SCHOOL COUNSELING INTERNSHIP HANDBOOK

Counseling Program
Department of Counseling & Higher Education
College of Education

Rev. Fall 2010

UNT at Denton Internship Coordinator
Dr. Delini Fernando
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UNT Dallas Internship Coordinator
Dr. Yu-Fen Lin
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COUN 5720 and COUN 5721 Internship Overview

Internship is the final activity in a student’s program and is intended to provide an opportunity to engage in all of the activities of a regularly employed staff member in a setting compatible with his/her program track. The following overview is designed to help you understand the process and the details you will find in the remainder of this handbook. **Internship is very important to the completion of this part of your education. We want you to have the very best experience possible! BEST WISHES!**

**To qualify for enrollment in internship, the student must**

- Complete all degree plan coursework except COUN 5720 and COUN 5721. Assuming the internship does not require the elective, a MEd student may take not more than one degree plan elective along with COUN 5720 Internship I. With advisor approval, full-time 60-hour MS students may take an elective with each semester of internship.
- Participate in internship orientation meeting hosted by the internship coordinator
- Submit an acceptable internship application no later than the last class day of the semester before the experience.
  - Denton students complete the internship application on Tk20.
  - Dallas students complete the internship application as directed by Dr. Lin.
- Submit internship contracts and documents on schedule required by internship coordinator.
  - Note: students may not begin internship hours without the direct approval of his or her internship instructor.

**The Internship Experience**

1. Students are required to work 300 hours in both COUN 5720 and 5721 for a total of 600 hours in their program area. A minimum of 240 of the 600 hours must be direct contact with clients. During some of the remaining hours, students are required to participate in both individual and group supervision. Although students may carry hours from 5720 to 5721 with instructor approval, students may NOT carry hours from practicum to internship.

2. Students must enroll in COUN 5720 and 5721 in subsequent semesters. Only in the most extenuating of circumstances may a student appeal to take them concurrently. To appeal, the student must submit a justification along with supporting documentation regarding clinical readiness (e.g., statements from advisor, practicum instructor, internship instructor, and site supervisor) to the Clinical Experiences Committee by midterm the semester prior to the desired internship. Students will never be allowed to take concurrent summer internships.

3. The internship must be completed at an **approved site** with a **qualified site supervisor**.
   a. You may download a list of preapproved internship sites from the Counseling webpage ([www.coe.unt.edu/che/coun](http://www.coe.unt.edu/che/coun) → Resources → Student Materials – Clinical). If you choose a site that is not on the approved list, contact the faculty internship coordinator to clarify the requirements for an appropriate internship site.
   b. The qualified site supervisor is one who (1) has a master’s or doctoral degree in counseling or a closely related field, (2) has at least 2-years post-master’s experience in counseling, (3) holds appropriate licenses/certifications, and (4) possesses relevant training in counseling supervision.
   c. Students on the school counseling track or school certification deficiency plan may be placed in the...
same school setting for both semesters of internship under the following conditions:

   i. Students must be able to record counseling sessions for supervision by UNT internship supervisors.

   ii. Students are conducting counseling under responsive services component for their school counselor position. The percentage of responsive services conducted should meet TEA standards for school level (30-40% Elementary; 30-40% Middle School; 25-35% High School). Students also conduct the three additional components, Guidance, Individual Planning, & System Support, meeting percentages recommended by TEA. Students will need to provide evidence to the internship instructor regarding component breakdown.

   iii. If students cannot meet the requirements of 1 and 2, the student is allowed to complete a maximum of 80 hours of direct contact toward the 600 hour requirement with clients outside of the school setting in a community/agency setting to meet Responsive Services component requirements. The student must receive internship coordinator approval prior to agreement between student and site.

4. Supervision is a critical component of the successful internship. The internship activities will be supervised in the following ways
   a. A minimum of one hour/week in individual supervision with a qualified site supervisor.
   b. A minimum of two hours/week in group supervision on site. Group supervision may be case staffing or staff meeting
   c. A minimum of three hours of group supervision seminar on campus every two weeks.
   d. A minimum of one visit from program faculty to internship site each semester.
   e. Telephone/email consultation between program faculty and site supervisor throughout the semester.

GRADUATION REMINDER!

You MUST Apply for Graduation
You may apply up to one year before you graduate, and you must apply no later than the deadline set by the graduate school. For graduation information, call the UNT Graduate School, located in the Eagle Student Services Center, 940-565-2383.
Credentialing Information

Public School Counselor Certification in Texas

1. For certification, you must have at least two years of teaching experience in an accredited school. If you have not done so already, you need to submit the following to the Student Advising Office in Matthews Hall, Room 105: (a) A copy of your degree plan, (b) a teacher service record – two years teaching experience.

2. You must successfully complete the TExES School Counselor exam as one condition for school counselor certification. Please contact the TExES Advising office in Matthew Hall, Room 103, phone: 940-369-8601, for assistance. The test is administered year-round. You will be cleared to register for the exam once you have applied successfully for practicum. You may register to sit for the exam at the start of internship and after the successful completion of:

   COUN 5710  Counseling Theories
   COUN 5740  Group Counseling
   COUN 5470  Career Development
   COUN 5760  Appraisal in Child & Adolescent Counseling
   COUN 5690  Practicum in Counseling
   COUN 5600  Counseling in the Secondary School OR
   COUN 5770  Counseling in the Elementary School
   DFST 5123  Lifespan Human Development OR
   COUN 5670  Developmental Processes and Strategies

   a. Before you register to take the exam, you should make sure that you have completed ALL the above listed courses.
   b. For registration dates, deadlines, testing information, and study tips, refer to the registration bulletin available at the ETS website: Go to www.texas.ets.org, the TExES Office in Matthews Hall, 103-940-369-8601, or your local ISD administration building.

