

Carson-Newman University  
Department of Education and Counseling  
Graduate Studies in Counseling

# Counseling Internship Handbook

COUN 665 and COUN 668



2021-2022 Edition

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## **INTRODUCTION**

The Graduate Studies in Counseling provides this handbook to support successful internship experiences for both supervisors and students. The purpose of this handbook is to provide students with a comprehensive resource to better guide them through successful internship experiences. Students will be expected to refer to this handbook often throughout their clinical experiences. Since a single document is unlikely to address all issues that may arise during practicum and internship, students should consult with their supervisors and program advisors. This handbook is organized under the following headings:

- Program Mission and Goals
- Prerequisites for Practicum and Internships
- Ethical Conduct
- Practicum and Internship Requirements and Expectations
- C-N Supervisor Responsibilities
- Site Supervisor Guidelines
- Student Responsibilities
- Appendices

## **PROGRAM MISSION AND GOALS**

The mission of the Graduate Studies in Counseling at Carson-Newman is to equip counselors to care for the holistic needs of others. It is the GSC goal to prepare individuals with counseling competencies essential to deliver evidence-based practices that promote holistic well-being to diverse clients. Practicum and internship experiences represent the culmination of counselor education where students apply the knowledge and skills of training in a variety of settings with a variety of clients.

In accordance with Tennessee licensure requirements, CACREP standards, and our training goals, the C-N GSC program prepares counselors to work with children, youth, adults and families in a variety of settings. Our graduates work in private practice, community agencies, private and public schools. We train future counselors to work in urban, suburban, or rural communities. Faculty coordinators of clinical field experiences intentionally place students in settings with qualified, experienced counselors who can supervise their work a wide range of clients.

The purpose of internship experience is to provide counseling trainees the opportunity to perform all the duties, tasks, assignments and responsibilities of a professional counselor specific to that setting. For example, a school counseling intern would be expected to deliver components of a comprehensive developmental school counseling program under the supervision of a licensed professional school counselor, such as individual and small group counseling, classroom guidance, consultation/collaboration, coordination, advocacy, and beginning leadership. A clinical mental health counseling intern would be expected to perform such tasks as conducting intake interviews, completing clinical assessments and composing iterative and evidence-based treatment plans, maintain records, consultation/collaboration, advocacy and immersing oneself in all aspects of a mental health counseling environment.

Internship students will participate in weekly group supervision meetings with a C-N faculty supervisor to reflect on their experiences, share their challenges and integrate theory and practice.

These sessions ensure that clinical field experiences are progressing in their development of counselor competencies. Each GSC practicum and internship faculty member holds appropriate credentials and a doctoral degree from a CACREP approved Counselor Education program. Group supervision by faculty will not exceed a ratio of 1:12; and time in group supervision will not count toward the 100 clock hours for practicum or the 600 clock hours for internship.

Internship in Carson-Newman GSC Program adheres to CACREP 2009 Standards, NCATE Standards, Tennessee Board of Licensure for Licensed Professional Counselors, and the Tennessee Department of Education standards for Professional School Counselor Licensure. Internship objectives implement the vision, goals and themes of the C-N School of Education's Conceptual Framework (See School of Education website at <http://www.cn.edu/educationGrad/>). In addition, training is based upon the school counselor role as presented in the ASCA National Model and as outlined in the Tennessee Model for Comprehensive School Counseling.

## **INTERNSHIP EXPERIENCES**

### **Prerequisites for Internship**

Before counseling students can register for COUN 665: School Counseling Internship or COUN 668: Clinical Mental Health Counseling Internship, they must fulfill all the prerequisites for internship. The following lists those requirements necessary to enroll in internship at C-N:

- Completion of appropriate core and specialty counseling courses (see C-N Graduate Catalog.)
- Completion of COUN 589: Counseling Practicum.
- Permission from the Internship Coordinator; Dr. Taylor for school and Dr. Herscher for mental health.
- Successful criminal background check. (See Ashley Bryant Cheney in Baker Room 200A)
- Documentation of current liability insurance. (Liability insurance may be purchased by obtaining a student membership in the American Counseling Association at: <http://www.counseling.org/membership/join-reinstate-today> or American School Counseling Association at: <http://schoolcounselor.org/school-counselors-members/member-benefits-info/join-or-renew-today>.)
- Active student membership in the Tennessee Counseling Association, a state division and local chapter, which is the Smoky Mountain Counseling Association. Membership in the Tennessee Counseling Association will offer the student additional membership in the Tennessee School Counselor Association and the Smoky Mountain Counseling Association (or Watauga Counseling Association for those living near the Johnson City area) as part of the TCA membership fee. See Dr. Taylor for more information.

