

INTERNSHIP HANDBOOK

College, Community,
and Mental Health Counseling Specialties

Graduate Counseling Program

Old Dominion University

**Adopted
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TABLE OF CONTENTS

Page

I. Goals.....	3
II Course Objectives.....	3
III. General Requirements.....	3
IV. Evaluation.....	5
V. Supervision of Students.....	5
VI. Obtaining Internship Sites.....	7
VII. Liability Coverage.....	7
VIII. Appendices.....	8
o Application for Supervised Internship in Counseling	
o Practicum/Internship Site Supervision Agreement	
o Practicum/Internship Hours Log	
o Supervision Attendance Log	
o Verbatim Transcript Form	
o Consent to Participate in Recorded Supervised Counseling	
o Counseling Skills and Techniques Competency Scale	
o Site Supervisor Evaluation of Community/Mental Health Counseling Intern Form	
o University Supervisor Evaluation of Counseling Student	
o Evaluation of Practicum/Internship Site Supervisor	
o Student Evaluation of University Supervisor	
o Counseling Program Evaluation	
o Internship Checklist	

THE COUNSELING INTERNSHIP

I. GOALS

This supervised experience will enable students to practice intermediate counseling skills within a supervised counseling setting while integrating knowledge and skills learned in previous course work. In addition, students will focus on how to use the therapist/client relationship to foster client growth.

II. COURSE OBJECTIVES

- a. To practice intermediate counseling skills.
- b. To expand repertoire of responses to clients.
- c. To conceptualize client problems.
- d. To develop treatment plans based on case conceptualizations.
- e. To examine the personal characteristics needed to be an effective counselor.
- f. To keep case notes and records and learn referral skills.
- g. To understand the ethical and legal issues in counseling as applied in the internship setting.
- h. To broaden one's theoretical basis for counseling strategies.
- l. To discuss multi-cultural issues as they relate to counseling clients of varying social/cultural/ethnic groups.
- j. To introduce and practice advanced counseling skills such as immediacy, confrontation, advanced accurate empathy, interpretation.
- k. To examine how the counseling relationship can be used to foster client growth.

III. GENERAL REQUIREMENTS

The College, Community, and School Counseling specializations require students to complete supervised internship experiences that total a minimum of 600 clock hours. The internship may be completed over one semester or may be completed over two semesters at 300 hours per semester. Mental Health Counseling interns are required to complete a 900 clock hour internship in a supervised setting. This internship must be accomplished over two semesters, at 450 hours per semester, or 600 hours one semester and 300 hours the other semester. The same general requirements (a – h) will apply.

The 600/900 clock hours should include the following:

- a. For the 600-hour internship, a minimum of 240 hours of direct service with clients, including experience in individual counseling and group work. The minimum direct service hours for the Mental Health counseling specialty interns is 360.
 - b. Opportunities to develop case conceptualizations, case reports, and treatment plans
 - c. A minimum of one (1) hour per week of individual supervision per academic term by a university supervisor
 - d. A minimum of one and one-half (1½) hours per week of group supervision per academic term by a university supervisor
 - e. A minimum of one (1) hour per week of individual supervision by the student's site supervisor
 - f. Completion of a weekly "Internship Log" which includes a summary of the hours spent in (a) counseling or other direct client services, (b) observation, and (c) other activities **(See appendix for a copy of the log form)**
 - g. The audio and/or video recording of clients. Students will be required to submit weekly video or audio (*video is preferred*) tapes of their direct client work. Students must submit a tape evaluation with each tape. (University supervisors will provide students with evaluation guidelines.) In addition, a minimum of two verbatim transcripts of client sessions will be due per academic term. **(See appendix for a copy of the Verbatim Transcript Form.)**
- Note:** Each client (or parent of a minor client) must complete a "Consent to Participate in Recorded Supervised Counseling" form before beginning recorded counseling with the client. **(See appendix for a copy of the Consent to Participate in Recorded Supervised Counseling Form.)**
- h. Readings or other activities as may be assigned by the faculty instructor.

Deadlines for Internship applications are:

February 15th for Summer and Fall Semesters

October 15th for Spring Semester

(See appendix for a copy of the Internship Application)

IV. EVALUATION

Each student will be enrolled in the appropriate internship course for one or two semesters. The student will be evaluated a minimum of two times during each semester enrolled by his or her supervisor(s). The Counseling Skills and Techniques Competency Scale (**See Appendix**) will be used to assess student skills at the beginning, middle, and end of each semester. In addition, at the end of each semester, the student's university supervisor will complete the University Supervisor Evaluation of Counseling Student form. (**See Appendix.**) The ODU Clinical Coordinator will use these evaluations to assist him or her in determining the student's grade. In addition to this formal evaluation, it is expected that the student's supervisor will be offering ongoing "process" feedback (e.g., verbal, written feedback). The course is graded on a "Pass/Fail" basis. In order to pass, a student must meet all requirements as noted under "General Requirements" and demonstrate competency in:

- a. applying core counseling skills,
- b. understanding the relationship between specific client problems and particular treatment approaches, and
- c. knowing one's own attitudes and needs as they affect counseling while demonstrating sufficient personal adjustment to function ethically as a counselor.

