

# GRADUATE COUNSELING

## Internship Manual

### **CSL 697** Internship in Counseling

involves required field experience in a setting appropriate to the student's program. The student should have the required coursework to function effectively at the internship site and have demonstrated the ability to be helpful to students or clients. Emphasis will be placed on (a) direct services to students and/or clients and (b) indirect services to include the use of best practices in planning, reflection on their work, accountability, and supervision. Direct service will include individual and group counseling for all interns and additional area-specified activities in relation to certification and endorsement requirements. Interns are required to provide video or digital reproduction of direct service for use in supervision and demonstration of competencies.

# **The Internship Manual**

**What excitement! Putting it all together!**

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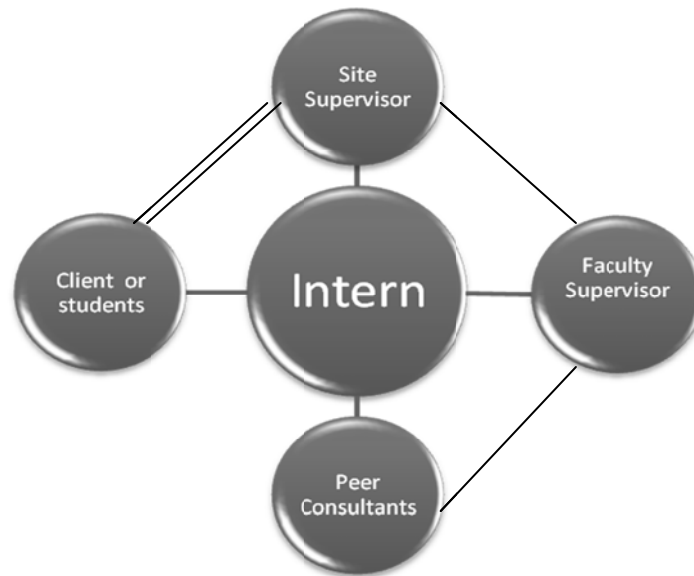
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*Within **personal professional development**, it is **relationships** that encourage and support **growth** (Levitov & Fall, 2009). The intern is at the center.*

## WHAT IS INTERNSHIP IN COUNSELING?

**Internship** is required **field experience** in a setting appropriate to the student's program. The intern should have the required coursework to function effectively at the internship site and have demonstrated the ability to be helpful to students or clients. Activities include (a) direct services to students and/or clients and (b) indirect services to include the use of best practices in planning, reflection on their work, and accountability, **under the supervision of a professional counselor**.

In addition to the field experience, interns receive supervisor and consultation from a faculty supervisor and peers during **one hour of group supervision each week**.

**The purpose of Counseling Internship** is to **assist interns in their journey** from student to professional counselor:

- to refine counseling skills (skills already developed) with actual clients under supervision,
- to critically think about counseling experiences: their purpose or intention, strategies, effectiveness, ethics, and critical and issues,
- to continue development of the interns' professional identities in conversation, in community.

## **Pre-Placement**

### **A. Application**

An application for internship is required. Within the application, students indicate the type of counseling experience they are seeking, and how they see themselves as professionals. Students are encouraged to reflect on personal beliefs and values, beliefs about clients or students, the theories likely to guide their work, and the counseling modalities they prefer.

### **B. Site selection**

**Setting.** Field experience is the place where interns translate academic knowledge into practice. Because the intern's counseling experiences will have a strong influence on professional development, it is important to consider the specific experiences that can be expected at specific internship sites. The selected site should be able provide

- experiences that are likely to fit with the intern's core values and beliefs,
- experiences that are likely to fit with the intern's professional interests: settings, types of problems, age groups, or specialized training, and
- adequate time for supervision.

**Interview.** Interns should arrange an interview to discuss potential experiences. If possible, it would be beneficial to meet directly with the person providing the site supervision. The potential site supervisor is likely to be interested in the potential intern's

- knowledge, skill, and experience in counseling,
- knowledge of ethical standards generally, and those directly involved in internship, and
- level of self-awareness.

**Supervisor.** The Site Supervisor must have a Master's Degree in Counseling, or a comparable degree, a minimum of two years of experience in the helping professions, be employed in the intern's area of emphasis, and be approved by the WSC Counseling Department. For Nebraska licensure, the supervisor must be a Licensed Mental Health Practitioner.