### **COUN 665: School Counseling Internship and COUN 668: Mental Health Counseling Internship**

Internship requirements adhere to the CACREP 2009 Standards and the licensure guidelines of the Tennessee Department of Education and the Tennessee State Board for Licensed Professional Counselors, each student's internship experience includes all of the following:

- A minimum of 600 clock hours of supervised work in a setting approved by the faculty supervisor of the student's designated program area.

- At least 240 of the 600 clock hours must be in direct service to clients, including experience leading groups of clients.
- Weekly interaction with site supervisor that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
- An average of 1 1/2 hours per week of group supervision by C-NU faculty internship supervisor on a regular schedule throughout the internship. Group supervision will not exceed 12 students.
- Opportunities for intern to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
- Opportunities for intern to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients. Interns must adhere to the Double Lock Rule in maintaining and transporting their recordings. (See Appendix F in GSC Student Handbook.)
- Evaluation of the intern's performance throughout the field experience, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.
- Students will apply their specialty training and will demonstrate mastery in the following CACREP domains:

<b>Clinical Mental Health Counseling</b>	<b>Professional School Counseling</b>
Foundations	Foundations
Counseling, Prevention and Intervention	Counseling, Prevention and Intervention
Diversity and Advocacy	Diversity and Advocacy
Assessment	Appraisal
Research and Evaluation	Research and Evaluation
Diagnosis	Academic Development
	Collaboration and Consultation
	Leadership

### **Distinction between Practicum and Internship Placements**

Carson-Newman University's Graduate Studies program is designed to provide a comprehensive and differentiated experience in the field of mental health counseling. In an effort to provide students with the most complete learning experience, it is imperative that the practicum and internship experiences are differentiated. These experiences must be fundamentally distinct. If a student intends to complete an internship at a site that has been used for practicum he/or she must provide the faculty with written documentation as to how the experiences differ. As is the case with any internship or practicum experience, each site must be pre-approved by the faculty supervisor.

## ETHICAL CONDUCT

All school counseling interns are expected to follow the American Counseling Association *Code of Ethics* and the American School Counselor Association *Professional Standards of Ethics*, if in school counseling. All interns should have copies of these codes for ready reference. Copies of these codes are available in the Graduate Studies in Counseling Reference Area located in Baker Room 200. Interns are expected to conduct themselves in a professional manner at all times and to dress appropriately. Interns should keep in mind that they are representatives of Carson-Newman as well as the counseling profession. Any situation involving an ethical dilemma must be brought immediately to the attention of the site supervisor and to the internship supervisor at Carson-Newman.

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## GSC STUDENT REQUIREMENTS AND EXPECTATIONS

1. **Professional Development:** GSC students are expected to develop professional behaviors and characteristics necessary to work effectively with people with diverse needs and backgrounds. Students should review the Professional Development and Performance section of the GSC Student Handbook beginning on page 25. The Rubric for these expectations include: counselor behaviors as: attends to ethical and legal considerations, takes initiative, accepts personal responsibility, effectively deals with conflict, cooperates with others, and awareness of impact on others.
2. **Time Requirements for Internship:** A completed internship requirement consists of a minimum of 600 clock hours of supervised work in a school setting. (Since the licensure for a Professional School Counselor in Tennessee is PreK through 12<sup>th</sup> grade, it is expected that approximately 300 hours be completed in grades PreK-6 and approximately 300 hours

in grades 7-12. Mental health counseling interns will have a variety of options, which must be discussed with Dr. Herscher.) Students are expected to complete their internship experience in two semesters, at a minimum of 300 hours each semester. At least 240 of the 600 clock hours shall be in direct service to students, teachers, and parents. Weekly Time Logs are provided in this handbook to record internship hours (Appendices F & G).

3. **Orientation and Observation:** C-N internship supervisors will orient interns and site supervisors to program expectations and responsibilities. Interns will be instructed in procedures and operations by their respective site supervisors. Interns are to observe the on-site supervisor performing various tasks expected of a professional counselor and to observe other professionals within the setting, such as counselors, administrators, teachers, school psychologists, school nurse, and the like.
4. **Development of Individual and Group Counseling Skills:** Interns are required to counsel students under the supervision of the site supervisor. Field experiences are designed to support the development of individual and group counseling skills. Site supervisors and internship supervisors will provide feedback to interns regarding their skill development.
5. **Consultation and Collaboration Skills:** Counselors must work cooperatively with others in order to achieve maximum success for clients. Therefore, interns will be expected to enhance their collaboration skills during internship. Interns are expected to provide supportive and effective consultation to assessment teams, teachers, parents, and others as needed. Areas of consultation may include concerns regarding student: emotional development, social development, academic development, career development, and the like.
6. **Leadership Skills:** Interns are expected to demonstrate leadership skills during their field experiences. Examples of leadership include; identifying and meeting unrecognized needs of the population served by the organization. These needs might include, organizing a clinical or support group to supplement clinical services, organizing a tutoring program, developing a mentorship service, sharing data, conducting in-service for the staff, or implementing a new counseling program for students. For school counselors, conducting needs assessments are effective ways of assisting the site supervisor with identifying issues that could be addressed through a comprehensive developmental school counseling program.
7. **Social Justice:** All interns are required to treat ALL students with equity and justice. Students are to be helped in areas of need. Interns will not discriminate against any student. Marginalized and at-risk students are to be prioritized for immediate attention, help, and consultation under the guidance and supervision of the site supervisor. Service to each student is to be designed on the basis of student needs utilizing student strengths and collaborative efforts of the school community.
8. **Confidentiality:** One of the most important aspects of counseling is confidentiality. It is also a critical component in earning trust with teachers, parents, and others. The following is a list of important issues that should be discussed by interns and supervisors:
  - Regulations regarding confidentiality of notes, files, and/or recording at their school site. If possible, the interns should receive a written copy of these regulations.
  - Written permission from parents or guardians for recording minors. Consent forms should explain the limits of confidentiality and should state clearly that the recording will be used for supervision purposes only. Many schools and counselors have consent forms for use or practicum students and interns may modify the sample form in Appendix I.