V. SUPERVISION OF STUDENTS

All supervision must be entered weekly onto a log.

(See appendix for a copy of the Supervision Attendance Log.)

A. Individual Supervision

As noted above, each student will receive a minimum of one (1) hour a week of face-to-face individual supervision by a university supervisor. Such supervision can be given by the faculty instructor or a doctoral-level graduate student being supervised by the faculty supervisor. Only those faculty instructors, advanced counseling students, or site supervisors who meet the requirements as noted below will be eligible to supervise internship students.

1. Faculty Instructors as Individual Supervisors

Each regular, adjunct, and affiliate program faculty member who is a faculty instructor for the internship course must have the following:

- a. a doctoral degree from a program in counselor education or a closely related field;
- b. relevant professional experience and demonstrated competence in counseling and/or human development at levels appropriate for the students supervised; and
- c. course work or other training that shows competence in supervision of counseling students.

2. Doctoral Students as Individual Supervisors

In most cases, doctoral students will supervise master's degree students. In such cases, these advanced counseling students will be receiving supervision from the faculty instructor. All advanced students who are supervising master's degree students must have the following:

- a. a master's degree in counseling or a closely related field;
- b. training in counseling supervision; and
- c. are themselves supervised by program faculty with a faculty/student ratio of 1:5

B. Group Supervision:

All students must receive a minimum of one and one-half hours (1 ½) of group supervision per week. Such supervision must be given by a faculty instructor, or an advanced counseling student who is being supervised by a faculty instructor as noted under "individual supervision." Not more than 10 students will be allowed to participate in group supervision at one time.

C. Site Supervision

All students must receive a minimum of one (1) hour per week of individual or group supervision by their site supervisor. Site supervisors should have a master's degree in counseling or a related field and a minimum of two years of experience. Weekly site supervision should be used review goals, tasks as defined by the site supervisor, and progress toward those goals and tasks. Site supervision should also include processing of the student's experience with clients.

VI. OBTAINING INTERNSHIP SITES

A. Internship Sites

College, community, and mental health specialization interns will be responsible for identifying and securing their own internship sites. A list of potential internship sites is available upon request. Sites must meet the following criteria:

The site has agreed to accept a student for a 600-hour internship experience for college or community specialization interns; 900 hours for mental health specialization interns.

- The site supervisor meets the minimum qualifications (see Section V.C)
- The site supervisor has reviewed and signed the Site Supervisor Agreement (**see Appendix**)
- The site will allow the student to video or audio tape direct service work with clients
- The site has been approved by the ODU Clinical Coordinator (Dr. Suzan Thompson)

VII. Liability Coverage

Old Dominion University's registered and enrolled students who are required by their curriculum to participate in supervised and graded service outside the University at various internship sites are covered by liability insurance provided through the Commonwealth of Virginia.

VIII. Appendices

**Application for Supervised INTERNSHIP in Counseling
Old Dominion University, Graduate Counseling Program**

Return to Ms. Dawn Hall, Education room 110

For: Fall Spring Summer (mental health only) Year: 20__

Name of Student _____ UIN _____

Address _____
City _____ State _____ Zip _____

Telephone: Home _____ Work _____ Cell _____

E-mail: _____

Emphasis Area & Hours

School: Elementary Middle High School 300 hours 600 hours

College of Community: 300 hours 600 hours

Mental Health: 450 hours 900 hours

Indicate the core courses you will have completed by the time you take internship. You must have completed ALL of the courses listed below in order to begin the internship. Attach an unofficial copy of your transcript from LEO.

Course #	Course Title	Semester Taken	Grade
COUN 601	Principles of Counseling		
COUN 630	Growth Group (1 credit) if required in your program		
COUN 633	Counseling Skills		
COUN 644	Group Counseling (Or COUN 642)		
COUN 645	Testing & Individual Appraisal		
COUN 648	Foundations of Career Development		
COUN 650	Counseling Theory & Practice		
COUN 669	Practicum		

Indicate specialization courses you will have completed by the time you will start internship. The following specialization courses must have been completed prior to beginning internship: For college counseling interns, COUN 707 and HIED 710; for community and mental health counseling interns, COUN 680 & 685; for school counseling interns, COUN 676, 678, & 679.