3. Apply for teacher certification at: www.sbec.state.tx.us

   ● A fee is required. Online fee payment is available.
   ● The system will prompt if you need to submit your fingerprint scan/card.

UNT will recommend you for certification when you have passed your certification exams and your degree is posted on your transcript. This can take 4-6 weeks.

For specific inquiries, contact Stella Winsett, Certification Specialist, in the Student Advising Office, Matthews Hall 105, phone: 940-565-2740, or the State Board for Educator Certification, 1701 North Congress Ave, WBT 5-100 Austin, TX 78701-1494, (512) 936-8400.

Instructions also available at: www.coe.unt.edu/sao/TeacherCertification/CertAppInstruc.html
Licensure

- You may request an LPC Intern packet from the Texas Board of Examiners of Professional Counselors, P.O. Box 149347, Austin, TX  78714-9347, (512)834-6658 or through their website at [www.dshs.state.tx.us/counselor/default.shtm](http://www.dshs.state.tx.us/counselor/default.shtm). The NCE is now the Texas licensing exam. You must take it and pass it before becoming an LPC Intern.

- The State of Texas requires 300 total hours with 100 client contact hours in a master’s program to be eligible for LPC-Intern Status. UNT requires 700 hours with 280 client contact hours for graduation. Thus, UNT students have 400 hours extra with 180 client contact hours that will be applied towards their LPC. The LPC Board will not accept more than 400 hours from a master’s program to carry forward.

<table>
<thead>
<tr>
<th>TOTAL HOURS</th>
<th>CLIENT CONTACT</th>
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<tbody>
<tr>
<td>COUN 5690 Practicum</td>
<td>100</td>
</tr>
<tr>
<td>COUN 5720 Internship I</td>
<td>300</td>
</tr>
<tr>
<td>COUN 5721 Internship II</td>
<td>300</td>
</tr>
</tbody>
</table>

- Total hours earned at UNT: 700
- Hours required by Texas LPC: 300
- Hours that may apply to LPC: 400


LPC Examination

- UNT Counseling Program graduates are eligible for the National Certified Counselor (NCC) credential once they graduate and pass the National Counselor Examination (NCE).
- Students can apply for the NCE by following the directions posted on the NBCC website, [www.nbcc.org](http://www.nbcc.org). NCE preparation/study materials are available through the Willis Library.
- To learn more about the NCE or to order an NCE Prep Guide, visit [http://www.nbcc.org/extras/pdfs/nbcc_orderform.pdf](http://www.nbcc.org/extras/pdfs/nbcc_orderform.pdf)

Doctoral Studies

- UNT’s counselor education doctoral program might be a logical and poignant next step for you. Information and application packets are available in our office in Stovall Hall Rm. 155 or from the Counseling Program home page at [www.coe.unt.edu/che/coun](http://www.coe.unt.edu/che/coun)
Helpful Licensure and Certification Resources

Texas Counseling Association Licensed Professional Counselor Brochure

Texas Counseling Association Professional School Counselor Brochure

Texas Counseling Association Professional College Counselor Brochure

Directory of State Licensure Boards

Directory of State School Counselor Certification Requirements & Contacts
http://www.schoolcounselor.org/content.asp?contentid=242

Requirements for Texas Licensed Marriage and Family Therapist (LMFT)
http://www.dshs.state.tx.us/mft/

Requirements for Texas Licensed Chemical Dependency Counselor (LCDC)
http://www.dshs.state.tx.us/lcdc/

Requirements for National Certified Counselor (NCC)
www.nbcc.org

Requirements for Registered Play Therapist (RPT)
Association for Play Therapy http://www.a4pt.org
Information for UNT students about the RPT http://cpt.unt.edu/about-us/faq/students-faq/
Information for professionals about the RPT http://cpt.unt.edu/about-us/faq/professionals-faq/
DATE:

TO:

FROM: Dr. Delini Fernando, Assistant Professor and Internship Coordinator

RE: School Counseling Internship experience for _____________________________

The above named student has indicated an interest in obtaining a counseling internship placement in your school. With your approval, the student will be placed in your school for _______ hours per week for _________ weeks as part of the counselor preparation program. It is our expectation that the on-site internship experience provide opportunity for direct guidance and counseling with students AND will include the student counselor’s participation in all usual activities of the school. Exposure to the work of a variety of professionals within the school will broaden the student’s educational experience and provide better preparation for the profession.

It is our belief that consistent supervision is vital to the student’s learning. Close supervision of internship activities is required by our accrediting body (CACREP) and the Texas Licensed Professional Counselor board. To meet the State standards and our own, we require a minimum of one hour of individual supervision with a qualified supervisor and two hours of group supervision (may be case conference or staff meeting) each week. During supervision, the opportunity to critique audio and/or video recordings or discuss activities observed during observations should be available to help the student conceptualize the case and the appropriate treatment strategies. To qualify as a supervisor, the supervisor must have at least a master’s degree in counseling or closely related profession, setting-specific licenses and/or certifications, at least two years post-master’s professional experience, and relevant training in counseling supervision.

