MHS 6830/6831: COUNSELING INTERNSHIP I & II
Internship in Professional School Counseling
UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF EDUCATION
Counselor Education Program

Instructor: Glenn W. Lambie, Ph.D., LPC, NCC, NCSC, CCMHC
Office: COE 322G
E-Mail: glambie@mail.ucf.edu
Office Hours: Mondays, 3:30-5:30; Tuesday, 2:30-4:30; Thursdays 3:45-5:45; & by appointment

Meeting times, day & location: 4:30-7:20, Tuesdays, Education Complex (ED) Rm. 322F (conference room)

Graduate Assistant: Jillian Abram – JillianUCF@gmail.com

Purpose:
The internship in Counselor Education is intended to provide the counseling student practical "hands-on" experiences in settings where counseling services are offered. It allows the student an opportunity to relate academic and theoretical learning to settings outside of the university classroom. The experience also allows the student to receive evaluative feedback on his or her knowledge, attitudes and skills with specific counselee populations in specific settings. Since the student has already had some advanced training in counseling, the staff and the clientele at the placement site should benefit from the services that are provided by the student during the placement.

Prerequisites:
Students must have successful completion of MHS 5005 (Introduction to the Counseling Profession), MHS 6400 (Theories of Individual Counseling), MHS 6401 (Techniques in Counseling), MHS 6500 (Group Procedures in Counseling), MHS 6702 (Ethical/Legal/Consultation), MHS 6803 (Counseling Practicum I), and SDS 6620 (Coordination of Professional School Counseling Program).

Registration Procedure:
To register for MHS 6830/6831: Counseling Internship I or II, students must complete the Application for Enrollment in Practicum/Internship Courses (see p. 34 of the Clinical Experience Handbook) by the due date indicated on the form. In addition, professional school counseling students must complete an application for the Office of Clinical Experiences. Please visit the Office of Clinical Experiences’ website for additional information & clarification: http://reach.ucf.edu/~edintern/

Texts:

OR

Supplementary Texts/Resources:

Other required selections (*journal articles*) will be distributed in class.

- **Students are expected to read assigned chapters/articles prior to each class meeting.**

Course Objectives:

MHS 6830/6831: Internship in Professional School Counseling is designed to provide opportunities for student-interns to:

1. Receive practical experience in providing comprehensive, developmental counseling services in culturally diverse school settings to support all students holistic development (*Design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs* [e.g., the *ASCA National Standards for School Counseling Programs* [CACREP School C. 1b]]) & (FEAP: AP #4 – Critical Thinking) & (FEAP: AP #5 – Diversity) & (FEAP: #9 – Learning Environment)

2. Develop their person counseling theory that guides their professional practice (*Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions* [CACREP II. 5c]) & (FEAP: #7 – Human Development and Learning).

3. Observe and participate in the systemic processes of a school setting, while learning how to effectively function within the educational system (*Integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K–12 students in maximizing their academic, career, and personal/social development* [CACREP School B3]).
4. Learn the needs of exceptional children and children with other special needs.

5. Experience and analyze ethical dilemmas that arise in schools and act within professional and institutional ethical standards (FEAP: #6 – Ethics).

6. Analyze and improve communicate skills (An understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship [CACREP, II.5b]) & (FEAP: AP #2 – Communication).

7. Consult with parents, guardians, teachers, and other school personnel to facilitate the construction of an educational environment best matching students’ academic, emotional, social, and vocational needs (Students will begin to develop a personal model of consultation [CACREP II. 5e]) & (FEAP: AP #11 – Role of the Teacher).

8. Receive feedback from supervisors and other students to assist in improving communication and counseling skills, while gaining greater self-understanding (FEAP: AP #3 – Continuous Improvement).

9. Receive practical experience developing and leading a counseling group (Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness [CACREP II. 6d]; Identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies [CACREP School C. 3d]).