Course #	Course Title	Semester Taken	Grade

**** For School Counselors Only:** I submitted my TES Internship Application on _____ (date)

Course(s) you plan to take in conjunction with Internship:

Course #	Course Title & CRN	Day & Time Class Meets

Student Signature: _____ Date: _____

Approved Not Approved Comments _____

Clinical Coordinator Signature: _____ Date: _____

**Old Dominion University
Graduate Counseling Program
Practicum/Internship Site Supervision Agreement**

1. Site Information

Name: _____ Phone: _____

Address: _____

Types of clients served: _____

2. Supervisor Information

Name: _____ Title: _____

E-mail: _____ Phone: _____

Licensure/Certifications (if applicable & required in this organization) **attained** _____

___ LPC ___ LMFT ___ Licensed School Counselor ___ NCSC

___ LCSW ___ LSATP ___ Licensed Psychologist ___ NCC

___ CSW ___ CSAC

___ Other _____ (year attained _____)

State where licensure/certification is granted _____

Degrees Held (Master's in Counseling or related field required)

(Please list degrees and conferring university)

Employment history (please give last 2 employers)

Experience providing counselor supervision and/or training for providing supervision

(Continued)

3. Student Information

Name: _____ Phone: _____

Address: _____

E-mail: _____

4. Practicum/Internship Taping Requirements

Students are required to record (videotaping is preferred) some of their sessions with the client's permission obtained through a signed consent form. Students are required to submit a minimum of one recording per week for review with their university supervisor.

5. Responsibilities of Supervisor and Practicum/Internship student

Supervisor Responsibilities:

- Provide a minimum of one (1) hour of weekly individual supervision
- Review Practicum or Internship Handbook; understand student requirements & responsibilities.
- Assist the student with the planning of the practicum/internship experience
- Meet with University Supervisor twice per semester. Maintain contact with the student's university supervisor to express any concerns that may arise
- Evaluate the student

Practicum/Internship student's responsibilities:

- Secure an approved site.
- Adhere to the policies and procedures of the site
- Represent themselves and the university in a professional manner
- Follow the American Counseling Association's and American School Counselor Association's Ethical Guidelines, as appropriate
- Complete self-evaluations for counseling skills and review of recorded sessions.
- Evaluate the university & site supervisors (mid & end of each semester)

6. Length of agreement

Practicum/Internship Duration:

Beginning date _____

Ending date _____

Hours per week: _____

Days of Week: _____

7. Signatures

Site Supervisor _____

Date _____

Student _____

Date _____

Old Dominion University Graduate Counseling Program **Supervision Attendance Log**

Semester: _____

Student's Name: _____ Supervisor: _____

___ Individual Supervision ___ Group Supervision

___ University Supervision ___ Site Supervision (School or Mental Health Agency)

Document individual and group supervision hours. Supervisor should sign form at the end of the semester.

Date of Supervision Time Spent

Cumulative Hours	Group = Individual =

 Student's Signature

 Date

 Supervisor's Signature

 Date

VERBATIM TRANSCRIPT FORM

Counselor Name _____ Core Content _____
Date _____ Session# _____ Tape Side/Track# _____
Core Affect _____

Summary of Client statements	Verbatim Counselor Response	Alternate Response	Self-Awareness

CONSENT TO PARTICIPATE IN RECORDED SUPERVISED COUNSELING

Purpose and Use of Recordings

As part of their professional training, graduate students perform counseling under the supervision of University/faculty members and/or field placement supervisors. To facilitate this training, counseling sessions are sometimes recorded on a video cassette or an audio tape. Students use such recordings to review their own performance as counselors-in-training. Their counseling performance may also be reviewed by their supervisor(s) and other internship trainees in a small group setting. All recordings are erased after they are reviewed.

Confidentiality

Trainees and University/faculty supervisors are professionally and ethically bound to preserve the confidentiality of all personal information that is revealed by the client in a counseling relationship. The only exception to this is if a client proves to be at clear and imminent danger of harming himself/herself or others. We would appreciate your permission to record the session(s) with the understanding that confidentiality will be maintained. Thank you for your cooperation.

Supervisor's Signature and Title

Date

Counselor Trainee's Signature

Date

Consent

I have read and understand the above statements regarding confidentiality, recording, and supervision of my sessions (or the sessions of my child). I give my permission for these sessions to be recorded for training purposes as described above. I further understand that I can withdraw this permission at any time.

Client's or Parent's Signature

Date

Old Dominion University Graduate Counseling Program

Counseling Skills and Techniques Competency Scale

Student Name _____ Supervisor Name _____
Pre-Assessment Review Date: _____ Midterm Review Date _____ Final Review Date _____

This scale is for (check one) ___ Practicum // ___ Internship

The following are basic counseling/therapy skills, grouped around basic criteria: I. Counseling Process, II. Empathy skills, III. Behavioral Elements, IV. Counselor Dynamics, V. Advanced Skills, and VI. Professionalism. To pass this course (Practicum or Internship), each of the major criteria relevant to the course must be scored at 3 or higher.

1 = POORLY DEVELOPED SKILLS

2 = SKILLS NEED ADDITIONAL WORK

3 = FAIRLY DEVELOPED SKILLS; NEEDS SOME ADDITIONAL WORK

4 = AVERAGE USE OF SKILLS: PASSING

5 = VERY GOOD COUNSELING SKILLS

6 = HIGHLY DEVELOPED COUNSELING SKILLS

I. COUNSELING PROCESS: These are the skills that move the counseling process toward the goals of counseling/therapy. These organizing skills must be each demonstrated at level 4 or above.

