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INTRODUCTION

Welcome to the applied skills portion of your counseling education. It is an exciting time when you get to put everything you have been learning into practice. The MSU Counseling Program is providing you this guide to assist you with your success.

The purpose of this guide is to help internship students, site supervisors, and University Supervisors prepare for and conduct student internship site experiences. The guide contains essential information regarding administrative, clinical, and ethical responsibilities. It also outlines procedures for initiating and maintaining an internship placement, provides student objectives and competencies to be addressed, provides supervision guidelines for faculty and site supervisors concerning student performance, and provides a format for evaluation of student, faculty, and site supervisor performance.

INTERNSHIP

Internship is designed to assist students to transfer knowledge, concepts, skills, and abilities obtained in classroom activities and practicum to practice in professional settings. Applied Skills courses (1) emphasize the development of school, mental health, or marriage and family counseling competencies and specialized skills; (2) encourage ongoing self-appraisal of acquired skills; and (3) identify appropriate learning needs. Students in School, Mental Health, and Marriage and Family tracks will have already completed their initial 100 hours of clinical work in practicum (HDCO 571) under close supervision by core department faculty.

School, Mental Health and Marriage and Family Track students who have completed their initial 100 practicum hours will begin their 600 internship hours.
SCHOOL/MENTAL HEALTH/MARRIAGE AND FAMILY INTERNSHIP
ASSIGNMENT TO YOUR PLACEMENT SITES

HDCO 598: COUNSELING INTERNSHIP
School, Mental Health and Marriage and Family Counseling students are required to take a minimum of 6 credits (600 hours) of internship. You should begin planning for your internship experience early in your program. It is the internship that puts classroom work and practicum experiences together on the job. It is your best opportunity to gain supervised experience in a work setting, and builds skill and employability.

After completing the 100 hours for HDCO 571-Counseling Practicum and receiving a passing grade for that course, students begin their internship hours. You will need a total of 6 credits of HDCO 598: Internship. This entails 600 hours (100 hours per credit; at least 40 direct service hours per credit). Supervision of mental health and marriage and family interns must be by a licensed professional clinical counselor, psychologist, or licensed clinical social worker who has been licensed for at least three years. Site supervisors for school interns must be credentialed (which means that they possess a MT Educator License and it must be a Class 6 license) school counselors or licensed professional counselors (LPC/LCPC) who have at least three years experience. The supervisor must be on-site and employed by the internship site.

Typical activities in which Mental Health and Marriage and Family counseling interns engage that are considered to be direct service are as follows:
- Individual, couple, family and group counseling
- Consultation with client family members
- Career or other forms of mental health assessment and feedback with clients

School counseling students receive direct service hours for the following activities:
- Individual and group counseling
- Teacher, parent conferences
- Classroom guidance
- Appraisal activities

Activities that make up the remaining 360 hours for School, Mental Health and Marriage and Family interns may include the following:
- Individual and group supervision
- Consultation with mental health/human service professionals or educators
- Program development and management
- Writing case notes and termination summaries
- Preparing for counseling sessions, presentations, workshops, classroom guidance, etc.
- Attending staff meetings, trainings, and other meetings regarding particular clients
Outside reading and research relevant to provision of counseling (may not include reading/research/assignments for classes other than internship)

- Conducting public information activities for the agency
- Conducting and participating in professional development activities for the agency or school, or attending workshops, conferences and other training experiences

Typically, students enrolled in their counseling internship work more independently than in practicum and are given more professional responsibilities. Students are also expected to formulate a personal theory of counseling as part of the internship class and illustrate how it informs their work with clients/counselees.

**APPLICATION TO INTERNSHIP SITES**

Please plan to discuss your internship goals and needs with your MSU Program Leader including where you are interested in applying. The MSU Counseling Program has a number of established internship sites, but we are also open to developing new sites as appropriate. Under NO circumstances can you simply arrange your own internship. It must be done in collaboration with your Program Leader.

You should expect to approach the application to an internship as if you are applying for a job at that site—even though most of the internships are unpaid. Most sites require interviews and a formal application process. It is best to develop a resume and letter of interest. Most internship sites will also require a tape of a counseling session with a client and a case conceptualization. You will need a written Release of Information from your client to submit a tape of a counseling session to another agency (outside the Human Development Clinic). **Supervising faculty will be in regular with each student’s site supervisor during the time that you are enrolled in HDCO 598. This may involve a combination of site visits, telephone contact, and email contact.**

**INTERNSHIP AT PLACE OF EMPLOYMENT**

The intention of an internship is to gain professional experience. Students who are employed in a setting that might serve as an internship may not use their customary employment to gather internship hours. However, if possible, you may add to your regular hours and/or duties and use these hours for internship. This must be approved, **in advance**, by the appropriate faculty member.

**OTHER IMPORTANT INFORMATION**

You must complete all Practicum hours before beginning Internship. Internship hours **cannot** be counted retroactively. Students may not see clients in their internships over semester breaks. Students must attend internship class weekly. If the student is in an internship some distance from campus, special arrangements must be made **in advance** if the student anticipates being unable to make each weekly meeting on campus. Supervision **must be provided** in your internship setting by a licensed mental health professional or school counselor (school interns only) who is employed at your internship site.
IMPORTANT INFORMATION

INSURANCE
You are required to carry student liability insurance from practicum throughout your internship. Most students obtain the student insurance offered by the HPSO (Healthcare Providers Service Organization) which is associated with the American Counseling Association (ACA). At the present time, insurance is included with ACA or ASCA membership. Forms for mental health and marriage and family students can be downloaded by accessing www.hpso.com. It is a good idea to become a member of ACA as soon as you begin the program. The ACA website is (www.counseling.org). For school counseling students, membership and insurance forms can be obtained at www.schoolcounselor.org.

VIDEOTAPING/AUDIOTAPING
Videotaping/audiotaping and reviewing your clinical work is an important learning tool in your development as a counselor. Reviewing tapes will be a key component in both your individual and group supervision. It is your responsibility to arrange for the videotaping/audiotaping of your clinical work in other settings. This should include a consent form for the videotape/audiotape to be released in your internship class and with your University Supervisor.

CELL PHONES
Remember that cell phone communication is not secure, so should not be used for communicating confidential information. In addition, your personal cell phone numbers should never be given to clients. Clients should only have the phone number of the agency where you are doing your internship. Please remember to TURN OFF YOUR CELL PHONE during clinical work, staff and professional meetings, class and supervision. Do not give your supervisors’ personal cell phone numbers to clients or other students.

SUPERVISION
Students in internship will meet as a class each week for 1.5 to 2.0 hours to obtain group supervision from a university faculty member. At your internship site, you will also receive one hour of weekly individual supervision from a licensed counselor. Mental health and marriage and family intern supervisors must have at least three years of professional counseling experience and hold one of the following credentials: Licensed Professional Clinical Counselor, Licensed Clinical Social Worker, or Licensed Psychologist. School intern supervisors must be credentialed school counselors or licensed professional counselors (LPC/LCPC) who have at least three years experience. School counseling supervisors must be “credentialed” which means that they possess a MT Educator License and it must be a Class 6 license. See section entitled INTERNSHIP EXPECTATIONS AND GUIDELINES for a description of supervisory responsibilities. Supervision must consist of students and supervisors observing video/audiotapes.
WORKING WITH YOUR SUPERVISORS
You will often be working with at least two supervisors during any clinical experience: the clinical site supervisor and your University Supervisor. Each person will have his or her own professional style, theory base and approach, and you may find that supervisors do not always agree. You are encouraged to reflect on these differences and use them for learning, and to address them with your supervisors as needed. In nearly every situation, there is no one right answer, and as you continue to gain knowledge and skills, you will be able to integrate all your experiences and solidify your own approach to the work.

EVALUATION CRITERIA
Copies of the evaluation forms for all internship experiences are provided in this manual. It is your responsibility to copy and complete the required forms and to provide the site supervisor with the form that s/he must complete regarding your work at the placement site. You should read the evaluation forms carefully at the beginning of each internship experience so that you will know how you will be evaluated throughout your work at the site. Your University Supervisor will evaluate you using Benchmark evaluation forms.

LICENSURE INFORMATION
Mental Health and Marriage and Family Counselors: The following are the requirements for licensure in the state of Montana;

- 3,000 supervised experience hours, completed at the time of application for licensure.
- A maximum of 1,500 hours may be done pre-degree; a minimum of 1,500 hours must be post-degree.
- A licensed counselor, social worker, psychologist or psychiatrist must provide the supervision.
- 1,000 of the 1,500 post-degree hours must be direct client contact.
- You will need an hour of supervision for every 20 post-degree hours you work (including indirect hours).

Practice hours are engaging in the practice of counseling as defined in the statutes: 37-23-102(3), MCA. (--from the State Board of Social Work Examiners and Professional Counselors of Montana website: www.discoveringmontana.com)
**CLIENT RECORDS**

As mental health and school professionals, it is important that we maintain accurate, up-to-date records concerning our work with clients/counselees. Records allow us to document and review the delivery of counseling services, and also:

- assist us in planning and implementing appropriate treatment for our clients/counselees;
- help protect us in terms of professional liability;
- provide a history and current status information, should a client/counselee seek counseling elsewhere.