10. Receive practical experience developing, coordinating and leading appropriate classroom guidance (psychoeducational) group(s)/activities (Classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development [CACREP School 2b]).

11. Work as a liaison to establish and develop a referral and support system between students, parents/guardians, school personnel, and other outside agencies (Coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students [CACREP School B2]) & (FEAP: AP #11 – Role of the Teacher).

12. Learn appropriate methods of interpreting test and assessment data to assist students, teachers, administrators, and parents/guardians (FEAP: AP #1 – Assessment).

13. Assisting students and parents/guardians in the transition to next grade and/or educational level.

14. Develop computer technology skills in the school setting while constructing a technology portfolio to assist in meeting state mandated computer competencies required for licensure (Use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program [CACREP School C. 1g]) & (FEAP: AP #12 – Technology).

15. Develop professional school counseling program plans based on student needs that include goals, objectives, resources, and timelines (Implementation and evaluation of specific strategies that meet program goals and objectives [CACREP School C. 1c]) & (FEAP: #8 – Knowledge of Subject Matter) & (FEAP: AP #10 – Planning).
16. Receive practical experience supporting students’ career identity development (*Career development program planning, organization, implementation, administration, and evaluation* [CACREP II. 4c]).

17. Be familiar with literature from the American School Counselors Association (ASCA), Florida School Counselor Association (FSCA), and the Florida Department of Education to ensure that goals, objectives, and activities are consistent with those recommended by these professionals.

18. Adhere to the ethical standards of the American Counseling Association (ACA) and the American School Counseling Association (ASCA) (*Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling* [CACREP II.1h]) & (FEAP: #6 – Ethics).

19. Attend professional counseling conferences and trainings to promote professional development and continuous improvement (FEAP: AP #3 – Continuous Improvement).

**Course Requirements:**

1. Prior to registering for MHS 6830/6831: Internship in Professional School Counseling (at least one semester prior), students must meet with advisor to discuss potential internship experience and portfolio progress. Professional school counseling student-interns must complete an application for their internship site placement. If students have questions regarding their internship site placement, they should contact Dr. Carolyn Walker-Hopp, Director of Clinical Experiences.

2. Once your site and supervisor has been approved ([Professional School Counseling Internship Site Approval Data Sheet](#) [page 18 of this School Counseling Internship Handbook]), students must have the Professional School Counselor Internship Agreement (page 20 of this School Counseling Internship Handbook) signed by the on-site supervisor.

3. Each student will attend a 1 1/2 hour weekly class to receive group supervision. Anonymous cases are to be brought in for discussion and analysis of the student's practice. (CACREP III. H-3)

4. Weekly supervision is to be scheduled with your On-Site Supervisor. On-Site Supervisors must provide one (1) hour of supervision for each 10 hours of direct client contact completed by the intern. On-Site Supervisors may choose to meet with the intern more often. (CACREP III. H-2)

5. The student will adhere to the *Code of Ethics Draft* of the American Counseling Association (ACA, 2005) and the *Ethical Standards for School Counselors* of the American School Counselor Association (ASCA, 2004)

6. Other activities as assigned by your internship instructor.

7. Students will maintain current liability insurance throughout the clinical experience.

8. Holidays and vacation dates are to be determined by the internship site, not the academic calendar.

9. Students are required to log their internship hours. On-site supervisor and university internship instructors will sign off on the log at the end of each semester. All logs need to be turned in to the Clinic Coordinator at the end of internship prior to graduation.
10. Students in the professional school counseling internship must complete 600 clock hours (minimum of 240 direct client contact hours). Direct services work includes individual, small group, and family counseling, as well as consultation services with teachers, administrators and parents/guardians/families. The remaining 360 hours can be accrued through indirect services, such as coordination, collaboration, referral, evaluation, testing, and program planning. To maintain an accurate record of student interns’ service hours, interns will complete a monthly Professional School Counselor Internship Log to be turned in to the university supervisor at group supervision meetings. (CACREP III. H-1)

Responsibility of the On-Site Supervisor

1. Regular individual supervision is essential to the success of the internship. Student-interns must receive one hour of supervision for each fifteen (15) hours of direct client contact. Supervision of such activities as utilizing taped interactions, written case reports, direct observations, and verbal consultations will be determined by the on-site supervisor in accordance with site policy.