- | | |
|----------|--|
| A. _____ | Identifies the central issue(s): names the important concern(s) of the client |
| B. _____ | Identifies the core affect: names the central feelings(s) experienced by the client |
| C. _____ | Explores and Tracks: the counselor stays with the client cognitively and affectively |

II. BASIC COUNSELING SKILLS

- _____ 1. Encouragers: counselor uses “mmmh, oh, yes” to communicate to the client that the counselor is listening—without interrupting the client’s train of thought or discourse.
- _____ 2. Key words: counselor identifies key words that the client uses and emphasizes them by including them in counselor response.
- _____ 3. Restatement: the counselor conveys to the client that he/she has heard the content of client’s previous statements by restating in exact or near exact words, what the client has just verbalized.
- _____ 4. Paraphrasing/Reflection: from statements and non-verbal cues, the counselor accurately describes the client’s issues, affect, and behavior: a) Content b) Feelings c) Process d) Non-verbals
- _____ 5. Summarizing: the counselor combines two or more of the client’s cognitions, feelings, and/or behaviors into a general statement.
- _____ 6. Immediacy: the counselor addresses the client’s behavior in the “here and now.”
- _____ 7. Accurate Empathy: the counselor demonstrates they are able to understand the client’s frame of reference; counselor responses are roughly interchangeable with those of the client.
- _____ 8. Verbosity: the counselor speaks when it is necessary and does not inappropriately interrupt the client or verbally dominate the counseling session.
- _____ 9. Recognizes client's strengths.
- _____ 10. Advanced Empathy: the counselor’s responses add to the expression of the client in such a way as to express feelings at a level deeper than the client is able to express for himself/herself.

III. BEHAVIORAL ELEMENTS

- _____ 1. Physical Presence: the counselor's body posture, facial expressions, and gestures are natural and congruent with those of the client's.
- _____ 2. Activity Level: the counselor maintains a level of activity appropriate to the client's activity level. Non-Verbals: a) the counselor's physical movements are appropriate to the client's activity level during the counseling session, b) Voice: the counselor's tone of voice and rate of speech are appropriate to the client's present state and/or counseling session.

IV. COUNSELOR DYNAMICS

- _____ 1. Non-Defensive: the counselor gives and receives feedback interactively with clients, peers, and supervisors in an appropriate, professional manner.
- _____ 2. Objectivity: the counselor has sufficient control over his/her own feelings and values so that the counselor's personal issues do not control the counseling session.
- _____ 3. Supportive/Unconditional Positive Regard: the counselor makes statements that accept the client's cognitions, accepts the client's behavior, and/or shares with the client that his/her feelings are not unusual.
- _____ 4. Genuineness: the counselor's responses are sincere.
- _____ 5. Respect for Cultural Needs: shows appreciation for cultural &/or spiritual concerns.
- _____ 6. Probes/Questions: the counselor's statements result in the client providing additional information about his/her cognitions, behaviors, and/or feelings: a.) Clarification b.) Open Ended Question c.) Close Ended Question
- _____ 7. Challenges include noticing discrepancies and confronting clients as appropriate

The following criteria (Advanced Counseling/Therapy Skills) are the counselor functions carried out with clients to facilitate positive movement toward clients' goals—from the beginning of counseling to the stage of counseling in which the goals are acted upon. These are advanced counseling skills that will need to be **demonstrated in Internship**.

V. ADVANCED COUNSELING/THERAPY SKILLS: PROCESS AND MOVEMENT (for Internship)

- _____ 1. Writes and verbally expresses clearly the initial statement of problem(s)/issues, and the presenting goals, expressed by the client.
- _____ 2. Identifies the client obstacles [in thinking, feeling, and behavior] to change.
- _____ 3. Helps the client explore the context of his/her experience, for example, when does the block occur, what have you tried, and how has that worked?
- _____ 4. With the client explores options and focuses on realistic possibilities.
- _____ 5. Validates positives: identifies strengths and resources.

V. ADVANCED COUNSELING/THERAPY SKILLS: PROCESS AND MOVEMENT (for Internship)

- _____ 1 Arrives on time to supervision. Notifies supervisor in a timely manner about any challenges with attendance. Keeps supervisor updated with regard to circumstances that affect supervision attendance.
- _____ 2. Actively participates in individual or group supervision. Is prepared with recordings of sessions and analysis of sessions other than those required.
- _____ 3. Dresses professionally with clients.
- _____ 4. Is open to feedback and demonstrates willingness to implement in counseling sessions.
- _____ 5. Maintains relevant client case notes. Demonstrates understanding of documenting counseling sessions relevant to site requirements.

GOALS FOR CONTINUOUS IMPROVEMENT:

Select 1-3 skills that you will focus on through the next evaluation period. For each write your plan for improving the skill, using the back of this form if you need more space.

