Minority)	
Proof of Liability Insurance	
Forms that must be completed for student to receive a grade	Date Received
Supervisor Intern Evaluation Sheet (Hanna Rubric) completed by Faculty Supervisor	
Supervisor Intern Evaluation Sheet (Hanna Rubric) completed by On-Site Supervisor	
Professional Counseling Performance Evaluation (PCPE)	
Position Paper (Capstone Activity)	
Position Paper Scoring and Grading Sheet	
Weekly Activity Sheet (Signed by Faculty and Site Supervisors)	
Internship Daily Log Forms	
Internship Client Case Overviews	
Semester Activity Sheet	
Internship Intern Site Evaluation Form	
Faculty Internship Supervisor On-Site Visit Form	
Tape Evaluation Forms and presentation samples	
Technology Competency Policy and Evaluation Sheet	
Evaluation of Faculty Supervisor (Faculty gets evaluations from secretary and return to secretary after internship students complete the evaluations)	

Students will not receive a final grade for the course until all requirements have been met and signed off on by the internship instructor. All completed forms above will become part of the student's permanent file.

I n t e r n s h i p S t u d e n t
EMERGENCY CONTACT INFORMATION

SITE SUPERVISOR: _____

Title: _____

Phone: _____ Fax _____

E-Mail Address: _____

Work Schedule: _____

Backup Supervisor: _____

Phone: _____ Fax _____

SUPERVISEE: _____

Title: _____

Phone: _____ Fax _____

E-Mail Address: _____

Work Schedule: _____

WORK SITE: _____

Address: _____

Program Director: _____

Phone: _____ Fax _____

E-Mail Address: _____

ACADEMIC AFFILIATION*: _____

Address: _____

Faculty Supervisor: _____

Phone: _____ Fax _____

E-Mail Address: _____

Internship Coordinator: _____

Phone: _____ Fax _____

E-Mail Address: _____

COUNSELING INTERNSHIP CONTRACT

Henderson State University
Community Counseling and School Counseling

This contract states that _____ has agreed to
(Agency or School)

_____, doing his/her Internship during the following
(Interns Name)
Semester and Year _____.

The internship will include supervised practice in working as a counselor in a school or agency setting appropriate to the student's professional objectives.

The on-site supervisor agrees to assist the internship student by providing the following:

1. student access to clients for the purpose of counseling as well as audio and video taping;
2. help generating clients to accomplish the above ;
3. on-site consultation with the counselor in training;
4. a minimum of one hour face to face supervision to the student intern individually or in a group containing no more than three members (two interns and the supervisor);
5. weekly **signed** time sheets filled out by the student who will hand carry them to their faculty group supervisor;
6. a completed intern evaluation form (**at the end of each semester**)-- use the Hanna Rubric provided to you by the internship student. And then return it to the faculty supervisor by mail in a signed envelope (sign across the sealed flap).

Student Intern _____
Printed Name Signature

Internship Coordinator _____
Printed Name Signature

On-Site Supervisor _____
Printed Name Signature

On-Site Supervisor Degree & License On-Site Supervisor current
licensed years of experience

(Facility Street Address)

(State) (Zip) (Phone) (City)

Site Supervisor E-mail Address: _____
Revised 3/17/06

INTERN SITE PRE-SELECTION DATA SHEET

Intern Name _____ Intern Signature _____

Name of Agency or School and Address: _____

Type of Agency or School: _____ Staff Size: _____

Total number of clients: _____ Date _____

Multicultural Diversity

Percentage of Ethnic Minority _____ %

Direct Services Rendered

Inpatient Therapy/ Counseling	Yes ___ No ___
Outpatient Therapy/ Counseling	Yes ___ No ___
After Care	Yes ___ No ___
Substance Abuse Counseling	Yes ___ No ___
Individual Therapy/ Counseling	Yes ___ No ___
Group Counseling/ Therapy	Yes ___ No ___
Marriage & Family Therapy/ Counseling	Yes ___ No ___
Occupational Therapy	Yes ___ No ___
Career Counseling	Yes ___ No ___
Psychological Education/ Group Guidance	Yes ___ No ___
Peer Facilitator Training	Yes ___ No ___
Intake Interviewing	Yes ___ No ___

Indirect Services Rendered

Consultation	Yes ___ No ___
Testing, Scoring & Interpreting	Yes ___ No ___
Report Writing	Yes ___ No ___
Record Keeping	Yes ___ No ___
Treatment Planning	Yes ___ No ___
Referral	Yes ___ No ___
Case Summarizing	Yes ___ No ___
Staff Meeting	Yes ___ No ___

Supervision

Yes ___ No ___

**DEPARTMENT OF COUNSELOR EDUCATION
HENDERSON STATE UNIVERSITY
ARKADELPHIA, AR 71999**

PROOF OF LIABILITY (MALPRACTICE) COVERAGE

I hereby certify that I have purchased liability insurance for my protection in the event that I should be sued for malpractice. I understand that HSU assumes no responsibility for providing me with liability insurance and they are indemnified from any possible financial obligation due to legal action taken against me.

Student Signature

Date

Insurance Policy Number

Company

Effective Dates: _____ **to** _____

**SCORING RUBRIC FOR CLINICAL EXPERIENCES
DURING COUNSELOR TRAINING
Mary Ann Hanna, Ph.D., LPC, NCC, CCMHC
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Our relatively young profession of counseling has specifically defined and redefined our standards, now providing us with specific definitions of accepted professional behavior. These standards now demand that those who are involved in the training process must become accountable for the proficiency of those individuals that we certify are competent to be employed in the field of counseling. Accountability means that we must be able to objectively evaluate trainee competency, measure performance against prescribed criteria.

In 1990, the second edition of *The Professional Counselor: Competencies, Performance Guidelines and Assessment* was published by the American Association for Counseling and Development (D. Engels & J.D. Dameron, eds). This document provides a checklist format of evaluation of the competencies of the profession. As stated in the introduction, each institution or agency involved in the training process needs to identify the appropriate competencies which should be assessed in their training component.

