

# **INTERNSHIP MANUAL**

*For*

M.Ed. in Counseling

University of Alaska Fairbanks  
School of Education  
Counseling Program  
Revised Fall 2008

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## **Introduction**

This manual is designed to provide information about the internship experience in the Master's program in counseling offered by the School of Education, at the University of Alaska Fairbanks. The purpose of the field placement is to give the student experience and supervised practice in the broad scope of activities engaged in by both professional school counselors and/or licensed professional counselors. Both internships involve actual on-site counseling experience: they differ in length and purpose.

Internship I is designed to give the student a limited experience in a specialized area of counseling, which is supervised by both a designated on-site supervisor and the student's faculty supervisor. Internship I enables students to integrate and apply the theory, skills, attitudes and values learned throughout their counseling training program. The student, who is deemed ready for the field experience, will possess and be able to demonstrate at least minimal competencies in the basic helping skills and their application in individual and group settings. The student will have demonstrated a commitment to self-knowledge and professional competency. The student will bring to the site an informed respect for individual and group differences in this multicultural society, while remaining grounded in an awareness of our common humanity.

Internship II is designed to provide the student not only with counseling experience, but also with greater experience in all aspects of professional functioning. The intern is primarily supervised by the on-site supervisor with the faculty supervisor providing a more supportive function through weekly course discussions and periodic site visitations. University supervision of rural placement will be provided weekly through telephonic and/or electronic means, and site visitation if possible.

## **Course Sequence**

The student will be considered eligible for field placement after successfully completing the necessary course requirements as identified in the Student Handbook: Individual Practicum (COUN 634) experience and Professional Ethics (COUN 647). The Individual Practicum is designed to offer the student an opportunity to integrate theory and practice. Each student works with their own client(s) to demonstrate at least a minimum level of competency while receiving maximum supervision and feedback. Successful completion of the practicum course is a prerequisite for field placement. A second requirement is completion of the Professional Ethics course prior to or concurrent with Internship I.

## **Locating a Field Placement**

The field experience sites need to be arranged during the semester prior to placement under the approval and direction of the Counseling faculty at UAF in concert with appropriate site personnel. Internships are arranged by the university faculty – students are NOT to make their own internship arrangements unless this has been specifically discussed with the internship instructor prior to talking with any school or agency setting. The expectation is that the student will be at the same placement site for an entire year (an entire year is required for an elementary certification, secondary certification, or community placement). Although students may take

multiple internships for different certifications (i.e., elementary and secondary), the Counseling Program only guarantees one year in either a school or community setting. If a student wishes to complete an additional internship, the additional placement will be based on availability.

### **Distance Internship Placement**

Students have the option of completing their internship at a distance site—that is a location outside of the immediate Fairbanks area. The site must be approved by the UAF Counseling faculty in concert with appropriate site personnel the semester prior to the start of the internship. Students who choose to complete their internship at a distance site will be financially responsible for the travel of the supervisor and any associated costs. For further information contact the School of Education Counseling Program Chair at 907-474-7341.

### **Liability Insurance**

*Students in the school counselor track are not required to carry their own liability insurance for their internship experiences, but it is highly recommended. Students in the community counseling track are required by their field agencies to carry their own liability insurance.* It is the students' responsibility to verify this aspect and show proper documentation prior to commencing their internship hours.

The Counseling Program cannot endorse any professional liability insurance carrier. Most professional training institutions, however, have a national organization, which may offer insurance coverage at competitive or reduced rates to its members. Information on this organization can be obtained from a professional organization or private insurance company. For example, registering as a student member with the Alaska School Counselor's Association (AkSCA) guarantees up to one million dollar automatic insurance coverage with membership. Students are strongly encouraged to shop around for the insurance policy, which best suits their needs.

### **Background Checks and Barrier Crimes**

The Alaska Legislature has developed legislation (7 AAC 10.900–7 AAC 10.990) regarding Barrier Crimes that can prevent people from working in certain areas of the Human Services field based on section 1128(a) of the Social Security Act (42 U.S.C, 1320a-7). This includes selected crimes that will result in lifetime barriers to employment, while others exclude working in the field for a range from 1 year to 10 years. Some of these offenses relate to convictions for crimes that occurred after the enactment (August 21, 1996) of the federal Health Insurance Portability and Accountability Act of 1996.

Most barrier crimes have a time limit after which the person may be hired. An agency that wants to hire an individual despite their criminal background may request a Variance from the State. Barrier crimes do not apply to all human services agencies, but to all those that bill Medicaid/Medicare, receive federal money, or who are licensed/certified to operate in Alaska.

Many agencies are now requiring students who wish to be placed as an intern at their site to undergo a fingerprint background check. If you have been convicted for crimes in any of the categories listed in Table 1 below, you can go to the State of Alaska Health and Social Services website (<http://www.hss.state.ak.us/publicnotice/pdf/209.pdf> or <http://www.hss.state.ak.us/dph/CL/bgcheck/assets/BarrierCrimeMatrix.pdf>) to see if your conviction could constitute a barrier to internship placement and/or future employment.