Supervisor Signature _____

Date _____

Student Signature _____

Date _____

**SITE SUPERVISOR EVALUATION OF COMMUNITY/MENTAL HEALTH COUNSELING INTERN
(To Be Completed By On-Site Supervisor)**

The following evaluation instrument is used to help determine whether the graduate student intern will pass his or her internship. Using a pencil and the accompanying **green opscan sheet**, please carefully fill out the evaluation form so the student and the faculty supervisor can receive accurate feedback concerning the student's performance at the internship site. At the end of the evaluation you will have the opportunity to provide written feedback, if you so choose. Your time and effort in completing this evaluation instrument is greatly appreciated.

Name of Agency/Setting: _____
Student's Name: _____ Date: _____
Signature and Title of Field Supervisor: _____

Please use the following numbers to represent the various levels of achievement or competence:

- 1- Not applicable
- 2 - Did much less than minimum expected performance
- 3 - Did slightly less than minimum expected performance
- 4 - Met minimum performance expectations
- 5 - Did slightly more than minimum expected performance
- 6 - Did much more than minimum expected performance
- 7 - Showed outstanding competence or accomplishment

ON SITE BEHAVIOR:

- 1. Became familiar with department or agency functions and procedures.
- 2. Personal dress and grooming were in accord with department or agency expectations.
- 3. Exhibited desire to meet regularly and consult with supervisor and/or other staff concerning internship experiences.
- 4. Exhibited interest in becoming involved with office activities, staff meetings, special projects, etc.
- 5. Was reliable, punctual, responsible and followed directions when asked.
- 6. Took full advantage of available opportunities for learning (e.g., reviewed literature, visited other programs, etc.).
- 7. Came to meetings prepared, especially when student has specific responsibilities for the success of such meetings.

HUMAN RELATIONS SKILLS:

- 8. Exhibited congruence between what he or she said and what he or she did when dealing with clients and staff.
- 9. Conveyed ideas and thoughts clearly and articulately.
- 10. Established open and honest relationships with others.
- 11. Had the capacity to admit mistakes and accept responsibility for mistakes.
- 12. Adapted well to new and unexpected situations (was flexible).
- 13. Displayed tact in expressing his or her views and in eliciting information.
- 14. Exhibited understanding of, and respect for, staff and clients alike.
- 15. Was able to listen and attend to what others were saying.
- 16. Was able to handle confidential information appropriately.
- 17. Showed good writing skills (e.g., reports, letters, etc.).

COUNSELING RELATIONSHIP:

- 18. Created an atmosphere that was conducive to effective counseling.
- 19. Communicated acceptance and positive regard.
- 20. Demonstrated accurate empathy.
- 21. Allowed the client maximum freedom of expression.
- 22. Exerted responsible control over the direction of sessions.
- 23. Seemed genuine.
- 24. Consistently established good working relationships with clients.
- 25. Communicated respect for his or her clients.
- 26. Showed awareness of the relationship dynamics operating during his or her counseling sessions.

(Continued)

- 27. Treated clients of different gender, age, and cultural backgrounds with respect and understanding.

BASIC COUNSELING SKILLS:

28. Exhibited appropriate nonverbal behavior.
29. Maintained appropriate eye contact.
30. Was alert.
31. Tolerated and maintained appropriate periods of silence to foster client movement.
32. Accurately reflected client's expressions of feelings.
33. Showed the ability to probe and to elicit pertinent information not volunteered by the client.
34. Confronted client's incongruities appropriately.

MANAGEMENT/PROGRAMMING SKILLS AND COMPETENCIES:

35. Exhibited the ability to work on his or her own with a minimum of supervision.
36. Showed the ability to select and use appropriate counseling-related materials during individual and group counseling sessions (e. g., testing instruments, play therapy, informational resources for clients).
37. Was resourceful, innovative and showed the ability to apply his or her knowledge to various work situations.
38. Comprehended the department/unit role within the larger organization.
39. Exhibited problem-solving ability.

CONCEPTUALIZATION SKILLS:

40. Was able to articulate his or her personal theory of counseling.
41. Was able to conceptualize client problems in terms of a consistent, sound, personal theory.
42. Was able to identify specific techniques for client interventions.
43. Was able to discriminate when clients need more or less structure for maximum growth.
44. Worked from a theory that is well-matched to his or her personality, values and basic beliefs.
45. Demonstrated an openness to information and experiences which appear contrary to his or her personal theory.

USE OF SUPERVISION:

46. Was open to constructive criticism.
47. Actively sought help and consultation.
48. Shared competencies in supervision.
49. Used supervision time to further his or her professional growth.
50. Showed good faith in resolving interpersonal difficulties with the supervisor.
51. Was able to deal effectively with evaluation-related anxiety.