Another method of evaluation of performance criterion is the scoring rubric. This evaluation format allows a trainee to be scored on their individual performance level related to specific criteria. Rating alternatives are specifically defined by an exemplar (specific description of behavior that would exemplify a person receiving that rating). This then provides the evaluator and the trainer with concrete descriptions of behavior at the various levels of competence. I believe that in order for individuals to perform at exceptional levels, they must first know what is expected of them. The rubric is a means of defining performance in a specific manner that allow the student/intern to know exactly what is expected. The rubric is best used when presented ahead of evaluation as a model or example of performance. The key concept revolves around explicitly defining performance.

As a supervisor, both in a clinical training program and for candidates for licensure, I have been frustrated by the subjectiveness of evaluations I provide. Thus adapting the rubric format I have used for course projects has provided me with a means to quantify trainee performance based on specified criteria. This version of my clinical training rubric has been reviewed by 30 practitioners in the clinical field and revisions were made per their suggestions. Most revisions are related to semantics, wordiness, and clarifying some behaviors. However, I do not believe that this actual document will fit all situations.

Instead, it is the process that is important. It provides a way of quantifying the standards of our profession (or standards of individual programs or agencies). I am in the process of defining the steps in the process of developing such an instrument, and this will be presented at the 1997 ACA convention in my discussion of accountability in training.

Copy Permission: Individuals in clinically related professions have permission to copy and modify this form to meet clinical evaluation needs, but are asked to acknowledge the source. If used in research, I would like to request that a copy of the results be sent to me.

Additional Scoring Instructions: In order to convert to a scale of 100, simply multiple the sum of the scores on items 1-20 by 5. To allow for varying levels of competence expected at different levels of training, you may set the expected range for the level. For example, I expect Advanced Techniques Students to average between 2.5 and 3.5, but I expect Interns to average between 3.5 and 4.5.

SCORING RUBRIC COUNSELOR-TRAINEE CLINICAL WORK

Mary Ann Hanna, Ph.D., LPC, NCC, CCMHC

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Section I: Professional Responsibility					
	1	2	3	4	5
2.. Individual Supervision	Comes prepared to each session with needed materials, questions organized, and any research complete and initiates part of the interactive dialogue with supervisor; listens carefully and understands suggestions made and consistently makes attempt to incorporate suggestions and reviews their effectiveness with supervisor after their utilization or is able to justify why a suggestion was not used; initiates interaction/discussions outside of set supervision and always seeks clarification in unfamiliar situations; has definitive goals for achievement in the supervisory process.		Comes to supervision sessions willingly, but is prepared in terms of materials, questions, and research only 75% of the time; is responsive to the suggestions made during the supervision session with moderate interaction with the supervisor during these sessions with the supervisor I initiating most of the interaction; will at times make attempts to incorporate suggestions and review their effectiveness with supervisor if they are utilized but is not always able to justify if suggestions should or should not be used given personal philosophy and client need; rarely initiates discussions outside of supervisory session; has goals for supervision but they are rather vague or global.		Is not an eager participant in supervision and comes unprepared as much as 50% of the time; does not initiate interaction in the supervisory session, being solely dependent on supervisor to set goals and direction for session; provides little feedback to supervisor as to effectiveness of suggestions, primarily because there is little utilization of these suggestions within sessions; rarely utilizes supervision to discuss unfamiliar or unusual situations.
1. Group Supervision	Eagerly listens to suggestions made by peers within group supervision with dynamic interaction with group members both in terms of review of own work and review of group member's work; is able to accept both praise and criticism of work that is framed in appropriate manner; consistently makes attempt to incorporate suggestions and reviews their effectiveness with group after their utilization or is able to justify why a suggestion was not used; communicates that peer comments and involvement is beneficial and rewarding part of the training process.		Is responsive to suggestions of peers within group supervision but there is only moderate interaction with other group members; will make attempts 50% of the time or less to incorporate suggestions within future work with clients; responds to peers in regards to the effectiveness of suggestions made 75% of the time; contributes suggestions or support to peer presentations 75% of the time; will be less receptive to criticism that is appropriately made than to praise.		Is a reticent participant in group supervision, volunteering comments or seeking interaction from other peers in regards to own work less than 50% of the time; has difficulty in accepting critique from peers--praise or suggestions made--in an appropriate manner and rarely appears to incorporate any type of suggestion into future work with clients.
8. Completion of Paperwork	Accurately completes all paper work that is required in neat, readable, concise manner; hands in all work efficiently and on-time without reminders; expresses information clearly and effectively through written communication.		Paperwork is completed in a readable and concise manner and is accurate at least 75% of the time; must be reminded infrequently		Paperwork is often not neat or efficiently done, frequently with significant errors; work not always handed in on-time.
3. Professional Behavior	Utilizes behavior within clinical sessions; understands and maintains appropriate interactions and boundaries with clients; expresses information clearly and effectively through oral communication; dresses appropriately; demonstrates knowledge of current professional literature; is respectful of client and supervisor appointment times; provides client with full attention in session; attends professional development activities when applicable.		Does utilize professional behavior and clear oral communication within clinical sessions, but use is consistent less than 85%; understands appropriate interactions and boundaries with clients, but may need some assistance in operationalizing this understanding; dresses in an appropriate manner; demonstrates some knowledge of current professional literature; is usually respectful of client and supervisor appointment times; at times, fails to provide client with full attention in session; may attend professional development activities when applicable.		Evidences little attention to such professional mannerisms as language, behavior or dress 50% of the time; oral communication often unclear; rarely indicates knowledge of current professional literature; is frequently late or unprepared for client sessions and/or does not provide client with full attention; rarely takes advantage of available professional development activities.
7. Ethical Behavior.	Understands and utilizes ACA Code of Ethics and/or other appropriate ethical codes as determinant for all professional behavior and as a basis for all decision making; has begun "thinking ethically" by integrating knowledge and application of ethics with innate clinical wisdom; readily seeks consultation on ethics for unique or unusual situations.		Demonstrates academic knowledge of ACA Code of Ethics and/or other appropriate ethical codes but lacks the ability to fully utilize and integrate the code with innate clinical wisdom when making professional decisions; does seek help of other professionals when in doubt of proper behavior.		Demonstrates little understanding of ACA Code of Ethics or other appropriate ethical codes and therefore must be frequently reminded in supervision of appropriate ethical behaviors.
Section II: Theoretical and Procedural Knowledge					
4 Initial Intakes	Demonstrates ability to easily develop rapport with new clients, making them feel at ease; shows respect to client; is able to communicate authentic caring to client vs being just a good technician; is able to identify the real problem which brings the client to counseling; thoroughly covers all areas of client development which are associated with the presenting problem; is able to correctly assess risk factors such as homicide, suicide, and inability to care for self.		Develops rapport with new clients at least 75% of the time during the intake; communicates authentic caring to client, but concern about technique is still present; covers at least 75% of all areas of developmental information needed during the initial intake; is able to provide a general description of the problem that client brings to counseling; with assistance from supervisor, able to assess risk factors.		Is reticent in initial sessions, and often struggles to develop rapport with client during this session; initial interactions do not demonstrate respect for the client; evidences more concern about techniques than about empathetic caring of client; intake lacks focus and organization; often does not come away with clear understanding of client problem; often fails to assess risk factors.
9. Diagnostic and Case Conceptualization Skills.	Is able to identify salient features of client and when appropriate derive DSM diagnosis; able to formulate case hypotheses; able to express conceptual framework and formulate appropriate strategies/interventions; requests feedback on difficult to diagnose clients and utilizes this feedback in diagnostic decision making.		Assistance is needed in order to derive an appropriate DSM diagnosis, when appropriate; formulate case hypotheses, with assistance; express conceptual framework and formulate appropriate strategies/interventions, but sometimes needs assistance.		Demonstrates little understanding of the DSM system of diagnosis; has difficulty formulating case hypotheses, expressing conceptual framework and/or formulating appropriate strategies/interventions.
10. Counseling Theories and Techniques	At least 90% of the time, is able to apply counseling theories and techniques which are appropriate for the specific client and clinical situation in such a manner that indicates strong knowledge of both theories and their accompanying techniques; demonstrates an ability to use a pluralistic and integrated approach to clinical work.		At least 75% of the time, is able to apply counseling theories and techniques which are appropriate for the specific client and clinical situation in such a manner that indicates competent knowledge of both theories and their accompanying techniques.		Demonstrates limited knowledge of and has difficulty applying theory and techniques appropriately to meet the individual needs of clients and as a result, little client progress is shown or clients choose to not engage in counseling.
11. Establishing Counseling Relationship	At least 90% of the time, makes a conscious effort to employ the core conditions of counseling: empathy, unconditional positive regard, genuineness, and concreteness/intentionality.		At least 75% of the time, makes a conscious effort to employ the core conditions of counseling: empathy, unconditional positive regard, genuineness, and concreteness/intentionality; or may have problems with any one core condition on a more frequent basis.		Has significant difficulty exhibiting a knowledge of and/or use of the core conditions of counseling: empathy, unconditional positive regard, genuineness, and concreteness/intentionality.
12. Listening Skills	Demonstrates competent use of all levels of basic listening skills, including all of the lower listening/attending skills and the higher level skills, such as feedback and reflection of meaning.		Demonstrates comfortable use of lower and medium level of basic listening skills but exhibits frequent difficulty with use of higher level skills.		May demonstrate fairly comfortable use of lower level skills such as listening and attending, but has significant difficulty with all higher level skills, including reflection of feeling, focusing, reflection of meaning, influencing summary, etc.