- The confidentiality of all information shared in supervision. Site supervisor should help the intern maintain the confidence of student conversations, teacher concerns, parent issues, and the like.
  - The anonymity of clients when recording sessions. Client names or surnames must not be used to identify recordings. Use initials to label recordings.
  - Double Lock Rule to maintain security of counseling recordings. Interns must adhere to the Double Lock Rule (See GSC Policy on Security of Media in GSC Student Handbook, Appendix F.) when maintaining and transporting recordings of counseling sessions to supervisors for evaluation.
9. **Classroom Guidance Skills for School Counselors:** School counseling interns are expected to prepare classroom guidance units appropriate to the needs and developmental levels of students. Carson-Newman University requires school counseling interns to deliver service to students in accordance with the Tennessee Model for Comprehensive School Counseling and the ASCA National Model. Classroom management skills are essential to an effective school counselor and should be practiced during internship.
  10. **Community Outreach for School Counselors:** School Counseling interns are required to become familiar with available school and community resources. Community outreach is a vital part of the comprehensive school counseling internship experience. In order to address the needs of students, counselors often obtain the assistance of such community agencies as the local mental health center, church benevolent groups, child and family support groups, and other such organizations.
  11. **Program Development for School Counselors:** COUN-613 Design and Evaluation of Comprehensive School Counseling Programs is to be taken in the same semester as COUN-665. The objectives of COUN-613 will be incorporated into the first internship experience. Interns will be encouraged to work with the site supervisors to identify, implement, and evaluate needed counseling programs and strategies utilizing CACREP, NCATE, ASCA, and Tennessee Model for Comprehensive School Counseling Program guidelines.

## **C-N SUPERVISOR OF INTERNSHIP RESPONSIBILITIES**

C-N supervisor of internship has the overall responsibility for the success of field experiences of trainees and of site supervisors. Those responsibilities include:

- Develop collaborative relationships with local counselors, agencies, and schools to support positive field experiences for interns;
- Arrange internship placement in which each intern has the opportunity for a meaningful field experience and obtain commitments of all parties (Appendix A);
- Provide orientation for site supervisors and trainees to the internship experience;
- approve internship contracts;
- meet with interns in a regularly scheduled weekly seminar for at least 90 minutes to provide supervision;
- promote ethical practices in counseling with interns;
- Inform intern of the Double Lock Rule to secure video and audio recordings of counseling sessions.
- visit school sites at least twice during each field experience and review intern's progress and performance with site supervisor;



- regularly monitor intern's progress;
- give intern feedback on counseling competencies as needed (Appendix K);
- review internship records and documents;
- submit final internship grades; and,
- Maintain departmental records of internship.

### **SITE SUPERVISOR GUIDELINES**

Supervisors at internship sites must have a minimum of a master's degree in counseling and must hold appropriate counselor credentials. Site supervisors must have a minimum of two years of experience as a counselor at the level in which they are supervising. Site supervisors receive training from program faculty prior to beginning their supervision with students.

The internship site supervisor agrees to provide clinical experiences for the intern in accordance with Internship Guidelines, which include:

- assist in completing the Internship Agreement (Appendix B);
- support intern in obtaining 240 client contact hours, including individual counseling, group counseling, and classroom guidance experiences;
- orient the C-N supervisor and intern to the facilities and policies of counseling site (Discuss with the intern the mission, goals, and objectives of the site as well as any internal operating procedures.);
- meet weekly with the trainee to discuss progress, cases, future experiences, projects, lesson plans and the like;
- inform the intern of any agency, school or district procedures for audio or video taping within the school;
- consult with C-N supervisor about trainee's progress;
- provide a private space for intern while he/she is seeing clients;
- provide the intern with the opportunity to gain supervised experiences in the use of professional resources such as assessments, student data management systems, professional literature, and other resources as appropriate to professional development; and,
- evaluate the intern using the C-N Evaluation of Intern by Site Supervisor form (Appendix M).