Students and graduates may register for internship more than once to complete another area of emphasis (elementary and secondary school, community or agency, higher education) or for additional supervised hours for licensure. A maximum of three credit hours of internship may be completed during one semester.

### **C. Ethics**

Interns have knowledge of professional standards of practice that direct relationships with clients and other professionals. This includes an understanding of confidentiality and its limitations.

Within the internship experience interns are particularly aware of the need to indicate to clients or students that they are graduate students working under supervision, completing an internship. When sessions are recorded, the client or student is told of the purpose and provided names of the individuals who will view the recordings for supervision.

Interns will monitor and discuss with supervisors their competence in counseling. Interns often have questions regarding their competence because of lack of experience. It is their

responsibility, as it is for all counselors, to monitor their effectiveness. Site supervisors will be directly involved in evaluating effectiveness because of the responsibility they have toward their clients or students. Professional boundaries are important with both clients and supervisors. Dual relationships are avoided.

Interns may recognize difficulties in their personal lives during the course of the internship experience. Counseling by either the field supervisor or the faculty supervisor is inappropriate. Confidential services are available through the Counseling Center, 375-7321.

## **D. Professional Associations and Insurance**

Students are encouraged to join appropriate professional associations. Membership in the American Counseling Association (ACA) is available to any person whose primary responsibilities or interests are in the area of counseling and human development. Student memberships are available. Membership application forms are available on the websites below.

Students are expected to have liability insurance. They may obtain professional liability insurance covering counseling activities for graduate students through ACA or ASCA, some home ownership insurance policies, and possibly, the internship site.

### **ADDRESSES FOR APPLICATION FORMS:**

ACA Membership	ACA Insurance Trust, Inc.	American School Counselor Assoc.
5999 Stevenson Ave.	5999 Stevenson Ave.	Box 18136
Alexandria, VA 22304-3300	Alexandria, VA 22304-3300	Alexandria, VA 22118
800-347-6647 X222	800-347-6647	800-306-4722
<a href="http://www.counseling.org">www.counseling.org</a>	<a href="http://www.acait.com">www.acait.com</a>	<a href="http://www.schoolcounselor.org">www.schoolcounselor.org</a>

## **E. Licensure or Certification**

State legislatures establish the requirements for professional licenses that usually include the completion of the MSE, satisfactory completion of an exam (usually NCE), and hours of clinical experience. Nebraska has requirements for Provisional Licensed Mental Health Practitioners. Full licensure is granted for those with provisional licenses who complete an additional 1,000 – 3,000 hours of supervised experience (usually during employment).

School Counselors in Nebraska are certified through an additional endorsement to an active Teacher's Certificate. They are required to have two years of successful teaching experience

Each student should contact the licensing agency in their state to verify current licensing laws. The agencies for the three closest states and their websites are:

### **Nebraska Department of HHS Regulation and Licensure**

P.O. Box 95007  
Lincoln, NE 68509-5007  
(402) 471-2133

<http://www.hhs.state.ne.us/crl/mhcs/mental/mentalindex.htm>

**Nebraska Department of Education**

301 Centennial Mall South

P.O. Box 94587

Lincoln, NE 68504

402-471-2255

<http://www.nde.state.ne.us/CARED/rule24.html>

**LADAC: Nebraska Department of Health & Human Services**

Credentialing Division, Alcohol & Drug Counseling Section

301 Centennial Mall South, Lincoln, Nebraska 68509

(402) 471-3121

<http://www.dhhs.ne.gov/crl/mhcs/adc/adc.htm>

**Iowa Bureau of Professional Licensure**

Lucas State Office Building

321 E. 12th Street

Des Moines, IA 50319-0075

[http://www.idph.state.ia.us/licensure/board\\_home.asp?board=be](http://www.idph.state.ia.us/licensure/board_home.asp?board=be)

**Iowa Department of Education**

Grimes State Office Building

Des Moines, IA 50319-0146

515-281-3605

<http://www.state.ia.us/boee/addition.html#c>

**South Dakota Board of Counselor Examiners**

PO Box 1822, Sioux Falls, SD 57101

Phone: (605) 331-2927 FAX: (605) 331-2043

email [sdbce.msp@midconetwork.com](mailto:sdbce.msp@midconetwork.com)