Finally, in evaluating the student’s performance, it is important for the supervisor to take into account the total performance of the student. The ability to counsel, provide guidance activities, keep records, and maintain a general professional attitude are all part of the criteria.

______________________, the Internship Instructor for the University, will visit your school periodically and will want to meet with you during the semester so that we will be in a better position to provide support if it is needed. You should feel free to call the Instructor at any time.

If you are in agreement with the above requirements and can comply with them, complete the attached supervision agreement in consultation with the student. The student will return the original signed copy to the Internship Coordinator, and the second copy is for your file.

Thank you for contributing to the educational goals of our student. It is our intention that the student not be the only one to benefit from this experience. Once a good working relationship is established, we hope our student counselor will make a contribution to your school.
Counseling Program  
University of North Texas

COUN 5720 and COUN 5721 Internship in Counseling I & II
(For School Counselor Candidates)

These courses are designed to provide in-the-field supervised counseling experience for students who are in their final semesters of the Counseling Program. Emphasis is placed upon the performance of individual counseling, group counseling, classroom guidance, and parent and teacher consultation. The ultimate goal for this course is to prepare the student for employment as a school counselor.

Objective

Students will be expected to demonstrate the following competencies:

1. To plan and implement counseling (individual and group) in a school or equivalent setting.
2. To plan and implement classroom developmental counseling activities in a school or equivalent setting.
3. To plan and implement consultation activities with administrators, parents, and teachers in a school or equivalent setting.
4. To plan and implement a design for a comprehensive developmental counseling program in a school or equivalent setting.
5. To participate in individual and group supervision activities.
6. To gain confidence as a school counselor and to identify oneself as a professional in the counseling field.

The University of North Texas College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The designated liaison for the Counseling Program is Dr. Jan Holden, Room 155, Stovall Hall. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214.

The student has the responsibility of informing the course instructor of any disabling condition which will require modifications to avoid discrimination.
Requirements

1. Class participation at all scheduled meetings.
2. Log - keep a comprehensive daily record of all counseling-related activities. Personalize - include high points, frustrations, and overall reactions while emphasizing lessons learned and implications. Include approximate amount of time spent on each activity.
   a. Internship activities (counseling/consulting/coordinating interventions)
   b. Planning and preparation
   c. Classroom activities
   d. Supervision activities & individual and group
3. Processing Highlights: Weekly, email, mail or turn in a one or two-page processing paper to your UNT supervisor, briefly noting activities, and emphasizing lessons learned and implications of those lessons for future counseling. In all cases protect privacy by avoiding use of actual names of schools, students, teachers and others.
4. Audio recording (turned in at each class meeting).
5. Prepare a paper comparing and contrasting the latest versions of the Texas Education Agency’s A Model Developmental Guidance Program for Texas Public Schools: A guide for Program Development Pre-K - 12th Grade Third Edition and Career Development Implementation Handbook and the developmental guidance program for your district. The primary goal of this project is to help students articulate a clear, succinct personal explanation and description of school counseling, school guidance and developmental school guidance programs.

Each student must complete a minimum of 600 hours of supervised practicum activities, including 240 direct client contact hours.

Activities

1. Individual counseling
2. Group counseling
3. Classroom developmental counseling activities
4. Consultation (administrators, parents, and teachers)
5. Assessment
6. Consultations with one-site and faculty supervisor

Internship Outline

I. Legal and Ethical Issues
II. Professional Identity and Organizations
III. Establishing a Comprehensive Developmental Counseling Program
IV. Individual Counseling (Coupled With Student’s Theoretical Approach)
V. Group Counseling
VI. Classroom Developmental Counseling
VII. School Assessment Programs and Individual Appraisal
VIII. Consultation With Parents
IX. Consultation With Teachers and Administrators
Placement in an appropriate school or equivalent setting.

Seminar Dates: Participation in the following seminar sessions is required:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Written Assignments:

1. Each student will be required to keep a log of the activities that are included in the internship placement. Entries should be recorded daily. A recap sheet should be developed at the end of each week including major assignments, responsibilities, and amount of time spent in each category of activity/responsibility.

2. A report to communicate to members of the seminar the specific operation of your placement site including the following elements:
   a. Brief review of the school district’s (or equivalent’s) comprehensive developmental guidance program.
   b. Goals and objectives of your internship experience site.
   c. Methods being used to accomplish these objectives and goals.
   d. Allocation of school district (or institutions setting) resources for guidance and counseling.
   e. Your specific activities/responsibilities during the internship.
   f. Some contribution (handout, etc.) related to your major professional interest/concern. e.g. self esteem, decision making.

   Make enough copies of this report for all members of the seminar. This report is usually due when you make your presentation before the seminar.

3. A final report due by ___________ which includes the following elements:
   a. A brief review of the professional career significance to you of your setting and on-site supervision.
   b. Your view of trends in school counseling and guidance based on your investigation/research, and your personal experiences in the field.
   c. A reconciliation of your life’s goals, values, and employment opportunities in relation to current status and future trends in school counseling and guidance. What are your plans for the next 5 years? For the next 10 years?
   d. A comparison and critique of the two TEA Developmental Guidance Programs and the program at your internship site.
1. Students are to be placed in appropriate school or equivalent settings which will give them opportunities to apply the skills and knowledge they have acquired in their school counseling preparation program.

