

**Internship Handbook
Agency Counseling
Counselor Education**

Revised 4/00

Counselor Education Program
Conceptual Model:
Counselor as Reflective Practitioner

The Counselor Education program is based on the model that effective counselor/practitioners must be more than mere technicians. Rather they must be professionals who are grounded in a strong theoretical base, have vast personal knowledge of their beliefs, values, knowledge, and skills, and be able to integrate all aspects into their practice. The Counselor Education program at Lenoir-Rhyne College seeks to develop such professionals through active learning experiences, courses covering a variety of areas, and integrated field experience with a wide range of clients/students. Understanding and counseling clients of diversity is emphasized throughout the program.

Becoming a reflective practitioner involves an on-going **process** which can be conceptualized as a pyramid with the student's personal and professional knowledge as the base. From this knowledge base the student moves into the stage of role-taker with the final stage being that of reflective practitioner. The departmental "generic" pyramid can be further specified to clearly explain the Counseling program. This pyramid is shown on the following page.

Coursework in the Counseling program which supports each area of the pyramid is interwoven in multiple classes rather than taught in isolation. However, examples of specific courses which support the various areas of the pyramid are as follows.

Personal Knowledge, which involves the students' beliefs, values, and skill level, is addressed in EDU 549: Legal & Ethical Issues for Professional Counselors, EDU 527: Counseling Methods & Techniques, EDU 551: Life/Career Planning, and EDU 548: Diversity Issues for Helping Professionals.

Professional Knowledge which focuses on counseling techniques with individuals, groups, and families along with the theoretical base, occurs in courses which include EDU 530: Theory of School Counseling, EDU 559: Introduction to Agency Counseling, EDU 552: Consultation & Crisis Intervention, EDU 526: Counseling Theories, EDU 527: Counseling Techniques, EDU 506: Child, individual, and Family Development, and EDU 557: Group Counseling & Practicum.

Role-Taker requires that the counselor be able to assess and integrate information gained to develop effective strategies for students/clients. Skills such as diagnosis, treatment planning, consultation, and clinical skills are necessary. Courses which include, but are not limited to EDU 553: Diagnosis, Psychopathology & Treatment Planning, EDU 504: Measurement and Assessment, EDU 527: Counseling Techniques & Practicum, and EDU 505: Research assist students in decision-making skills.

Reflective Practice is addressed in all courses but is primary in courses which include field experiences (i.e., practicum or internship). Courses with field experience components are EDU 527: Counseling Techniques, EDU 559: Introduction to Agency Counseling, EDU 557: Group Counseling, EDU 551: Life/Career Planning, EDU 552: Consultation & Crisis Intervention, EDU 555: Counseling Internship I and EDU 556: Counseling Internship II.

PHILOSOPHY OF COUNSELING INTERNSHIPS

We believe that the counseling internships are an integral and indispensable part of the total program of counselor education. Ideally, it should provide an opportunity for the counselor intern to develop his/her own unique style of counseling while working within the theoretical framework of the internship site. We believe that conscientious and capable school and agency counselor supervisors are essential to the success of the counseling internship experience.

Throughout the counselor education program, students are encouraged to become practitioners who utilize reflective thinking and sound decision-making skills well-founded in established research regarding effective, efficient practice of counseling. The counseling internship is a time for synthesizing information and refining skills through supervised application.

To this point in his/her program the individual has functioned primarily as a student. During the internships, he/she will be expected to function as a counselor intern. This involves many things. The intern will be expected to follow the rules and regulations governing the site to which he/she is assigned. This will involve behaviors such as reporting on time, calling if ill, considering the welfare of clients and the functioning of the site when determining schedules, and so forth. If the intern must change previously scheduled site activities this should be done as soon as possible. Every effort must be made to fulfill commitments to clients and the site. Major professional considerations include, but are not limited to, determining and honoring the rules of the college and the organization (e.g., taping of sessions, case study information, etc.), adhering to the professional code of ethics, abiding by all state laws, etc.

The internship experiences are designed to provide counselors-in-training with opportunities to develop their skills in applying theoretical constructs and information about counseling strategies and techniques in actual settings (either schools or community agencies). Each internship requires 300 contact hours of which 150 hours must be direct service with clients. Therefore at the completion of both EDU 555 and EDU 556, each student will have completed 600 contact hours of which 300 are direct service. Students must receive a minimum of one hour of supervision each week by the site supervisor as well as small group supervision by the college supervisor.

We see the internship experience as a collaborative one between the intern, the site supervisor, and the college supervisor. The intern will be evaluated on internship performance both with clients and functioning within the site. Evaluation forms are included in the appendices.