2. On-site supervisors for professional school counseling student-interns must be certified in the state of Florida as a school counselor for a minimum of two years. In addition, on-site supervisors must have completed the state clinical supervisor training.

3. On-site supervisors need to participate in the Site Supervisor Orientation held the third week of the semester during the internship class at UCF. Student-interns will provide supervisors with information on date, time and directions.

4. On-site Supervisors are to arrange for student-interns to take part in staff meetings, staffings and in-service training.

5. On-site Supervisors are requested to complete a midterm and a final evaluation of the student-intern's performance (pages 25 & 28 of this School Counseling Internship Handbook). (CACREP III. H)

6. Students in the professional school counseling internship must complete 600 clock hours (240 of the 600 hours must be direct contact with clients).

7. Student-interns are to be provided the opportunity for assessments, individual counseling, group counseling, classroom guidance, and/or family counseling in order to demonstrate counseling skills and receive feedback regarding their performances.

8. On-site supervisors may suggest appropriate reading(s) relative to that particular site for the student-intern. The readings may be a book, articles, manuals or related readings that the On-site Supervisor believes to be most beneficial to aid the intern in better understanding the site and/or clients served.

9. The student-intern is expected to consistently follow the policies, professional activities, procedures and legal responsibilities of the agency, school or institution.

10. The internship professor will meet with the site supervisor at least one time during the semester to discuss the student-intern’s progress at the internship site.
11. On-Site supervisors are requested to provide input into the Counselor Education training program at UCF. Input may include: feedback regarding curriculum, competence as seen demonstrated by intern, skills or issues to be added to the program, etc. It is hoped that a collaborative training effort between the mental health, school or institution and UCF will be evident through the internship, supervision and feedback meetings.

12. The on-site supervisor agrees to consult with the UCF instructor concerning the student-intern’s performance.

13. The on-site supervisor agrees to contact the UCF instructor at any time during the field placement when the student-intern's knowledge, attitudes or skills are not acceptable for the missions of the placement site.

14. Internship instructors will provide information regarding professional development opportunities.

Grading Scale:

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Grading:

Your grade will be based on completion of the following requirements:

1. Completion of Clinical Hours
   a. [CACREP School D] For the School Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a school counseling setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

2. Completion of Group Supervision Hours
   a. [CACREP III. H3] An average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member.

3. Completion of Individual Supervision Hours
   a. [CACREP III. H2] Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor).

4. Professional and Ethical Performance at School Site
   a. Each student-intern is strongly encouraged to join the American School Counselor Association (ASCA; $60.00 for students). Information is available at: www.schoolcounselor.org
b. Each student-intern will purchase professional liability insurance for professional school counseling graduate students (*Free with ASCA membership*). Information is available at: [www.schoolcounselor.org](http://www.schoolcounselor.org)

5. Class Attendance
   a. The PSC internship is one of the most important and critical aspects of school counseling training. In accordance with CACREP and the Counselor Education Program at UCF, it is expected that student-interns attend **ALL** group supervision sessions in their entirety. If for any reason you find that you are unable to attend a group supervision session, the following step will need to be made by you:
      i. It will be your responsibility to personally contact the university supervisor prior to the scheduled group supervision session and make arrangements with the university supervisor to make-up the missed supervision time.
      ii. At this time, the university supervisor will make the decision to require that the student-intern and the rest of the group attend a make-up group supervision session or require the student to complete any other assignment to substitute the missed supervision.
      iii. **Any student-intern not attending all the group supervision sessions in their entirety without specified accommodation from the university supervisor will receive an “F” for MHS 6830.** It is expected that there will be no reason for student-interns to miss the scheduled meetings. In short, time is limited and student-interns need to attend **ALL** group supervision sessions.