2. The internship setting should provide the student a broad range of experiences and responsibilities.

3. The internship experience arrangement should be of such a nature as to be mutually beneficial to cooperating professionals and students. It is expected that students will have sufficient preparation to enable them to adjust rapidly and become productive colleagues during the period of the internship placement.

4. Students and their supervisors will be visited during the internship experience by a UNT Counseling Program supervisor for the purpose of evaluating student progress. If progress is deemed unsatisfactory, either by the internship supervisor or the Counseling Program supervisor, the student will be withdrawn from the internship experience.

5. The student’s Internship supervisor will be asked to complete an online evaluation form which will be used in evaluation conferences with the student. The form may be found on TK20, UNT’s online assessment system. The site supervisor will be contacted by the Internship coordinator at the University of North Texas Counseling Program early on in the semester with information on how to access Tk20.

6. Students are expected to abide by the professional conditions in effect at the specific school/institutional assignment.

7. The internship experience will extend from the period of: __________________________ (date)
   
   During the following days and hours:

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<tr>
<th>Days</th>
<th>Hours</th>
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   Total clock hour commitment: ______________________ (hours)

APPROVAL:
For the School: ____________________________
Name ____________________________
Title ____________________________

For UNT Counseling Program:
Name ____________________________
Title ____________________________
This internship agreement between the UNT Counseling Program and ____________________ clarifies the joint and separate responsibilities of each institution for the selection and internship experiences of UNT Counseling Program students during the academic year. (Please see Supervision Agreement form)

______________________, as the participating School, will:

- Provide field training and supervision by the school counselor at times to be agreed upon by the Counselor and the UNT intern for approximately ____ hours per week for ____ weeks.
- Provide such cases and student/client contacts as the School and the Counseling Program Supervisor deem appropriate for the student’s skill level and time allotted for the internship experience.
- Provide the use of existing office space, privacy for counseling, use of available equipment and usual office supplies and clerical assistance necessary to the learning task.
- Submit requested reports to provide the student’s Counseling Program Supervisor with an evaluation of the student’s activities.
- Inform the Counseling Program of changes in School policy, procedures, and personnel that might affect the internship experience.

The University of North Texas Counseling Program, as the participating University, will:

- Participate with the School in the screening and selection of the student counselors and honor a request by the School that the student be relieved of responsibilities when and if the student is not capable of functioning at the required level or if for any reason the student is found unsuitable for assignment in the School.
- Share appropriate requested information regarding the student’s background experience and educational accomplishments and needs.
- Enforce rules and regulations governing the student that they are mutually agreed upon by the UNT and the School. Students will be expected to abide by School office hours and personnel practices and to respect the confidential nature of School case records.
- Provide regular supervision of the student’s experiences according to the policies the Counseling Program enforces.

Please print & sign agreement:

School Supervisor ____________________________________________ Date _____

Principal or Director of Guidance ________________________________ Date _____

UNT Supervisor _______________________________________________ Date _____

UNT Internship Coordinator _____________________________________ Date _____

Counseling Program
SUPERVISION AGREEMENT
COUNSELING PROGRAM, UNIVERSITY OF NORTH TEXAS

AND

SCHOOL NAME

SCHOOL SUPERVISOR’S NAME: ________________________________

TITLE: ________________________________

HIGHEST ACADEMIC DEGREE AND MAJOR: ________________________________

PROFESSIONAL CREDENTIALS: ________________________________

SUPERVISION TRAINING: ________________________________

STUDENT’S NAME: ________________________________

SCHEDULE (DAYS AND TIMES WHEN THE STUDENT WILL BE AT SCHOOL):

NATURE OF THE DUTIES AND EXPECTATIONS (IN DETAIL):

SUPERVISION WILL TAKE PLACE ON: ________________ AT ________________

Day(s) Time(s)

NUMBER OF SUPERVISION HOURS PER WEEK: ________________

INDIVIDUAL

GROUP

This agreement was developed in a conference between the student and the supervisor. Also discussed was school policy on dress, confidentiality, files, records, office hours, and those areas essential for job effectiveness.

Supervisor (print & sign)__________________________ Date __________

Student (print & sign)____________________________ Date __________
COUN 5720 & 5721: INTERNSHIP I & II
ETHICS AGREEMENT & GUIDELINES

DIRECTION:

Student is to complete this form in duplicate and submit a copy of this agreement to the University Internship Coordinator. The 2\textsuperscript{nd} copy is for your own records.

1. I hereby attest that I have read and understood the American Counseling Association Code of Ethics and will practice my counseling program work in accordance with these standards. Any breach of these ethics or any unethical behavior on my part may result in my removal from internship and a failing grade. Documentation of such behavior will become part of my permanent record.

2. I understand that I may be required to become familiar with additional codes of ethics from related professional disciplines.

3. I agree to adhere to the administrative policies, rules, standards, and practices of the Internship site.

4. I understand that my responsibilities include keeping my Internship supervisor(s) informed regarding my internship experience.

5. I understand that I will not be issued a passing grade in Internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as required.

Signature ________________________________

Date _________________________________
DIRECTION:

Student is to complete this form in duplicate and submit a copy of this agreement to the University Internship Coordinator. The 2nd copy is for your own records.

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2. I understand that I may be required to become familiar with additional codes of ethics from related professional disciplines.

3. I agree to adhere to the administrative policies, rules, standards, and practices of the Internship site.

4. I understand that my responsibilities include keeping my Internship supervisor(s) informed regarding my field experience.