<http://legis.state.sd.us/rules/rules/2068.htm#20:68:01>

**Certified Board for Alcohol and Drug Professionals (SD)**

3101 W. 41<sup>st</sup> St., Suite 205

Sioux Falls, SD 57105

Phone: 605-332-2645 Fax: 605-332-6778

Email: [CBADP@midconetwork.com](mailto:CBADP@midconetwork.com)

Packets with information and application forms for licensure may be obtained by request from the following addresses:

National Board for Certified Counselors (NBCC)

PO Box 651051

Charlotte, NC 28265-1051 <http://www.nbcc.org>

## **VI. Field Experience**

**A. Internship Agreement.** A formal agreement is required (Appendix) that indicates acceptance of the arrangements regarding internships. The form is to be signed by the Intern who agrees to perform ethically and maintain open communication with supervisors. The Field Site Administrator's signature indicates approval of the placement and agreement the intern will be allowed to record counseling sessions with appropriate consent. The field supervisor signature indicates agreement to provide a minimum of one hour of supervision per week, to collaborate with Wayne State College faculty, and to provide a mid-term and final evaluation (Form appended). The Wayne State faculty approves placement, provides small group supervision for the intern, and is available for consultation. The agreement should be completed by the first week of the term.

### Specific responsibilities of interns:

1. follow the requirements of the internship site, including completion of required documentation,
2. perform ethically and communicate with all parties,
3. videotape or digitally record sessions with clients/students; These will be reviewed with supervisors and/or other students in class.
  - Recordings require attention to confidentiality.
  - Clients, students, and/or parents must give permission for review of the recording.
  - The recording must show the face of the counselor, but not necessarily the client/student.
  - The signed permission to videotape may be followed by a statement from the intern indicating the destruction of the recording following course completion.
4. complete a log of hours served during the internship with the site supervisor's signature.
5. Additionally, students employed as school counselors will arrange supervision from a certified school counselor with two years of successful experience. Two visitations are required to other field sites with descriptions of those visitations; At least one visit is at the supervisor's site.

**B. Experiences.** Interns are expected to provide both direct and indirect counseling services, including most aspects of the counseling program and delivery system of the internship site. The counseling faculty will approve only those students who have demonstrated competencies as beginning counselors. The level of competence differs among students as it does among professionals, however, and site-supervisors are encouraged to contact the faculty supervisor with any questions. The faculty realizes that site supervisors are the professionals who bear the responsibility for the clients/students served.

Observation and co-counseling are strongly encouraged.

Clinical Mental Health Counseling interns are expected to be involved in

- initial assessment (intake),
- discussion of issues or diagnosis,
- case conceptualization and determining a counseling plan,
- individual counseling,
- group counseling,
- career development, and
- record-keeping.

School Counseling and Higher Education interns are expected to be involved with

- the guidance curriculum or psychoeducational groups,
- individual counseling,
- group counseling,
- career development,
- testing and interpretation,
- referral, and
- record-keeping.

## **B. Supervision.**

Supervision is a special mentor-mentee relationship between an experienced, successful counselor and a counselor seeking development. It is a collaborative process; the purposes are (a) assurance of benefit to the client or students and (b) the growth and development of the intern.

Face-to-face meetings with the field supervisor are to be arranged by the student for a minimum of one hour per week to review activities that have been initiated, discuss any problems or concerns, and to monitor the services provided by the intern.

It is the intern's responsibility to prepare for supervision by reflecting about the purpose of their work, articulating their goals and strategies, raising questions about professional issues and concerns, sharing their self-evaluation, and seeking feedback from the supervisor.

- What was I hearing my client say/ seeing?
- What was I thinking about my observations?
- What were my alternatives at that time?
- How did I choose from among the alternatives?
- How do I intend to proceed?
- What did I actually say or do?
- What effects did my response have on my client? (Levitov & Fall, 2009)

The Wayne State faculty supervisor will contact the site supervisor to discuss how they might best work together in the professional growth of the intern. These meetings may be in person, via "skype," or by telephone. The intern and field-site supervisor are encouraged to contact the college supervisor whenever consultation is desired.



### **C. Evaluation.**

As well as meeting weekly with the intern, the field supervisors are asked to complete two ***Counseling Intern Evaluations*** (CIE form appended) during the semester. The inventory assesses the intern's performance on the outcomes of the Wayne State Counseling Program. Strengths and contributions of the intern should be included with recommendations for improvement. It is recommended that the field supervisor and intern discuss the evaluation.