6. Case Study and Presentation
   a. Each student-intern will bring at least **two videotaped individual counseling sessions** to scheduled group supervision to do a case presentation (*individual counseling case presentation outline form is included in the syllabus*).
      i. PSC student-interns should ensure that legal guardian(s) have signed appropriate consent forms prior to videotaping.
      ii. Videotaped sessions should consist of intentional counseling process.
      iii. The two videotaped individual counseling sessions should be with the same student-client.
      iv. Videotape must be audible.
      v. Video picture can be just of the counselor if necessary to receive consent and for student-client comfort.
      vi. Videotape must be in standard VHS form.

b. Student-interns will bring at least **one case presentation write-up of a small group counseling session** to scheduled supervision sessions to do a case presentation (*group counseling case presentation outline form is included in the syllabus*).
   i. PSC intern should ensure that legal guardian(s) have signed appropriate consent forms prior to beginning group
   ii. Group session should consist of small group counseling where the intern is leading or co-leading the group.

c. Student-interns will bring at least one outline & handout for a **classroom psychoeducational group session** (*classroom group guidance activities*) to present to the group at scheduled supervision sessions. (*Please see Cobia & Henderson [2003] page 99 for elaboration & clarification*).
   i. Student-interns should receive approval from on-site supervisor for the content of the classroom psychoeducational lesson/activity.
ii. Student-interns’ classroom psychoeducational presentation to the group will be discussed and interns should bring copies of the group lesson plan for all group members.

d. Student interns will design and present either one parent workshop presentation or one faculty in-service presentation to be present to the group at one scheduled supervision session

7. Mid-Term Evaluation and Final Evaluation (both of which need to be completed by the on-site supervisor – please see pages 28 & 28 of this handbook for further elaboration)

8. Student-interns will develop a Continuous Improvement / Wellness Plan (please see Continuous Improvement / Wellness Plan rubric – please see page 53 of this handbook).

9. On-site Contract
   a. Student-interns MUST complete all appropriate forms from the Clinical Experience Handbook in a timely manner.

10. Reflections of Internship Experience
   a. Student-interns will maintain a typed reflection journal describing their internship experience. The typed written reflection journal should describe personal experiences and reflections on one’s personal development as a professional school counselor. Student-interns will submit their reflection journal at scheduled group supervision sessions.

11. Each student-intern will develop and present an Outline of Planned Internship Experience outlining the specific objectives and duties of the internship student. The internship student, site supervisor, and university supervisor should sign this form.

12. Final Detailed Log (please see Professional School Counseling Internship – attached)

13. Summary Record of Internship Hours & Supervisory Data (attached)

14. Evaluation of School Counseling Internship Site (attached)

15. A comprehensive notebook (portfolio) containing artifacts from student-interns MHS 6830: Internship in Professional School Counseling experience (please see the UCF Counselor Education Program webpage for further clarification regarding program portfolios)

16. Student-interns will present their professional portfolio at the conclusion of the semester.

Course Connection to Program Portfolio
Student-interns in MHS 6830/6831: Internship in Professional School Counseling should choose one or more of their assignments (completed verification of internship experiences forms) as artifacts for their program portfolios (Students in the Professional School Counseling track should focus on the “Clinical, Consultation, and Communication Skills” domain of the program portfolio for MHS 6830/6831). Artifacts can take many forms but should assist students to support the assertion that they are competent in the domain or area of their respective program portfolios.
Professionalism:
Due to the experiential and practical nature of this experience, professionalism is critical. Within the
group supervision experience, student-interns will need the ability to accept constructive feedback and get
along with his or her peers. It is the group supervisor’s responsibility to ensure that student-interns act
respectfully and as professionals in group. Confidentiality will be stressed to promote a safe and cohesive
group experience. Please see the group supervisor if you have any concerns.