**Table 1 – Barrier Crimes Information**

<b>Categories of Barrier Crimes</b>	<b>Time Periods for Barrier Crimes</b>
Attempt, Solicitation and Conspiracy Offenses	Permanent barrier
Offenses Against the Person	5 years to permanent
Offenses Against Property	1 year to permanent
Offenses Against the Family and Vulnerable Adults	3 years to permanent
Offenses Against Public Administration	1 year to permanent
Offenses Against Public Order	1 year to permanent
Offenses Against Public Health and Decency	5 years to permanent
Controlled Substances	5 years to 10 years
Imitation Controlled Substances	5 years to 10 years
Other Crimes	5 years to 10 years

Table 1 above lists the categories of crimes that could constitute a barrier to employment. For a full list of crimes see 7AAC 10.905.

Mandatory fingerprinting is required for Internship I and II. Two options are available to students: Volunteers in Policing, located in the Police Department, conduct fingerprinting Wednesday evenings from 6-8pm and the cost is \$20. A second option is to make an appointment with UAF Police Department (474-5458), which charges \$35. Fingerprinting is also required of distance students. Please discuss possible options with your school district or community placement to determine the best option available.

NOTE: Remember, failure to disclose your arrest and conviction history while applying to be accepted in field placement can result in your being removed from the agency site, Internship class and Counseling Program.

**Objectives of Internship I**

- To provide for a practical training experience.
- To provide the opportunity for the student to evaluate and test philosophies and attitudes within the context in which they must be made effective.
- To help the student acquire proficiency and gain confidence by applying theoretical knowledge and integrating skills – all under the supervision of experienced supervisors.

- To provide a means for the student to assess strengths and weaknesses.
- To help the student experience the realities of the counselor/counselee relationship, and to aid the student in acquiring the knowledge to become a culturally competent effective practitioner in the delivery of professional counseling services in a culturally diverse society.
- To provide an opportunity to develop confidence in the ability to apply professional preparation in situations that shelters the student from full responsibility while providing opportunities for maximum professional growth.
- To inculcate high standards of professional ethics; to give the student experience in actual interpersonal relationships that involve ethical decisions and practice in evaluating personal motives.

### **Description of Internship I**

Internship I is an arranged, supervised experience in school or community counseling under the supervision of a certified school counselor or other licensed professional with at least 2 years experience at their site. On-site supervisors have at least a master's degree in counseling or a related field and will maintain regular contact with a university supervisor throughout the experience.

The semester long internship is 300 hours in length and represents 3 credit hours. Internship I requires approximately 3 days per week on-site with a minimum of 180 hours being spent in any combination of direct service activities (i.e., individual counseling, group counseling, classroom guidance, intake sessions, etc.), although site supervisors can require more direct contact time at their particular site. Actual work days and times need to be worked out by the student and their direct site supervisor – **be aware that supervisors can limit placement if the student is not available when deemed necessary at their site.** All interns must complete at least one intensive week at their placement (30-40 hour work week). This week needs to be approved by your site and university supervisor. Any hours at the student's place of employment and/or indirect contact hours need to be approved by your UAF internship coordinator to count towards your internship requirement.

Remember that you are a visitor in the schools and/or community agencies. You will have multiple opportunities to be an active participant and make valuable contributions, but remember that you are there because the counselor agreed to mentor you. It is important that you rely upon the professional decisions of the cooperating counselor. When in doubt, ask the counselor for help or suggestions.

You are expected to arrive promptly and at your scheduled time. If an emergency arises and you are unable to attend, you must let the counselor know as soon as possible. You should consider this a professional responsibility and treat the people you work with just like you would if you were employed there. Consider all information and observations to be strictly confidential. Do not discuss communications with anyone outside of the counseling office aside from your site and university supervisor.

As with any internship, it is essential that you adhere to certain rules of protocol. Everything you do not only reflects upon yourself, but also UAF and the Counseling Program. Make sure the impression you leave is a positive one. Dress professionally and maintain good personal hygiene. This means no ragged/torn jeans, sweats, or attire that is too revealing. Introduce yourself to everyone who works in the school or community agency. Follow the 5 “P’s” of professionalism:

Be **P**rompt  
Be **P**olite  
Be **P**leasant  
Be **P**rofessional  
& **P**rofit from the experience

The student will meet two hours per week with the university faculty supervisor and will be expected to present a log of weekly activities and specific cases with at least one in-depth case conceptualization. In addition the student will meet with the site supervisor for at least one hour per week. The university supervisor and the on-site supervisor will maintain regular contact to promote the success of the internship. Following completion of the experience, the site supervisor will be asked to complete an evaluation of the student.

## **Objectives of Internship II**

Internship II is designed to offer the student a variety of experiences either in the work of a professional school counselor or a licensed professional counselor. It should offer the student experiences in the broad range of responsibilities incorporated in the role either of the school or community counselor. The on-site supervisor assumes the primary supervisory responsibilities during this internship. At the completion of this internship the student should be ready to join the profession as a certified school counselor or licensed eligible professional counselor.