### **D. Log of Hours**

Students will design a method of recording internship hours that is efficient for their settings. The log should distinguish between direct and indirect hours.

- Direct contact, as defined by Nebraska DHHS, is contact between the intern and “a client system, including collateral contact, while providing mental health services.” This includes individual and group counseling, facilitating prevention programs or guidance curriculum, and consultation. Family /guardian/teacher contacts and case conferences will be considered direct contact.
- Indirect contact includes any activity supporting counseling. Supervisory sessions between the intern and the site supervisor, group supervision in the internship class, reflections about the counseling sessions, research undertaken to meet requirements or to learn more about client issues are included. They are intended to increase effectiveness. Indirect contact also includes administrative tasks, planning, record keeping, and accountability practices.
- The hours required are aligned with licensure requirements for mental health practice. Students from other states will need to contact the Regulation and Licensure Division of their state to determine specific requirements. Interns who want to apply for licensure or certification following graduation may request the form from the state in which they desire licensure.

Cumulative Internship Hours Required for Degree (may be completed in more than 1 semester). Clinical Mental Health Counselors are required to take two internships.

	<b>Clinical Mental Health</b>	<b>K-6 or 7-12 School</b>	<b>K-12 School</b>	<b>Higher Ed. Counseling</b>
<b>Direct</b>	300	180	360	180
<b>Indirect</b>	300	270	540	150
<b>Total</b>	600	450	900	330

**An accurate record needs to be kept up-to-date. At the conclusion of the internship, the summary form needs to be signed by the certified or licensed supervisor and a copy turned in to the college supervisor. The original should be retained by the intern in a safe place for future use.**

## **VII. Class**

### **A. Experiences**

The purpose of the **small group supervision** is to discuss the use of academic knowledge in practice. Interns will demonstrate critical thinking in discussing issues raised by the faculty supervisor or interns themselves. Topics will include (a) initiating counseling, (b) assessment of the problem and/or diagnosis, (c) goal setting, (d) strategies, to include Evidence-Based Practice (EBP), and (e) accountability (outcome assessment). Interns will demonstrate critical thinking in discussing one another's work.

Each intern will provide **video of their work** to be used in documenting their counseling skills and identifying their strengths. This is a requirement. If the internship setting is reluctant to have interns record sessions, an alternative site must be found. Students will continue to submit recordings until the identified skills are documented. It is expected that this can be done in approximately three recordings. It is intended that this be accomplished prior to mid-term and the submission of final recordings for the portfolio. Interns are encouraged to present two of their videos with the same client or student.

#### **Interns are responsible for**

1. completing a Case Reflection that indicates background and referral information, a clear statement of the problem or diagnosis, the intended outcome of counseling, and the theory and strategies to be used,
2. obtaining permission for the recording and viewing,
3. choosing a 10 minute segment of the recording to present in class,
4. indicating the feedback they are seeking from their peers, and
5. presenting the video.

**SAKAI**. Some of the class sessions will be held on-line. Again, the purpose is to discuss the use of academic knowledge in practice. Interns will demonstrate critical thinking in discussing issues. These may be (a) assigned readings, (b) current issues in the intern's experience, i.e. cutting, or (c) review of the objectives from previous coursework (in preparation for licensure examinations)

### **B. Critical Thinking**

Counselors think

- about the **problems** with which each individual is struggling,
- about **what they want to have happen** with each individual, what is their intention in working together (their goals),
- about **what they can do** that is likely to be helpful (counseling interventions),
- how do **they know** if they are **effective** (accountability),
- the **needs**, in general, of people served by their agency or school, and
- **programs** they can offer that would address the needs.

These constitute the purpose of thinking for counselors. If counselors are thinking critically what are they doing?

*“Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (Scriven and Paul).*

In simpler terms, **counselors (a) gather information (from referrals, facts, observations, professional literature), and (b) use that information in reasoning, (c) with a purpose.** The **information** is evaluated on its accuracy, relevance, and depth. Is it true; is it important; is it more than superficial? **Use of information** is judged by the ability to differentiate assumptions and opinions from facts and to use reasoning to draw sound inferences and conclusions. Interns are encouraged to identify their personal points of view and consider other viewpoints. Overall, critical thinking is evaluated based on the **purpose** and clarity. Why are we engaged in this thinking? Are we clear? Are we able to articulate these thoughts to others?