Accommodating Students with Special Learning Needs:
The Individuals with Disabilities Education Act of 1992 (IDEA; 20 U.S.C Section 1400 et seq.), the
American with Disability Act of 1990 (ADA; 42 U.S.C., Section 12101 et seq.), and Section 504 of the
Rehabilitation Act of 1973 (29 U.S.C. Section 794 et seq.) requires the University of Central Florida
provide “reasonable accommodations to any individual who advises us of a physical or mental disability.”
Students wishing to receive some instructional accommodation because of a documented disability should
meet with the instructor to discuss accommodations. Please arrange a meeting with me at your earliest
convenience.

Student Conduct & Academic Integrity:
By enrolling in this UCF course, you have accepted the responsibility to abide by policies and procedures
set forth in the University of Central Florida Golden Rules (2006-2007). If you have questions concerning
student conduct and academic integrity, please use the following online address:
www.goldenrule.sdes.ucf.edu/

Other Considerations:
➢ As part of this profession, you are STRONGLY encouraged to join both the American School
  Counselor Association (ASCA) and the Florida School Counselor Association (FSCA).
  Furthermore, it is suggested that you additionally join the American Counseling Association
  (ACA) and the Florida Counseling Association (FACD).

HELPFUL WEBSITES:
American Counseling Association (ACA)                            www.counseling.org
American School Counselor Association (ASCA)                    www.schoolcounselor.org
Florida Counseling Association (FCA)                            www.flacounseling.org
Florida School Counselor Association (CSCA)                     www.fl-a-schoolcounselor.com
National Board of Certified Counselors (NBCC)                   www.nbcc.org
Council for Accreditation of Counseling and Related Education Programs (CACREP) www.cacrep.org
Chi Sigma Iota (Counseling Academic and Professional Honor Society International) www.csi-net.org
Florida Department of Education                                 www.csi-net.org
Office of Clinical Experiences (College of Education at UCF)    www.fldoe.org
Office of Clinical Experiences (College of Education at UCF)    http://reach.ucf.edu~edintern/

Please do not allow cell-phones and beepers to interrupt class time. The instructor/supervisor respectfully
asks that you silence these prior to class. THANKS!!

THE SYLLABUS, TENTATIVE SEMESTER OUTLINE, FORMAT OF ASSIGNMENTS, AND
READINGS MAY BE ADJUSTED OVER THE COURSE OF THE SEMESTER.
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<tbody>
<tr>
<td>Group 1</td>
<td>Jan. 9</td>
<td>Introduction &amp; Expectations Syllabus &amp; Clinical Experience Handbook Orientation to Group Supervision</td>
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<tr>
<td>Group 2</td>
<td>Jan. 16</td>
<td>Outline of Planned Internship Experience <em>(should be completed)</em> ASCA Ethical Standards</td>
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<td>Group 3</td>
<td>Jan. 30</td>
<td>Case Presentations / Guidance Activity Presentations <em>(Journal Reflection Due)</em></td>
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<td><strong>MARCH 13TH NO CLASS, ENJOY YOUR SPRING BREAK!!!</strong></td>
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<td>Case Presentations / Guidance Activity Presentations *(Journal Reflection Due (Final Internship Reflections))</td>
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<td>Supervision Group Closure Review all completed documentation &amp; forms</td>
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*All the PSC Internship Handbook Forms Must Be Completed (signed) & Turned In
Internship Reflection Journals are due at the beginning of group supervision meetings*
The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

I. At the heart of the model are three concentric circles creating a "target" for graduates from all of our professional education programs. The core objective ("bull's eye") is becoming a Professional Educator, an achievement that requires continuous reflective practice (middle ring) and professional development aligned with applicable national, state, and institutional standards (outer ring).

II. The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.

III. Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).