13. Knowledge of Systems	Demonstrates understanding of the roles of the client, the self as counselor, role of self as impacts on clients, role of history of self and client, and interactive nature of all systemic roles with the new systemic relationship formed between counselor/client.	Has moderate understanding of the roles of the client, the self as counselor, self as impact on clients, history of self and client and interactive nature of all roles with new system created by client/counselor relationship, but has some difficulty translating knowledge into action.	Has significant difficulty in understanding or recognizing the multiple system of roles and their interaction when working with clients.
14. Understanding Client's Reality	Utilizes initial clinical interview and appropriate continued questioning to ascertain the reality of each client and appropriately adapts techniques, theory, and personal affect (i.e. humor, creativity, etc.) to meet the client at client's phenomenological reality; treatment goals reflect an in-depth level of understanding about the client.	Acknowledges the need to meet the client at client's reality level, but has some difficulty in appropriate ascertaining reality of each client through appropriate interviewing and questioning techniques and/or has difficulty in adapting techniques, theory and personal affect to meet the client at client's level of reality; occasional personal biases may appear.	At least 60% of the time or more, fails to acknowledge the need to meet the client at the client's reality level and/or to utilize appropriate methods for ascertaining that reality level and/or adapting techniques, theory and personal affect to meet the client at client's level of reality; personal biases may also be present.
15. Counselor Judgment	Demonstrates good and exemplary ethical judgment with each client, on an individual basis, which indicates a deep and complex grasp of issues involved and a sense of where future progress is possible for that particular client; displays good timing of interventions in the counseling process	Although appears to understand the process of determining issues involved within problems presented by each individual client, has difficulty translating that understanding into practice and/or understanding how they relate to future progress for client.	Demonstrates little or no grasp of the deep and complex issues of individual clients; does not indicate ability to sense path of future progress; poor timing of interventions in counseling process
16. Case Management	Understands the need for assessments, consultations, and referral of clients and demonstrates a knowledge of sources for such consultation and referral and is willing to seek such for the benefit of the client; works effectively with outside agencies in order to maintain treatment continuity.	Demonstrates awareness of client's needs that may require assessment, consultation, or referral, but needs assistance in planning and implementing.	Demonstrates little awareness of client's needs which require assessment, consultation or referral and must be directed to do so by supervisor.
5. Agency/School Policy and Procedures	Completes paperwork that is required by agency/school in an expedient manner; is very cooperative in adhering to agency rules and policies; demonstrates commitment to mission statement of agency or department by enthusiastic embracement of that mission statement as evidenced by daily interaction with peers and clients.	Demonstrates knowledge of agency rules and policies, but will often complain about those policies to the extent that professional judgment is clouded and performance declines; is not always expedient in completion of paperwork required by agency; acknowledges and understands mission statement of agency or department, but does not always adhere to that statement in interaction with colleagues and clients.	Does not evidence knowledge of agency rules and policies; does not complete paper work required by agency or department; does not evidence awareness of department or agency's mission statement.
Section III: Personal and Professional Development			
17. Self Evaluation of Counseling Skills	Consciously makes an effort to improve counseling skills through utilization of video tapes, professional resources including supervisor, peers, texts, journals, and other appropriate methods; acknowledges that no one is perfect in terms of skills and that improvement can always be made; presents new ideas for improvement of skills; able to assess self relative to an outside criteria.	Although professes to diligent use of tapes and professional resources to improve counseling skills, only moderate effort on a client by client basis is noted and/or there appears to be recognition of a plateau of acceptable personal effort with little effort exerted beyond that point.	Little personal effort exerted to improve counseling skills.
18. Personal Growth	Demonstrates awareness of the need to continue to grow as an individual and to strive toward balances in all areas of own life through participation in a wide range of recreational and professional activities, reading of diverse sources, discussion s of various community and world topics with colleagues, etc.; able to establish and maintain healthy boundaries in all areas of life.	Although professes awareness of the need for a counselor to care for one's own self and to continue to grow as an individual, still appears to have a slightly unbalanced focus which emphasizes the development of counseling skill and technique and does not adequately include an emphasis on development of own self and the importance of that relationship to the improvement of counseling skills; may exhibit some areas of unhealthy boundaries within total life.	Does not acknowledge need for emphasis on personal growth that extends to areas outside the immediate constraints of professional life.
19. Counseling Style Development	Exhibits conscious effort to develop own personal style of counseling that is congruent with own personality and career goals; is aware of own strengths and areas of weakness and has sufficient understanding of various counseling theories as to be able to "fit" theories and techniques to own personal style so that performance in sessions seems to be a natural outgrowth of behavior and personal interaction outside the counseling session; knows career goals and develops skills that are congruent with those goals.	Utilizes theories in appropriate manner, but at times seems stiff with the implementation of techniques and that stiffness appears to be because the technique does not fit with own personality outside of the counseling session; has distinct career goals, but does not see a differentiation among techniques in terms of suitability for various career paths.	Does not seem to understand the relationships between own personality, utilization of specific techniques and theories, and career goals.
6. Interactions with Colleagues	Exhibits respectful and courteous behavior toward colleagues (including administrators, supervisors, peers) as defined by such behaviors as respect of other's values and preference for techniques, respect for other's work loads and time commitments; avoidance of transmittance of gossip and manipulation of other's for personal gain; is successful as a team member.	Aware of and can verbalize what respectful and courteous behavior toward colleagues (including administrators, supervisors, peers) should be, as defined above, but at times fails to exhibit such behavior in minor ways in one or two areas.	Exhibits disrespectful behaviors toward colleagues (including administrators, supervisors, peers) as to indicate that self and personal needs are more important than others; tends to become involved in conflictive situations which are not of clinical work.
20. Willing to Work on Personal Issues	Recognizes and/or acknowledges personal issues which may interfere with performance as a counselor and is willing to take necessary steps i.e. seek counseling for self) to resolve such issues sufficiently as to provide excellent counseling service to others.	Is willing to acknowledge possible personal issues which may have interfered with performance as a counselor but may be reluctant to seek amount and/or type of professional help required in order to sufficiently resolve issues as to provide adequate counseling services	Denies personal issues which may interfere with performance as a counselor.