5. I understand that I will not be issued a passing grade in Internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as required.

Signature ____________________________

Date ________________________________
COUN 5720/5721: Internship in Counseling I & II

Release of Information

I hereby authorize my COUN 5720 Internship Instructor to release information from my Counseling and Student Services student file to my Supervisor(s) at my internship site(s). My instructor may release to my Supervisor(s) any information that, in the judgment of my instructor, is pertinent to my progress in Internship. This release shall be in effect only during the time I am enrolled in COUN 5720 and/or 5721.

Name ____________________________________________ (Print)

___________________________________________ (Signature)

____________________________ (Date)

UNT ID Number: _______________________________
COUN 5720/5721 Guide to Tk20  
(DENTON ONLY)

UNT’s College of Education uses Tk20 as a comprehensive online data management system for all student activities in programs leading to certification for teachers or counselors. Denton Counseling Program students are required to subscribe to Tk20 to complete course assignments and to facilitate evaluations for courses, field experiences, and internship/practicum.

A student manual for using Tk20 is available at www.tk20.com/resources/HigherEdStudent.pdf. Field experience procedures are explained on pages 78-85. Please consult your manual prior to requesting assistance from your instructor or program coordinator.

Logging In
- Visit www.coe.unt.edu/tk20
- Click Login to Tk20
- Enter your EUID and password

Getting Started & Verifying Placement
- Click the FIELD EXPERIENCE tab
- Click on the name of the relevant binder
- Verify that you have been sent the binder correct binder (e.g., CMHC/community, school, or college)
- Verify your site, site supervisor (i.e., “cooperating teacher”), and university supervisor names are correct. If you have any concerns, please contact Casey.Barrio@unt.edu as soon as possible.
- Verify that your site supervisor has received Tk20 instructions and is able to log in. Ask him/her to contact Casey.Barrio@unt.edu if there appears to be a problem with access.

<table>
<thead>
<tr>
<th>Items in Your Binder</th>
<th>Completed By</th>
<th>Visible To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documents Tab – Hours logs (keep updated)</td>
<td>Student</td>
<td>UnivSup, SiteSup</td>
</tr>
<tr>
<td>Process Logs Tab – Post Biweekly</td>
<td>Student</td>
<td>UnivSup</td>
</tr>
<tr>
<td>Evaluations Tab - Eval of supervisors (create one for each)</td>
<td>Student</td>
<td>Admin/Anonymous</td>
</tr>
<tr>
<td>Site Supervisor Information Form</td>
<td>SiteSup</td>
<td>UnivSup</td>
</tr>
<tr>
<td>PCPE – Midterm</td>
<td>SiteSup</td>
<td>UnivSup, Student</td>
</tr>
<tr>
<td>PCPE – Final</td>
<td>SiteSup</td>
<td>UnivSup, Student</td>
</tr>
<tr>
<td>Internship Site Supervisor Evaluation of Program</td>
<td>SiteSup</td>
<td>Admin/Anonymous</td>
</tr>
<tr>
<td>Internship Record Form</td>
<td>UnivSup</td>
<td>Student</td>
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<tr>
<td>COUN University Supervisor Feedback Midterm</td>
<td>UnivSup</td>
<td>Student</td>
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<tr>
<td>COUN University Supervisor Feedback Final</td>
<td>UnivSup</td>
<td>Student</td>
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</tbody>
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Tips
- Remember that submitting work in Tk20 is a 2-step process
  - Create the artifact (under ARTIFACTS tab)
  - Attach the artifact to the binder (under FIELD EXPERIENCE tab). An artifact is not viewable by others until you take this step.
- Be sure you are creating the correct type of artifacts to submit in your binder
  - For hours logs, create “Internship Log Agency” (CMHC, University) or “Internship Log School” (ElemSC, SecSC)
  - For process logs, create “COUN Internship Process Log”
  - For supervisor evaluations, create “Supervisee’s Evaluation of Supervisor”. Be sure to create and submit one artifact for each supervisor.
- Whenever you work on your binder, click SAVE. Your work is immediately viewable for anyone who has access (See above)
  - This feature is also available to supervisors. Be sure to check back throughout the semester to view your PCPE and other feedback left by supervisors.
- When you have completed absolutely everything for the semester, click COMPLETE. You will no longer be able to edit your work. If you accidentally click COMPLETE early, see Tk20 manual for recall instructions.
  - Tk20 will not let you submit an incomplete binder. If you do not use all 8 placeholders for process logs, please submit a “Blank Log”.

17
LOGS SHOULD BE FILLED OUT AND SUBMITTED ON TK20  
Counseling Program  
University of North Texas  

COUN 5720 Internship I  &  COUN 5721 Internship II  
CLOCK-HOURS SUMMARY

Name ________________________________

School ______________________________

Supervisor ____________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Responsive Services</th>
<th>Individual Planning</th>
<th>Guidance Curriculum</th>
<th>System Support</th>
<th>Supervision Group</th>
<th>Preparing &amp; Training</th>
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Totals

Total Client Contact ____________  Total Supervision _______  Grand Total _______
Counseling Program
University of North Texas

Professional Counseling Performance Evaluation (PCPE)
Internship

School Counselor Candidate

Student: ____________________________ Date: ____________________________
Agency: ____________________________ Supervisor: ____________________________
UNT Faculty Supervisor: ____________________________ This evaluator (V) ________
UNT Doctoral Supervisor: ____________________________ This evaluator (V) ________

Average Hours per Week in Counseling and Related Activities: ____________________________
Weekly Individual Evaluation Periods: Day(s) ____________________________ from ______ to ________

Rating Scale:
N - Not required and/or No opportunity to observe
0 - Does not meet criteria expected for student’s level of preparation and experience
1 - Minimally or inconsistently meets criteria expected for student’s level of preparation and experience
2 - Consistently meets criteria expected for student’s level of preparation and experience
3 - Exceeds criteria expected for student’s level of preparation and experience

The student...