IV. Note that the triangle represents the three major dimensions of professional development: Knowledge (Subject Matter Pedagogy, Ethical Standards), Skills (Communication, Systematic Inquiry), and Dispositions (Professional Commitment, Professional Collaboration). The next three overlapping triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator).
PROFESSIONAL SCHOOL COUNSELING INTERNSHIP LOG
Spring 2007

Intern’s Name: _______________________________ Date turned in: _______________
Site/School Name: _____________________________________________________________
Site Supervisor: _______________________________________________________________
Telephone: ______________________Email:_______________________________________

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<td><strong>Weekly Total</strong></td>
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INDIVIDUAL COUNSELING CASE PRESENTATION OUTLINE

Counselor: ________________________________

Date of Case Presentation: ________________________  Previously Presented:  Yes ( ) No ( )

Student Id: ______________________
(Do not use student’s name or any other character that can be linked to your student-client)

Identifying Information: (e.g., age, ethnicity, grade, relevant family factors, pertinent academic aptitudes, referral source and reason for referral)

Counseling Status: (# of sessions, frequency if sessions, voluntary/ “resistant”, etc)

Presenting Problems: (use appears & seems when describing the multiple perspectives)

Student’s View:

School Personnel’s View:

Family’s View:

Counselor’s View:

Focus of Session/Intervention: (Goal of session and counseling, approach/techniques used to achieve goal)
Theoretical Framework: (What theoretical framework guided your counseling with the student-client?)

Reason for Selection of Taped Segment to be Presented:

Supervision Needs:

What specific questions do you have for your supervision?

What feedback would you like from the group?

What do you feel were your strengths & areas of improvement from the session?

How do you feel about your work with this student-client?

Any Additional Questions or Concerns:
GROUP COUNSELING CASE PRESENTATION OUTLINE

Counselor: ____________________________________

Date of Case Presentation: ___________________

Type of Counseling Group: ___________________

**Identifying Information:** (e.g., age, ethnicity, grade, relevant social factors, pertinent academic aptitudes, referral source and reason for referral to group)

Counseling Status: (# of sessions, frequency if sessions, voluntary/ “resistant”, etc)

Presenting Problems:

Students’ View:

School Personnel’s View:

Counselor’s View:

**Focus of Session/Intervention:** (Goal of session and counseling, approach/techniques used to achieve goal)
Theoretical Framework: *(What theoretical framework guided your group counseling with these student-clients?)*

Reason for Selection of Taped Segment to be Presented:

Supervision Needs:

- What specific questions do you have for your supervision?
- What feedback would you like from the group?
- What do you feel were your strengths & areas of improvement from the session?
- How do you feel about your work with these student-clients?

Any Additional Questions or Concerns:
MHS 6830/6831: Internship in Professional School Counseling

Student-intern Documentation Completion Checklist

Student-intern: 

Internship Site: 

Site Supervisor: 

University Supervisor: 

Semester:  Fall  or  Spring    Year: 

<table>
<thead>
<tr>
<th>Form /Activity</th>
<th>Completed</th>
<th>Not Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Clinical Experience Internship Application (graduate)</td>
<td></td>
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<tr>
<td>Fingerprinting Documentation</td>
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<tr>
<td>Application for Enrollment in Professional School Counseling Internship</td>
<td></td>
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<tr>
<td>(Counselor Education program)</td>
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<tr>
<td>Professional School Counseling Internship Site Approval Data Sheet</td>
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<tr>
<td>Student-intern Sign-off Sheet (review handbooks)</td>
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<tr>
<td>Professional School Counseling Internship Agreement</td>
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<tr>
<td>Outline of Planned Internship Experience – Professional School Counseling</td>
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<td>ASCA Membership Documentation</td>
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<tr>
<td>Professional Liability Insurance Documentation</td>
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<tr>
<td>Professional School Counseling Track Internship Evaluation Form (mid-semester)</td>
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<tr>
<td>Professional School Counseling Track Internship Evaluation Form (final)</td>
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<tr>
<td>Summary Record of Internship Hours &amp; Supervisory Data</td>
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<td>Professional School Counseling Internship Log</td>
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<tr>
<td>Student-intern Continuous Improvement Plan / Wellness Plan</td>
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<tr>
<td>Individual Counseling Case Presentations (2)</td>
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<td>Group Counseling Case Presentation (1)</td>
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<td>Classroom Guidance Activities (1)</td>
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<td>Faculty In-service or Parent Educational Workshop (1)</td>
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<tr>
<td>Student-intern’s Portfolio (review / presentation)</td>
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/______________________________________________/
Student-intern (name / signature)       Date