### **RESPONSIBILITIES OF INTERN**

Counseling interns should seek to bring all their training into focus and demonstrate their competencies as a counselor under the supportive and encouraging eyes of an experienced professional counselor. Interns should review ASCA School Counselor Competencies, ACA Advocacy Competencies, ALGBTIC Competencies, Multicultural Competencies and the like. These competencies outline knowledge, attitudes and skills that ensure counselors are equipped to deliver appropriate services to diverse clients.

Interns are expected to be aware of their responsibilities for internship participation, including learning the policies and procedures of their site agency, school, supporting the goals and programs

of site supervisor, and conducting one's self in accordance with ACA Code of Ethics and ASCA's Ethical Standards for School Counselors. In addition to representing Carson-Newman University, interns exhibit professional demeanor and behavior. Their functioning at an Internship site should coincide with expectations of employees at their site. Specifically, intern responsibilities include:

- adhere to C-N Internship Requirements and Expectations;
- ensure that Site Supervisor has a copy of C-N Internship Handbook;
- establish and complete the requirements of the Internship Contract (Appendix C);
- maintain records of conferences with site supervisor (Appendix D);
- log a minimum of 600 hours of contact with 240 hours of direct service (Appendices E, F, G, & G-2);
- compile total number of hours on Cumulative Record of Internship Hours form (Appendix H);
- attend weekly scheduled Internship Seminar sessions and complete assignments;
- maintain personal journal and turn in at end of course;
- provide counseling recordings for feedback (In the event that a GSC student is unable to video a client based on the policies and procedures of the agency, an audio recording may be substituted, or the faculty supervisor may observe the session in person or behind a two-way mirror). as needed and complete appropriate forms (Appendices I, J, & K).
- complete Evaluation of Site Supervisor form (Appendix L); and,
- complete any other required internship records.

## **APPENDICES**

## Appendix A



### MEMORANDUM OF INTERNSHIP AGREEMENT

TO: \_\_\_\_\_, Counselor  
\_\_\_\_\_ Agency/School

FROM: Dr. \_\_\_\_\_, C-N Counseling Supervisor

RE: Counseling Field Experience for \_\_\_\_\_

DATE: \_\_\_\_\_

This is to confirm that \_\_\_\_\_ has been approved for progression into the clinical field experience portion of our Graduate Studies in Counseling for internship. With your approval, s/he will do his/her experience with you during \_\_\_\_\_ Semester 20\_\_\_\_. S/he will contact you to discuss specific hours, dates, and arrangements.

Enclosed are additional copies of this letter for you and your administrator to sign and return to the C-N Clinical Field Experience Supervisor (C-N Box 71900, Jefferson City, TN 37760) to indicate your agreement to this internship.

Please contact the C-N field supervisor, if you have any questions or concerns. Thank you very much for your assistance and willingness to support the training of this intern.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Counselor

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Administrator

Signed \_\_\_\_\_ Date \_\_\_\_\_  
C-N Supervisor

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Intern/Practicum Student

## **Appendix B**

### **CARSON-NEWMAN GRADUATE STUDIES IN COUNSELING PROGRAM**

#### **Agreement for the On-Site Field Experience**

This agreement is made on \_\_\_\_\_ by and between \_\_\_\_\_ and the Carson-Newman Graduate Studies in Counseling Program. The agreement will be in effect for a time period starting \_\_\_\_\_ until \_\_\_\_\_ for \_\_\_\_\_ per week for the student, \_\_\_\_\_.

The purpose of this counseling field experience is to provide a qualified graduate student with practical counseling activities and duties appropriate for the specialty setting.

#### **The Carson-Newman Graduate Studies in Counseling Program agrees to:**

1. Determine that C-N student has completed appropriate graduate level training to qualify for practicum/internship placement;
2. Document that C-N student has been appropriately screened and has obtained liability insurance coverage;
3. Provide the counseling field site with the Carson-Newman academic calendar and initiate discussions of student's obligations to report to school whenever C-N classes are not in session;
4. Ensure that practicum student/intern is aware of standards and code of conduct applicable to professional counseling;
5. Provide a Carson-Newman faculty member to support C-N students and site supervisors during internship experience;
6. Conduct weekly meetings with intern facilitated by C-N faculty for ongoing supervision;

7. Visit intern site at least twice during placement to discuss and review C-N student's progress and performance;
8. Confer with site supervisor if C-N student's department and/or disposition needs to be changed; and,
9. Provide the on-site supervisor with a C-N student's evaluation form at the beginning of the experience that will be submitted to appropriate C-N Internship Experience Coordinator.