1. ADMINISTRATIVE RESPONSIBILITIES
   a. Knows and supports the District’s Comprehensive Developmental Guidance Program. N 0 1 2 3
   b. Attends staff meetings regularly and makes appropriate contributions. N 0 1 2 3
   c. Completes administrative forms correctly and promptly. N 0 1 2 3
   d. Maintains standing appointment records with secretarial staff. N 0 1 2 3
   e. Maintains good progress notes for each client. N 0 1 2 3
   f. Maintains group records. Completes group or program evaluations. N 0 1 2 3
   g. Directs attention to general administrative details. N 0 1 2 3
   h. Supervises paraprofessionals and clinical staff, as appropriate. N 0 1 2 3
   i. Participates in program evaluation. (C2, J3) N 0 1 2 3

2. SUPERVISION
   a. Keeps supervision appointments and participates actively and willingly. N 0 1 2 3
   b. Seeks feedback and accepts suggestions and criticism well. (D5) N 0 1 2 3
   c. Is open to self-examination and assesses personal qualities to promote ability and willingness to work with students from diverse and multicultural backgrounds. (D5) N 0 1 2 3
   d. Is eager to learn new counseling and guidance skills and techniques. N 0 1 2 3

3. COUNSELING, PREVENTION, AND INTERVENTION
   a. Is warm, caring, empathic, accepting, and nonjudgmental toward students. (D1) N 0 1 2 3
   b. Is a good, active listener. (D1) N 0 1 2 3
   c. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program. (B2) N 0 1 2 3
   d. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (D1) N 0 1 2 3
   e. Provides individual and group counseling and classroom guidance to promote the academic, personal/social, and career development of students. (D2) N 0 1 2 3
Rating Scale:  
N - Not required and/or No opportunity to observe  
0 - Does not meet criteria expected for student’s level of preparation and experience  
1 - Minimally or inconsistently meets criteria expected  
2 - Consistently meets criteria expected for student’s level of preparation and experience  
3 - Exceeds criteria expected for student’s level of preparation and experience

3. COUNSELING, PREVENTION, AND INTERVENTION (cont’d)

f. Designs and implements prevention and intervention plans related to the effects of the following on student development: (D3)  
(1) atypical growth and development. (D3)  
(2) health and wellness. (D3)  
(3) language. (D3)  
(4) ability level. (D3)  
(5) multicultural issues. (D3)  
(6) factors of resiliency. (D3)  

N 0 1 2 3

h. Is able to recognize limitations as a school counselor and to seek supervision or refer clients when appropriate. (D5, H4)  
i. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (F1)  
j. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (F2, F3)  
k. Engages parents, guardians, and families to promote the academic, personal/social, and career development of students. (F4, N1)  
l. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (H1)  
m. Makes appropriate referrals to school and/or community resources. (H4, N5)  
n. Assesses barriers that impede students’ academic, personal/social, and career development. (H5)  
o. Works with parents, guardians, and families to address problems that affect student success. (N1)  
p. Locates community resources to improve student achievement and success. (N2)  
q. Consults with teachers, staff, and community-based organizations to promote student academic, personal/social, and career development. (N3)  
r. Uses peer helping strategies in the school counseling program. (N4)  
s. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. (H4, N5)  
t. Demonstrates an understanding of the psychological impact of crises, disasters, and other trauma-causing events on students, staff, and faculty. (C6)  
u. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling programs. (P1)  
v. Plans and presents school-counseling related educational programs for use with parents and teachers. (P2)  
w. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. (L2)  
x. Demonstration of skill level: Individual Counseling (D1, D2, D3)  
y. Demonstration of skill level: Consultation (F4, N1, N2, N3)
Rating Scale:  
N - Not required and/or No opportunity to observe  
0 - Does not meet criteria expected for student’s level of preparation and experience  
1 - Minimally or inconsistently meets criteria expected  
2 - Consistently meets criteria expected for student’s level of preparation and experience  
3 - Exceeds criteria expected for student’s level of preparation and experience

3. COUNSELING, PREVENTION, AND INTERVENTION (cont’d)

z. Demonstration of skill level: Group Counseling (D1, D2, D3, N4)  
   N 0 1 2 3

aa. Demonstration of skill level: Appraisal/Assessment (H1, H2, H3, H5)  
   N 0 1 2 3

ab. Demonstration of skill level: Career Counseling (D1, D2, D3)  
   N 0 1 2 3

4. PROFESSIONAL RELATIONSHIPS, STAFF, AND PROGRAM DEVELOPMENT

a. Attends and/or presents in-service training seminars, workshops, programs, or activities to enhance skills or increase knowledge base; participates appropriately. (D5, P2)  
   N 0 1 2 3

b. Applies relevant research findings to inform the practice of school counseling. (J1)  
   N 0 1 2 3

c. Analyzes and uses data to enhance school counseling programs. (J3)  
   N 0 1 2 3

d. Relates well with professional and nonprofessional staff. (M3, N3)  
   N 0 1 2 3

e. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. (J2)  
   N 0 1 2 3

f. Conducts programs designed to enhance student academic development. (L1)  
   N 0 1 2 3

g. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement. (L3)  
   N 0 1 2 3

h. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling, ACA Code of Ethics, TCA Guidelines, and LPC rules and regulations. (B1)  
   N 0 1 2 3

i. Participates in professional counseling organizations. (A4)  
   N 0 1 2 3

ADDITIONAL COMMENTS: (A short overall assessment statement comparing this student with others you have supervised or your expectations of the student and the Internship will be most helpful.)