Faculty and Site Supervisor Intern Evaluation Sheet

Intern Name _____

Practicum _____ Internship _____ Semester and Year _____

(Circle the corresponding rating number)

Evaluator F – Faculty S – Site Supervisor B – Both		Mary Ann Hanna Section Standards of Evaluation (For <i>(Practicum)</i> Faculty N=20, <i>(Internship)</i> Faculty N=15 & Site Supervisors N= 19)	Exemplary	Exceeds Expectation	Satisfactory	Unsatisfactory	Unable to Rate
F	1.	I. Group Supervision	5	4	3	2	1
S	2.	I. Individual Supervision	5	4	3	2	1
S	3.	I. Professional Behavior	5	4	3	2	1
S	4.	II. Initial Intakes	5	4	3	2	1
S	5.	II. Agency/School Policy and Procedures	5	4	3	2	1
S	6.	III. Interactions with Colleagues	5	4	3	2	1
B	7.	I. Ethical Behavior.	5	4	3	2	1
B	8.	I. Completion of Paperwork	5	4	3	2	1
B	9.	II. Diagnostic and Case Conceptualization Skills.	5	4	3	2	1
B	10.	II. Counseling Theories and Techniques	5	4	3	2	1
B	11.	II. Establishing Counseling Relationship	5	4	3	2	1
B	12.	II. Listening Skills	5	4	3	2	1
B	13.	II. Knowledge of Systems	5	4	3	2	1
B	14.	II. Understanding Client's Reality	5	4	3	2	1
B	15.	II. Counselor Judgment	5	4	3	2	1
B	16.	II. Case Management	5	4	3	2	1
B	17.	III. Self Evaluation of Counseling Skills	5	4	3	2	1
B	18.	III. Personal Growth	5	4	3	2	1
B	19.	III. Counseling Style Development	5	4	3	2	1
B	20.	III. Willingness to Work on Personal Issues	5	4	3	2	1

TOTAL SCORE _____

OVERALL AVERAGE _____

RATING _____

Internship and Practicum Rating Scales

Practicum

Average of	0.0 - 2.5	Unsatisfactory	(UN)
Average of	2.6 - 3.5	Satisfactory	(SA)
Average of	3.6 - 4.0	Exceeds Expectations	(EE)
Average of	4.1 - 5.0	Exemplary	(EX)

Internship

Average of	0.0 – 2.5	Unsatisfactory	(UN)
Average of	2.6 – 3.5	Satisfactory	(SA)
Average of	3.6 – 4.5	Exceeds Expectations	(EE)
Average of	4.6 – 5.0	Exemplary	(EX)

Evaluator Signature

Date

Evaluator (Print Name & Title)
Recommended plan of action for (UN) evaluation: _____