Most sites will provide you with the forms they wish you to use in working with clients/counselees. Be sure to ask about the required paperwork for your site. Some general guidelines follow:

- All client/counselee files and tapes of sessions are strictly confidential and should be stored and disposed of accordingly.
- Do not remove client/counselee files from your site.
- Do not criticize anyone in the record.
- Record all relevant consultation and supervision.
- Note any unusual occurrences or emergency situations, the client’s/counselee’s condition, and what you did to assist.
- Case notes and treatment goals should reflect each other.
- Make copies of any materials you give your client/counselee to read and place them in the file.
- It is best to make entries the same day as the client/counselee contact.
- Records should contain all information needed for you to treat the client/counselee.

**INFORMED CONSENT**

Informed consent is a process, and continues throughout counseling. It is both a verbal interaction and a written record. It is your responsibility to construct a complete and appropriate form for use with your clients, if your site does not have one that meets our guidelines. For Mental Health and Marriage and Family interns (page 46) and for School interns (page 60), there is a sample form that you can use to construct a client/counselee informed consent form, or to upgrade one already in use at your site. Your internship supervisor must approve any forms that you use. This consent form should include:

- Counselor trainee’s level of training, and the fact that you will videotape
- How to reach you to reschedule, etc.
- Diagnostic practices
- Supervisors names/credentials
- Fees/No-show policies
- How long treatment might take
CONFIDENTIALITY
Clients/counselees are rightfully concerned that their privacy and rights to confidentiality be protected. For the counseling relationship to be successful, trust needs to be established and maintained. Therefore, at the beginning of the counseling relationship, it is imperative that you discuss the matter of confidentiality and its limitations. Assure your clients/students that confidentiality is the foundation of the counseling relationship, but also openly inform them that there are exceptions to the rule. These exceptions include:

1. If the client/counselee indicates that there is clear and imminent danger to himself (suicidal intent or gravely disabled such that s/he can’t care for him/herself) or to another person (or identifiable group of people), you must "take reasonable personal action or inform responsible authorities.” In the case of suicide, you must do all you can to prevent it, even if that entails breaking confidentiality. In the case of harm to another person, you must notify authorities and the person(s) being threatened.

2. If the client/counselee informs you of a case of physical or sexual abuse of a child, disabled person or elderly person that has previously been unreported, you must notify proper authorities after you notify your internship instructor, or encourage the client to make the report in your presence.

3. If records are subpoenaed by a court order, you must legally comply ONLY after consulting with a supervisor, or in a school, your supervisor and the principal. Your faculty instructor must be involved before any records are released. Records are not released to a requesting attorney, only to the court after you remind the judge of confidentiality.

4. Because videotapes/audiotapes of your work with clients/students may be shown to your individual supervisor and practicum/internship group, you must have written permission from the client or his/her parents/guardians to video or audiotape and to use portions of the tape to receive supervision.

As an intern student, always consult with a supervisor if at all possible before breaching confidentiality.

AUDIO OR VIDEOTAPING YOUR WORK
It is your responsibility to arrange for videotaping counseling-related activities for use in supervision. It is expected that such work will be taped, with written permission from the client/counselee/guardian, unless there is an unusual circumstance at the site or with a client/counselee that makes videotaping impossible. In such instances, you must discuss the situation with your supervisor and document the reasons for not taping. If necessary, audiotaping may be substituted with permission from your supervisor. Live supervision is also acceptable.
Before counseling or videotaping begins, you must have the client's/student's agreement in this matter, signified by having the client sign an Informed Consent form, and by your own notes stating that you have provided a clear verbal explanation to them regarding taping. You will need to obtain parental consent for videotaping of minors.

EQUIPMENT AND TAPE STORAGE
You will need to purchase a hard-drive (to record on and which will stay locked at your internship site) and jump drive (to transport only 1 or 2 sessions for supervision) or a digital audio recorder for use in your clinical work. Sessions should be taped over once you have received supervision on the session. All tapes are to be erased at the end of each semester.

Client tapes are confidential, and should be labeled using only client/counselee initials. Videotapes may be viewed in the Human Development Clinic where privacy can be maintained, or in a designated and private area in your placement site, if available. Tapes should be stored in a locking file cabinet. You may view tapes at your internship site or at the Human Development Clinic and store them at your internship site or the Human Development Clinic (if necessary). Transportation of tapes should be done with great care to ensure confidentiality is maintained at all times.

ADDITIONAL ETHICAL CONCERNS
- You may only discuss specific clients/students with persons that you have been authorized to use as consultants or supervisors.
- Be absolutely certain that you have a complete understanding of your site's policies and procedures regarding duty to warn and exceptions to confidentiality. For example, be sure you know how to proceed if you are given information in your work with a client/counselee regarding child abuse, suicide, teen pregnancy, etc.
- Never discuss clients/students in a public place. Remember that just omitting names from the discussion does not protect confidentiality. Others may be able to identify your client/counselee from the circumstances discussed.
- Be very careful in your use of technology. Remember that cell phones, computer-stored case notes, and email are not entirely secure.
- You may NOT be alone at your site when you see a client/counselee. If you unexpectedly find that you have ended up alone in the building when your client arrives, you must reschedule the session. Do not engage in dual relationships with your clients/students. Specifically:
  - Do NOT counsel someone who is already known to you in another capacity (friend, relative, neighbor, etc.)
  - Do NOT have any form of romantic or sexual contact with your clients/students.
- You must consult with your site and University Supervisor whenever possible before you:
• are involved in any correspondence regarding a client/counselee;
• consult another professional regarding your client/counselee (either in person or by phone);
• give over any records to a court of law;
• report an instance of abuse, threatened suicide or homicide.

Students are expected to adhere to the Code of Professional Ethics for the American Counseling Association (http://www.counseling.org/docs/default-source/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=fde89426_5), and to the codes specific to school or mental health counselors. Failure to do so may result in removal from your clinical site and possibly from the MSU Counseling Program.
CASE PRESENTATIONS

HDCO 598 Counseling Internship class will require you to do a case presentation. This is a learning experience, not a test, and is an opportunity for you to grow and build your counseling skills. By viewing your videotapes, you will learn many things about conducting a counseling session that cannot be communicated any other way. Your university internship supervisor may have a specific format for these presentations.

GIVING AND RECEIVING FEEDBACK

Learning to give and receive feedback is an essential set of skills to develop as part of your professional and personal development. In both individual and group supervision settings, you will be asked to both present information and to provide feedback to others regarding their work. The following are some guidelines for offering and receiving respectful and productive feedback.

It is descriptive rather than evaluative. By describing one’s own reactions, it leaves the individual free to use the feedback as (s)he sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively.

It is specific rather than general. To be told that one is “reliable” may have less impact than being told, “In the months we’ve worked together, you have met every deadline we’ve faced. I really appreciate being able to count on you.” Likewise, to be told that one is “dominating” will probably not be as useful as being told that “just now when we were deciding the issue you did not listen to what others said and I felt forced to accept your arguments.”

It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.

It is directed toward behavior, which the receiver can do something about. Offer feedback about behaviors, not what you may perceive as character traits.

It is solicited, rather than imposed. Feedback is most useful when the receiver him/herself has formulated the kind of question, which those observing him can answer.

It is well-timed. In general, feedback is most useful when the receiver him/herself has formulated the kind of question, which those observing him can answer.

It is best received if begun with an area(s) of strength followed, if appropriate, by area(s) for improvement or growth. Feedback that focuses perpetually on the negative can foster defensiveness discouragement, or hostility rather than openness to the
information. Feedback that focuses perpetually on the positive feels safer but may be less helpful and respectful than a more balanced approach.

It is checked to insure good communication. One way of doing this is to have the receiver try to rephrase the feedback he had received to see if it corresponds to what the sender had in mind. In group supervision, both giver and receiver have the opportunity to check with others in the group the accuracy of the feedback. Is this one person’s impression or an impression shared by others?
SUGGESTED READINGS FOR COUNSELING STUDENTS

Between Therapist and Client: The New Relationship, Michael Kahn
The Art of the Psychotherapist, James Bugental
Counseling the Culturally Different, Derald Wing Sue and David Sue
Learning From Mistakes in Clinical Practice, C. Dillon (2003)
The Diagnostic and Statistical Manual of Mental Disorders
Ethics Guidelines from the ACA and ASCA
DESCRIPTION
Prerequisite: HDCO 571 and consent of instructor.
In this clinical supervision course, students will be placed in agency setting and assume responsibilities of a counselor. In this seminar course, students will meet once a week for group supervision where they will discuss any assigned readings, present and discuss cases, and demonstrate their evolving skills as professional counselors.

CONTENT AREAS
This course covers content in the areas of the clinical instruction, helping relationships, human growth and development, social and cultural diversity, and professional identity.

INTERNSHIP KNOWLEDGE AND SKILL OUTCOMES
To offer internship site experience to mental health/marriage and family counseling students as an integral part of the educational process.
Students will:
- Apply knowledge and skills in supervised counseling relationships.
- Develop a level of self-awareness, which permits appropriate use of one’s behavior in a counseling relationship.
- Develop ability to evaluate the effectiveness of strategies being utilized in the counseling relationship in order to assess the client’s progress.
- Demonstrate skills for intake interviews, assessment instruments, treatment planning, case management and consultation.
- Demonstrate ability to utilize theory-based strategies, which will guide the treatment process to facilitate client goals.
- Demonstrate skills for crisis intervention.
- Develop professional manner and responsibility.
- Demonstrate knowledge and practice of ethical standards and principles with clients, colleagues, and others.
- Apply counseling skills in various community settings (e.g., schools, agencies).
- Demonstrate an understanding and appreciation of cultural differences and diversity with clients and in other (professional, personal) relationships.
- Demonstrate an ability to promote optimal human development, wellness and mental health through a variety of counselor activities.