What is your intention in working with this person or this group?

Assessment>>>>	Goal Accountability (as evidenced by)	<<<< Counseling Strategies
<ul style="list-style-type: none"> <li>• Need</li> <li>• Problem &gt; or</li> <li>• Diagnosis &gt;</li> </ul>	<ul style="list-style-type: none"> <li>• What do you intend to have happen because of counseling?</li> <li>• Intention</li> <li>• Purpose</li> <li>• Outcome</li> </ul>	<ul style="list-style-type: none"> <li>&lt; counseling theory</li> <li>&lt; interventions</li> <li>&lt; strategies</li> <li>&lt; Evidence-Based Practices (EBP)</li> <li>&lt; programs</li> <li>&lt; modalities: individual, group, consultation, curriculum, referral</li> </ul>

### C. Supervision

Group supervision is intended to bring self-evaluations into community, to share reflections on counseling decisions and interventions, deepening understanding of concepts and theory.

The process involves an intern presenting the background or context of the client, the goals of counseling with this client, and the interventions we should be able to see on the recording. The intern is encouraged to ask peers to look directly at specific interactions he or she would like to discuss. After questions the intern plays the recording.

Peers are requested to (a) attend to the intern’s specific requests, (b) indicate the strengths they witnessed, and (c) share how the experience relates to their own experience.

During this time, the faculty supervisor documents counseling skills.

#### **D. Evaluation**

The faculty supervision will evaluate counseling skills based on the counselor's demonstration of competency on video recordings. Specifically evaluation will include (a) the relationship, (b) accurate empathy, (c) helping the client gain clarity, (d) collaboration in setting goals, (e) rationale in selecting counseling interventions, (f) demonstration of a variety of skills, (g) evaluating the effectiveness of the interventions, and (h) identifying ethical issues and behaving consistently with ethical standards of practice. This will be graded Satisfactory or Not Satisfactory. A grade of satisfactory is required to complete the Internship.

The faculty supervisor also makes a continuous evaluation of critical thinking skills demonstrated in the case reflections and other assigned activities.

Interns are typically in the last class before graduation. It is a time when they are moving from school to practice, from the faculty-evaluation to the self-evaluation. It is important that the interns begin the process of self-evaluation. Interns make judgments about their knowledge of counseling, counseling skills, and their thinking about counseling. Interns are involved in identifying their strengths and areas they would like to develop.

**Application**  
for  
*Internship in Counseling*

Name \_\_\_\_\_

Please indicate your program/internship (Community, Higher Ed, School K-6, School 7-12).

I am completing or have completed CSL 665 Group Counseling Yes \_\_\_\_\_ No \_\_\_\_\_  
CSL 686 Advanced Practicum Yes \_\_\_\_\_ No \_\_\_\_\_

Expected term \_\_\_\_\_

**Site** Selection:

- What age groups match your professional interests? \_\_\_\_\_
- What types of problems are of greatest interest to you? \_\_\_\_\_
- What counseling theory/strategies would you like experience (e.g. groups, consultation)?  
\_\_\_\_\_
  
- Place where you would like to complete your Internship. Be as specific as you can. If you know the name of the school or agency list it. If you do not yet know, indicate the community and type of school or agency.

Agency or School Name:

Address:

**Supervision** should be provided by a professional certified as a School Counselor or licensed as a Mental Health Practitioner (LMHP in Nebraska, if you are seeking your licensure in Nebraska). Supervisors should have two years of professional experience.

Supervisor:

Credentials:

Telephone:

e-mail:

The following questions are intended for me to get a picture of the view you have of yourself as a counselor. I am asking you to be brief—but yet specific. I am not interested in general answers that could describe anyone. I want to know about **you**.

Name:

1. What is your personal identity? What are a few of your beliefs, strengths, and values?
2. What is your identity as a professional?
  - a. What should I expect of you as a counselor?
  - b. Do you believe people are influenced most by their  
\_\_\_ emotions \_\_\_ thoughts \_\_\_ learned behaviors \_\_\_ environment \_\_\_ genetics/chemistry
  - c. What theoretical model will guide your counseling? \_\_\_\_\_
3. What constitutes success in counseling? How would the client be different if counseling was successful? Be as specific as you can.
4. Why does counseling work?
  - a. What is the role of the client?
  - b. What is the role of the counselor?