**The Internship Site Agrees To:**

1. Assign a site supervisor who has the appropriate licensure, experience, time, and interest for working with internship students;
2. Provide training activities listed below in sufficient amounts in order to allow an adequate evaluation of the competence of the intern in that particular activity;
3. Provide intern with adequate workspace in order to conduct professional activities;
4. Provide one hour each week of supervision that will involve consulting on counseling activities, reviewing of audio or video tapes, observing, co-counseling, role playing, and reviewing objectives for the coming week;
5. Provide a written evaluation of the intern using Appendix M; and
6. Review and abide by CACREP guidelines for site supervisors.

**Internship Activities**

- \_\_\_\_1. Individual Counseling
- \_\_\_\_2. Group Counseling-Co-Leading and Leading
- \_\_\_\_3. Classroom Guidance, if applicable

\_\_\_\_4. Career Counseling

\_\_\_\_5. Consultation with teachers, parents, and others

\_\_\_\_6. Coordinating Testing-Administration, Analysis, and Interpretation of the Results

\_\_\_\_7. Parent Teacher Conferences

\_\_\_\_8. In-Service meetings

\_\_\_\_9. Report Writing

\_\_\_\_10. Individual Supervision

\_\_\_\_11. Staff Meetings

\_\_\_\_12. Other (Please List)

Internship Site Supervisor: \_\_\_\_\_Date:\_\_\_\_\_

Carson-Newman Faculty Supervisor: \_\_\_\_\_ Date:\_\_\_\_\_

Counseling Student: \_\_\_\_\_ Date:\_\_\_\_\_

## Appendix C

### CARSON-NEWMAN GRADUATE STUDIES IN COUNSELING PROGRAM

#### Intern Contract with Graduate Studies in Counseling Program for Internship

As an intern placed at \_\_\_\_\_,

I understand the following to be my responsibilities:

A. To be in attendance at my field site \_\_\_\_\_

For \_\_\_\_\_ hours; \_\_\_\_\_ days during each week of my internship.

B. To report any absences to my site supervisor at least 24 hours in advance; of course this does not include any emergencies. Absences of more than two days may result in my removal from the intern field experience.

C. To abide by the Professional Standards of Ethics as defined by the American Counseling Association (ACA) and/or the American School Counseling Association (ASCA).

D. To dress and act professionally at all times while on-site.

E. To understand that \_\_\_\_\_ is my site supervisor.

F. To understand that \_\_\_\_\_ is my faculty supervisor during the entire internship.

G. To obtain the required background check and liability insurance as required for the internship.

H. To ensure that my site supervisor is provided a copy of the Carson-Newman Graduate Studies in Counseling Internship Handbook.

Student name: \_\_\_\_\_ Date: \_\_\_\_\_



**Appendix D**  
**CARSON-NEWMAN GRADUATE STUDIES IN COUNSELING PROGRAM**  
**Weekly Objectives**

This form is designed to give you an opportunity to think about and set up objectives that you may have each week with your on-site supervisor. Please complete this form each week and discuss it with your on-site supervisor each week.

/Internship Site: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Email Address for Supervisor: \_\_\_\_\_

List specific objectives of your internship placement for the week of \_\_\_\_\_

List on-site activities in which you wish to participate in order to meet the above objectives:

Page 2

List specific objectives for your one-hour meeting with on-site supervisor for the week of

\_\_\_\_\_.

Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

C-N Faculty Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix E

### CARSON-NEWMAN GRADUATE STUDIES IN COUNSELING PROGRAM

#### Counseling Internship Time Log

##### Record Keeping Categories Definitions

**School Counseling Core Curriculum** includes group lessons and processes designed to address typical developmental issues of students in the areas of academic, social/personal, and career in the classroom setting.

**Counseling** includes individual counseling or small group counseling in Individual Student Planning or Responsive Services.

**Consultation** includes consulting with parents, teachers, outside agencies and other professionals.

**Collaboration** includes teaming with teachers, parents, and others to address student needs.

**Coordination** includes all activities related to school counseling that intern coordinates. Such activities could include: a career fair, a career development program, multicultural programs, peer tutoring, peer mentoring, substance abuse prevention, bullying and violence prevention, or other programs in accordance with the *ASCA National Model-Third Edition* and CACREP Standards.

**Program Management** includes System Support activities such as meetings at your school site in which you discuss issues related to a comprehensive school counseling program. PM also includes use of data to inform program goal setting, closing the gap (achievement, opportunity, & expectation), and monitoring student progress, and evaluation of programs.

**Evaluation** includes the collection and analysis of data as part of an accountability process for school counselors. It is important that interns learn to show evidence that what they do makes a difference. The use of MEASURE is one method by which interns produce data to determine effectiveness of their programs.