Mental Health: MH B. 1-2; MH D. 1-9; MH F.1-3; MH L.1-3
Marriage, Couple and Family Counseling: MFC B. 1-2; MFC D. 1-6; MFC F. 1-4; MFC H. 1-3; MFC J. 1-3

To offer benefits to cooperating agencies.
- The agency has input into the training procedures for mental health and/or marriage and family counselors.
• Professional development and cooperation between community resources and MSU are stimulated.
• The agency is in a position to offer additional professional services to community members.
• The agency has the opportunity to evaluate a prospective employee.

To offer benefits to the mental health/marriage and family counseling program.
• Students are allowed to experience practical, “real world” counseling experiences.
• The mental health/marriage and family counseling program receives feedback from the cooperating agencies regarding the relevance of the training the educational program offers.
• The mental health/marriage and family counseling program becomes more visible and more credible in the community.
THE INTERNSHIP APPLICATION PROCESS

INTERNSHIP ELIGIBILITY REQUIREMENTS
A student must meet the following requirements to be eligible for an internship:

- Be in the final year of the counseling program in mental health/marriage and family counseling.
- Have successfully completed a minimum of three (3) credits of practicum experience.
- Approval from his/her major advisor and committee chair.

SELECTION OF INTERNSHIP SITES
Internship sites are arranged to meet the particular interests of the students providing that the sites allow for work primarily with individual adults (Mental Health) or couples and/or families (Marriage and Family). Possible sites include agencies, clinics, hospitals, and schools. The primary requirements for any agency to participate are:

- subscribe to the basic purpose of the internship
- indicate a willingness to function within the intent of the program
- demonstrate a capability to utilize interns and provide supervised experiences
- employ a licensed mental health professional qualified to supervise an intern
- implement individualized intern objectives which offer a variety of experiences related to marriage and family counseling

STUDENT RESPONSIBILITIES

- Research prospective internship placements to determine eligibility of sites.
- Provide his/her major advisor a description of the proposed internship site that includes the name and telephone number of a contact person.
- Interview at the internship site.
- An approved site has responsibility for final selection of an intern. This process may be competitive and based on personnel hiring procedures of the site.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

- Approve internship sites for the program.
- Insure appropriate students for internship.
- Evaluate individualized plans for the interns to insure appropriateness.
- Consult (by phone or visitation) with the site supervisor or intern if it is deemed necessary.

SITE SUPERVISOR RESPONSIBILITIES

- Be a licensed mental health provider who has at least three years experience in the field and supervision experience.
- Help the intern prepare a realistic plan for the internship experience based on the intern’s abilities and in accordance with the University’s graduate student program.
Site supervision of the intern may take different forms including individual meetings, group meetings, case conferences, and informal contacts. An average of one hour per week should be spent in individual supervision.

**INTERNSHIP PROGRAM DEVELOPMENT**

The scope of the internship is broad, though the primary focus must involve working with couples, families, individuals, and the social systems that impact their lives. In a 600 hour internship, a minimum of 240 hours must be spent in direct client contact; for Marriage and Family Counseling students 50% of those direct hours must be related to couple and/or family work.

The intern will work with the site supervisor to design an internship experience, which includes schedules and areas of involvement. Opportunities for professional development, administrative duties, and personnel work should be included in the internship. The University Supervisor serves as a consultant to both parties and is the final authority on the appropriateness of the internship agreement. A wide range of valuable experiences can be planned for the intern. Planning will direct the intern toward experiences, which develop ability and stature as a professional, consistent with the established program goals. It should also direct the intern away from assignments, which involve unnecessary repetitions, routines, and clerical chores.

In conjunction with the internship, the intern must complete a professional project. Projects may include research in a particular area of interest, conducting needs assessments, grant proposals, or designing training program manuals. Design of the project will include consultation with the site supervisor and approval from the University Supervisor.

The intern will prepare an Internship Placement Contract at the **beginning of each internship semester**. This contract will include a list of goals and objectives the intern wishes to accomplish during the internship, as well as an outline of the professional project. The intern will also describe his/her theoretical orientation and the appropriateness of utilizing that theory at the internship site. The site supervisor may include any request he or she may have of the intern. This form must be signed by the intern, site supervisor, and University Supervisor. A copy of the contract will be given to each party, and included in the intern’s program file.
STUDENT RESPONSIBILITIES

- Read, complete and sign the Contract for Internship Placement Form. Keep a copy for your records and give the original to your University Supervisor.
- Become familiar with and complete all requirements HDCO 598: Internship, the course in which you are enrolled.
- Work the required number of hours (no more than 19) at the times required by your internship site. This may include evening hours (and, even on some occasions weekend hours).
- Counseling internship requirements cannot interfere with the course schedule. You must attend all classes as scheduled.
- Meet with site supervisor for individual supervision for at least one hour per week. Use supervision constructively and effectively.
- Become familiar with and abide by the procedures, policies and regulations established by the internship site or agency.
- Develop a schedule with the site supervisor for orientation and training, clinical work, staff meetings, etc.
- Let your site supervisor know that under no condition can you transport clients in your car or give clients your personal/cell phone number.
- Treat the clinical experience as a professional commitment or job. Be aware that agencies do not operate on the same time schedule as the University, so you may need to let your internship site know about University breaks (Winter break, Spring break, May break, August break) as CACREP does not permit students to work when the University is not in session.
- Attend conferences, staff meetings, counseling sessions, and other learning experiences assigned by the site supervisor.
- Inform the site supervisor of work-related difficulties in a timely manner.
- Obtain informed consent for your services, using your site form or one you develop specific to your work.
- Videotape all individual and group counseling sessions with permission from the client (and parents/guardians in the case of a client under the age of 18). See page xxx for more information on “Videotaping Your Clinical Work.”
- Attend internship class weekly for group supervision and instruction. Present case material and videotapes during internship class.
- Keep daily logs (form provided in this handbook) reflecting all of your work related to your clinical experiences. Have your site supervisor sign it each week, provide a copy to your University Supervisor and keep a copy for your files. (Note: You will need this information for licensure/certification so be sure to keep copies).
- Evaluate your clinical site supervisor and placement site with appropriate forms. You are encouraged to discuss this evaluation with your supervisor but it is not mandatory.
- Complete the student evaluation form of your University Supervisor provided in class.
UNIVERSITY SUPERVISOR RESPONSIBILITIES
- Provide group class/supervision each semester, meeting weekly for 1½ to 2 hours.
- Prepare the student for the internship site experience.
- Refer the student to appropriate resources for learning to meet specific client needs.
- Assist the student in using supervision effectively and constructively.
- Help the student refine his/her understanding of the profession and ethical, professional behavior.
- Provide opportunities for the student to discuss his/her practicum experience.
- Assure that active, qualified, supervision is provided by the site formally for at least one hour per week, and that supervision is available any time the student is performing on-site duties.
- Be available throughout the semester for consultation with the on-site supervisor.
- Keep the student informed of his/her progress in developing basic counseling skills.
- Address any academic or clinical practice problems that may develop between the student and school/agency or between the student and his/her individual supervisor.
- Collect all completed forms from students regarding their clinical placements. Signed logs of direct and indirect hours should be collected at the end of each semester.
- Evaluate the student and assign grades based on observations made in group supervision, student daily clinical logs, through regular contact with on-site supervisors, the evaluation form completed each semester by the site supervisor, and the Benchmark Form completed by the University Supervisor.

SITE RESPONSIBILITIES
- Provide an opportunity, space and setting for the student to begin to do supervised professional work.
- Provide the space and setting for necessary technologies that assist learning, such as video and audio recording equipment (the department will provide recording equipment if necessary).
- Orient the student to the agency, its components, policies and procedures, and inform the student of expectations of him/her.
- Help the student become familiar with the setting and staff.
- Identify an appropriate staff member to serve as clinical site supervisor.

SITE SUPERVISOR RESPONSIBILITIES
- Provide an opportunity for the student to begin to do professional work under intense supervision.
- Inform the student of your expectations of him/her.
- Provide active supervision to the student for at least 1 hour per week, either individually or in pairs for practicum students. Student interns should meet with their supervisor at least 1 hour for every 10 hours of direct counseling work that they provide. It is important that interactive supervision also be available informally to the student during his/her on-site hours.
• Supervisors are encouraged to keep their own notes regarding their supervision sessions for their own records.
• Refer the student to appropriate resources for learning how to meet specific client needs.
• Model professional and ethical conduct for the student.
• Frequently review all or part of the student’s videotaped work with clients and provide feedback about the student’s strengths and areas in need of improvement. Live observation of the student’s work is also encouraged if possible.
• Keep the student informed of his/her progress as a developing counselor.
• Verify the student’s clock hours of activity by reviewing and signing off on the student’s log at least once each month.
• Provide a formal evaluation of the student’s performance to the student and to the University Supervisor at the end of the practicum experience. Meet with the student to discuss your evaluation.
• Supervisors are encouraged to contact the University Supervisor providing group supervision at any time to discuss the student’s progress.
• Carry professional liability insurance that covers supervisory responsibilities.

ACTIVITY LOGS
Interns will be responsible to keep daily logs recording the activities they engage in and the amount of time spent in each. Direct Service and Other Counselor Function hours will be kept on separate logs. The log of time spent in activities will be used to make a final summary of internship activities, which will become part of the intern’s permanent record.