/______________________________________________/
University Supervisor (name / signature) Date
Assessment/Evaluation Rubric: Student-Intern Continuous Improvement/Wellness Plan

Student--Intern: _____________________________  Semester: ___________________

Internship University Supervisor: ___________________________________

Accreditation/Credentialing/Ethical Significance

FEAP (2003) Preprofessionals Competencies for Teachers of the Twenty-First Century

Continuous Improvement (#3): The preprofessional teacher realizes that she or he is in the initial stages of a lifelong learning process and the self reflection is one of the key components of that process. While, her or his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher’s continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2001) Standard II.1h: Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling

American Counseling Association (ACA; 2005) Codes of Ethics C.2.f: Continuing Education: Counselor recognize the need for continuing education to acquire and maintain a reasonable level of awareness of current scientific and professional information in their field of activity. They take steps to maintain competence in the skills they use, are open to new procedures, and keep current with the diverse populations with whom they work.

American School Counselor Association (ASCA; 2004) Ethical Standards E.1.c: The professional school counselor strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth is ongoing throughout the counselor’s career.

As stated in professional school counselor preparation standards (FEAP, 2003; CACREP, 2001) and ethical codes (ACA, 2005; ASCA, 2004), it is imperative that school counselors in-training develop plans to support their continuous professional and personal development and improvement. To support this goal, MHS 6830/6831 student-interns are required to construct a professional Continuous Improvement/Wellness Plan. From a holistic (bio-psycho-social-spiritual) perspective, the student-interns’ Continuous Improvement/Wellness Plan should include current, near future (within a year), and future (next five years) goals to support their physiological, psychological, social, vocational/professional, and spiritual well-being. Student-intern Continuous Improvement/Wellness Plans should be written in behavioral terms and related to time (e.g., I will attend an American School Counselor Association national conference by July 2007). Furthermore, the Continuous Improvement/Wellness Plan is unique to the individual student-intern; thus, should be developed based on each student-interns’ professional and personal goals.
<table>
<thead>
<tr>
<th>Elements of Continuous Improvement / Wellness Plan</th>
<th>Reference to Time</th>
<th>Acceptable (2 points)</th>
<th>Unacceptable (0 points)</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Physiological Goals:</strong> What will the student-intern do to support his or her physiological well-being?</td>
<td>Current</td>
<td>Physiological goals were well-written, clear, relevant, achievable, measurable, and bound to time.</td>
<td>Physiological goals were poorly-written, unclear, not relevant, unachievable, ambiguous, and not bound to time.</td>
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<td>Near future</td>
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<td>Future</td>
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<tr>
<td><strong>Psychological Goals:</strong> What will the student-intern do to support his or her psychological well-being?</td>
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<td>Current</td>
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<td><strong>Vocational / Professional Goals:</strong> What will the student-intern do to support his or her vocational / professional well-being?</td>
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<td>Vocational / Professional goals were well-written, clear, relevant, achievable, measurable, and bound to time.</td>
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<tr>
<td><strong>Overall Goals:</strong> What will the student-intern do to support his or her overall / holistic well-being?</td>
<td>Current</td>
<td>Overall goals were well-written, clear, relevant, achievable, measurable, and bound to time.</td>
<td>Overall goals were poorly-written, unclear, not relevant, unachievable, ambiguous, and not bound to time.</td>
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Total Point for Project: __________ out of Possible 12
University Internship Supervisor’s Comments:

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