COMMUNITY COUNSELING KNOWLEDGE AND SKILLS:

52. Understood typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services.
53. Demonstrated the ability to apply models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development, including prevention, implementation of support groups, peer facilitation training, parent education, career/occupational information and counseling, and encouragement of self-help.
54. Demonstrated the ability to use effective strategies for promoting client understanding of and access to community resources. Understood principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans.
55. Demonstrated knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual (DSM)*.
56. Demonstrated the ability to apply effective strategies for client advocacy in public policy and other matters of equity and accessibility.
57. Applied appropriate individual, couple, family, group, and systems modalities for initiating, maintaining and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

GENERAL EVALUATION:

58. Overall evaluation of the student's ability as a counselor.

IN THE SPACE PROVIDED, PLEASE ADD ANY ADDITIONAL COMMENTS (Use back of page if necessary):

Old Dominion University
Practicum and Internship Program

University Supervisor Evaluation of Counseling Student

Student's Name: _____ Supervisor's Name: _____

Supervisor: Please read and answer each question as it applies to the counseling student. Please feel free to attach additional comments on the back of these pages or on a separate sheet. Please provide as much information as possible/applicable.

1. Please explain the counseling student's strengths in regards to counseling skills observed.

2. Please explain the counseling student's areas for growth in regards to counseling skills observed.

3. Please explain the student's receptivity to feedback during your supervision experiences.

4. Does this student utilize feedback given and supervision in an appropriate fashion? If no, please explain.

5. Does the student show an ability and willingness to adhere to program policies/procedures? (For example, did the student turn in tapes and meet for supervision regularly?) If no, please explain.

6. Please feel free to add any additional comments about the student that you think pertinent in order to assign an appropriate grade for practicum/internship.

7. Please provide an overall rating of this student's skill level as a counselor using the scale of 1-4 below-

Unsatisfactory (below standard)	Emerging	Meets Standard	Target (exemplary)
1	2	3	4

University Supervisor Signature

Date

Student Signature

Date

Student: by signing this document, you give permission to your University Supervisor and/or Clinical Coordinator to use content from this document for future reference requests.

EVALUATION OF PRACTICUM/INTERNSHIP SITE SUPERVISOR

Name of Student _____

Name of Field Supervisor _____

Place of Practicum/Internship (circle one) _____

Semester of Practicum/Internship _____

Please describe your reaction to each of the following statements in terms of this scale.

Unacceptable	Poor	Acceptable	Good	Very Good	Excellent
1	2	3	4	5	6

Rating

- 1) Rate your supervisor's consistency in having regularly scheduled supervisory meetings. _____
- 2) Rate your supervisor's ability to offer you guidance during the early phase of your internship. _____
- 3) Rate how comfortable you felt with your supervisor in exploring personal issues that were related to professional issues (e.g., countertransference, ability to relate to staff, etc.). _____
- 4) Rate how comfortable you felt with your supervisor in discussing professional issues. _____
- 5) Rate your supervisor's ability to offer you support during your internship. _____
- 6) Rate your supervisor's ability to communicate ideas effectively. _____
- 7) Rate how much you feel you have learned from supervision. _____
- 8) Rate the overall effectiveness of your supervisor. _____

Comments:

STUDENT EVALUATION OF UNIVERSITY SUPERVISOR

Old Dominion University Graduate Counseling Program

This evaluation should be submitted once at the middle and again at the end of the semester you are enrolled in Practicum/Internship.
Evaluations should be done for the Individual University Supervisor and for the Group University Supervisor.

Name of Supervisee _____ Name of University Supervisor _____

DATES OF EVALUATION: From _____ to _____

Using the scale below, please provide a rating to each of the statements.

Strongly Disagree

Strongly Agree

1

2

3

4

5

Rating

1	Treats me with acceptance and respect.	
	Comments:	
2	Helps me feel at ease with the supervision process.	
	Comments:	
3	Provides me with useful feedback regarding counselor behavior.	
	Comments:	
4	Helps me focus on new counseling strategies that I can use with my clients.	
	Comments:	
5	Allows me to brainstorm solutions, responses, skills & techniques that would be helpful in future counseling sessions.	
	Comments:	
6	Motivates me to assess my own counseling behavior.	
	Comments:	
7	Gives me the chance to discuss personal issues related to my sessions with my clients.	
	Comments:	
8	Conveys competence.	
	Comments about what you have learned in supervision thus far:	
9	Helps me develop increased skill in critiquing & gaining insight from my counseling sessions (by self-report, client evaluations or tapes).	
	Comments:	

List 1-3 Goals for supervision for the next evaluation period:

COUNSELING PROGRAM EVALUATION

(Complete only once, at the end of a student's *last* internship semester)

NOTE: This form will be updated during the next year to include items for college counseling specialization students. In addition, the formatting problems will be fixed.

Semester: _____

Using a blue opscan sheet, refer to the rating scale below and mark the appropriate number for each item listed. The information will be reported as group data and used by us to improve the quality of education of future students. Thanks for your help with this important evaluation.

1	2	3	4	5
Unsatisfactory	Minimally Adequate	Satisfactory	Very Good	Excellent

I. PROFESSIONAL ORIENTATION

1. The history of the helping professions including significant factors and events.
2. Professional roles and functions including similarities and differences with other types of professionals.
3. Professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases.
4. Ethical standards of the ACA and related entities, ethical and legal issues, and their applications to various professional activities (e.g., appraisal, group work).
5. Professional preparation standards, their evolution, and current applications.
6. Professional credentialing including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
7. Public policy processes including the role of the professional counselor in advocating on behalf of the profession and its clientele.