Daily logs must be signed by site supervisor on a monthly basis and turned in to University supervisor at the end of the semester. Monthly logs must be turned in to University supervisor at the end of the semester.

EVALUATION AND PERMANENT DOCUMENTATION
The evaluation process will include:
• Continued development of clinical counseling skills, conceptualization of clients, and commitment to professional growth as a counselor.
• Evaluation of the stated goals and objectives in the Placement Contract by both the site and University Supervisors.
• Evaluation of the Daily Logs (Direct Service and Other Counselor Functions) by both the site and University Supervisors.
• Evaluation of the intern by the site supervisor.
• Evaluation of the intern by the University supervisor, using the Benchmark form.
• Attendance and participation in internship seminar.
• Evaluation of the site supervisors by the intern.

The University Supervisor is responsible for assessing the evaluations and assigning the final grade. The Placement Contract and Evaluations will become part of the student’s permanent file in the department. They will serve as proof of the number of supervised hours completed by the student and offer qualitative data on the student’s performance.
This information will be useful when the student is applying for certification and licensure, and when requesting letters of recommendation.
MSU SCHOOL COUNSELING INTERNSHIP

DESCRIPTION

Prerequisite: HDCO 571 and consent of instructor.

In this clinical supervision course, students will be placed in a school setting and assume the full responsibilities of a school counselor. In this seminar course, students will meet once a week for group supervision where they will discuss any assigned readings, present and discuss cases, and demonstrate their evolving skills as professional school counselors.

CONTENT AREAS

This course covers content in the areas of the clinical instruction, helping relationships, human growth and development, social and cultural diversity, and professional identity.

INTERNSHIP KNOWLEDGE AND SKILL OUTCOMES:

To offer field experience to school counseling students as an integral part of the educational process.

School Counseling students will:

- Enhance their abilities to conceptualize student counselees from a chosen theoretical perspective. (SC C.1)
- Practice following the ethical standards and guidelines of ACA and ASCA as well as the school district in which they are interning (SC A.2, B.1)
- Demonstrate their knowledge of child and adolescent development and improve their skills and strategies in working with students throughout the course of their internship experience. (SC A.6, C.3, D.3)
- Advance their understanding of and ability to successfully integrate cultural differences and environmental factors of their counselees into their counseling relationships and clinical practice. (SC A.6, C.3, D.3, E.1-4, F.1-4, H.1)
- Demonstrate receptiveness to and integration of feedback from site and University Supervisors and will enhance their abilities to provide peer supervision. (SC D.1)
- Expand their understanding and skills/strategies for assessing school/student academic, personal/social and career needs, planning, designing, implementing, and evaluating school counseling programs. Students will utilize current research to implement best practice strategies in school counseling. (SC A.5, C.2, C.4, D.2,4-5, G.1-3, H.2-3,5, I.1-5, J.1-3, K.1-3, L.1-3, O.3, P.1-2)
- Develop skills necessary to interact and consult effectively with co-workers and other professionals in the school community, as well as student family/guardian systems in order to enhance student academic, personal/social and career development. (E.1-4, F.2-4, H.4, M.1-7, N.1-5)
- Enhance their professional identity and professional advocacy. Students will be expected to assume full responsibility for their counseling duties at the site and will receive competent supervision by a professional, licensed School Counselor. (SC A. 3-4, C.1-2, C.6, D.4, O.1-5, P.1-2)
• Develop a comprehensive view of the internship setting and gain skills and knowledge specific to a school setting to enhance individual student academic, personal/social and career success. (SC K.1-3, L.1-3)

**To offer benefits to cooperating schools.**
• The school has input into the training procedures for school counselors.
• Professional development and cooperation between schools and MSU is stimulated.
• The school is in a position to offer additional professional services.
• The school has the opportunity to evaluate a prospective employee.

**To offer benefits to the school counseling program at Montana State University.**
• Students gain the opportunity to experience counseling in a school setting.
• The school counseling program receives feedback from the cooperating schools regarding the relevance of training offered in the educational program.
• The School Counseling Program becomes more visible and more credible within the community.
SCHOOL COUNSELING INTERNSHIP APPLICATION PROCESS

INTERNSHIP ELIGIBILITY REQUIREMENTS
A student must meet the following requirements to be eligible for an internship:
- Be near the completion of an approved counseling program.
- Have completed three credits (minimum) of practicum experience.
- Have approval from his/her committee chair to enroll in an internship.
- Have liability insurance.

INTERNSHIP ENROLLMENT PROCEDURES
The following steps offer a guide:
- Contact your advisor prior to pre-registration to discuss your internship and to secure their approval for enrollment in an internship experience (HDCO 598).
- Select an internship site, interview, and be offered a position the site. Clear the site with your internship University Supervisor and obtain internship forms.
- Complete the Internship Prospectus with site supervisor in consultation with your University supervisor prior to registration.
- Pick up a restricted enrollment card from the HHD office during registration. A completed Internship Prospectus or memo from the University Supervisor will be necessary to secure the restricted enrollment card.

SELECTION OF INTERNSHIP SITES
Internship sites include schools and other appropriate settings (with University Supervisor’s approval). Essential requirements for schools to participate include:
- Subscribe to the basic purpose of the internship program,
- Indicate a willingness to function within the intent of the program,
- Demonstrate a capability to utilize interns productively,
- Provide credentialed school counselors with three years of experience to supervise interns (supervisor will provide a minimum of 1 hour of supervision per academic school week),
- Clear and direct communication with university program leader about student counselor development and performance, and
- Be willing to help implement individualized intern objectives which offer a variety of experiences.

The selection process for the cooperating schools is outlined below:
- A student or the University Supervisor may initiate the first contact to determine the school’s interest in the internship program.
- The University Supervisor will contact the school, explain the program, and determine the appropriateness and commitment of the school (based on the requirements indicated above).
• An approved site has responsibility for final selection of an intern. This process may be competitive and based on personnel hiring procedures of the school.

INTERNSHIP PROGRAM DEVELOPMENT
The scope of the internship is broad. Areas of potential involvement include direct service (face-to-face) contact and other counselor functions. School counseling internships will consist of 6 credits (600 contact hours). A minimum of 240 of the 600 contact hours must be direct service (face-to-face) contact. During any semester of internship direct service hours must constitute 40% of the total hours accumulated. Interns will work with the site supervisor to design an internship experience, which includes schedules and areas of involvement. It is important to schedule sufficient direct service hours. The University Supervisor serves as a consultant to both parties and is the final authority on the appropriateness of the agreement. A wide range of valuable experiences can be planned for the intern. Planning will direct the intern toward experiences that will develop ability and stature as a professional, consistent with the established program goals. It should also direct the intern away from continuing assignments that involve unnecessary repetitions, routines, and clerical chores.

The intern will prepare a Placement Contract signed by the intern, site supervisor, and University supervisor. This form is to be completed and submitted at the beginning of each semester (unless the internship site conditions of the contract remain unchanged). A copy of the form should be given to the site supervisor, University Supervisor, and retained by the intern.
SCHOOL COUNSELING INTERNSHIP EXPECTATIONS AND GUIDELINES

STUDENT RESPONSIBILITIES

- Read, complete and sign the Contract for Internship Placement Form. Keep a copy for your records and give the original to your University Supervisor.
- Become familiar with and complete all requirements HDCO 598: Internship, the course in which you are enrolled.
- Meet with site supervisor for individual supervision for at least one hour per week. Use supervision constructively and effectively.
- Become familiar with and abide by the procedures, policies and regulations established by the school.
- Develop a schedule with the site supervisor for orientation and training, work with students, staff meetings, etc.
- Let your site supervisor know that under no condition can you transport counselees in your car or give counselees your personal/cell phone number.
- Treat the internship as a professional commitment or job. Be aware that agencies do not operate on the same time schedule as the University, so you may need to let your internship site know about University breaks (Winter break, Spring break, May break, August break) as CACREP does not permit students to work when the University is not in session.
- Attend conferences, staff meetings, counseling sessions, and other learning experiences assigned by the site supervisor.
- Inform the site supervisor of work-related difficulties in a timely manner.
- Obtain informed consent for your services, using your site form or one you develop specific to your work.
- Videotape all individual and group counseling sessions with permission from the counselee (and parents/guardians in the case of a client under the age of 18).
- Attend internship class weekly for group supervision and instruction. Present case material and videotapes during internship class.
- Keep daily logs (form provided in this handbook) reflecting all of your work related to your clinical experience. Have your site supervisor sign it each week, provide a copy to your University Supervisor and keep a copy for your files.
- Evaluate your clinical site supervisor and placement site with appropriate forms. You are encouraged to discuss this evaluation with your supervisor but it is not mandatory.
- Complete the student evaluation form of your University Supervisor provided in class.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

The University Supervisor’s role is one of organizing, planning, teaching, consulting, and evaluating. The University supervisor will:
• Identify schools for the program.
• Cultivate and maintain professional relationships with school counseling site faculty.
• May serve as site supervisors when other supervision is not available.
• Insure appropriate students for internship.
• Evaluate individualized plans for the interns to insure appropriateness.
• Consult (by phone or visitation) with the field supervisor or intern if it is deemed necessary.
• Evaluate all input for student’s grade and assigning the final grade.
• Evaluate of the internship program.