## **Description of Internship II**

Internship II includes all expectations of Internship I with the addition of more responsibility and more direct contact time. The internship includes a total of 3 credit hours, which translates into approximately 3 days per week on-site. The semester long internship is 300 hours of which a minimum of 240 hours need to be spent in any combination of direct service activities. Students often exceed the minimum hours requirement. The student is expected to meet with the on-site supervisor for at least one hour on a weekly basis for appropriate supervision and consultation. The student will be expected to meet with the university faculty supervisor on a regular basis to assess the course of the internship. The on-site supervisor and the university supervisor will maintain regular contact throughout the course of the internship.

## **Expectations for Student Experience in the Field**

1. Observations and orientation: Orientation to site procedures and operations by the site supervisor. Student observation of the supervisor in various stages of processes and functions from initiation to closure. Observations of other professionals (counseling) or

specialists on site. This phase should be long enough to orient the student but not as to interfere with the experiential quality of the field experience. *Please refer to pages 22-23 for a list of recommended activities.*

2. Development of a small caseload: The student should have the opportunity to develop a caseload under supervision that allows for counseling experience. An internship I caseload of 4-6 cases (individuals and groups) is a general guideline. An internship II caseload of 8-10 cases (individuals and groups) is a general guideline.
3. Case Management: It is desired that students will be involved in a variety of case management experiences for their clients. Students will be responsible for their own course paperwork and any paperwork required by their site. *Please refer to page 13 for the log of hours form; pages 14-17 for examples of weekly log of activities and case note logs; pages 18-21 for an outline of the case conceptualization; and pages 27-28 for the supervisor information form.*

*Students must recognize that the internship experience is that of a learning experience. Students will be evaluated on the manner in which they effectively interact with the entire staff as well as other professionals they may come in contact with (not just the site supervisor). These evaluations will influence the student's overall evaluation of their performance in the internship course.*

### **Professional Characteristics Feedback Form (PCFF)**

*Please refer to pages 11-12 for an example of this form.*

In many academic disciplines students are evaluated solely on their academic performance. However, students in the Counseling Program are evaluated on both their academic performance as well as their professional characteristics. Although a student may be in good academic standing, they must receive satisfactory evaluations from faculty members regarding their professional characteristics in order to continue on in the program. The faculty will evaluate the student's professional characteristics in relation to their ability to become a viable member of the counseling community.

This form will be completed after each semester in which the student is enrolled. Students are required to review and sign their Professional Characteristics Feedback Form prior to the start of the next semester. *Insubordinate and argumentative behavior in response to feedback in one or more environments may be a basis for dismissal from the Counseling Program.*

### **Expectations of On-site Supervisors**

- On-site supervisors must have a Master's level degree and certificate in counseling or a closely related discipline (i.e., Social Work) and 2 years experience at their site.
- Provide opportunity to the student counselor for practicing competencies developed throughout the graduate-training program.
- Acquaint the student with organizational structure, protocol, relationships, processes and working conditions of the site.

- Meet at least 3 times with a UAF supervisor each semester to discuss roles and responsibilities and allow for adequate feedback. *Please refer to pages 29-32 for site visit forms.*
- Stimulate the formulation of and identification with a professional role.
- Provide for the seasoning of the student counselor in the realities of everyday institutional experience – and an introduction to the challenges of maintaining a regular counseling schedule.
- Meet with the student counselor for at least one hour per week for supervisory purposes.
- Share supervisory responsibilities with the faculty university supervisor and will consult with the university supervisor on a regular basis. Any problems or concerns of the site about internships should be immediately brought to the attention of the faculty of the Counseling Program so the appropriate corrective action may be taken.
- Complete an evaluation of the counselor candidate at the end of the semester. *Please refer to pages 24-26 for this form.*

### **Expectations of University Supervisors**

The university supervisor will be responsive to all concerns that the site supervisor may have regarding a student in a field placement. The university supervisor will work collaboratively and closely with the site supervisor toward the provision of a placement that is advantageous to all parties. The university supervisor shall maintain strict supervision of the field placement and both initiate and be responsive to communications of site personnel and the internship student throughout the placement.

### **Process for Removal of Student from Site**

In the case where problems or deficiencies in performance arise related to a student's internship, immediate consultation of all relevant personnel will occur. Such a process should proceed with due respect for all parties concerned and begin with direct consultation between the student and relevant site personnel. If resolution is not possible, the student will be removed from the site and be provided a clear understanding of the rationale behind the decision.