Intern Signature
Revised 3/17/06

Date

Professional Counseling Performance Evaluation

Student Name	Faculty Signature	Semester/ Year	Course #	PCPE AVG.			
Rating Scale							
N- No opportunity to observe level		1- meets criteria minimally or inconsistently for program					
O- Does not meet criteria for program level		2- meets the criteria consistently at this program level					
Counseling Skills and Abilities							
1. The student demonstrates the ability to establish relationships in such a manner that a therapeutic working relationship can be created.				N	O	1	2
2. The student demonstrates therapeutic communication skills including:							
a. Creating appropriate structure-setting the boundaries of helping frame and maintaining boundaries throughout the work such as setting parameters of meeting time and place, maintaining time limits etc.				N	O	1	2
b. Understanding content- understanding the primary elements of the client's story.				N	O	1	2
c. Understanding context- understanding the uniqueness of the story elements and their underlying meanings.				N	O	1	2
d. Responding to Feelings- identifying client effect and addressing those feelings in a therapeutic manner.				N	O	1	2
e. Congruence- genuineness; external behavior consistent with internal affect.				N	O	1	2
f. Establishing and communicating empathy- taking the perspective of the client without over identifying and communicating this experience to the client.				N	O	1	2
g. Non- verbal communication- demonstrates effective use of the head, eyes, hands, feet, posture, voice, attire, etc.				N	O	1	2
h. Immediacy- staying in the here and now.				N	O	1	2
i. Timing- responding at the optimal moment.				N	O	1	2
j. Intentionality- responding with a clear understanding of the therapist's therapeutic intention.				N	O	1	2
k. Self Disclosure- skillful and carefully-considered for specific therapeutic purpose				N	O	1	2
3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically.				N	O	1	2
4. The student collaborates with their client to establish therapeutic goals.				N	O	1	2
5. The student facilitates movement towards the client's goals.				N	O	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner.				N	O	1	2
7. The student creates a safe clinical environment.				N	O	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas.				N	O	1	2
Professional Responsibility							
1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession.				N	O	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.				N	O	1	2
3. The student demonstrates sensitivity to real ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after their professional relationships.				N	O	1	2
4. The student demonstrates application of legal requirements relevant to counseling training and practice.				N	O	1	2
Competence							
1. The student recognizes the boundaries of his/her particular competencies and the limitations of his/her expertise.				N	O	1	2
2. The student takes responsibility for compensating for his/her deficiencies.				N	O	1	2
3. The student takes responsibility for assuring client welfare when encountering the boundaries of his/her expertise.				N	O	1	2
4. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to the clients.				N	O	1	2
5. The student provides only those services and applies only those techniques for which she/he is qualified by education training and expertise.				N	O	1	2
Maturity							
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.				N	O	1	2
2. The student demonstrates honesty, fairness, and respect for others.				N	O	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.				N	O	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers and supervisors				N	O	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.				N	O	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.				N	O	1	2
Integrity							
1. The student refrains from making statements that are false, misleading or deceptive.				N	O	1	2
2. The student avoids improper and potentially harmful dual relationships.				N	O	1	2
3. The student respects the fundamental rights, dignity, and worth of all people.				N	O	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.				N	O	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.				N	O	1	2

References: Kerl, S.B., Garcia, J.L., McCullough, C.S. & Maxwell, M.E. (2002) Systemic Evaluation of Professional Performance: Legally Supported Procedure & Process. Counselor Education & Supervision, 41, 321-333.
 Revised 3/7/06

HSU Department of Counselor Education

Capstone Experience

Position Paper Rubric

by R. Blair Olson, Ed. D.

This position paper and the accompanying tape are similar to a thesis in that they are both creative and scholarly. The paper is written according to specific topical guidelines. Adherence to those topics will be followed by listing them as subtopics in the paper and then adequately addressing each subtopic. A first draft of this paper is due at the end of Practicum and a final draft is due at the end of Internship.

Evaluation criteria are on the following scale of 1-5:

5	4	3	2	1
Exemplary (EX)	Exceeds Expectations (EE)	Satisfactory (SA)	Unsatisfactory (UN)	Poor (PR)

Areas of the Paper Evaluated:

	5	4	3	2	1
1. Written according to the latest APA Style	Adheres to latest APA style. The student has attended a writing workshop at the HSU writing lab on APA style. Since this is a personal position paper, the use of first person is allowed on sections of how the positions chosen are well adapted to the student's values and style. Has substantial variety in source citations.	Adheres to latest APA style. The student has attended a writing workshop at the HSU writing Lab on APA style and is using the most recent style guide. Since this is a personal position paper, the use of first person is allowed on sections of how the positions chosen are well adapted to the student's values and style. Has some variety in source citation.	Adheres to latest APA style. Since this is a personal position paper the use of first person is allowed on sections of how the positions chosen are well adapted to the students values and style. Has some variety in source citation.	Does not use the most current APA style guide.	Does not use any style guide and obviously quotes other work without proper citation. Plagiarism is considered a major breach of ethical behavior.
2. Number of Pages	Over 25 pages.	20-24 pages	15-19 pages	10-14 pages	Under 10 pages
3. Adherence to Assigned Topical Guidelines	Lists all guidelines in the index, in the body of the paper, and addresses each area. Creatively subdivides each topic to fit the student's research and creativity.	Lists all guidelines in the index, in the body of the paper, and addresses each area.	Lists all guidelines in the body of the paper and addresses each area.	Addresses each area in the paper but does not list the guidelines in the index or in the body of the paper.	The student does not write to the guidelines or list them anywhere in the paper. The student writes the position paper without addressing the guidelines.
4. Source Citation	Over 20 different sources are cited. These include original works by theorists, research of efficacy of the approach and recent citations within the last ten years. Sources include juried publications.	15-19 different sources are cited. This will include original works by theorists, research of efficacy of the approach and recent citations within the last ten years. Sources include juried publications.	10-14 different sources are cited. This will include original works by theorists research of efficacy of the approach and recent citations within the last ten years. Sources include juried publications.	5- 9 different sources are cited. No original works by theorists are cited. No research on the efficacy of the approach is cited. Sources are dated by over a decade. Non juried sources are used. Too many internet citations.	0-4 different sources are cited. No original works by theorists are cited. No research on the efficacy of the approach is cited. Sources are dated by over a decade. Non juried sources are used too much such as internet citations
5. Audio or Video Tape	Tape is in harmony with the position paper and represents all of the stages of the approach in the position paper. This is accomplished by editing portions of different tapes to show each stage of the approach.	Tape is in harmony with the position paper and represents most of the stages and the essential key steps of a theoretical approach in the position paper. For example, a key step would be getting the client to make a value judgment of their own behavior in Reality Therapy. To accomplish this the student may need to edit and include portions of different tapes to show each stage of the approach	Tape is in harmony with the position paper and represents some of the key stages of the approach in the position paper.	Tape is not a representation of the position paper	No tape submitted
6. Personalization of the Theory	There are five or more pages of how this approach meshes with the student's personal style and values. In this section the student articulates the process by which this approach was chosen.	There are four pages of how this approach meshes with the student's personal style and values. In this section the student articulates the process by which this approach was chosen.	There are three pages of how this approach meshes with the student's personal style and values. In this section the student articulates the process by which this approach was chosen.	There are only two pages of how this approach meshes with the student's personal style and values. In this section the student articulates the process by which this approach was chosen.	The student has a less than one full page of how this approach meshes with their personal style and values and does not state the process by which they chose this approach.
7. Eclecticism	The student has chosen a few theories and has meshed them together in a creative blend making therapeutic sense and is in harmony with their therapeutic style	The blended theories and approaches make sense and are in harmony one with another with a well thought-out systematic step-by-step approach, i.e. Gerald Egan's model.	A base theory is used that provides the steps and road map for therapeutic interventions with techniques adopted from other theoretical models that are used to enhance the theoretical approach chosen.	A collection of techniques without any theoretical system to mesh them together.	No explanation of specific procedures and techniques will be used to treat persons with specific diagnoses. Combination theories that are not in harmony with each other.
8. Creativity versus Standards of Care	Novel or unique joining of theoretical approaches to counseling which are in harmony with the standards of care accepted by the counseling profession.	Theory and techniques are compatible. Techniques chosen for specific client problems are the most efficacious according to the research literature, i.e. Behavior therapy/In-vivo desensitization is the best approach for Obsessive-Compulsive Disorder (OCD); not relaxation therapy.	The student does not sacrifice theoretical integrity for creativity but chooses theoretical approaches and techniques that align with values, personal style, abilities, and the standards of care of the profession.	A theoretical approach that is adequate in theory but inadequate in specific techniques.	A philosophical position that is outside the standards of care for profession.
9. Accuracy of Theoretical Approach	Completely accurate and thorough. Includes all stages and gives new information about the theory.	Completely accurate and thorough. Includes all stages.	Mostly accurate and thorough. Includes all stages.	Accurate but not complete or thorough. Stages or major techniques are missing.	Inaccurate and Incomplete.