**SITE SUPERVISOR RESPONSIBILITIES**
Site supervision of the intern may take different forms including individual meetings, group meetings, case conferences, and informal contacts. The site supervisor will:
• Be credentialed school counselors or licensed professional counselors (LPC/ LCPC) who have at least three years experience.
• Help the intern prepare a realistic plan for the internship experience based on the intern’s abilities and in accordance with the University’s graduate student program.
• Complete an evaluation form, provided by the University, concerning both the intern and the program. The University Supervisor will conduct a telephone or on-site interview. Site or University Supervisor may arrange additional contact. The site supervisor is expected to communicate with the University Supervisor about student counselor professional development, student concerns or when assistance is needed.

**ACTIVITY LOGS**
Interns will be responsible to keep daily logs recording the activities they engage in and the amount of time spent in each. Direct Service and Other Counselor Function hours will be kept on separate logs. The log of time spent in activities will be used to make a final summary of internship activities, which will become part of the intern’s permanent record.

*Daily logs turned into University Supervisor on a weekly basis.*

**EVALUATION AND PERMANENT DOCUMENTATION**
The evaluation process will include:
• Continued development of clinical counseling skills, conceptualization of counselees, and commitment to professional growth as a school counselor.
• Evaluation of the stated goals and objectives in the Placement Contract by both the site and University Supervisors.
• Evaluation of the Daily Logs (Direct Service & Other Counselor Functions) by both the site and University Supervisors.
• Evaluation of the intern by the site supervisor.
• Evaluation of the intern by the University supervisor, using the Benchmark form.
• Attendance and participation in internship seminar.
• Evaluation of the site and University Supervisors by the intern.
The University Supervisor is responsible for assessing the evaluations and assigning the final grade. The Placement Contract and Evaluations will become part of the student’s permanent file in the department. They will serve as proof of the number of supervised hours completed by the student and offer qualitative data on the student’s performance. This information will be useful when requesting letters of recommendation.

FORMS

In the following section, you will find the forms that are required for each practicum and internship placement. Many have been mentioned previously in this guide.

**Forms which must be filled out each time a site change or addition occurs**, at the beginning of HDCO 598:

**MENTAL HEALTH/MARRIAGE AND FAMILY INTERNSHIP FORMS:**
- Agreement that you have read the Internship Guide
- Agreement for Counseling Internship
- Internship Placement Contract
- Hours Log
- Monthly Summaries of Internship Hours
- Evaluation of Student Performance (required each semester)
- Evaluation of Site Supervisor (required at least once)
- Evaluation of Internship Site (required at least once)
- Sample-Client Informed Consent

**SCHOOL INTERNSHIP FORMS:**
- Agreement that you have read the Internship Guide
- Internship Placement Contract
- Daily Counseling Log
- Direct Service Log
- Other School Counselor Function Log
- Intern Evaluation
- Evaluation of Site Supervisor
- Consent Form

The **Contract for Internship Placement** must be filled out for each site (make copies for your use if you will be working in multiple sites in a semester). **Site contracts and other non-evaluation forms must be filed with your University Supervisor by the 3rd week of the semester in order to keep current records on all placement agreements.**

**Clinical Activities Daily Log Forms** are supplied for your convenience. Make enough copies of the appropriate log form for each week of the semester for each internship site. Have
your individual supervisor for each site review and sign your log each week. As with all forms, KEEP COPIES FOR YOUR OWN RECORDS.

Early in the semester, your clinical site supervisor will receive this Internship Guide, which will include a copy of the Evaluation of Student Performance. Your supervisor for each internship site will complete this at the end of the semester, and you will need to return the completed original to your University Supervisor by the end of finals week.

Once a supervisor has completed his/her portion of the forms, please keep a copy for your files. University Supervisors maintain student files with all information related to your clinical placements. It is important that all of your clinical work be accurately accounted for and placed in your file, along with all appropriate forms and documentation.

Evaluate your clinical site supervisor for the semester using the Evaluation of Site Supervisor form and turn in a completed copy to your University Supervisor by finals week. Evaluate the site at the end of each semester using the Evaluation of Internship Site form.

Finally, for Mental Health and Marriage and Family interns, a Sample Client Informed Consent form is included for your reference. Please consult with site supervisors regarding this form and any modifications of the form. For School interns, a Consent Form is included in its final form.
STUDENT VERIFICATION OF RECEIPT AND READING OF THE MSU COUNSELING INTERNSHIP GUIDE

The Internship Guide addresses concerns many students have about their counseling internship. Consult the guide first when you have questions. You are responsible to uphold the policies and procedures detailed in this guide.

Please read and sign the following statement and return this form to your University supervisor for your file. Keep a copy for yourself.

I, (please print name) __________________________________________, have read the Internship Guide and know that I am responsible to carry out the policies and procedures described herein. I have read the American Counseling Association Code of Professional Ethics and agree to uphold this code in all of my clinical work as a counseling trainee.

Student Signature: ___________________________ Date: __________
AGREEMENT FOR MENTAL HEALTH/MARRIAGE AND FAMILY
COUNSELING INTERNSHIP
MONTANA STATE UNIVERSITY COUNSELING PROGRAM

As an intern in the Counseling Program at Montana State University, I agree to do the following:

- Adhere to the policies and procedures for mental health professionals at my site, including working hours, dress, and professional and ethical behavior
- Meet all requirements of my setting in a timely manner, including attending professional activities, filing reports, attending supervisory meetings, and so on
- Maintain professional standards at all times, observing the ethical codes of the American Counseling Association and other relevant professional organizations
- Cooperate with all supervisory input from my site and University Supervisors
- Maintain an accurate and complete log of my counseling activities (including direct and indirect hours)
- Keep all supervisors, other relevant colleagues, or clients/students informed of any changes in my schedule or contact information
- Report all concerns and problems promptly to my site and University Supervisors
- Attend all professional meetings determined to be appropriate to my placement
- Carry professional liability insurance

I understand that failure to comply with any of these requirements will be cause for immediate termination of my field placement.

Student Name: ____________________________________________________________

Student Signature: ___________________________ Date: ________

University Supervisor Signature: ___________________________ Date: ________
Mental Health/Marriage and Family Counseling
Internship Placement Contract
Montana State University Counseling Program

Instructions to the student: This form must be completed at the beginning of your internship site experience AT EACH SITE where you are participating in clinical activities. Turn in a completed copy to your University Supervisor. A signed copy should also be kept in the student’s file on site.

To be completed by Student

Student Name: ________________________________ Phone: __________
Email Address: ______________________________
Faculty/Group Supervisor: ______________________ Semester/Year: ____

To be completed by Site Supervisor

Site Supervisor Name: _________________________ Site: ____________________
Office Phone: ___________________________ Home Phone: ____________________
Email address: ______________________________
Type of License ____________________________________________
Number of years licensed___________
I have agreed to supervise ________________________________, I have my own professional liability coverage for supervisory activities such as these. My credentials are on file with the Counseling Program (or I have included a copy of my license). I agree to notify the University regarding any concerns I may have as soon as is reasonably possible.

Supervisor Signature: ___________________________ Date: _______

Student Goals & Strategies
(Be specific about what you wish to accomplish during your internship and strategies you have outlined for obtaining those goals.)
Theoretical Orientation
(Elaborate on your theoretical orientation toward counseling; describe how this orientation is appropriate for the chosen internship setting.)

Project Proposal
(Describe in detailed outline a project related to counseling that you will be completing during the course of your internship. You are encouraged to work with your site supervisor on this project. Include a list of necessary resources and describe the applicability of the project to your internship site and your career goals.)
Site Supervisor’s Requirements
(Please outline the requirements, duties, and obligations you are requesting from the intern.)

Schedule:

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<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Total</th>
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</tbody>
</table>

Signatures:

__________________________________________________________ Date

Intern

__________________________________________________________ Date

University Supervisor

__________________________________________________________ Date

Site Supervisor

__________________________________________________________ Date
<table>
<thead>
<tr>
<th></th>
<th>Individual</th>
<th>Couple/Family</th>
<th>Group</th>
<th>Supervision</th>
<th>Indirect</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
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<td>Week 2</td>
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<td>Week 3</td>
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<td>Week 4</td>
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<td>Week 5</td>
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<td>Total</td>
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</tbody>
</table>

*Students are required to keep a more detailed weekly counseling log. Usually students use the spreadsheet provided during practicum.
MENTAL HEALTH/MARRIAGE AND FAMILY INTERNSHIP EVALUATION
MSU COUNSELING PROGRAM

NAME OF STUDENT: ____________________________________________
NAME OF SUPERVISOR: _______________________________________

SEMESTER:_________ YEAR:_________

DIRECTIONS: Please check the number that best evaluates the student counselor or each competence at that point in time.

4  Highly developed: helpful, well-timed, and consistent.
3  Well developed; helpful, well-timed when performed, not consistently smooth.
2  Developing skill: somewhat helpful, many missed opportunities to be effective.
1  Continued practice needed; Not very helpful or well-timed, and/or not very effective.
0  Major adjustments needed; not at all helpful or well timed, potentially harmful or unethical.
N/O – Not able to adequately observe.

