SCHOOL COUNSELING INTERNSHIP HANDBOOK

Counseling Program
Department of Counseling & Higher Education
College of Education

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Revised Spring 2013
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.
- Submit an acceptable internship application on Tk20 no later than the last class day of the semester before the experience.
- Submit internship contracts and documents on schedule required by internship coordinator.
  - Note: If you wish to begin your internship prior to the official start of the semester, you will need to complete an Early Start Form.

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. Supervision is a critical component of the successful internship. The internship activities will be supervised in the following ways
   - A minimum of **one hour/week in individual supervision with a qualified site supervisor.**
   - A minimum of **two hours/week in group supervision** on site. Group supervision may be case staffing or staff meeting.
   - A minimum of **three hours of group supervision seminar** on campus every two weeks.
   - A minimum of one visit from program faculty to internship site each semester.
   - Telephone/email consultation between program faculty and site supervisor throughout the semester.
4. The internship must be completed at an **approved site** with a **qualified site supervisor.**
   - Given the process for accepting interns is unique to each district, and potentially each school, please begin your inquiry into the district/school of your choice by:
     - Contacting the central office of the district to identify any specific procedures required to become an intern in said district;
ii. Contacting the principal of the school in which you hope to intern to introduce yourself and inquire about procedures specific to that school;

iii. Contacting the counseling program and/or school counselor to inquire whether the counselor has the qualifications, availability, and experience to support your internship needs.

Once you are satisfied all UNT program expectations and requirements have been met complete the application in Tk20.

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.

5. If you are interested in a site not listed in this site guide, you will need to take the following steps:

1. Review the internship handbook and confirm that the site can provide the following experiences:
   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 staffing or staff meeting.
   c. Opportunity to take part in a variety of tasks typically required of counseling professionals in the setting.
   d. Opportunity to critique audio and/or video recordings as part of supervision; sites that do not allow recording must allow and provide live observation.

2. Confirm that the supervisor is qualified according to the following criteria:
   a. has a master’s or doctoral degree in counseling or a closely related field,
   b. has at least 2-years post-master’s experience in counseling,
   c. holds appropriate licenses/certifications, and
   d. possesses training in counseling supervision.
3. Ask the following questions:
   a. Can the site provide me with a sufficient client load (remember, you will need 120 direct hours per semester).
   b. Will the site allow me to video and/or audiotape some of my sessions?
   c. Will I have my own space to write sessions notes, make phone calls, etc.?
   d. Does the site have other interns?
   e. What kind of counseling related activities will you be doing (individual, group, intakes, assessments, psycho-education, crisis, etc.)?
4. E-mail counseling.internship@unt.edu with relevant information related to points above.

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. 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>
</tr>
</thead>
<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 700 280
Hours required by Texas LPC 300 100
Hours that may apply to LPC 400 180


**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. 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

Revised Spring 2013
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 http://www.coe.unt.edu/counseling-and-higher-education/graduate-programs/ph-d-counseling.

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/
Suggestions for Interns Transitioning to the Education Sites

Site Supervisor will introduce intern to:
- Department personnel
- Administrative team and key faculty members (e.g. department chairs)
- Staff (who will assist with coordination of referrals, discipline, etc.)
- Other school or community individuals who are interactive with the department (e.g. school psychologist, special education)
- Key students (peer helpers, mentors, etc.)
- Participating parents

Site Supervisor will assist the intern with:
- Classroom observations
- “Team” counseling in the beginning
- Intern observing (“shadowing”) other counselors and key personnel
- Development of groups with the intern as co-facilitator (e.g. divorce, academic, eating disorder, sexual identity, etc.)
- Attaining an intern caseload
- Individual counseling (beginning early on with consultation/supervision around each session…daily “debriefing”)
- Within 3 to 4 weeks, intern working independently with students and groups in consultation with school supervisor

Site Supervisor will address:
- Academic counseling... how/what – benchmarks as designated by each school
- Career counseling...how/what
- Individual career awareness counseling
- Large group career awareness counseling
- Career Fair...how/what
- Personal/social counseling...how/what
- Crisis Intervention...who/how/what
- If secondary level: clarify academic and career criteria
- How transitions occur between schools
- Scheduling; forecasting
- Carefully outline procedures for special needs referrals and assistance (e.g., IEP & 504)
- Procedures for reporting abuse
- Importance of understanding the educational and “political climate”
- Role of the counselor within the school (variation from elementary to middle to high school)
- Role of the counselor and department with administrative team and staff
- Obtaining of resources...within the school and from the community/district
- Daily schedules for counselors
- Yearly schedules for counselors