## PROFESSIONAL CHARACTERISTICS FEEDBACK FORM

Student \_\_\_\_\_

Semester/Year \_\_\_\_\_

Faculty \_\_\_\_\_

Gate \_\_\_\_\_

<p><u>Evaluation Criteria</u></p> <p>1 – Did not meet expectations</p> <p>2 – Met expectations in some areas</p> <p>3 – Met expectations</p> <p>4 – Exceeds expectations in some areas</p> <p>5 – Exceeds expectations in all areas</p>
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<b>Professional Responsibility</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession.					
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.					
3. The student demonstrates sensitivity to real and ascribed differences between themselves and others, and does not exploit or mislead other people during or after professional relationships.					
4. The student demonstrates application of legal requirements relevant to their program's training and practice.					
<b>Competence</b>					
1. The student recognizes the boundaries of his/her particular competencies and the limitations of his/her expertise.					
2. The student takes responsibility for compensating for his/her deficiencies.					
3. The student takes responsibility for assuring client welfare when encountering the boundaries of his/her expertise.					
4. The student provides only those services and applies only those techniques for which he/she is qualified by education, training or experience.					
5. The student demonstrates basic cognitive, affective, and motor capacities to respond therapeutically to clients.					

\*Adapted from work created by the Southwest Texas State University Counseling Program Faculty.

Student \_\_\_\_\_

Semester/Year \_\_\_\_\_

<b>Maturity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.					
2. The student demonstrates honesty, fairness, and respect for others.					
3. The student is aware of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.					
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors.					
5. The student demonstrates the ability to express feelings effectively and appropriately.					
6. The student exhibits appropriate levels of self-assurance, confidence, and trust in his/her own ability.					
7. The student follows professionally recognized problem solving processes, seeking to informally solve problems first with the individual(s) with whom the problem exists.					
<b>Integrity</b>					
1. The student refrains from making statements which are false, misleading, or deceptive.					
2. The student avoids improper and potentially harmful multiple relationships.					
3. The student respects the fundamental rights, dignity, and worth of all people.					
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.					
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.					
6. The student behaves in accordance with the program's accepted code(s) of ethics/standards of practice.					

\_\_\_\_\_ I have read the above evaluation

\_\_\_\_\_ I agree with the evaluation      \_\_\_\_\_ I disagree with the evaluation

Comments:

**Candidate Signature:** \_\_\_\_\_



STUDENT USE

**SAMPLE – WEEKLY LOG OF ACTIVITIES**

Name \_\_\_\_\_

Week Ending \_\_\_\_\_

Worksite \_\_\_\_\_

1. Number of client contacts: \_\_\_\_\_
2. Number of contacts with other individuals (e.g., administrators, supervisors, parents, teachers) and a brief description of the nature of these contacts.

3. Most satisfying experience of my week:

4. Unanticipated problems that came up:

How I handled the problem:

What I would do differently if I had the chance:

5. Other comments on your experience this week:

# SAMPLE 1 CASE NOTES

To be filled out by student counselor.

Your Name: \_\_\_\_\_ Client's Initials: \_\_\_\_\_

Session Number: \_\_\_\_\_ Date: \_\_\_\_\_

1. Goals for the session

- For yourself:
  
  
  
  
  
  
  
  
  
  
- For the client(s):

2. Summary of what happened during the session:

3. Reactions:

- To yourself, your work:
  
  
  
  
  
  
  
  
  
  
- To your client:

4. Plans:

- For your Own counseling development:

- For your client:

## **SAMPLE 2 CASE NOTES**

1. Significant feelings expressed by the client.
2. Responses counselor made to feeling.
3. Alternative responses.
4. Relevant actions or behavioral goals.
5. Mini goals or immediate actions.
6. Feelings of counselor on interaction with client.

# **SCHOOL INTERNSHIP CASE CONCEPTUALIZATION OUTLINE**

## **Description of the Child/Adolescent**

*(1-2 pages)*

In this section provide a thorough description of the child/adolescent who is the subject of your case study. Include basic descriptors such as age, gender, race/ethnicity, and grade. Also briefly describe the family environment in which the child resides. Provide an overview of the problematic behaviors that are prompting concern, as well as strengths the child has. Describe the child's academic performance and peer relationships. Finally, describe any intervention efforts (both the types and the outcomes) that have been done to address the problematic behaviors. Feel free to add any additional information that will present a more complete picture of the child.

## **Diagnosis and Diagnostic Indicators**

*(1-2 pages)*

If you know the diagnosis or diagnoses the child has been given, simply list it/them. The remainder of this section will then consist of a discussion of the behavioral indicators that support the diagnosis. If you see behaviors that either support other diagnoses or contraindicate the current diagnosis, include that in your discussion.

## **Risk Factors and Maintaining Variables**

*(1-2 pages)*

Describe the risk factors that impact this child, as well as any protective factors that can be incorporated into an intervention plan. Discuss possible variables that may be maintaining the problematic variables or may be interfering with intervention efforts.

## **School-based Intervention Plan**

*(3-4 pages)*

In this section, thoroughly describe a school-based intervention plan to address the problematic issues of the child. The interventions should clearly be tied to the specific behaviors of concern. The interventions may address one or more risk factors and maintaining variables. While the interventions may be influenced by the child's diagnosis, the key here is connecting the interventions to the specifics of the child's problems.