**Wayne State College**  
**Masters in Counseling Internship Agreement**

Intern name \_\_\_\_\_  
Home address \_\_\_\_\_  
Telephone \_\_\_\_\_  
E-mail \_\_\_\_\_

Work address \_\_\_\_\_  
Telephone \_\_\_\_\_  
E-mail \_\_\_\_\_

Internship Site address (if different) \_\_\_\_\_  
Telephone \_\_\_\_\_  
E-mail \_\_\_\_\_

Supervisor's Name, Degree/License \_\_\_\_\_  
Work Address \_\_\_\_\_  
Telephone \_\_\_\_\_  
E-mail \_\_\_\_\_

Beginning Date of Internship \_\_\_\_\_ Ending Date \_\_\_\_\_

**Weekly Schedule** – Internship hours and one hour minimum supervision time

Monday          Tuesday          Wednesday          Thursday          Friday          Saturday

**Signatures below indicate:**

**The intern agrees to perform ethically and to communicate with all parties.**

**The field supervisor agrees to provide a minimum of one hour per week of supervision, to complete midterm and final evaluations, and to communicate with the WSC supervisor.**

**The administrator approves the internship at this site, approves occasional use of recording of counseling sessions with appropriate consent forms to be viewed by the WSC supervisor, and informs the intern about site policies.**

**The WSC supervisor approves the field site and supervisor, is available for consultation with the field supervisor as needed, and provides small group supervision for interns.**

\_\_\_\_\_  
Intern Signature & Date

\_\_\_\_\_  
Field Site Administrator Signature & Date

\_\_\_\_\_  
Field Supervisor Signature & Date

\_\_\_\_\_  
College Supervisor Signature & Date

## Case Reflection (CF)

### CSL 697 Counseling Internship

Intern:	Date:
Name or ID of student/client/group	Number of session and date of session:
ASSESSMENT	
Referral information :	
<b>Presenting concerns of the client</b> , in the client's words (NA for group or classroom activity)	
What would it be like to BE this client? What might you be thinking, feeling, doing?	
Relevant clinical history or contextual factors:	
Perceived client strengths and resources::	
<b>Your perception of the issue:</b>	
Problem as agreed upon or diagnosis, if applicable:	
<b>Counseling Goals</b> (agreed upon by counselor and client): <b><i>When counseling is successful, the client will ..... as evidenced by....</i></b> 1. ... <b><i>as evidenced by....</i></b>  2. ... <b><i>as evidenced by....</i></b>	
<b>Counseling Plan...</b> (include your general theory as part of <b>evidence -based practice</b> ) 1. ... 2. ... 3. ...	
Ethical questions/issues:	
<b><u>Specific Issues and Questions to be Discussed in Supervision (including class).</u></b>	



**Session #** \_\_\_\_\_ **Date** \_\_\_\_\_

**Sessions notes:**

**Counselor inferences regarding progress, based on ...**

**Specific Issues and Questions to be Discussed in Supervision (including class).**

**Session #** \_\_\_\_\_ **Date** \_\_\_\_\_

**Sessions notes:**

**Counselor inferences regarding progress, based on ...**

**Specific Issues and Questions to be Discussed in Supervision (including class).**

**Session #** \_\_\_\_\_ **Date** \_\_\_\_\_

**Sessions notes:**

**Counselor inferences regarding progress, based on ...**

**Specific Issues and Questions to be Discussed in Supervision (including class).**

*Wayne State College Masters Internship in Counseling*  
**TIME LOG SUMMARY REPORT**

Interns who do not complete a state form for verification of internship hours and supervision are required to turn in a copy of this form at the end of the internship. Please keep the original for your own records.