Revised Spring 2013
**Site Supervisor will provide:**
- One-on-one weekly supervision—one hour uninterrupted.
- Physical area for individual counseling (confidential space), and mailbox for school communications.
- Assistance in attaining permission to tape a small number of sessions for learning purposes.
- Clear understanding of weekly supervision time, criteria, method.
- Calendar of school activities (e.g. parent conferences, staffings, counselor meetings with parents, four-year plans, college planning, parent advisory, staff meetings, school board) and **require attendance to at least one of each**.
- Counseling time management strategies and prioritization strategies for daily activities.
- Regular feedback on classroom guidance, groups and individual...immediately and during weekly supervision...be specific...while allowing the intern to “brainstorm” what went wrong, what they would change, what was effective.
- A packet with all school forms (e.g. referral, reporting, parental information) and Faculty Handbook.
- Clear agreement around days of week for intern at site, time for supervision, preparation needed for supervision (e.g. lists, video, questions/concerns).
- Clear understanding of expectations for growth and individuality.
- Awareness of business/school partnerships.

**Additional hints for Site Supervisors and Interns:**
- Drive through the neighborhood — acquaint the intern with the area.
- Do home visits (if appropriate).
- Introduce resources frequently utilized (e.g., child services, youth service team).
- Discuss diversity and cultural issues of school and community...be clear and specific.
Procedures for Counseling Internship

I. Identify internship site and seek approval from all stakeholders (e.g., superintendent and/or central office representative, building principal). Applications are submitted via Tk20 and must be submitted the semester prior to beginning internship. Once approved, students will receive a registration code via email in order to register for a section of either COUN 5670 or COUN 5721.

II. The following forms must be completed and presented to your internship instructor on the first scheduled class meeting. Once your Tk20 binder is created, you are required to upload the following forms to the appropriate tab in Tk20:
1. Student Data Sheet
2. Early Start - if you plan to earn indirect hours prior to official UNT semester start dates
3. Internship Guidelines
4. Internship Contract
5. Supervision Agreement
6. Ethics Agreement and Guidelines
7. Release of Information
8. Copy of current liability insurance - Declaration’s page
9. Learning Plan – may be done in consultation with your site supervisor. These may be amended as your internship progresses.

III. Create a profile of the education system (instructions and due date included on course syllabus) and submit via Tk20

IV. Submit your Internship hours logs via Tk20 at both midterm and end of semester (specific due dates will vary according to semester)

V. Complete biweekly process logs and submit via Tk20 – students in COUN 5721 will compete a final report in lieu of their final log

VI. Complete both an evaluation of the site and the site supervisor – both items found in Tk20
Counseling Program  
University of North Texas

COUN 5720 & 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.

Objectives:

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. On-site placement in an appropriate educational setting.
2. The completion of 600 clock hours, including 240 direct client contact hours, at the on-site placement under appropriate supervision.
3. Attendance at seminar presentations and group supervision.
4. Development of a paper detailing operation of school system placement.
5. Development of a position paper based on the internship experience.
6. Compilation of process logs describing activities and intrapersonal experience. Consider writing about the following:
   - Personal experiences - include high points, frustrations, and overall reactions while emphasizing lessons learned and implications.
   - Internship activities (counseling/consulting/coordinating interventions) to include planning and preparation, classroom activities, and supervision activities & individual and group.
7. Cooperative evaluation with placement setting director/supervisor and campus Internship supervisor.

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

1. Internship students will be placed in appropriate school settings which will give them opportunities to apply the skills and knowledge they have acquired in their training program.
2. The Internship setting will provide the student a broad range of experiences and responsibilities.
3. The Internship arrangement will be of such a nature as to be mutually beneficial to cooperating professionals and students. It is expected that students will have sufficient training to enable them to adjust rapidly and become productive colleagues during the period of the internship.
4. Internship students and their supervisors will be visited during the Internship by representatives of the training institution for the purpose of determining progress. If progress is deemed unsatisfactory, either by the supervisor or the training institution, the student will be withdrawn from the Internship.
5. The Internship supervisor will be asked to complete a midterm and final Professional Counselor Performance Evaluation Form which will be used in evaluation conferences with the student. The form will be provided by the training institution.
6. Students will be expected to abide by the professional conditions in effect at the specific agency assignment.