BASIC WORK REQUIREMENTS

Arrives on time consistently 4 3 2 1 0
Uses time effectively 4 3 2 1 0
Informs supervisor and makes arrangements for absences 4 3 2 1 0
Reliably completes requested or assigned tasks on time 4 3 2 1 0
Completes required total number of hours or days on site 4 3 2 1 0
Takes initiative and assumes responsibility in fulfilling additional functions at the internship site as they arise 4 3 2 1 0
Responsive to norms about clothing, language, etc. 4 3 2 1 0
Knowledge and practice of general ethical guidelines 4 3 2 1 0
Consults with others about ethical issues if necessary 4 3 2 1 0
Knowledge level regarding client populations at beginning of internship 4 3 2 1 0
Knowledge level regarding client populations at end of internship 4 3 2 1 0
Comments and/ or suggestions:

<table>
<thead>
<tr>
<th>CASE MANAGEMENT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeps scheduled appointments with clients</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Is on time for scheduled client appointments</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Writes appropriate and timely progress notes for each session with clients</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Attends supervision on time and regularly</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Keeps client materials confidential and secure</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Student follows agency protocol regarding contacting clients about missed</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>appointments, outstanding balances, etc.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments and/ or suggestions:

<table>
<thead>
<tr>
<th>SUPERVISION</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeps weekly supervision appointments</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Actively seeks supervision on various elements of the therapeutic process</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Understands information communicated in supervision</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Accepts and uses feedback to enhance self-development and counseling skills</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Is aware of own feelings in observed sessions</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Discusses personal issues as they pertain to counseling relationships</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Recognizes own values and those of client and how they may conflict.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Does not rely solely on supervisor for skill development or inappropriately</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>defer to supervisor. Contributes ideas in supervision.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Recognizes own competencies and skills, and shares these with peers and supervisors.  

| Level | 4 | 3 | 2 | 1 | 0 |

Recognizes own deficiencies and actively works to overcome them with peers and supervisors.  

| Level | 4 | 3 | 2 | 1 | 0 |

Comments and/or suggestions:
___________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________

INTERACTIONS WITH CLIENTS

<table>
<thead>
<tr>
<th>Task</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Builds rapport and respect with clients</td>
<td>4</td>
</tr>
<tr>
<td>Appears comfortable with clients</td>
<td>4</td>
</tr>
<tr>
<td>Aware of and sensitive to client’s non-verbal behavior</td>
<td>4</td>
</tr>
<tr>
<td>Communicates effectively with clients</td>
<td>4</td>
</tr>
<tr>
<td>Is genuine and honest with clients</td>
<td>4</td>
</tr>
<tr>
<td>Demonstrates empathy with clients</td>
<td>4</td>
</tr>
<tr>
<td>Conveys an atmosphere of safety and competence</td>
<td>4</td>
</tr>
<tr>
<td>Is sensitive and responsive to clients’ needs</td>
<td>4</td>
</tr>
<tr>
<td>Is sensitive to differences (ethnic, cultural, gender)</td>
<td>4</td>
</tr>
<tr>
<td>Is aware of multiple levels of systemic influence on clients</td>
<td>4</td>
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<tr>
<td>Works effectively with multiple family members at the same time</td>
<td>4</td>
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</tbody>
</table>

Comments and/or suggestions:
___________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________

COUNSELING SKILLS

<table>
<thead>
<tr>
<th>Task</th>
<th>Level</th>
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<tbody>
<tr>
<td>Employs basic intake skills including beginning, pacing, and ending an intake</td>
<td>4</td>
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<tr>
<td>Begins counseling sessions smoothly</td>
<td>4</td>
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</tbody>
</table>
Uses a variety of techniques to understand clients (questions, reflection, paraphrasing, etc.)

Employs judgment in the timing and use of different techniques and strategies.

Recognizes client ambivalence or resistance and executes a plan to overcome resistance

Appropriately and therapeutically confronts clients by describing discrepancies in clients’ behavior

Recognizes, attends to and deepens clients’ feelings

Can be directive or teach the client when needed

Uses self-disclosure appropriately

Addresses interpersonal dynamics between self and client

Uses immediacy/present process

Is aware of clients’ verbal and nonverbal behaviors

Balances implementing planned strategies and being flexible in counseling sessions

Is straightforward and direct with clients as appropriate

Effectively manages client crises

Ends sessions smoothly

Comments and/or suggestions:

CONCEPTUALIZATION

Recognizes and understands themes and patterns in clients’ dynamics

Generates hypotheses concerning client behavior

Uses historical and behavioral data in conceptualizing clients
<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</thead>
<tbody>
<tr>
<td>Draws upon and integrates verbal and nonverbal components of behavior in conceptualizing clients</td>
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<tr>
<td>Provides a clear, theoretically based rationale when conceptualizing clients</td>
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<tr>
<td>Conveys conceptualizations in a written form which is clear and understandable.</td>
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<tr>
<td>Identifies area where further assessment is needed to conceptualize clients</td>
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<tr>
<td>Comments and/or suggestions:</td>
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<tr>
<td>TREATMENT</td>
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<tr>
<td>Develops short-term and long term goals and interventions that are individualized for clients</td>
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<tr>
<td>Implements interventions to meet goals</td>
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<tr>
<td>Recognizes goals that cannot be met in counseling</td>
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<td>Comments and/or suggestions:</td>
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<tr>
<td>OVERALL PROFESSIONALISM</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>OVERALL CLINICAL SKILL</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</tbody>
</table>
Please comment on 1) the intern’s strengths and 2) those areas where the student is needing improvement. Please comment specifically on the skills that you rated the student on above (in the counseling skills, conceptualization, treatment sections, etc.). Please feel free to use the back of the page or additional paper.

Supervisor ___________________________ Date _____________

Intern _______________________________ Date _____________
STUDENT EVALUATION OF SITE SUPERVISOR  
MSU Counseling Program

Supervisor Name: ___________________________________________  Semester: ____________
Student Name: ___________________________________________  Date: ____________

Supervisors receive feedback from each student supervised at the end of each semester for the following reasons: (1) to provide for improving supervisory skills, and (2) to encourage communication between the supervisor and the student counselor.

**DIRECTIONS:** Please check the box below the number that best represent your perception of the supervision you received this semester. Provide copies of your completed evaluation to your supervisor and to your University Supervisor by finals week. **You are encouraged to discuss this evaluation with your site supervisor, particularly if you are continuing with the same supervisor in the upcoming semester, but this is NOT required. Please hand this form in to your University supervisor at the end of each semester.**

1-2 = Deficient   3 = Average   4-5 = Excellent

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<tr>
<th>Item</th>
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<th>2</th>
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<tr>
<td>Accepts and respects me as a person.</td>
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<td>Recognizes and encourages further development of my strengths and capabilities.</td>
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<td>Gives me useful feedback when I do something well.</td>
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<td>Provides freedom to develop flexible and effective counseling styles.</td>
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<tr>
<td>Encourages and listens to my ideas and suggestions for developing my counseling skills.</td>
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<tr>
<td>Provides suggestions for developing my counseling skills.</td>
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<tr>
<td>Helps me to understand the implications and dynamics of the counseling approaches I use.</td>
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<td>Helps me to define and achieve specific, concrete goals for myself during the practicum or internship experience.</td>
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<tr>
<td>Gives me useful feedback when I do something that is ineffective or wrong.</td>
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<td>Allows me to discuss problems I encounter in my practicum or internship setting.</td>
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<td>Focuses on verbal and nonverbal behavior that consumers and I display in our interactions.</td>
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<td>Helps me define and maintain ethical and professional behavior in counseling and case management.</td>
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<tr>
<td>Maintains confidentiality in material discussed in supervisory sessions.</td>
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<tr>
<td>Helps me organize relevant case data in planning goals and strategies.</td>
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<td>Helps me to formulate my theoretical orientation for working with clients.</td>
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<td>Offers resource information when I request or need it.</td>
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<tr>
<td>Explains his/her criteria for evaluation clearly and in behavioral terms.</td>
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<td>Is open to my feedback and accepts it without defensiveness.</td>
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<tr>
<td>How would you rate this supervisor if a peer asked for your recommendation?</td>
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</table>
Complete this evaluation of your practicum or internship site at the end of the semester. Turn the completed form in to your University Supervisor.

Site: ___________________________ Semester/Year: ______________________

Site Supervisor: __________________ University Supervisor: __________________

Student: ________________________ Date: _________________________

For each item below, indicate your level of satisfaction with the site based on your experience and perceptions using the following scale:

1: Very Unsatisfactory  2: Moderately Unsatisfactory  3: Satisfactory
4: Moderately Satisfactory  5: Very Satisfactory  NA: Not Applicable

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<th>NA</th>
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<tr>
<td>Amount of on-site supervision</td>
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<td>Quality and usefulness of on-site supervision</td>
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<td>Relevance of experience to career goals</td>
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<td>Communication of counseling goals appropriate for specific clients</td>
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<td>Communication of counseling procedures appropriate for specific clients</td>
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<td>Exposure to professional roles and functions within the agency</td>
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<td>Exposure to relevant information about community resources for clients</td>
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<tr>
<td>Exposure to and communication of ethical standards</td>
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<tr>
<td>Overall evaluation of the site</td>
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</table>

Indicate level of satisfaction with the opportunity to engage in the following activities:

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<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Case recording and report writing</td>
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<tr>
<td>Intake interviewing</td>
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<td>Psychosocial assessment</td>
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<td>Staff presentations/case conferences</td>
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<td>Individual counseling</td>
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<tr>
<td>Group counseling</td>
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<tr>
<td>Case coordination</td>
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<tr>
<td>Career counseling</td>
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<td>Networking in the community</td>
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<td>Consultation with client families</td>
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<td>Client advocacy</td>
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<td>Public education</td>
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<td>Case referrals</td>
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<td>Case terminations</td>
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<tr>
<td>Program development</td>
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SAMPLE CLIENT INFORMED CONSENT FORM
Mental Health/Marriage and Family Internship-MSU Counseling Program

Client Name: ________________________________ Date of Birth: ______

Dear Client: This form is intended to provide you with important information about the counseling relationship and your rights and responsibilities. Please read the form carefully. Feel free to ask your counselor questions about anything on this form.