<b>CODE NUMBER</b>	<b>FIELD EXPERIENCE</b>	<b>TOTAL HOURS</b>
------------------------	-----------------------------	------------------------

1. *No. of individual counselees seen____	Total sessions____	_____
2. *No. of groups facilitated or co-facilitated _____		_____
3. *No. of hours in consultation (teachers, parents)		_____
4. *No. of hours in classroom-based group guidance		_____
5. No. of hours in case conference with professional colleagues		_____
6. No. of hours presenting staff development or inservice		_____
7. No. of hours administering testing and assessment tools		_____
8. No. of hours in marriage & family sessions		_____
9. No. of hours responding to crisis calls		_____
10. No. of hours in supervision with field site supervisor		_____

**Total Direct (#1-10):**

11. No. of hours in preparation for sessions & record keeping	_____
12. Coordination, Planning, Evaluation, & Prof. Development Activities: Conferences and workshops attended: (use the back, if needed)	_____

13. Internship class supervision	_____
14. Preparation hours for Internship class	_____
15. Related prof. reading not required for other classes	_____
16. Videotape or audiotape review hours	_____
17. Personal participation in individual or group counseling	_____
18. Other:	_____

**Total Indirect (#11-18):**

\*Required for school counseling in Nebraska and Iowa

**TOTAL SUPERVISED INTERNSHIP HOURS.....** \_\_\_\_\_

_____ Intern Signature	_____ Date
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_____ Field Supervisor Signature	_____ Date
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## COUNSELING SKILLS ASSESSMENT- CSL 697 Internship

### Student Counselor Name: \_\_\_\_\_

- 0 = Knowledge or skill was not acquired  
 1 = Developing understanding, but not sufficiently competent  
 2 = Minimally competent in knowledge and skills  
 3 = Competent in most areas; lacking some ability in application  
 4 = Competent as a beginning professional

Ratings will be done at **E**- End of practicum/entrance to internship  
**M**-Mid-term of internship (portfolio) which may be the  
**E**- Final (or later if a component needs additional work)

VIII. Counseling skill				Comments
1. Demonstrates the ability to establish a working <b>relationship</b> with individuals of diverse backgrounds/ lifestyles/cultures.				
2. Communicates genuine <b>empathy</b> by accurately restating (in one's own words) what the client/student has expressed.				
3. Demonstrates the ability to assist the <b>client gain clarity</b> and to develop focus.				
4. Collaborates with client/student to select appropriate <b>goals</b> to facilitate growth of client/student.				
5. Provides a <b>rationale for counseling intervention</b> according to theory.				
6. Effectively uses a variety of skills which are appropriately suited to both the developmental level of the client and the focus of the session.				
7. Determines the effectiveness of the intervention according to intention (indicated in #7 & #8)				
8. Demonstrates knowledge of ethical standards of practice and the ability to apply them with clients/students.				

## WAYNE STATE COLLEGE GRADUATE COUNSELING INTERN EVALUATION

NOTE: This form is to be completed by the intern's supervisor (and a self-evaluation by the intern if the supervisor so desires) during the sixth week of the college semester (about the first week in October or third week in February or the first week in July) and again at the end of the internship. **The supervisor and intern are encouraged to discuss this evaluation to facilitate the professional growth of the intern.**

Name of Site Supervisor (Please Print) \_\_\_\_\_ Date \_\_\_\_\_

Address (work) \_\_\_\_\_ Phone # \_\_\_\_\_

Name of Intern (Please Print) \_\_\_\_\_

Please evaluate the intern's performance relative to the listed competencies. Rate each competence by circling a number (described below) after each item.

- 0 = Knowledge or skill was not acquired
- 1 = Developing understanding, but not sufficiently competent
- 2 = Minimally competent in knowledge and skills
- 3 = Competent in most areas; lacking some ability in application
- 4 = Competent as a beginning professional

### CORE COMPETENCIES RATINGS

1.	Demonstrates knowledge of current counseling theory.	0	1	2	3	4
2.	Implements theory-based counseling interventions to meet the needs and goals of counselees.	0	1	2	3	4
3.	Establishes and maintains therapeutic relationships with counselees.	0	1	2	3	4
4.	Uses effective counseling skills, appropriate to the developmental stage or level, with individuals.	0	1	2	3	4
5.	Demonstrates effective counseling and/or teaching skills with groups of counselees.	0	1	2	3	4
6.	Has an open-minded attitude, makes the effort to become more knowledgeable about own and others' cultures, and uses appropriate counseling strategies with counselees of diverse backgrounds.	0	1	2	3	4
7.	Requests appropriate information to understand the counseling program (delivery of counseling and related services) and policies of the internship site.	0	1	2	3	4
8.	Facilitates counselee career development and mature life planning.	0	1	2	3	4
9.	Appraises the characteristics of counselees, describes their needs and strengths, identifies individual differences, and provides for recording and disseminating the results as appropriate.	0	1	2	3	4
10.	Able to conceptualize individuals based on the assessment categories used in standardized diagnostic systems (DSM). (Knowledgeable about symptoms & knows when to refer and how to communicate with professionals who can diagnose.)	0	1	2	3	4
11.	Prepares for supervision time with cases (videotapes, invitations for observation, & discussion), questions, requests for feedback about professional development (ethics, theory, skills, conceptualization of case...)	0	1	2	3	4