OVERALL EVALUATION:

_____ A clearly superior student at this level of education.
_____ Has met the requirements of this Internship in an above average manner.
_____ Has met the requirements of this Internship in a satisfactory manner.
_____ Needs to demonstrate an improved level of functioning to be considered satisfactory.
_____ At this time an evaluation cannot be given. (The reasons are given under additional comments above.)

On-Site Supervisor: ________________________________  Signature ________________ Date ________________

Student: ________________________________  Signature ________________ Date ________________

Supervisors: Please go over evaluation with student.
SUPERVISEE’S EVALUATION OF SUPERVISOR

Agency Name: ___________________________ Supervisor’s Name: ___________________________

Date: ______________________________________

Please respond to the following statements in regard to your reactions and feeling about your supervisor. Complete a separate evaluation sheet for each supervisor.

General Comments

1. Involvement

   a. Demonstrates involvement and seriousness about being a supervisor.  
      1  2  3  4  5  6  7
   b. Is aware and involved in the issues being discussed.  
      1  2  3  4  5  6  7

2. Growth

   a. Uses personal experience with clients to further your development.  
      1  2  3  4  5  6  7
   b. Uses personal feelings and insights to further your development.  
      1  2  3  4  5  6  7

3. Rapport

   a. Makes it easy for you to initiate communication with him/her.  
      1  2  3  4  5  6  7
   b. Makes it easy to share your counseling strengths and weaknesses with him/her.  
      1  2  3  4  5  6  7

4. Facilitation

   a. Initiates helpful discussions of your competencies and strengths with you.  
      1  2  3  4  5  6  7
   b. Initiates helpful discussions with you of your areas for growth.  
      1  2  3  4  5  6  7
Climate and Relationship

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tbody>
<tr>
<td>8.</td>
<td>Is comfortable in the role of supervisor.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>9.</td>
<td>Is open and flexible to your wants and style.</td>
<td>1</td>
<td>2</td>
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<td>10.</td>
<td>Is responsible as a supervisor.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>11.</td>
<td>Is accessible between sessions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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<tr>
<td>12.</td>
<td>Shares and negotiates expectations of supervision.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>13.</td>
<td>Is willing to take risks.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>14.</td>
<td>Initiates a working relationship.</td>
<td>1</td>
<td>2</td>
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Implementation

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<th>Poor</th>
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<th>7</th>
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<tbody>
<tr>
<td>15.</td>
<td>Models specific interventions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>16.</td>
<td>Presents alternative interventions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>17.</td>
<td>Helps you identify movement or lack of movement in the client.</td>
<td>1</td>
<td>2</td>
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<td>18.</td>
<td>Aids your conceptualization of client’s behavior.</td>
<td>1</td>
<td>2</td>
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<td>19.</td>
<td>Generates hypotheses about client behavior.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>20.</td>
<td>Focuses on exploration of your feelings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>21.</td>
<td>Focuses on content of the counseling session.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>22.</td>
<td>Focuses on process of the counseling session.</td>
<td>1</td>
<td>2</td>
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Supervisor responses that facilitate the most growth:

Supervisor responses that facilitate the least growth:

INTERNSHIP SITE SUPERVISOR EVALUATION OF PROGRAM
(completed by site supervisor at conclusion of internship)
Please evaluate the educational program of University of North Texas Counseling Program from your experience as a supervisor for students in Internship in Counseling I & II.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
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<tbody>
<tr>
<td></td>
<td>very poor</td>
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<tr>
<td>1. Compared to other masters degree students in their final Internships, University of North Texas student's overall educational preparation is</td>
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<td>2. Student’s clinical skills ability</td>
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<td>3. Student’s conceptualization of client or clients</td>
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<td>4. Student’s ethical behavior</td>
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<td>5. Student’s theoretical knowledge</td>
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<td>6. Student’s administrative skills</td>
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<tr>
<td>7. Supervisor’s perception of support from University of North Texas Faculty and staff.</td>
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Total Score

Suggestions for program improvement:

Other ideas or suggestions:
Counseling Program
University of North Texas

School Counseling
Internship Checklist
COUN 5720/5721

ALL internship forms are to be returned to the School Counselor Internship Coordinator. Phone: 940-565-2910; Fax: 940-565-2905

Students are reminded to keep copies of each of the following in their personal file:

_____ 1. Insurance verification 5720
    5721

_____ 2. Form from Dee Ray 5720
    5721

_____ 3. Internship contract 5720
    5721

_____ 4. Internship requirements 5720
    5721

_____ 5. Internship guidelines 5720
    5721

_____ 6. Supervision agreement 5720
    5721

_____ 7. Student data sheet 5720
    5721

_____ 8. Internship application 5720
    5721

_____ 9. Ethics agreement & guidelines 5720
    5721

_____ 10. Clock hours summary (600 total) 5720
    5721

Refer to: A Model Development Guidance and Counseling Program Development Pre K-12 – State of Texas
Student _______________________________

_____ 11. Release of information

_____ 12. Supervisee’s evaluation of supervisor

_____ 13. Internship evaluation form

_____ 14. Comparison of:
   A Model Developmental Guidance and Counseling Program Development
   Pre K-12 the Grade Career Development Implementation Handbook:
   Grades K-12

Place your name on the top right of ALL papers. All material must be received two weeks before the end of the semester in the order listed.