**Other Duties** includes activities not specifically listed above or in the *ASCA National Model (3<sup>rd</sup> ed.)* and may include activities within the community, community outreach, and time spent identifying community resources for your students.

## **Appendix F**

### **CARSON-NEWMAN GRADUATE STUDIES IN COUNSELING PROGRAM**

#### **Internship Activities and Time Requirements**

**In compliance with CACREP Standards for time allocation, the following hours are required:**

**Direct Contact:** (minimum of 240 for 600 hours) Direct contact activities include: individual counseling, group counseling, classroom guidance, parent consultation/collaboration, and teacher consultation/collaboration.

**Indirect Contact:** Indirect contact includes activities such as: planning; program management; coordinating programs such as tutoring, mentoring programs, school testing, etc.; collaborating with other professionals; meetings such as training, staff meetings; individual supervision meetings; evaluations of the school counseling program, and other approved activities.

**Expectations:** In order for interns to gain complete internship experience, the intern should spend at least 20 hours per week per semester on site. It is recommended that the intern counsel six (6) clients per week and two small counseling groups per semester as a minimum.

**Documentation:** Log each week on a separate chart. Keep a running total from week to week preferably in a notebook. Round to closest ½ hour increment and log the increments in decimals if needed.

## Appendix G

### CARSON-NEWMAN GRADUATE STUDIES IN COUNSELING PROGRAM Weekly Time Log

**STUDENT NAME** \_\_\_\_\_ **WEEK OF** \_\_\_\_\_

Activity	MON Date:	TUES Date:	WED Date:	THURS Date:	FRI Date:	TOTAL FOR WEEK
<b>DIRECT CONTACT:</b>						
Individual Counseling						
Group Counseling						
Core Counseling Curriculum						
Consultation						
Collaboration						
Other						
TOTAL HOURS OF DIRECT CONTACT:						

<b>INDIRECT CONTACT:</b>						
Planning						
Program Management						
Coordinating Programs						
Meetings-staff, IEP, etc.						
Individual Supervision						
Evaluation						
List Other:						
TOTAL HOURS OF INDIRECT CONTACT						

**STUDENT INITIALS:** \_\_\_\_\_

**SUPERVISOR INITIALS:** \_\_\_\_\_

## Appendix G-2

### CARSON-NEWMAN GRADUATE STUDIES IN COUNSELING PROGRAM Weekly Contact Log

**STUDENT NAME** \_\_\_\_\_ **WEEK OF** \_\_\_\_\_

Activity	MON Date:	TUES Date:	WED Date:	THURS Date:	FRI Date:	TOTAL FOR WEEK
<b>DIRECT CONTACT:</b>						
Individual Counseling						
Group Counseling						
Core Counseling Curriculum						
Consultation						
Collaboration						
Other						
TOTAL <b>NUMBER</b> OF DIRECT CONTACT:						

<b>INDIRECT CONTACT:</b>						
Meetings-staff, IEP, etc.						
Individual Supervision						
List Other:						
TOTAL <b>NUMBER</b> OF INDIRECT CONTACT						

**STUDENT INITIALS:** \_\_\_\_\_

**SUPERVISOR INITIALS:** \_\_\_\_\_

## Appendix H

### CARSON-NEWMAN GRADUATE STUDIES IN COUNSELING PROGRAM

#### Cumulative Record of Clinical Field Experience Hours\*

Student Name: \_\_\_\_\_

Clinical Field Site: \_\_\_\_\_

Total Hours to Date: \_\_\_\_\_

On-Site Supervisor's Signature \_\_\_\_\_

Activity	Hours	Number
<b>DIRECT CONTACT</b>		
Individual Counseling		
Group Counseling		
Core Counseling Curriculum		
Consultation		
Collaboration		
<b>INDIRECT CONTACT</b>		
Planning		
Program Management		
Coordinating Programs		
Meetings		
Individual Supervision		
Evaluation		
List Other:		

\*Note: This form is to be completed **only at the end of each** 300-hour Internship experience.

Unique initiative/activities/action research in which you engaged at this internship site include:

## **Appendix I**

### **CARSON-NEWMAN GRADUATE STUDIES IN COUNSELING PROGRAM**

#### **Recording of Counseling Consent Sample Form**

**[Interns: Check with your site supervisors before using this form. They may have a consent form they prefer to use. You should use the letterhead of your practicum/internship site on your Consent Request form. Be sure to follow the guidelines required by your site supervisor and the site administration.]**

#### **PARENT/GUARDIAN CONSENT FOR COUNSELING FORM**

I (we) give permission for my (our) child \_\_\_\_\_, a student at \_\_\_\_\_ (school), to participate in counseling sessions with \_\_\_\_\_, who is a graduate student at Carson-Newman in Graduate Studies in Counseling. It is understood that the counseling sessions will be electronically recorded, either video or audio, and they may be played for supervisors, instructors, and/or class members present.