Strive to develop interventions that can reasonably be implemented by a school counselor. Interventions may be in the form of classroom modifications, individual counseling interventions, or school-based group counseling interventions. It is acceptable to include interventions that have an out-of-school component, but they should be able to be devised and monitored by a school-based person. For example, consulting with parents regarding behavior management at home is acceptable, but it is not realistic to create an intervention that would require a school counselor to make frequent home visits to provide intense in-home counseling.

For the most part, your intervention plan should describe what can be done differently AT SCHOOL to help the child.

Try to make the interventions as specific as possible. Your goal is to develop a plan that is clear enough and specific enough so that a school counselor could read the plan and implement the interventions just as you intend. “Tell classroom teachers to be nicer to the child” is not specific. “Encourage teachers to provide verbal reinforcement (such as saying ‘good job’ or ‘excellent work’) contingent upon Joe attending to his assigned work” is specific.

The plan should be reasonable and should not include extraordinary efforts that teachers, counselors, and other school staff likely are unable to maintain. This means that you should limit the interventions to a reasonable number. A 20-point intervention plan is too complex; a plan consisting of a single intervention is unlikely to succeed. Aim to include 3 to 5 intervention ideas in your plan.

## **Evaluation**

*(1 page)*

Describe how you would evaluate the success of the plan. How would you know whether the plan was working? Outline specific types of data you would collect (including when and from whom). This should be as simple and easy-to-collect as possible.

# COMMUNITY INTERNSHIP CASE CONCEPTUALIZATION OUTLINE

## Description of the Client

*(1-2 pages)*

In this section provide a thorough description of the client who is the subject of your case study. Include basic descriptors such as age, gender, race/ethnicity, marital status, and physical appearance. Provide an overview of the problematic behaviors that are prompting concern, as well as strengths the client has. Finally, describe any intervention efforts (both the types and the outcomes) that have been done to address the problematic behaviors. Feel free to add any additional information that will present a more complete picture of this client.

## Presenting Problem

*(1 page)*

This section should include a listing of the problem areas, from the client's perspective. Include whether or not there was a precipitating set of circumstances, how long the problem(s) have been present, and if the problem has occurred before. If it has occurred before what were the circumstances at that time?

## Relevant History

*(1 page)*

This section should include a description of the client's orientation toward others in his/her environment. Examine whether or not there is a general way in which the client relates to others. What is the nature of his/her typical relationships? Also include the way the client's interpersonal stance is manifested within the counseling interaction.

## Environmental Factors

*(1 page)*

This section should include elements in the environment, which are stressful for the client, including those centrally related to the problem and those more peripheral stressors. It should also include those elements in the environment, which are supportive for the client, such as friends, family, living accommodations, recreational activities, and financial situation.

## Personality Dynamics

*(2-3 pages)*

Cognitive Factors: This section should include any data relevant to thinking and mental processes such as general mental alertness. Include the client's capacity for judgment and his/her ability to make decisions and carry out the practical affairs of daily living. Also include persistence of negative thoughts and the client's level of insight.

Emotional Factors: This section should include any data relevant to the emotional status of the individual including the client's mood during the interview, observations concerning the general appropriateness of affect, the range of emotions the client has the capacity to display, and any cyclical aspects of the client's emotional life.

Behavioral Factors: This section should include any relevant data to the client's behaviors such as patterns of relevant behavior (i.e. eating, sleeping, sexual, etc.), patterns of recreational and physical activity, and existence of persistent habits or mannerisms.

## **Treatment Plan**

*(3-4 pages)*

In this section, thoroughly describe a treatment plan to address the problematic issues of the client(s). The interventions should clearly be tied to the specific behaviors of concern. The interventions may address one or more risk factors and maintaining variables. While the interventions may be influenced by the client's diagnosis, the key here is connecting the interventions to the specifics of the presenting problems.

The plan should be reasonable and should not include extraordinary efforts that helping professionals are unable to maintain. This means that you should limit the interventions to a reasonable number. A 20-point intervention plan is too complex; a plan consisting of a single intervention is unlikely to succeed. Aim to include 3 to 5 intervention ideas in your plan.

## **Counselor's Conceptualization of the Problems**

*(1 page)*

This section will include a summary of the counselor's view of the problem. What are the common themes? What ties them all together? What are your counseling goals? What is your plan for achieving those goals?