___________________________________________
UNT Internship Coordinator Date

**SUPERVISION THAT MUST SHOW ON YOUR CLOCK HOUR SUMMARY**

<table>
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<tr>
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<th>15 week class</th>
<th>10 week summer</th>
<th>Total</th>
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<tr>
<td><strong>INDIVIDUAL:</strong></td>
<td>1 hour per week of individual supervision on site = 15 hours individual</td>
<td>1.5 hours per week</td>
<td>15 hrs</td>
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<tr>
<td><strong>GROUP:</strong></td>
<td>8 hours group</td>
<td>8 hours group</td>
<td>8</td>
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<tr>
<td></td>
<td>Group supervision with UNT faculty (3hrs, 8 meetings) = 24 hours group supervision</td>
<td>15 hours</td>
<td>24</td>
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<td></td>
<td>On-site group supervision (1 hr, 2 meetings)</td>
<td>2 hours</td>
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### Guidance Curriculum

Provide guidance content in a systematic way to all students

- **Purpose:** Awareness, skill development, and application of skills needed in everyday life
- **Areas Addressed:**
  - Self confidence development, motivation to achieve, decision-making, goal setting, planning and problem solving skills
  - Interpersonal effectiveness (including social skills)
  - Communication skills, cross-cultural effectiveness, responsible behavior, classroom guidance

### Responsive Services

Addresses the immediate concerns of students

- **Purpose:** Prevention, intervention
- **Areas Addressed:**
  - Classroom activities, group guidance activities, consulting with teachers about classroom guidance
  - Consultation, personal counseling, crisis counseling, small groups, individual counseling, referral

### Individual Planning

Assists students in monitoring and understanding their own development

- **Purpose:** Student planning and goal setting
- **Areas Addressed:**
  - Relationship concerns, physical/sexual/emotional abuse as described in Texas Family Code, grief/loss, substance abuse, family issues, harassment, coping and stress, parent consult, new student

### Systems Support

Include program and staff support activities and services

- **Purpose:** Program delivery and support
- **Areas Addressed:**
  - Individual assessment, test interpretation, placement, vocational/occupational exploration
  - Four year plan (group or individual), behavior management planning

### Non-guidance Administrative Activities

- **Purpose:** Guidance program development, parent education, teacher/administrator consultation
- **Areas Addressed:**
  - Consultation, professional development, committee/advisory boards, community involvement, programs, management, parent education, testing program

### Task Analysis Log COUN 5720-5721

<table>
<thead>
<tr>
<th>Guidance Curriculum</th>
<th>Responsive Services</th>
<th>Individual Planning</th>
<th>Systems Support</th>
<th>Non-guidance Administrative Activities</th>
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</thead>
<tbody>
<tr>
<td>Provide guidance content in a systematic way to all students</td>
<td>Addresses the immediate concerns of students</td>
<td>Assists students in monitoring and understanding their own development</td>
<td>Include program and staff support activities and services</td>
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<td>35-45%</td>
<td>30-40%</td>
<td>5-10%</td>
<td>10-15%</td>
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<tr>
<td><strong>Purpose:</strong> Awareness, skill development, and application of skills needed in everyday life</td>
<td><strong>Purpose:</strong> Prevention, intervention</td>
<td><strong>Purpose:</strong> Student planning and goal setting</td>
<td><strong>Purpose:</strong> Program delivery and support</td>
<td></td>
</tr>
<tr>
<td><strong>Areas Addressed:</strong> Classroom activities, group guidance activities, consulting with teachers about classroom guidance</td>
<td>Consultation, personal counseling, crisis counseling, small groups, individual counseling, referral</td>
<td>Individual assessment, test interpretation, placement, vocational/occupational exploration Four year plan (group or individual), behavior management planning</td>
<td>Consultation, professional development, committee/advisory boards, community involvement, programs, management, parent education, testing program</td>
<td>Bus duty, lunchroom duty, playground duty, balancing class size, building master schedule, substitute teaching, lunch break</td>
</tr>
<tr>
<td><strong>Areas Addressed:</strong> Self confidence development, motivation to achieve, decision-making, goal setting, planning and problem solving skills</td>
<td>Academic concerns, school related concerns - tardiness, absences &amp; truancy, misbehavior, school avoidance, drop-out</td>
<td>Educational acquisition of study skills, awareness of educational opportunities, appropriate course selection</td>
<td>Guidance program development, parent education, teacher/administrator consultation</td>
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<tr>
<td><strong>Areas Addressed:</strong> Interpersonal effectiveness (including social skills)</td>
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<td>Lifelong learning, utilization of test scores, career - knowledge of potential career opportunities, knowledge of career and technical training, know ledge of positive work habits, personal/social - development of healthy self-concern, development of adaptive and adjustive social behavior</td>
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