1. Your counselor is a graduate student in Counseling Program at Montana State University. His/her work with you will be supervised by a faculty member at the University and by a certified or licensed professional at this agency/school.

2. In order to receive adequate supervision, your counselor will be required to video- or audiotape his/her work with you or your child. Both supervisors will review these tapes for the purpose of providing feedback to the student counselor on his/her counseling skills. Once or twice during the semester, the student will show a small portion of a counseling session in a group setting with the University Supervisor and 4-5 other counseling students in the department. Confidentiality will be strictly maintained and video/audiotapes will be stored in a locked file cabinet and erased at the end of each semester.

3. Maintaining our confidentiality is our priority. No one outside the supervisory arrangement will have access to the information you discuss with your counselor, except in situations required by law. These situations are described as follows:
   - If your counselor or supervisor feels you are in danger of harming yourself or others, s/he is obligated to take action. Every effort will be made to work with you and inform you first in such a case.
   - If instances of previously unreported child, disabled persons or elder persons sexual or physical abuse are brought to light, Montana State Law requires your counselor to report this to the proper authorities, or to assist you in making the report.
   - If records are court-ordered, your counselor will attempt to contact you first. However, legally s/he must comply with the court.
   - OTHER AGENCY REGULATIONS SHOULD BE NOTED HERE

4. In an emergency, if you are unable to contact your counselor, you may call: CHECK WITH YOUR AGENCY REGARDING POLICIES FOR EMERGENCIES

5. Regarding therapy with minor children: although what takes place in individual or group therapy is confidential, parents have the right to be informed of their children’s general progress. THIS SHOULD BE MORE FULLY SPELLED OUT, DEPENDING ON AGENCY POLICIES.

6. Being in counseling can offer relief from a number of distressing emotional and interpersonal problems. However, it is not uncommon for you to feel temporarily worse instead of better. This is because you are now paying attention to difficult areas in your life or in your relationships and sometimes this has an effect of “turning up the heat.” Old ways of thinking and behaving are hard to change, but ultimately your efforts should produce some benefits.

7. We will meet weekly, for fifty minutes.

I have read the above information and agree to abide by the guidelines listed including videotaping of all sessions, and terms of confidentiality. I understand my student counselor will receive supervision from a University Supervisor and from supervisor at the agency or in the community. I also understand that my counselor will be required to make videotapes or audiotapes of his/her counseling work with me or my child.

Client or Parent/Guardian Signature: ________________________________ Date: ______
Counselor Signature: ________________________________ Date: ______
MSU SCHOOL COUNSELING
INTERNSHIP PLACEMENT CONTRACT

The counseling internship consists of counseling field experience under supervision in a school, educational
institution, or agency setting. Each intern will be assigned a university supervisor and a site supervisor in the
internship setting. The internship provides an opportunity to perform, under supervision, activities that a regularly
employed staff member would be expected to perform. After completing the information below, interns will sign and
gain signatures from site and university supervisors. (Please print.)

Date: ____________________________

Name: _______________________________________________________
Last Name    First Name    Middle Initial

Home Address: _______________________________________________________
Street Address    City    State    Zip Code

Home Phone: ____________________________

Advisor: ____________________________

University Supervisor: ____________________________

Site Institution: ____________________________

Address: ____________________________

Phone: ____________________________

Site Supervisor: ____________________________

Title: ____________________________

Certification/License: ____________________________

Years of Experience: ____________________________

Education, degrees: ____________________________

Schedule:

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<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
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Provide a summary of the counseling theory(ies) and key elements to which you adhere including theorists, goals, methods, evaluation.

Provide a self-evaluation of counseling and skills (e.g. attending, listening, empathy, self-disclosure, confrontation, decision-making and contracting).

Strengths:

Needs Improvement:
Indicate your professional goals (not activities).

Developmental - Preventative

Counseling Theory and Skills

INTERN

I, ________________________, agree to provide the direct service and other responsibilities that counselors provide in this setting.

SITE SUPERVISOR

I, ________________________, agree to provide the intern with a minimum of one hour per week of direct contact supervision as well as supervise other responsibilities that counselors provide in this setting.

UNIVERSITY SUPERVISOR

I, ________________________, agree to monitor this intern, evaluate their progress and provide a minimum of one and one-half hours of group supervision per week.
# SCHOOL COUNSELING DIRECT SERVICE LOG

**Intern Name:** ___________________________  **Semester - Year:** ____________  **Credits:** ________

Interns are to record date, hours by function and have site supervisor or university supervisor verify the information with a signature.

- **INV** Face-to-face individual contact
- **GRP** Face-to-face group contact
- **CNF** Teacher, parent conferences
- **CG** Classroom guidance
- **AA** Appraisal activities
- **OTHER** Other activities - describe

<table>
<thead>
<tr>
<th>DATE</th>
<th>INV</th>
<th>GRP</th>
<th>CNF</th>
<th>CG</th>
<th>AA</th>
<th>OTHER</th>
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**Page Totals**

**Signature of university or site supervisor:** __________________________________________

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OTHER SCHOOL COUNSELOR FUNCTION LOG
Intern Name: __________________________  Semester - Year: ______________  Credits: _______

Interns are to record date, hours by function and have site supervisor or university supervisor verify the information with a signature.

<table>
<thead>
<tr>
<th>GSA</th>
<th>General Supervision Activities:</th>
<th>PLN</th>
<th>Planning for counseling activities:</th>
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<tbody>
<tr>
<td></td>
<td>individual or group supervision, staff meetings...</td>
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<td>thematic groups, classroom guidance...</td>
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<tr>
<td>CNS</td>
<td>Consulting with staff, previous counselors, educators...</td>
<td>TRN</td>
<td>Workshops, conferences, other training experiences...</td>
</tr>
<tr>
<td>REV</td>
<td>Review of counseling tapes, past records, appraisal data...</td>
<td>OTHER</td>
<td>Other activities - describe</td>
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</tbody>
</table>

<table>
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<tr>
<th>DATE</th>
<th>GSA</th>
<th>CNS</th>
<th>REV</th>
<th>PLN</th>
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Page Totals

Signature of university or site supervisor: _____________________________ SCHOOL
COUNSELING
INTERN EVALUATION: SUPERVISOR

Intern's Name: ___________________________________________ Date: __________________________

Internship Site: __________________________________________________________________________

Supervisor: ___________________________________________ LPC No: ___________________________

This form is designed to help supervisors provide feedback about the performance of interns. I know you are probably busy, but the form usually takes just five or ten minutes to complete and your answers and comments will be much appreciated. This form will become part of the intern's record for this course and may be considered in assigning grades for the internship. Please answer each item using the scale provided. Space is provided following each category group for specific comments. There is also space at the end of this form for general comments. If you feel it would be helpful to put anything into context from the outset, please feel free to do so below.

Initial Comments

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Answer Code for Evaluation Items

1 - Far Below Expectations: needs much improvement, a concern
2 - Below Expectations: needs some improvement to meet standards
3 - Acceptable: meets standards at average level for interns
4 - Above Expectations: performs above average level for interns
5 - Far Above Expectations: a definite strength; performs well beyond average levels for interns
NA - Not Applicable or not enough information to form a judgment

Basic Work Requirements

Arrives on time consistently

Uses time effectively

Informs supervisor and makes arrangements for absences

Reliably completes requested or assigned tasks on time

Completes required total number of hours or days on site

Is responsive to norms about clothing, language, etc., on site

1 2 3 4 5 NA
### Answer Code for Evaluation Items

1 - **Far Below Expectations**: needs much improvement, a concern  
2 - **Below Expectations**: needs some improvement to meet standards  
3 - **Acceptable**: meets standards at average level for interns  
4 - **Above Expectations**: performs above average level for interns  
5 - **Far Above Expectations**: a definite strength; performs well beyond average levels for interns  
**NA** - **Not Applicable** or not enough information to form a judgment

### Ethic Awareness and Conduct

<table>
<thead>
<tr>
<th></th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
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</thead>
<tbody>
<tr>
<td>Knowledge of general ethical guidelines</td>
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<tr>
<td>Knowledge of ethical guidelines of internship placement</td>
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<tr>
<td>Demonstrates awareness and sensitivity to ethical issues</td>
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<tr>
<td>Personal behavior is consistent with ethical guidelines</td>
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<tr>
<td>Consults with others about ethical issues if necessary</td>
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</table>

Comments and/or suggestions: 

________________________________________________________________________

________________________________________________________________________

### Knowledge and Learning

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<tr>
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<th>NA</th>
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</thead>
<tbody>
<tr>
<td>Knowledge level of student population at beginning of internship</td>
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<tr>
<td>Knowledge level of student population at end of internship</td>
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<tr>
<td>Knowledge of school counseling interventions at beginning of internship</td>
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<tr>
<td>Knowledge of school counseling interventions at end of internship</td>
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<tr>
<td>Knowledge of school setting at beginning of internship</td>
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<tr>
<td>Knowledge of school setting at end of internship</td>
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<tr>
<td>Receptive to learning when new information is offered</td>
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<tr>
<td>Actively seeks new information from staff or supervisor</td>
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<tr>
<td>Ability to learn and understand new information</td>
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<td>[ ]</td>
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<tr>
<td>Understanding of concepts, theories, and information</td>
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</tbody>
</table>