These recordings will ONLY be used for educational purposes and will be erased at the end of the course. It is understood that my (our) child is entitled to confidentiality and that information regarding communications made during the counseling sessions will be limited only to those directly involved in the educational process. Please understand that limitations to confidentiality exist for all clients.

**Parent or Guardian** \_\_\_\_\_ **Date** \_\_\_\_\_

**Carson Newman Graduate Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Carson-Newman Faculty Supervisor** \_\_\_\_\_ **Date** \_\_\_\_\_



## **Appendix J**

### **CARSON-NEWMAN GRADUATE STUDIES IN COUNSELING PROGRAM**

#### **Self-Reflection of Counseling Session**

Counseling Student Name: \_\_\_\_\_

Session Number: \_\_\_\_\_ Date: \_\_\_\_\_

Must be completed for each taping experience and submitted to your Carson-Newman University supervisor.

Write a brief session/counseling summary:

In collaboration with the student, list the counseling goals:

Describe how the progress toward these goals will be monitored:

Describe further counseling/interventions with this student:

Describe your counseling strengths during this session:

Identify specific skills/strategies/techniques you wish to strengthen or implement during the next session:

## Appendix K

### CARSON-NEWMAN GRADUATE STUDIES IN COUNSELING PROGRAM Site Supervisor Evaluation Form

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Please respond to each question regarding your clinical field experience with your site supervisor. This evaluation is to be completed at the end of your Internship experience and turned into your faculty supervisor along with all required paperwork. Please read the questions and make a thoughtful response regarding your feelings and thoughts about your experience.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Provides useful feedback pertaining to counseling.	1	2	3	4
2. Helps me feel at ease in counseling situations.	1	2	3	4
3. Teaches me new counseling strategies.	1	2	3	4
4. Weekly supervision sessions are helpful to me.	1	2	3	4
5. Adequately emphasizes my strengths and needs.	1	2	3	4
6. Motivates me to learn more.	1	2	3	4
7. Lets me be active in the counseling process.	1	2	3	4
8. Listens to my counseling ideas.	1	2	3	4
9. Is open to feedback from me.	1	2	3	4
10.Reduces defensiveness in counseling process.	1	2	3	4
11.Lets me express my concerns openly.	1	2	3	4
12.Helps me to appreciate diversity in my students.	1	2	3	4
13.Listens to social justice concerns I have.	1	2	3	4
14. Helps me develop multicultural competencies.	1	2	3	4
15.Challenges me in counseling ideas.	1	2	3	4
16.Keeps the supervision process on track.	1	2	3	4
17.Treats me like a colleague.	1	2	3	4
18.Encourages me to talk freely and honestly.	1	2	3	4
19.Treats me with respect	1	2	3	4
20.Encourages me to evaluate myself	1	2	3	4

How would you rate your overall experience? Please include any remarks you may have about the site, the supervisor, or the experience: (Write more on back.)

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix L

### CARSON-NEWMAN GRADUATE STUDIES IN COUNSELING PROGRAM

#### 150-hour Evaluation of Counseling Student by Site Supervisor

Student Name \_\_\_\_\_

Placement Site \_\_\_\_\_

Supervisor \_\_\_\_\_ Phone# \_\_\_\_\_

Please evaluate the following skills of the student on a scale of 1-5 based on the following scale.

1	2	3	4	5	NA
Unsatisfactory	Poor	Satisfactory	Good	Excellent	Not Applicable

#### Counseling and Reflective Listening Skills

- \_\_\_ 1. Has counseling knowledge and skills, uses theories appropriately
- \_\_\_ 2. Applies empathy, respect, warmth, genuineness, unconditional positive regard, confrontation, and appropriate self disclosure
- \_\_\_ 3. Is able to work through critical incidents with students
- \_\_\_ 4. Develops and maintains professional relationships with students
- \_\_\_ 5. Is aware of his/her own personal issues that affects counseling
- \_\_\_ 6. Is willing to work on own weaknesses
- \_\_\_ 7. Accepts and responds well to feedback from supervisor
- \_\_\_ 8. Counsels effectively with individuals
- \_\_\_ 9. Counsels effectively with groups
- \_\_\_ 10. Consults well with parents, teachers, and colleagues

### **General Work Skills of Interns**

- \_\_\_ 1. Dependable, personally responsible (on time, completes assignments)
- \_\_\_ 2. Shows initiative
- \_\_\_ 3. Appearance is appropriate for work setting and students
- \_\_\_ 4. Understands and follows policies and procedures
- \_\_\_ 5. Follows directions and plans effectively
- \_\_\_ 6. Makes effective use of time
- \_\_\_ 7. Demonstrates high quality in work
- \_\_\_ 8. Considers priorities appropriately and responds
- \_\_\_ 9. Attends staff meetings/ training
- \_\_\_ 10. Teaches guidance classes as appropriate
- \_\_\_ 11. Completes lesson plans for classes
- \_\_\_ 12. Uses technology effectively and appropriately