Required Text
Counseling Program
University of North Texas

INTERNSHIP REQUIREMENTS
(School Counselor Candidate)

Placement in an appropriate school or equivalent setting.

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

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<th>Seminar 1</th>
<th>Seminar 2</th>
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Written Assignments:

1. Each student will be required to write process logs on a biweekly basis that focuses on the interns intrapersonal processes in relation to the internship experience. Eight total logs are required each semester.

2. A 2-3 page Internship Site report to communicate 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.

3. Case presentation with a video or audio recording along with a written case conceptualization of client, one for each semester of Internship.

4. 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.
Student Data Sheet: COUN 5720/5721

Term:                                        Year:

Student name:

Student e-mail:

Student phone:

Student track:

Student foundational theoretical orientation:

Student internship site:

Site supervisor name:

Site supervisor e-mail:

Site supervisor phone:

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Dear Site Supervisor:

We understand that your intern has requested to start his or her Counseling Internship prior to the beginning of the semester. This year, UNT semesters will run as follows:

- Fall 2012 – Wednesday, August 29 – Friday, December 14
- Spring 2013 – Monday, January 14 – Friday, May 10
- Summer 2013 – Monday, May 13 – Friday, August 9

We understand your site may benefit from beginning or continuing the work with your intern when UNT courses are not in session, and we would like to work with you to make this happen. It is important that you understand your intern will not be formally enrolled as a student outside of windows listed above. As such, the student’s liability insurance may or may not cover activities performed between semesters, the student will not be attending internship class on campus, and the student’s university supervisor may not be available should a concern arise. If you would like your intern to work outside of the semester, the site assumes full responsibility for the intern’s supervision and performance. For these reasons, we recommend that new interns’ activities conducted outside of semesters be limited to orientation, training, and observation. Because continuation of care may be an important ethical consideration for returning interns, we trust your site to determine the best course of action.

Your intern will need formal permission to begin internship prior to the official start of the semester. To obtain permission, the intern should return this signed acknowledgement (attached) as well as completed copies of Internship Guidelines, Internship Contract, Supervision Agreement, Ethics Agreement, and Release of Information in person (Stovall 155), via email (Counseling.Internship@unt.edu), or via Fax (940-565-2905). Please ensure the dates shown on the agreements include the early start date.

If you have questions or concerns, please contact us at Counseling.Internship@unt.edu.

Respectfully,

Casey A. Barrio Minton, PhD, NCC
Associate Professor & Counseling Program Coordinator
Counseling Program
University of North Texas

PERMISSION TO BEGIN INTERNSHIP EARLY

Intern’s Name ____________________________

Internship Site ____________________________

Site Supervisor’s Name ____________________________

University Supervisor’s Name ____________________________

Proposed Start Date ____________________________

Directions: Return this signed acknowledgement along with completed copies of Internship Guidelines, Internship Contract, Supervision Agreement, Ethics Agreement, and Release of Information in person (Stovall 155), via email (Counseling.Internship@unt.edu), or via Fax (940-565-2905). The Assistant Internship Coordinator will confirm receipt of materials and notify all involved parties regarding the date the student may begin accruing hours; the Assistant Internship Coordinator must have all required materials prior to approving a start date. Please keep copies of all documents for submission into Tk20.

NOTE: COUN 5721 students need only resubmit this permission form given the other forms reflect dates inclusive of the Internship II experience. Otherwise, all forms must be submitted.

1. We understand the student will not be formally enrolled at University of North Texas until the first day of classes in the corresponding semester. Thus, the student’s liability insurance may not cover activities performed when UNT courses are not in session, the student will not be attending internship class on campus, and the student’s university supervisor may not be available should a concern arise.

2. We understand that the site assumes full responsibility for the intern’s supervision and performance prior to the beginning of the semester. As required per the internship agreement, the site will provide at least 1 hour of individual supervision and 2 hours of group supervision weekly prior to the start of the semester.

3. For new interns, we understand that UNT recommends internship activities conducted outside of semesters be limited to orientation, training, and observation.