## Internship Student Checklist – School Recommended Activities

### **General Requirements**

- Review school policy manual and special procedures \_\_\_\_\_
- Review and adhere to ethical guidelines \_\_\_\_\_
- Review specific counseling programs utilized in school \_\_\_\_\_
- Visit school staff:
  - Administrative \_\_\_\_\_
  - School Nurse \_\_\_\_\_
  - School Psychologist \_\_\_\_\_
  - Special Education \_\_\_\_\_
  - Special Programs \_\_\_\_\_
  - Teacher/Behavior Aides \_\_\_\_\_
- Individual Counseling
  - Observe \_\_\_\_\_
  - Co-facilitate \_\_\_\_\_
  - Lead \_\_\_\_\_
- Group Counseling
  - Observe \_\_\_\_\_
  - Co-facilitate \_\_\_\_\_
  - Lead \_\_\_\_\_
- Observe in-house and out-of-house teachers for three 30-minute periods \_\_\_\_\_
- Visit Media Library \_\_\_\_\_
- Visit other community agencies (OCS, CMHC, FRA) \_\_\_\_\_
- Attend substitute teacher orientation \_\_\_\_\_
- Meet with supervisor once a week \_\_\_\_\_
- Attend counselor workshops and/or in-services \_\_\_\_\_
- Attend staff meetings \_\_\_\_\_
- Attend monthly counselor meeting \_\_\_\_\_
- Attend an IEP/504 meeting \_\_\_\_\_

### **Elementary/Middle School**

- Develop and lead counseling lesson \_\_\_\_\_
- Review counseling programs utilized (personal safety, AIDS) \_\_\_\_\_
- Shadow a teacher for one day \_\_\_\_\_
- Participate in school counseling special events (i.e. cultural program) \_\_\_\_\_

### **Middle School/High School**

- Observe and assist in class scheduling procedures \_\_\_\_\_
- Shadow a student for one day \_\_\_\_\_
- Career Counseling
  - Observe informational meetings for parents/students \_\_\_\_\_
  - Co-facilitate informational meetings for parents/students \_\_\_\_\_
  - Lead informational meetings for parents/students \_\_\_\_\_
- Participate in school counseling special events \_\_\_\_\_

## **Internship Student Checklist – Community Recommended Activities**

### **General Requirements**

- Review agency policy manual and special procedures \_\_\_\_\_
- Review and adhere to ethical guidelines (APA, ACA) \_\_\_\_\_
- Review specific counseling programs utilized in agency \_\_\_\_\_
- Visit staff:
  - Administrative \_\_\_\_\_
  - Other Clinicians \_\_\_\_\_
  - Medical Professionals \_\_\_\_\_
  - Special Programs \_\_\_\_\_
- Individual Counseling
  - Observe \_\_\_\_\_
  - Co-facilitate \_\_\_\_\_
  - Lead \_\_\_\_\_
- Couple/Family Counseling
  - Observe \_\_\_\_\_
  - Co-facilitate \_\_\_\_\_
  - Lead \_\_\_\_\_
- Group Counseling
  - Observe \_\_\_\_\_
  - Co-facilitate \_\_\_\_\_
  - Lead \_\_\_\_\_
- Observe other professionals for two 30-minute periods \_\_\_\_\_
- Visit other community agencies (OCS, CMHC, FRA) \_\_\_\_\_
- Meet with supervisor once a week
  - Assess student strengths and weaknesses \_\_\_\_\_
  - Discuss questions and/or concerns \_\_\_\_\_
  - Evaluate case studies \_\_\_\_\_
- Attend counselor workshops and/or in-services \_\_\_\_\_
- Attend professional development training \_\_\_\_\_
- Attend staff meetings \_\_\_\_\_

## On-Site Supervisor's Evaluation of the Counselor Candidate

Date: \_\_\_\_\_ Name of Student Counselor: \_\_\_\_\_

Name of Placement Site: \_\_\_\_\_

Kinds of students the counselor candidate worked with: \_\_\_\_\_

Name of On-Site Supervisor: \_\_\_\_\_ Position: \_\_\_\_\_

The purpose of this evaluation is to provide meaningful feedback to counselor candidates. When completing the evaluation, feel free to reword items as they pertain to your specific setting.

Use the following scale to evaluate candidate's proficiency in each area

- 1 – Candidate is not ready to perform task or has not attempted to perform task
- 2 – Candidate needs assistance to complete task with direct supervision
- 3 – Candidate can complete task on his/her own with supervisor follow up
- 4 – Candidate can complete task on his/her own with minimum supervision
- 5 – Candidate can consistently complete task on his/her own without direct supervision

### I. Working in the Counseling Environment

Becoming integrated into the placement site	1	2	3	4	5
Arranging counseling sessions	1	2	3	4	5
Maintaining contact with the on-site supervisor	1	2	3	4	5
Ability to maintain appropriate case notes	1	2	3	4	5
Demonstrating ability to work with fellow staff	1	2	3	4	5
Accepting and using supervision effectively	1	2	3	4	5
Understands role and function appropriate to site placement	1	2	3	4	5

### II. Counseling Skills and Process

Responding effectively to clients	1	2	3	4	5
Operationalize the individual's goals	1	2	3	4	5
Initiate steps to achieve goals	1	2	3	4	5
Determine external/internal resources available to the individual	1	2	3	4	5
Demonstrating the ability to counsel according to a theoretical model	1	2	3	4	5
Demonstrating awareness of diversity issues	1	2	3	4	5
Demonstrating knowledge of ACA/ASCA Code of Ethics and demonstrating ethical behavior	1	2	3	4	5