### **Personal Characteristics and Emotional Stability of Interns**

- \_\_\_ 1. Promotes teamwork, is cooperative, handles delicate situations
- \_\_\_ 2. Tactfully, relates to students and colleagues
- \_\_\_ 3. Consistently maintains control under stress and crisis
- \_\_\_ 4. Interested in personal development and is eager to learn
- \_\_\_ 5. Takes initiative
- \_\_\_ 6. Displays self-confidence
- \_\_\_ 7. Follows appropriate ethical standards of ASCA and ACA

## Additional Information

Please record a brief narrative about the student which includes any further remarks that you view appropriate for the internship supervisor evaluation on the following page. Please feel free to discuss any strengths and weaknesses. If you feel you need to elaborate on any of the above scores, please do so here.

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_

( ) Please indicate if you request a conference with C-N Clinical Field Experience supervisor.

Please return to appropriate supervisor:

Dr. Carolyn Carlisle  
Graduate Program Director  
Carson-Newman University  
C-N Box 71900  
Jefferson City, TN 37760

Dr. Anna Lora Taylor  
School Counseling Internship Coordinator  
Carson-Newman University  
C-N Box 71900  
Jefferson City, TN 37760

Dr. Megan Herscher  
Mental Health Internship Coordinator  
Carson-Newman University  
C-N Box 71900  
Jefferson City, TN 37760

Dr. Nathan West  
Assistant Professor of Counseling  
Carson-Newman University  
C-N Box 71900  
Jefferson City, TN 37760

Prof. Jennifer Moralejo  
Assistant Professor of Counseling  
Carson-Newman University  
C-N Box 71900  
Jefferson City, TN 37760

## Appendix M

### CARSON-NEWMAN GRADUATE STUDIES IN COUNSELING PROGRAM

#### 300-hour Evaluation of Counseling Student by Site Supervisor

Student Name \_\_\_\_\_

Placement Site \_\_\_\_\_

Supervisor \_\_\_\_\_ Phone# \_\_\_\_\_

Please evaluate the following skills of the student on a scale of 1-5 based on the following scale.

1	2	3	4	5	NA
Unsatisfactory	Poor	Satisfactory	Good	Excellent	Not Applicable

#### Counseling and Reflective Listening Skills

- \_\_\_ 1. Has counseling knowledge and skills, uses theories appropriately
- \_\_\_ 2. Applies empathy, respect, warmth, genuineness, unconditional positive regard, confrontation, and appropriate self disclosure
- \_\_\_ 3. Is able to work through critical incidents with students
- \_\_\_ 4. Develops and maintains professional relationships with students
- \_\_\_ 5. Is aware of his/her own personal issues that affects counseling
- \_\_\_ 6. Is willing to work on own weaknesses
- \_\_\_ 7. Accepts and responds well to feedback from supervisor
- \_\_\_ 8. Counsels effectively with individuals
- \_\_\_ 9. Counsels effectively with groups
- \_\_\_ 10. Consults well with parents, teachers, and colleagues

### **General Work Skills of Interns**

- \_\_\_ 1. Dependable, personally responsibility (on time, completes assignments)
- \_\_\_ 2. Shows initiative
- \_\_\_ 3. Appearance is appropriate for work setting and students
- \_\_\_ 4. Understands and follows policies and procedures
- \_\_\_ 5. Follows directions and plans effectively
- \_\_\_ 6. Makes effective use of time
- \_\_\_ 7. Demonstrates high quality in work
- \_\_\_ 8. Considers priorities appropriately and responds
- \_\_\_ 9. Attends staff meetings/ training
- \_\_\_ 10. Teaches guidance classes as appropriate
- \_\_\_ 11. Completes lesson plans for classes
- \_\_\_ 12. Uses technology effectively and appropriately

### **Personal Characteristics and Emotional Stability of Interns**

- \_\_\_ 1. Promotes teamwork, is cooperative, handles delicate situations
- \_\_\_ 2. Tactfully, relates to students and colleagues
- \_\_\_ 3. Consistently maintains control under stress and crisis
- \_\_\_ 4. Interested in personal development and is eager to learn
- \_\_\_ 5. Takes initiative
- \_\_\_ 6. Displays self-confidence
- \_\_\_ 7. Follows appropriate ethical standards of ASCA and ACA

### **Additional Information**

Please record a brief narrative about the student which includes any further remarks that you view appropriate for the internship supervisor evaluation on the following page. Please feel free to discuss any strengths and weaknesses. If you feel you need to elaborate on any of the above scores, please do so here.

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_

( ) Please indicate if you request a conference with C-N Clinical Field Experience supervisor.

Please return to appropriate supervisor:

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Assistant Professor of Counseling  
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