Position Paper Scoring and Grading Sheet

Position Paper Standards	Exemplary (EX)	Exceeds Expectations (EE)	Satisfactory (SA)	Unsatisfactory (UN)	Poor (PR)
1. Written according to the latest APA Style	5	4	3	2	1
2. Number of Pages	5	4	3	2	1
3. Adherence to Assigned Topical Guidelines	5	4	3	2	1
4. Source Citation	5	4	3	2	1
5. Audio or Video Tape	5	4	3	2	1
6. Personalization of Theory	5	4	3	2	1
7. Eclecticism	5	4	3	2	1
8. Creativity versus Standards of Care	5	4	3	2	1
9. Accuracy of Theoretical Approach	5	4	3	2	1

TOTAL SCORE _____ AVERAGE SCORE _____ RATING _____

Practicum

(Average Score Expectation is 2.6)

Average of	1.0- 2.4	Unsatisfactory/ Poor	(UN)/ (PR)
Average of	2.6 - 3.5	Satisfactory	(SA)
Average of	3.6 - 4.0	Exceeds Expectations	(EE)
Average of	4.1 - 5.0	Exemplary	(EX)

Internship

(Average Score Expectation is 3.0)

Average of	1.0 – 2.9	Unsatisfactory/ Poor	(UN)/ (PR)
Average of	3.0 – 3.9	Satisfactory	(SA)
Average of	4.0 – 4.9	Exceeds Expectations	(EE)
Average of	5.0	Exemplary	(EX)

Instructor Signature

Date

Instructor (Print Name)

Student Signature

Date

Student (Print Name)

Additional Comments: _____

Weekly Activity Sheet

Interns Name: _____ Week of: _____

Practicum ____ Internship ____ Semester & Year _____

Direct Client Contact Hours:	Number	Hours
Intake interviews		
Individual clients		
Couples		
Families		
Groups		
Total Direct Client Contact		

Indirect Contact Hours:	Hours
Staff meetings	
In-service training sessions	
Outreach/workshops given	
Consultations	
Paperwork	
Assessment (tests given)	
Other	
Indirect Hours	
Faculty Supervision (Group)	
Site Supervision (Individual & Triadic)	
Supervision Hours	
Total Indirect Hours	

Hours	Practicum Semester Hours Required	Internship Semester Hours Required	Internship Hours Required	Cumulative Weekly Hours
Direct client contact	40	120	240	
Indirect client contact	60	180	360	
Total per semester	100	300	600	

*Supervision consists of 1 hour per week of individual or triadic and 1 ½ hours per week of group. During internship individual supervision should be conducted by your *on-site* supervisor.

Date of Supervision **Time of Supervision** **On-site Supervisor Signature**

Date of Supervision **Time of Supervision** **Faculty Supervisor Signature**

Revised 3/17/06

Internship Daily Log Form

Page # _____

Cnslg Type Examples: Group (grp), Individual (Ind) B. **Issue Examples:** Relationship Problem (RP), Academic Problem (AP), Career Concern (CC), Crisis (CR), Grief (Gf), Assessment (Ast), Diagnosis (Dia), etc.

Treatment Examples: Person-Centered (PC), Cog. Behavioral Therapy (CBT), Relaxation training (RTrain), Bio-Feedback (BF), Disputing (Dis), etc.

<u>Client I.D.</u>	<u>Date</u>	<u># Units Seen</u>	<u>Cnslg Type</u>	<u>Issue</u>	<u>Treatment</u>	<u>Session Comment</u>
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

Dates covered _____

Intern Signature _____

Revised 3/17/06

Internship Client Case Overview

(To be done for any client seen more than three sessions.)