### III. Counseling Characteristics

Demonstrating knowledge of self (their strengths and limitations)	1	2	3	4	5
Takes responsibility for assuring client welfare when encountering the boundaries of his/her expertise	1	2	3	4	5
Demonstrates honesty, fairness and respect for others	1	2	3	4	5

### IV. Elementary School Counseling

Ability to develop age-appropriate classroom guidance lessons	1	2	3	4	5
Ability to deliver classroom guidance lessons	1	2	3	4	5
Ability to perform one-on-one counseling	1	2	3	4	5
Ability to co-facilitate small group counseling	1	2	3	4	5
Ability to consult with parents, teachers and other school personnel about student concerns and community resources	1	2	3	4	5
Demonstrates knowledge of resources available to special needs students	1	2	3	4	5

### V. Secondary School Counseling

Demonstrates knowledge of scheduling procedures	1	2	3	4	5
Ability to develop appropriate academic and career goals with students	1	2	3	4	5
Ability to perform one-on-one counseling	1	2	3	4	5
Ability to co-facilitate small group counseling	1	2	3	4	5
Ability to consult with parents, teachers and other school personnel about student concerns and community resources	1	2	3	4	5
Demonstrates knowledge of resources available to special needs students	1	2	3	4	5

### VI. Community Counseling

Ability to perform one-on-one counseling	1	2	3	4	5
Ability to co-facilitate small group counseling	1	2	3	4	5
Ability to perform couples or family counseling	1	2	3	4	5
Demonstrates knowledge of community resources available to clients	1	2	3	4	5
Ability to identify and consult with appropriate individuals in the community about client concerns	1	2	3	4	5
Demonstrates appropriate case management skills	1	2	3	4	5

**VII. Overall Rating**

Counselor candidate's readiness to assume role as a practicing professional counselor 1 2 3 4 5

**VIII. Narrative Evaluation**

- Please list the counselor candidate's strong points:
  
  
  
  
  
  
  
  
  
  
- Please list the area(s) in which the counselor candidate needs improvement:
  
  
  
  
  
  
  
  
  
  
- Please explain your overall evaluation of the candidate's potential of becoming an effective counselor:
  
  
  
  
  
  
  
  
  
  
- In your opinion, how might the internship experience be improved?

Signature: \_\_\_\_\_  
On-Site Supervisor

Candidate Section:

Please check the appropriate box below and use the space provided for any additional comments.

- \_\_\_ I have read the above evaluation.
- \_\_\_ I have concerns that I would like to address.
- \_\_\_ I would like to have a copy of this mailed to me. My address is provided below.

Signature: \_\_\_\_\_  
Candidate

# Supervisor Information

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

Student Counselor: \_\_\_\_\_

Site Placement: \_\_\_\_\_

On-Site Supervisor: \_\_\_\_\_ SSN: \_\_\_\_\_

E-mail: \_\_\_\_\_

Telephone: \_\_\_\_\_

Site Address: \_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Years at Site: \_\_\_\_\_

Years in the Field: \_\_\_\_\_

Education Level: \_\_\_\_\_

Special Licenses: \_\_\_\_\_

Major: \_\_\_\_\_

Certifications: \_\_\_\_\_

Ethnicity\*: \_\_\_\_\_

On-Site Supervisors of UAF Counseling Interns receive an honorarium as appreciation for their time and effort. In order to receive this honorarium we must have a Social Security Number on record. Additionally, to ensure we meet the requirements of supervision for our counselor interns, we need to know the supervisors' educational level in the counseling field, along with any special licenses or endorsements. Please return this form to the UAF Counseling Program Department Chair.

\*For our National Accreditation we are also asked to show that our interns are able to be placed in diverse settings with supervisors of diverse backgrounds. We are asking that supervisors complete the ethnicity category, but it is not a required field.

Are you a United States citizen?

Yes

No

*(This information is required for compliance with IRS regulations)*

## *Example:* Supervisor Information

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

Student Counselor: John/Jane Doe

Site Placement: UAF

On-Site Supervisor: Jane Smith SSN: XXX-XX-XXXX

E-mail: jsmith@yahoo.com Telephone: 456-1234

Site Address: Fairbanks Elementary School Home Address: 345 Columbus Rd.

P.O. Box 12345 Fairbanks, AK 99701

Fairbanks, AK 99711

Years at Site: 5 Years in the Field: 10

Education Level: M.Ed. Special Licenses: LPC

Major: Counseling Certifications: K-12 Counseling Endorsement

Ethnicity\*: Caucasian

On-Site Supervisors of UAF Counseling Interns receive an honorarium as appreciation for their time and effort. In order to receive this honorarium we must have a Social Security Number on record. Additionally, to ensure we meet the requirements of supervision for our counselor interns, we need to know the supervisors' educational level in the counseling field, along with any special licenses or endorsements. Please return this form to the UAF Counseling Program Department Chair.