II. HUMAN GROWTH AND DEVELOPMENT

8. Theories of individual and family development and transitions across the life-span.
9. Theories of learning and personality development.
10. Human behavior including an understanding of developmental crises, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior.
11. Strategies for facilitating development over the lifespan
12. Ethical considerations.

III. SOCIAL AND CULTURAL FOUNDATIONS

13. Multicultural and pluralistic trends including characteristics and concerns of diverse groups.
14. Attitudes and behavior based on such factors as age, race, religious preferences, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability.
15. Individual, family and group strategies with diverse populations.
16. Ethical considerations.

IV. HELPING RELATIONSHIPS

17. Counseling and consultation theories including both individual and systems perspectives as well as coverage of relevant research and factors considered in applications.
18. Counselor or consultant characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors, and personal characteristics, orientations, and skills.
19. Basic interviewing, assessment, and counseling skills.
20. Client or consultee characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances.
21. Ethical considerations.

V. GROUP WORK

22. Principles of group dynamics including group process components, developmental stage theories, and group members' roles and behaviors.

(continued)

23. Group leadership styles and approaches including characteristics of various types of group leaders and leadership styles.
24. Theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature.
25. Group counseling methods including group counselor orientation and behaviors, ethical standards, appropriate selection criteria and methods, and methods of evaluation of effectiveness.
26. Approaches used for other types of group work, including task groups, prevention groups, support groups, and therapy groups.
27. Ethical considerations.

V. CAREER AND LIFESTYLE DEVELOPMENT

28. Career development theories and decision-making models.
29. Career, avocational, educational, and labor market information resources, visual and print media, and computer-based information systems
30. Career development program planning, organization, implementation, administration, and evaluation.
31. Interrelationships among work, family, and other life roles and factors including multicultural and gender issues as related to career development.
32. Career and educational placement, follow-up and evaluation.
33. Assessment instruments and techniques relevant to career planning and decision-making.
34. Computer based career development applications and strategies, including computer-assisted career guidance systems.
35. Career counseling processes, techniques and resources including those applicable to specific populations.
36. Ethical considerations.

VI. APPRAISAL

37. Theoretical and historical bases for assessment techniques.
38. Validity including evidence for establishing content, construct, and criterion-related validity.
39. Reliability including methods of establishing stability (test-retest), internal, and equivalence reliability
40. Appraisal methods including environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods.
41. Psychometric statistics including types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations.
42. Age, gender, ethnicity, language, disability, and culture factors related to the assessment and evaluation of individuals and groups.
43. Strategies of selecting, administering, interpreting, and using assessment and evaluation instruments and techniques in counseling.
44. Ethical considerations in appraisal.

VII. RESEARCH AND PROGRAM EVALUATION

45. Basic types of research methods to include qualitative and quantitative research designs.
46. Basic parametric and nonparametric statistics.
47. Principles, practices, and applications of needs assessment and program evaluation.
48. Uses of computers for data management and analysis.
49. Ethical and legal considerations in research.

VIII. PRACTICUM

50. One hour a week of individual supervision.
51. One and one-half hours of week of group supervision (or its equivalent).
52. Knowledge of case conceptualization skills.
53. Experience in case report writing.
54. A minimum of 40 hours of direct service with clients.
55. Adequate observation and related practicum experiences.
56. An opportunity to audio and/or videotape clients.

IX. INTERNSHIP

57. One hour a week of individual on-site supervision.
58. One and one-half hours of week of group supervision (or its equivalent)
59. Knowledge of case conceptualization skills.
60. Experience in case report writing.
61. A minimum of 240 hours of direct service with clients (360 hours for Mental Health Counseling specialty students).
62. An opportunity to become familiar with a variety of professional activities other than direct services
63. If allowable in your setting, an opportunity to audio and/or videotape clients.
64. Experience with diverse clientele (age, race, socioeconomic status, ethnicity, etc.).

X. OTHER PROGRAM ACTIVITIES

65. Easy access to program information and program policies.
66. Awareness of ODU grants and scholarships that can be applied to graduate school.
67. Awareness of available assistantships at ODU or in the Hampton Roads area.
68. Awareness of and opportunity to participate in workshops, seminars, personal and professional development activities.
69. Opportunities to engage in research activities either on your own or with faculty.
70. The opportunity to participate in personal growth experiences that allowed you to assess your personal characteristics and your readiness to enter the counseling field.
71. Easy access to your program advisor.

FOR COMMUNITY AGENCY COUNSELING STUDENTS ONLY **(School Counseling Students Go To Page 4)**

I. FOUNDATIONS OF COMMUNITY COUNSELING

72. Historical, philosophical, societal, cultural, economic, and political dimensions of the mental health movement.
73. Roles, functions, and professional identity of community counselors.
74. Structures and operations of professional organizations, training standards, credentialing bodies, and ethical codes pertaining to the practice of community counseling.
75. Implications of professional issues unique to community counseling including, but not limited to recognition, reimbursement, and right to practice.
76. Implications of sociocultural, demographic, and lifestyle diversity relevant to community counseling.