Intern Name _____ Date: _____

Client ID: _____ Age: _____ Gender: _____ Education/Grade _____

Occupation/job (parents) _____

Presenting Problem:

Issues: (number in order of priority)

Treatment Goals:

Significant History:

<u>Current Living Circumstances</u> (circle)		stable		at risk		crisis
Health Status	excellent		good		fair	poor
Current Support System	excellent		good		fair	poor

		<u>Priority Issues</u>				
Suicide Risk	Yes	No		Substance Abuse	Yes	No
Homicide Risk	Yes	No		Economic Issues	Yes	No
Unstable Living Situation	Yes	No		Mental Status	Yes	No
Abuse/Neglect	Yes	No		Medical Condition	Yes	No

Diagnosis: Axis I _____
 Axis II _____
 Axis III _____
 Axis IV _____
 Axis V _____

Treatment Plan
 (continue on backside if necessary)

Semester Activity Sheet

Interns Name: _____ Practicum ___ Internship ___

Faculty Supervisor _____ Semester and Year _____

Week #	Week of	Direct Client Contact Hours	Indirect Client Contact Hours	Total Client Hours	Supervision		Supervision Weekly Total
					Faculty (Group)	Site (Individual & Triadic)	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
TOTAL							

Grand Total Semester Hours = _____

	Practicum Semester Hours Required	Internship Semester Hours Required	Total Internship Hours Required
Direct client contact	40	120	240
Indirect client contact	60	180	360
Supervision	1 Hour per week of individual or triadic 1 ½ hours per week of group 37.5 hrs total	1 Hour per week of individual or triadic 1 ½ hours per week of group 37.5 hrs total	<i>(Must accumulate a minimum of 600 hours to graduate.)</i>

INTERNSHIP INTERN SITE EVALUATION FORM

DIRECTIONS: Please complete this form at the end of each semester of practicum and/or internship. Return to the Internship coordinator.

Intern's Name: _____

Semester and Year _____

Site _____ Site-Supervisor _____

Rate the following statements about your site and experiences using the five categories below:

- 1. Unsatisfactory
- 2. Satisfactory
- 3. Exceeds Expectations
- 4. Exemplary
- N/A Not Applicable

- 1. _____ Amount of on-site supervision.
- 2. _____ Quality and usefulness of on-site supervision.
- 3. _____ Relevance of experience to career goals.
- 4. _____ Exposure to and communication of school/agency goals.
- 5. _____ Exposure to and communication of school/agency procedures.
- 6. _____ Exposure to professional roles and functions within the school/agency.
- 7. _____ Exposure to information about community resources.
- 8. _____ Rate all applicable site experiences you participated in.
 - _____ Report writing
 - _____ Intake interviewing
 - _____ Administration and interpretation of tests
 - _____ Staff presentations/case conferences
 - _____ Individual counseling
 - _____ Group counseling
 - _____ Family/couple counseling
 - _____ Psycho/Educational activities
 - _____ Consultation
 - _____ Career counseling
 - _____ Other _____
- 9. _____ Overall evaluation of the site.

COMMENTS: Please include any suggestions for improvements in the experiences you had during your internship.

FACULTY INTERNSHIP SUPERVISOR ON-SITE VISIT FORM

1. DATE and TIME of visit ____/____/____ ____:____

2. Met with on-site supervisor (circle one) YES or NO

3. Site Supervisor's Name _____

4. Intern's Name _____

5. Please rate the site facilities:

POOR (1)

ADEQUATE (2)

EXCELLENT (3)

- ____ Office availability to intern
 - ____ Computer access
 - ____ Private and confidential phone access
 - ____ Office and Facility décor
 - ____ Climate control (heating and cooling)
 - ____ Reference materials (DSM IV, etc.) and other counselor tools available
 - ____ Adequate restroom facilities
 - ____ Unable to visit (Please explain.) _____
- _____

6. Please address any of the following relevant to your visit (use back of form if necessary):

- Comments on meeting with the intern
- Comments on meeting with the site supervisor
- Comments on meeting other administration
- Comments on client counseling session observation

FACULTY SUPERVISOR SIGNATURE

Revised 3/16/06

Tape Evaluation Form

Intern's Name _____ Date _____

Evaluator's Signature _____

Client's initials _____

Supervisor Session # _____

(Please circle the corresponding rating number.)

RATING SCALE LEVELS	High Level (HL)	Above Mid-Point (AMP)	Mid-Point (MP)	Below Mid-Point (BMP)	Low Level (LL)
1. EMPATHY	5	4	3	2	1
2. RESPECT	5	4	3	2	1
3. WARMTH	5	4	3	2	1
4. CONCRETENESS	5	4	3	2	1
5. GENUINNESS	5	4	3	2	1
6. CONFRONTATION	5	4	3	2	1
7. SELF DISCLOSURE	5	4	3	2	1
8. IMMEDIACY OF RELATIONSHIP	5	4	3	2	1

TOTAL SCORE _____ **AVERAGE SCORE** _____ **RATING** _____

Additional Comments (continue on back if necessary):