12.	Demonstrates skills in consulting tasks (working with parents, staff, other agencies, conducting inservice activities, workshops. . .)	0	1	2	3	4
13.	Reads professional literature including research about effective practices in counseling	0	1	2	3	4
14.	Follows ethical procedures and consults with supervisor when faced with an ethical dilemma.	0	1	2	3	4
15.	Demonstrates a professional identity by exhibiting personality characteristics, specialized knowledge, and therapeutic skills required of an effective and ethical helper.	0	1	2	3	4
16.	Uses technology for communication, the search for information, and appropriate applications in this internship setting.	0	1	2	3	4
17.	Demonstrates a spirit of cooperation with colleagues and supervisor.	0	1	2	3	4
18.	Demonstrates the ability to handle stressful situations constructively.	0	1	2	3	4
19.	Demonstrates the ability to initiate and complete tasks.	0	1	2	3	4
20.	Uses effective organizational skills including effective management of self with the time available.	0	1	2	3	4

**Comments** about intern's strengths, areas that need strengthening, etc.:

**Signature of Supervisor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Supervisor's Title/Position and License/Certification** \_\_\_\_\_

**Signature of Intern** (if discussed with supervisor) \_\_\_\_\_

**Send evaluation to:** Kathleen Conway or Keith Willis  
School of Education and Counseling  
Wayne State College  
1111 Main St.  
Wayne, NE 68787-1447  
  
FAX number 402-375-7414  
Telephone number: 402-375-7210  
E-mail: [kaconwa1@wsc.edu](mailto:kaconwa1@wsc.edu) or [kewilli1@wsc.edu](mailto:kewilli1@wsc.edu)

**THANK YOU** for completing this evaluation.

**FEEDBACK FORM FOR COUNSELORS**  
**Wayne State College – Counselor Education**  
**1111 Main St., Wayne, NE 68787**

We want to be able to serve people participating in individual or group counseling and the education of counselors in the best possible way. To do this, we need your help. Please complete the following evaluation form and return it to us at the address above. You do not need to identify yourself. The information you provide will be used in the education of counselors. Thank you!

**Name of Counselor** \_\_\_\_\_

**Your Age** \_\_\_\_ **Male or Female** \_\_\_\_\_ **Date** \_\_\_\_\_ **Number of times you met with counselor:** once  
(circle) **2-5**  
**6 or more**

**1. Did the counselor listen to you and understand what you were saying?**

Listened to everything I said and understood me		Listened and understood me		Didn't listen or understand me at all
5	4	3	2	1

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**2. Did you think the counselor cared about you and your feelings?**

Extremely interested in me		Interested in me		Not interested in me at all
5	4	3	2	1

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**3. Did the counselor respect you and your thoughts and opinions?**

Always respected me and my opinions		Respected me and my opinions		Did not respect me and my opinions
5	4	3	2	1

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**4. Did you feel you could talk openly about anything with the counselor?**

Felt I could talk openly about anything		Felt I could talk openly about some things		Felt I could not talk about anything important to me
5	4	3	2	1

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**5. Did you meet enough times to feel that counseling helped you?**

Yes		Somewhat		No
5	4	3	2	1

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**6. Did counseling help you learn anything?**

Learned a great deal		Learned some		Learned nothing
5	4	3	2	1

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**7. Did you change anything about yourself (your ideas, attitudes, or actions)?**

I changed greatly		Some change		Did not change at all
5	4	3	2	1

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**8. How satisfied or happy are you with the results of your counseling?**

Very satisfied		Satisfied		Very dissatisfied
5	4	3	2	1

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**9. What helped you the most?**

**10. If you could change anything, what would you change with this counseling or group experience?**