\*For our National Accreditation we are also asked to show that our interns are able to be placed in diverse settings with supervisors of diverse backgrounds. We are asking that supervisors complete the ethnicity category, but it is not a required field.

Yes

No

Are you a United States citizen?

*(This information is required for compliance with IRS regulations)*

**Initial Internship Site Visit**  
**To be Completed Within First 2 Weeks of Internship Semester**

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

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

**Site:** \_\_\_\_\_

**Circle:**      **Intern I**      **Intern II**

**UAF Supervisor:** \_\_\_\_\_

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

Present and review UAF Internship Manual

Discuss:

- Roles and responsibilities of site and university supervisors
- Roles and responsibilities of student
- Evaluation process and procedures
- Particular questions or concerns of site supervisor or student

Comments:

**Interim Internship Site Visit**  
**To be Completed Within 6 Weeks of Initial Visit**

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

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

**Site:** \_\_\_\_\_

**Circle:**      **Intern I**      **Intern II**

**UAF Supervisor:** \_\_\_\_\_

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

Discuss how the student and supervisor feel the Internship is going to this date. Describe:

- Student's role within the site (i.e. receptiveness of staff, students, families)
- Activities attended or performed to date
- Areas that appear to be missing (i.e. individual, group, guidance lessons)
- Describe the student's strengths
- Discuss possible focus areas to enhance the student's skills

Comments:

## Internship Student Observation

**Student:** \_\_\_\_\_ **Site:** \_\_\_\_\_

**UAF Supervisor:** \_\_\_\_\_ **Site Supervisor:** \_\_\_\_\_

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

Describe the activity to be observed

Describe the appropriateness of the activity to the developmental level of the students

Describe student's communicative skills

Describe student's ability to interact with individuals or within a group

Describe the student's strengths

Discuss possible focus areas to enhance the student's skills

Describe student's receptiveness to feedback

Additional Comments

**Internship Final Visit**  
**To be Completed Within 2 Weeks Prior to End of Semester**

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

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

**Site:** \_\_\_\_\_

**Circle:**      **Intern I**      **Intern II**

**UAF Supervisor:** \_\_\_\_\_

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

Discuss how the student and supervisor feel the Internship went overall. Describe:

- Student's role within the site (i.e. receptiveness of staff, students, families)
- Activities attended or performed
- Areas in which the student was unable to engage (i.e. individual, group, guidance lessons)
- Describe the student's strengths
- Identify areas of continuation for improvement or any further recommendations for the student

Comments:

**AMERICAN COUNSELING ASSOCIATION**  
**www.counseling.org**  
**ACA Code of Ethics**  
**As approved by the ACA Governing Council**  
**2005**

**Mission**

The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.

*ACA Code of Ethics* Preamble

The American Counseling Association is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. ACA members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts.

Professional values are an important way of living out an ethical commitment. Values inform principles. Inherently held values that guide our behaviors or exceed prescribed behaviors are deeply ingrained in the counselor and developed out of personal dedication, rather than the mandatory requirement of an external organization.

***ACA Code of Ethics* Purpose**

The *ACA Code of Ethics* serves five main purposes:

1. The *Code* enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members.
2. The *Code* helps support the mission of the association.
3. The *Code* establishes principles that define ethical behavior and best practices of association members.
4. The *Code* serves as an ethical guide designed to assist members in constructing a professional course of action that best serves those utilizing counseling services and best promotes the values of the counseling profession.
5. The *Code* serves as the basis for processing of ethical complaints and inquiries initiated against members of the association.

The *ACA Code of Ethics* contains eight main sections that address the following areas:

**Section A: The Counseling Relationship**

**Section B: Confidentiality, Privileged Communication, and Privacy**

**Section C: Professional Responsibility**

**Section D: Relationships With Other Professionals**

**Section E: Evaluation, Assessment, and Interpretation**

**Section F: Supervision, Training, and Teaching**

**Section G: Research and Publication****Section H: Resolving Ethical Issues**

Each section of the *ACA Code of Ethics* begins with an Introduction. The introductions to each section discuss what counselors should aspire to with regard to ethical behavior and responsibility. The Introduction helps set the tone for that particular section and provides a starting point that invites reflection on the ethical mandates contained in each part of the *ACA Code of Ethics*.

When counselors are faced with ethical dilemmas that are difficult to resolve, they are expected to engage in a carefully considered ethical decision-making process. Reasonable differences of opinion can and do exist among counselors with respect to the ways in which values, ethical principles, and ethical standards would be applied when they conflict. While there is no specific ethical decision-making model that is most effective, counselors are expected to be familiar with a credible model of decision making that can bear public scrutiny and its application.

Through a chosen ethical decision-making process and evaluation of the context of the situation, counselors are empowered to make decisions that help expand the capacity of people to grow and develop. A brief glossary is given to provide readers with a concise description of some of the terms used in the *ACA Code of Ethics*.