Site Representative ____________________________ Date ________

Title ____________________________

Student ____________________________ Date ________

FOR INTERNAL USE

Date Received ______ Start Approved ______ Instructor Notified ________ Initials ________

☐ Guidelines  ☐ Contract  ☐ Supervision Agreement  ☐ Ethics Agreement  ☐ Information Release

Revised Spring 2013
Counseling Program
University of North Texas

INTERNSHIP GUIDELINES
(School Counselor Candidate)

Student’s Name: 

Address:  
  Street  City  Zip Code

Telephone: 

Internship Supervisor’s Name: 

Title and/or Position: 

Telephone: 

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:  Days  Hours
   Days  Hours
   Total clock hour commitment:  Hours

APPROVAL:

For the School:  For UNT Counseling Program:

________________________________________  ________________________________
Name  Name

________________________________________  ________________________________
Title  Title

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Counseling Program
University of North Texas

INTERNSHIP CONTRACT
(School Counselor Candidate)

This internship agreement between the UNT Counseling Program and the participating school or equivalent program 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.
- Assist the intern in attaining parental permission for taping selected counseling sessions and make provisions for the intern to tape selected counseling sessions.
- 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 _____
SUPERVISION AGREEMENT
COUNSELING PROGRAM, UNIVERSITY OF NORTH TEXAS

AND

__________________________________________  (School Name)

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 and submit a copy of this agreement to the University Internship Coordinator via Tk20. Keep the hard copy 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 ________________________________
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: __________________________
Learning Plan – COUN 5720-5721

Student: ____________________      Site Supervisor: ____________________

Field Site: __________________________________________________________________

**Knowledge**: defined as learning and understanding facts, concepts, theories, information, or ideas.

**Skills**: defined as the ability, gained through practice, to perform tasks effectively.

**Personal development**: defined as attitudes, values, biases, and/or habits that are uniquely our own.

<table>
<thead>
<tr>
<th>Knowledge Goals</th>
<th>Strategies</th>
<th>Methods of Measurement</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Skill Goals</th>
<th>Strategies</th>
<th>Methods of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Development Goals</strong></td>
<td>Strategies</td>
<td>Methods of Measurement</td>
</tr>
<tr>
<td>-------------------------------</td>
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</table>

**Wellness Plan:** List at least 2 activities to which you will commit this semester in order to maintain and increase your level of wellness.
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

g. Demonstrates the ability to use procedures for assessing and managing suicide risk. (D4)  

   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)  

   N 0 1 2 3

i. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (F1)  

   N 0 1 2 3

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)  

   N 0 1 2 3

k. Engages parents, guardians, and families to promote the academic, personal/social, and career development of students. (F4, N1)  

   N 0 1 2 3

l. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (H1)  

   N 0 1 2 3

m. Makes appropriate referrals to school and/or community resources. (H4, N5)  

   N 0 1 2 3

n. Assesses barriers that impede students’ academic, personal/social, and career development. (H5)  

   N 0 1 2 3

o. Works with parents, guardians, and families to address problems that affect student success. (N1)  

   N 0 1 2 3

p. Locates community resources to improve student achievement and success. (N2)  

   N 0 1 2 3

q. Consults with teachers, staff, and community-based organizations to promote student academic, personal/social, and career development. (N3)  

   N 0 1 2 3

r. Uses peer helping strategies in the school counseling program. (N4)  

   N 0 1 2 3

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)  

   N 0 1 2 3

t. Demonstrates an understanding of the psychological impact of crises, disasters, and other trauma-causing events on students, staff, and faculty. (C6)  

   N 0 1 2 3

u. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling programs. (P1)  

   N 0 1 2 3

v. Plans and presents school-counseling related educational programs for use with parents and teachers. (P2)  

   N 0 1 2 3

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)  
  aa. Demonstration of skill level: Appraisal/Assessment (H1, H2, H3, H5)  
  ab. Demonstration of skill level: Career Counseling (D1, D2, D3)

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)
  b. Applies relevant research findings to inform the practice of school counseling. 
     (J1)
  c. Analyzes and uses data to enhance school counseling programs. (J3)
  d. Relates well with professional and nonprofessional staff. (M3, N3)
  e. Develops measurable outcomes for school counseling programs, activities, 
     interventions, and experiences. (J2)
  f. Conducts programs designed to enhance student academic development. (L1)
  g. Implements differentiated instructional strategies that draw on subject matter 
     and pedagogical content knowledge and skills to promote student achievement. 
     (L3)
  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)
  i. Participates in professional counseling organizations. (A4)