II. CONTEXTUAL DIMENSIONS: COMMUNITY COUNSELING

77. Roles of community counselors in a variety of practice settings and the relationships between counselors and other professionals in these settings.
78. Organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice.
79. Theories and techniques of community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems.
 80. General principles of community intervention, consultation, education, and outreach; characteristics of human services programs and networks, public, private, and volunteer, in local communities.

III. KNOWLEDGE AND SKILLS FOR THE PRACTICE OF COMMUNITY COUNSELING

81. Client characteristics of individuals served by institutions and agencies offering community counseling services including, but not limited to the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence.
82. Principles of program development and service delivery for a clientele based on assumptions of normal development, including, but not limited to prevention, implementation of support groups, peer facilitation training, parent education, career information and counseling, and encouragement of self-help.
83. Effective strategies for promoting client understanding of and access to community resources.
84. Principles of conducting intake interview and mental health history for planning counseling interventions.
85. Effective strategies for client advocacy in public policy and government relations issues

SCHOOL COUNSELING STUDENTS ONLY **(Please Start at Item 86 on Your Opscan Sheet. Items 72 – 85 Should Be Left Blank)**

I. FOUNDATIONS OF SCHOOL COUNSELING

86. History, philosophy, and trends in school counseling.
87. Role and function of the school counselor in conjunction with the roles of other professional and support personnel in the school.
88. Knowledge of the school setting and curriculum.
89. Ethical standards and guidelines of the American School Counselor Association (ASCA).
90. Policies, laws, and legislation relevant to school counseling.
91. Implications of sociocultural, demographic, and lifestyle diversity relevant to school counseling.

II. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

92. Process and procedures of referring children and adolescents for specialized help.
93. Coordination efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.
94. Methods of integration of guidance curriculum in the total school curriculum.
95. The use of counseling and guidance activities and programs by the total school community to enhance a positive school climate.
96. Methods of planning and presenting guidance-related educational programs or school personnel and parents.

III. KNOWLEDGE AND SKILLS FOR THE PRACTICE OF SCHOOL COUNSELING:

A. Program development, implementation, and evaluation

97. Use of surveys, interviews, and needs assessments.
98. Design, implementation, and evaluation of a comprehensive, developmental school program.
99. Implementation and evaluation of specific strategies designed to meet program goals and objectives.
100. Preparation of a counseling schedule reflecting appropriate time commitments and priorities in a developmental school counseling program.

B. Counseling and guidance

101. Individual and group counseling and guidance approaches appropriate for the developmental stage and needs of children and adolescents.
102. Group guidance approaches that are systematically designed to assist children and adolescents with developmental tasks.
103. Approaches to peer helper programs.
104. Issues which may affect the development and functioning of children and adolescents (e.g., abuse, eating disorders, attention deficit hyperactivity disorder).
105. Developmental approaches to assist students and parents at points of educational transition (e.g., postsecondary education, vocational, and career options).

C. Consultation

106. Methods of enhancing teamwork within the school community.
107. Methods of consulting with parents, teachers, administrators, support staff and community agency personnel.

Old Dominion University Graduate Counseling Program Internship Checklist

You must complete all of the prerequisite courses (COUN 601, 633, 642 or 644, 645, 648, 650, and 669) and emphasis area courses (for college counseling interns, COUN 707 and HIED 710; for community and mental health counseling interns, COUN 680 & 685; for school counseling interns, COUN 676, 678, & 679) before you begin internship.

Date Completed	Task
	Fill out application and turn it in to Dawn Hall (ED 110) for approval by the Clinical Coordinator. You must submit an application for <u>each</u> semester that you are taking internship. (Due Feb 15 for summer and fall semesters; Oct. 15 for spring semester)
	After application is approved, secure a field placement.
	Submit a site supervision agreement for site and supervisor approval to Dawn Hall (ED 110) for the Clinical Coordinator. (Due 2 weeks before semester when taking internship.)
	Register for the correct amount of internship credit.
	Meet with university supervisor for one (1) hour weekly.
	Meet for group supervision (Internship class) for one and one half (1 ½) hours weekly.
	Meet with site supervisor for one (1) hour weekly.
	Log your internship hours weekly
	Log your supervision hours weekly
	Submit evaluations at the end of the semester. (Eval. from Site Supervisor, Eval. of Site Supervisor, Eval. of University Individual & Group Supervisors)
	<i>If finishing your last semester of internship</i> , complete Counseling Program Evaluation and submit to your University Supervisor

DEADLINES:

If you are planning to take internship in a summer or fall semester, you must turn in an application by FEBRUARY 15. If you are planning to take internship in a spring semester, you must turn in an application by OCTOBER 15.

Site supervisor agreements are due no later than 2 weeks before beginning the internship semester.

If you have missed the deadline, you may still apply. Within a short time following the deadline for applying to take the internship, the program faculty will review the applications submitted and approve or disapprove students for the internship.