Tape Evaluation Rubric

	High Level 5	Above Mid-Level 4	Mid-Level 3	Below Mid-Level 2	Low Level 1
1. EMPATHY	The counselor's responses add significantly to the feeling and meaning of the expressions of the client's in such a way as to 1. accurately express feelings levels below what the client himself was able to express or 2. in the even of ongoing deep self-exploration on the client's part, to be fully with him in his deepest moments.	The responses of the client add noticeably to the expressions of the client in such a way as to express feelings a level deeper than the client was able to express himself.	The expressions of the counselor in response to the expressed feelings of the client are essentially interchangeable with those of the client in that they express essentially the same affect and meaning.	While the counselor responds to the expressed feelings of the client, he/she does so in such a way that he/she subtracts noticeable affect from the communications of the client.	The verbal and behavioral expressions of the counselor either did not attend to or detracted significantly from the verbal and behavioral expressions of the client's feelings.
2. RESPECT	The counselor communicates the very deepest respect and concern for the client.	The counselor clearly communicates a very deep respect and concern for the client.	The counselor communicates a positive respect and concern for the client's feelings, experiences and potentials.	The counselor responds to the client in such a way as to communicate little respect for the feelings, experiences, and potentials of the client.	The verbal and behavioral expressions of the counselor communicate a clear lack of respect (or negative regard) for the client.
3. WARMTH	The counselor was completely inviting towards the client allowing for a very warm environment, accepting of the client. The counselor used caring language, soothing voice, and inviting body language and encouraged a very caring therapeutic relationship with the client.	The counselor invested emotional energy in the client-counselor relationship, clearly expressing warmth through caring language, soothing voice, and inviting body language towards the client.	The counselor attempted to express verbal and behavioral expressions of caring language, soothing voice, and inviting body language towards the client.	The counselor little attempted to express verbal and behavioral expressions of caring language, soothing voice, and inviting body language towards the client. The counselor was more distracted than engaged during the therapy session.	The counselor's verbal and behavioral expressions were aloof, abrupt, anxious, and/or critical toward the client, distracting the therapeutic process.
4. CONCRETENES	The counselor is always helpful in guiding the discussion, so that the client may discuss fluently, directly and completely specific feelings and experiences.	The counselor is frequently helpful in enabling the client to fully develop in concrete and specific terms almost all instances of concern.	The counselor at times enables the client to discuss personally relevant material in specific and concrete terminology.	The counselor frequently leads or allows even discussions of material personally relevant to the client to be dealt with on a vague and unclear level.	The counselor leads or allows all discussion with the client to deal only with vague and anonymous generalities.
5. GENUINESS	The counselor is freely and deeply himself in a non-exploitative relationship with the client.	The counselor presents some positive cues indicating a genuine response (whether positive or negative) in a nondestructive manner to the client.	The counselor provides no "negative" cues between what he says and what he feels, but he/she provides no positive cues to indicate a genuine response to the client.	The counselor's verbalizations are slightly unrelated to what he/she is feeling at the moment, or when his /her responses are genuine they are negative in regard to the client; the counselor does not appear to know how to employ his negative reactions as a basis for inquiry into the relationship.	The counselor's verbalizations are clearly unrelated to what he is feeling at the moment or his/her only genuine responses are negative towards the client and appear to have a totally destructive effect upon the client.
6. CONFRONTATION	The verbal and behavioral expressions of the counselor are keenly and continually attuned to the discrepancies in the client's behavior.	The verbal and behavioral expressions of the counselor attend directly and specifically to the discrepancies in the client's behavior.	At times the verbal and behavioral expressions of the counselor attend directly and specifically to the discrepancies in the client's behavior.	The verbal and behavioral expressions of the counselor disregard the discrepancies in the client's behavior.	The verbal and behavioral expressions of the counselor disregard the discrepancies in the client's behavior (ideal vs. real self, insight vs. action, and counselor's vs. client's experiences).
7. SELF-DISCLOSURE	The counselor volunteers very intimate and often detailed material about his own personality, and in keeping with the client's needs may express information that might be extremely embarrassing under different circumstances or if revealed by the client to an outsider.	The counselor freely volunteers information about his personal ideas, attitudes, and experiences in accord with the client's interests and concerns.	The counselor volunteers some personal information about himself of which may be in helping with the client's interests. However, this information is often vague and indicates little about the unique character of the counselor.	The counselor, while not always appearing actively to avoid self-disclosures, never volunteers personal information about him/her self.	The counselor actively attempts to remain detached from the client and discloses nothing about his/her own feelings or personality for the client, or if he/she does self-disclose he/she does so in a way that is not tuned to the client's general progress.
8. IMMEDIACY	The verbal and behavioral expressions of the counselor relate the client's expressions directly to the counselor-client relationship.	The verbal and behavioral expressions of the counselor appear cautiously to relate to the client's expressions directly the counselor-client relationship.	The verbal and behavioral expressions of the counselor, while open to interpretations of immediacy, do not relate what the client is saying to what is going on between the counselor and the client in the immediate moment.	The verbal and behavioral expressions of the counselor disregard most of the client's expressions that have the potential for relating to the counselor.	The verbal and behavioral expressions of the counselor disregard the content and effort of the client's expressions that have the potential for relating to the counselor.

Technology Competency Policy and Evaluation Sheet

TECHONOLOGY POLICY- All students in the Graduate Counseling Program will demonstrate proficiency of the technological competencies listed by ACES through the completion of a Technology Portfolio. Proficiency will be measured by at least scoring a “3” on each competency on the Technology Competency Rubric. Each student will meet these competencies during the courses listed (Effective Spring Graduates 2006).

(circle the corresponding rating number)

ACES Technology Competencies:							
5=Exemplary (EX) 4=Exceeds Expectations (EE) 3=Satisfactory (SA) 2 = Unsatisfactory (UN) 5 = Unable to Rate (UR)		EX	EE	SA	UN	UR	
		5	4	3	2	1	
1.	Be able to use productivity software to develop web pages, presentations, letters, reports, etc.	5	4	3	2	1	Research & Group Testing
2.	Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, and playback units.	5	4	3	2	1	Practicum & Internship
3.	Be able to subscribe, participate in, and sign off counseling-related list-servs.	5	4	3	2	1	Career Counseling
4.	Be able to access and use counseling-related CD-ROM data bases.	5	4	3	2	1	Career Counseling
5.	Be able to use email.	5	4	3	2	1	All Courses
6.	Be able to use computerized statistical packages.	5	4	3	2	1	Research
7.	Be able to use computerized testing, diagnostic, and career-decision-making programs with clients.	5	4	3	2	1	Career Counseling & Group Testing
8.	Be able to able to help clients search for various types of counseling-related information about careers, employment opportunities, education and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.	5	4	3	2	1	Career Counseling
9.	Be knowledgeable of the legal and ethical codes which relate to counseling services via the internet.	5	4	3	2	1	Techniques & Professional CC & SC
10.	Be knowledgeable of the strengths and weaknesses of counseling services provided via the internet.	5	4	3	2	1	Professional CC & SC
11.	Be able to use the internet for finding and using continuing education opportunities in counseling.	5	4	3	2	1	Professional CC & SC & on CED Web page
12.	Be able to evaluate the quality of internet information	5	4	3	2	1	Research

TOTAL SCORE _____

OVERALL AVERAGE _____

RATING _____

Student Name

Evaluator Signature and Date

Counseling Consent Form
Henderson State University
CED 6803, 6813, 6823

I, (client, parent, or guardian name) _____ consent to having my

child or dependent (name) _____ counseled by the undersigned
graduate student in the field experience (Internship) class at Henderson State University.

I understand that audio and/or video taping will be used during the counseling session for the purpose of class discussion and training.

I also understand that the counseling session will be considered strictly confidential within the boundaries of the classroom and
Internship sites and that my child's name will not be included in discussions or training sessions.

The intern or I may cancel the counseling sessions at any time.

(Print name and circle one below)

Client or **Parent** or **Guardian**

Signature

Date

Intern Signature

Date