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

<table>
<thead>
<tr>
<th></th>
<th>Involvement</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Demonstrates involvement and seriousness about being a supervisor.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
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<tr>
<td></td>
<td>b. Is aware and involved in the issues being discussed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
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<th>Growth</th>
<th>Poor</th>
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<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
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<tbody>
<tr>
<td></td>
<td>a. Uses personal experience with clients to further your development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>b. Uses personal feelings and insights to further your development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
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<tr>
<th></th>
<th>Rapport</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Makes it easy for you to initiate communication with him/her.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
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<tr>
<td></td>
<td>b. Makes it easy to share your counseling strengths and weaknesses with him/her.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6</td>
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<tr>
<th></th>
<th>Facilitation</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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</thead>
<tbody>
<tr>
<td></td>
<td>a. Initiates helpful discussions of your competencies and strengths with you.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>b. Initiates helpful discussions with you of your areas for growth.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
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</tbody>
</table>
Climate and Relationship

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

Implementation

- Models specific interventions. | 1 2 3 4 5 6 7 |
- Presents alternative interventions. | 1 2 3 4 5 6 7 |
- Helps you identify movement or lack of movement in the client. | 1 2 3 4 5 6 7 |
- Aids your conceptualization of client’s behavior. | 1 2 3 4 5 6 7 |
- Generates hypotheses about client behavior. | 1 2 3 4 5 6 7 |
- Focuses on exploration of your feelings. | 1 2 3 4 5 6 7 |
- Focuses on content of the counseling session. | 1 2 3 4 5 6 7 |
- Focuses on process of the counseling session. | 1 2 3 4 5 6 7 |

Supervisor responses that facilitate the most growth:

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

Total Score

Suggestions for program improvement:

Other ideas or suggestions:
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](http://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](http://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](mailto: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](mailto:Casey.Barrio@unt.edu) if there appears to be a problem with access.

### Items in Your Binder

<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>
</tr>
<tr>
<td>COUN University Supervisor Feedback Midterm</td>
<td>UnivSup</td>
<td>Student</td>
</tr>
<tr>
<td>COUN University Supervisor Feedback Final</td>
<td>UnivSup</td>
<td>Student</td>
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</table>

### 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”.

**LOG INFORMATION SHOULD BE COMPLETED AND SUBMITTED VIA Tk20**
Counseling Program  
University of North Texas  

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

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

Total Client Contact ____________ Total Supervision ____________ Grand Total __________

SUPERVISION THAT MUST SHOW ON YOUR CLOCK HOUR SUMMARY

**15 week class**

**INDIVIDUAL:**
1 hour per week of individual supervision on site = 15 hours individual

**GROUP:**
Group supervision on site, “ARDS”, etc=
8 hours group 8 hours group 8
Group supervision with UNT faculty (3hrs, 8 meetings) = 24 hours group supervision
On-site group supervision (1 hr, 2 meetings) 15 hours 24

**10 week summer**

**INDIVIDUAL:**
1.5 hours per week 15 hrs

**GROUP:**

2 hours 2

**Total**
<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>Purpose: 35-45%</td>
<td>Purpose: 30-40%</td>
<td>Purpose: 5-10%</td>
<td>Purpose: 10-15%</td>
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<td>Awareness, skill development, and application of skills needed in everyday life</td>
<td>Prevention, intervention</td>
<td>Student planning and goal setting</td>
<td>Program delivery and support</td>
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<td>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, comm-unity 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>
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<td>Areas Addressed: Self confidence development, motivation to achieve, decision-making, goal setting, planning and problem solving skills</td>
<td>Areas Addressed: Academic concerns, school related concerns - tardiness, absences &amp; truancy, misbehavior, school avoidance, drop-out</td>
<td>Areas Addressed: Educational acquisition of study skills, awareness of educational opportunities, appropriate course selection</td>
<td>Areas Addressed: Guidance program development, parent education, teacher/administrator consultation</td>
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<td>Interpersonal effective-ness (including social skills) communication skills, cross-cultural effectiveness, responsible behavior, classroom guidance</td>
<td>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</td>
<td>Lifelong learning, utilization of test scores, career - knowledge of potential career opportunities, knowledge of career and technical training, knowledge of positive work habits, personal/social - development of healthy self-concern, development of adaptive and adjustable social behavior</td>
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