Comments and/or suggestions: 

________________________________________________________________________

________________________________________________________________________

53
Ability to apply new information in counseling setting

Comments and/or suggestions:

<table>
<thead>
<tr>
<th>Response to Supervision</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively seeks supervision when necessary</td>
<td></td>
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<tr>
<td>Receptive to feedback and suggestions from supervisor</td>
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<tr>
<td>Understands information communicated in supervision</td>
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<tr>
<td>Successfully implements suggestions from supervisor</td>
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<tr>
<td>Aware of areas that need improvement</td>
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<tr>
<td>Willingness to explore personal strengths and weaknesses</td>
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</tbody>
</table>

Comments and/or suggestions:

<table>
<thead>
<tr>
<th>Interactions with Students</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appears comfortable with students</td>
<td></td>
<td></td>
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<tr>
<td>Initiates interactions with students</td>
<td></td>
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<tr>
<td>Communicates effectively with students</td>
<td></td>
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<tr>
<td>Builds rapport and respect with students</td>
<td></td>
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<td></td>
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<tr>
<td>Is sensitive and responsive to student’s needs</td>
<td></td>
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<td></td>
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<tr>
<td>Is sensitive to cultural differences</td>
<td></td>
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<tr>
<td>Is sensitive to issues of gender differences</td>
<td></td>
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</tr>
</tbody>
</table>

Comments and/or suggestions:
**Answer Code for Evaluation Items**

1 - Far Below Expectations: needs much improvement, a concern
2 - Below Expectations: needs some improvement to meet standards
3 - Acceptable: meets standards at average level for interns
4 - Above Expectations: performs above average level for interns
5 - Far Above Expectations: a definite strength; performs well beyond average levels for interns
NA - Not Applicable or not enough information to form a judgment

**Interactions with Coworkers**

<table>
<thead>
<tr>
<th>Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appears comfortable interacting with other staff members</td>
<td></td>
<td></td>
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<tr>
<td>Initiates interactions with staff</td>
<td></td>
<td></td>
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<tr>
<td>Communicates effectively with staff</td>
<td></td>
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<tr>
<td>Effectively conveys information and expresses own opinions</td>
<td></td>
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<td></td>
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<tr>
<td>Effectively receives information and opinions from others</td>
<td></td>
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</tbody>
</table>

Comments and/or suggestions: ______________________________________
_________________________________________________________________
_________________________________________________________________

**Work Products**

What would you identify as areas in which this intern should improve?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Would you recommend this intern for employment at his or her present level? Please explain.
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Supervisor's Signature: ___________________________ Date: ___________________

Thank you for your time in supervising this intern and in completing this evaluation.
## SCHOOL COUNSELOR EVALUATION OF SUPERVISOR

<table>
<thead>
<tr>
<th>My Supervisor:</th>
<th>Strongly disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provides me with useful feedback regarding counseling behavior.</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Helps me feel at ease with the supervision process.</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Makes supervision a constructive learning experience.</td>
<td>1  2  3  4  5  6  7</td>
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<tr>
<td>4. Provides me with specific help in areas I need to work on.</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
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</tr>
<tr>
<td>5. Addresses issues relevant to my current concerns as a counselor.</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Helps me focus on new alternative counseling strategies that I can use with my clients.</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
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<tr>
<td>7. Helps me focus on how my counseling behavior influences the client.</td>
<td>1  2  3  4  5  6  7</td>
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<tr>
<td>8. Encourages me to try alternative counseling skills.</td>
<td>1  2  3  4  5  6  7</td>
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<tr>
<td>9. Structures supervision appropriately.</td>
<td>1  2  3  4  5  6  7</td>
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<tr>
<td>10. Adequately emphasizes the development of my strengths and capabilities.</td>
<td>1  2  3  4  5  6  7</td>
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<tr>
<td>11. Enables me to brainstorm solutions, responses, and techniques that would be helpful in future counseling situations.</td>
<td>1  2  3  4  5  6  7</td>
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<tr>
<td>12. Enables me to become actively involved in the supervision process.</td>
<td>1  2  3  4  5  6  7</td>
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<tr>
<td>13. Makes me feel accepted and respected as a person.</td>
<td>1  2  3  4  5  6  7</td>
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<tr>
<td>14. Deals appropriately with the affect in my counseling sessions.</td>
<td>1  2  3  4  5  6  7</td>
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<tr>
<td>15. Deals appropriately with the content in my counseling sessions.</td>
<td>1  2  3  4  5  6  7</td>
<td></td>
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<tr>
<td>16. Motivates me to assess my own counseling behavior.</td>
<td>1  2  3  4  5  6  7</td>
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<tr>
<td>17. Conveys competence.</td>
<td>1  2  3  4  5  6  7</td>
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<tr>
<td>18. Is helpful in critiquing report writing.</td>
<td>1  2  3  4  5  6  7</td>
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<tr>
<td>19. Helps me use tests constructively in counseling.</td>
<td>1  2  3  4  5  6  7</td>
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<tr>
<td>Number</td>
<td>Statement</td>
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<tr>
<td>20.</td>
<td>Appropriately addresses interpersonal dynamics between self and counselor.</td>
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<tr>
<td>21.</td>
<td>Can accept feedback from counselor.</td>
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<tr>
<td>22.</td>
<td>Helps reduce defensiveness in supervision.</td>
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<tr>
<td>23.</td>
<td>Enables me to express opinions, questions, and concerns about my counseling.</td>
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<tr>
<td>24.</td>
<td>Prepares me for my next counseling.</td>
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<tr>
<td>25.</td>
<td>Helps me clarify my counseling objectives.</td>
<td></td>
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<tr>
<td>26.</td>
<td>Provides me with opportunity to discuss the major difficulties I am facing with my clients.</td>
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<tr>
<td>27.</td>
<td>Encourages me to conceptualize in new ways regarding my clients.</td>
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<tr>
<td>28.</td>
<td>Motivates me and encourages me.</td>
<td></td>
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<tr>
<td>29.</td>
<td>Challenges me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling.</td>
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<tr>
<td>30.</td>
<td>Gives me the chance to discuss personal issues related my counseling.</td>
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<tr>
<td>31.</td>
<td>Is flexible enough for me to be spontaneous and creative.</td>
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<tr>
<td>32.</td>
<td>Focuses on the implications and consequences of specific behaviors in my counseling approach.</td>
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<tr>
<td>33.</td>
<td>Provides suggestions for developing my counseling skills.</td>
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<tr>
<td>34.</td>
<td>Encourages me to use new and different techniques when appropriate.</td>
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<tr>
<td>35.</td>
<td>Helps me to define and achieve specific concrete goals for myself during the practicum.</td>
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<tr>
<td>36.</td>
<td>Give me useful feedback.</td>
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<tr>
<td>37.</td>
<td>Helps me organize relevant case data in planning goals and strategies with my client.</td>
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<tr>
<td>38.</td>
<td>Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.</td>
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<tr>
<td>39.</td>
<td>Allows and encourages me to evaluate myself.</td>
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<tr>
<td>40.</td>
<td>Explains the criteria for evaluation clearly and in behavioral terms.</td>
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<tr>
<td>41.</td>
<td>Applies criteria fairly in evaluating my counseling performance.</td>
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</table>

Additional comments

_______________________________________________________________________________
January 1, 2013

Dear Parent(s)/Guardian(s):

Hello, my name is ___________. I am a Practicum student at _________________ for the 2012-2013 school year. I am currently in my first year of the School Counseling graduate program in the department of Health and Human Development at Montana State University. I am very excited to have the opportunity to work with students at _________________ through the _____ Counseling department.

While working with students, I will be closely supervised by ____________ and MSU faculty, who are all licensed mental health professionals. **Confidentiality is of the utmost importance to us.** Therefore, no one outside of the supervisory arrangement will have access to the information students discuss with me, except in situations required by law or in situations where students and parents/guardians give prior consent. These situations are described as follows:

1. If the student is believed to be in danger of harming him/herself or others, I am obligated to take action and notify appropriate authorities. School policy will be followed and efforts will be made to work closely with parents/guardians of the student in this event.

2. If instances of previously unreported sexual or physical abuse are revealed, Montana state law requires me to file and report.

3. If the student and their parents/guardians determine that certain information would be useful for school staff to know and request my assistance in facilitating staff or other resource communications for the best interest of the student.

Since my graduate program is a training program, I am required to video or audio record some sessions so that my university and site supervisors can monitor my progress. Video and audiotapes are intended for supervisory purposes only. These are erased after weekly supervision. Regarding counseling with minor children: what takes place in individual or group sessions is confidential, and parents/guardians have the right to be informed of their student’s general progress.

_I have read the above information and agree to abide by the guidelines listed, including the recording of some sessions, terms of confidentiality, and limited parental access to the detailed contents of my child’s counseling sessions. I understand my graduate student counselor will receive supervision from Montana State University faculty Supervisor. Please contact Mark Nelson, MSU School Counseling Graduate Program Leader with any questions or concerns.mnelson@montana.edu._

I would like my child__________________________________________________to receive counseling services.

Signature_________________________________ Date__________

Graduate Counseling Student
________________________________________ Date__________

University Supervisor________________________________ Date__________