INTERNSHIP OBJECTIVES

1. Develop the student's ability to establish and maintain counseling relationships.
2. Develop the student's skills in conceptualizing the counseling process from a theoretical framework appropriate to the client's concerns.
3. Provide opportunities for the student intern to apply skills he/she has acquired throughout the program.
4. Assist the student in recognizing and addressing personal and/or professional behaviors affecting the counseling and/or supervisory process
5. Provide the student intern with information regarding professional organizations including membership benefits, activities, services to members, and current emphases.

COMPETENCIES

1. The student intern will demonstrate the ability to state the rationale for the appropriate use of counseling processes.
2. The student intern will present case material clearly, give and receive feedback, and implement suggested changes.
3. The student intern will demonstrate ability to relate to and work with colleagues in his/her on-site setting.
4. The student will conduct counseling sessions which are appropriate to the counseling setting demonstrating acceptable skills as required in the NC licensed Professional Counselors Act. The licensure law defines the "practice of counseling" as:

"Assisting individuals, groups, and families through the counseling relationship by treating mental disorders and other conditions through the use of a combination of clinical mental health and human development principles, methods, diagnostic procedures, treatment plans and other psychotherapeutic techniques, to develop an understanding of personal problems, to define goals, and to plan action reflecting the client's interest, abilities, aptitudes, and mental health needs as these are related to personal-social-emotional concerns, educational progress and occupations and careers."

5. The student intern will demonstrate an acceptable skill level in appraisal activities including administering and interpreting tests for assessment of personal characteristics.
6. The student intern will demonstrate an acceptable level of skill in consultation and referral activities.
7. The student intern will demonstrate the skill to maintain an organized, function, and up-to-date counseling center/office.

STUDENT GUIDELINES

Application for Counseling Internships

Counselor Education Lenoir-Rhyne College

1. Before enrolling for EDU 555, a student needs to have completed the prerequisites.
2. The student must be in his/her last two semesters of course work.
3. Students **CANNOT** enroll in EDU 555 and EDU 556 concurrently.
4. Students secure an application for the internship from the Secretary of the Education & Counseling Department. Be certain to complete the correct application (school or agency).
5. Students should complete the attached application form and submit it to the Coordinator of Counselor Education, Rhyne 210. **Forms should be submitted NO LATER THAN THE 20th of September** (for Spring placements) or **THE 20th of January** (for Summer and Fall placements). Space in internship is very limited, therefore students who meet all preliminary requirements will be approved on a *first come basis*.
5. If a student has questions regarding possible agency sites, he/she should discuss the situation with any of the Counselor Education faculty. If the questions involve school counseling sites, the student should consult with Dr. Rhyne-Winkler.
7. Students **MUST** have counselor liability insurance in place prior to beginning the internship. **The counselor intern must carry liability in the amount of \$1,000,000/\$3,000,000 coverage!** A copy of the “face sheet” of his/her policy should be attached to this application. Student professional liability insurance application forms are available through ACA.
8. **ONLY** complete applications will be processed!
9. Once students have submitted an application, it will be reviewed by the Counselor Education faculty. If approved, the student will then be contacted by one of the Counselor Education faculty to discuss procedure of securing the placement.

NOTE: School counseling interns are placed by the Director of Field Experience for Teacher Education. Agency counseling interns working in collaboration with their college internship supervisor must contact agencies, participate in interviews at the site, and provide whatever additional information the particular site may require. Students should confer with the Counselor Education faculty throughout this process.

NO STUDENT SHOULD BEGIN WORKING AT ANY SITE WITHOUT THE CONSENT OF THE COUNSELOR EDUCATION INTERNSHIP FACULTY! ANY STUDENT VIOLATING THESE PROCEDURES CAN BE WITHDRAWN FROM THE INTERNSHIP FOR THE SEMESTER.

COUNSELING INTERNSHIP POLICIES

1. **Each** student **must** have counselor liability insurance (\$1,000,000 - \$3,000,000) ***in place*** before work at the site can begin. The student is responsible for submitting the appropriate liability insurance application to the ACA insurance trust. The student must present a copy of the insurance policy to the college supervisor **PRIOR** to beginning his/her internship. Failure to do so may result in expulsion from the internship.

2. **Prerequisites**

EDU 555 is a prerequisite of EDU 556. EDU 555 and EDU 556 CANNOT be taken simultaneously.

In addition, students must have completed the following courses:

- EDU 551** *Life/Career Planning (or permission of Coordinator of Counselor Education)*
- EDU 552** *Consultation & Crisis Intervention(or permission of Coordinator of Co. Ed.)*
- EDU 553** *Diagnosis, Psychopathology & Treatment Planning*
- EDU 557** *Group Counseling and Practice*
- EDU 526** *Counseling Theories*
- EDU 527** *Counseling Techniques and Practicum*
- EDU 559** *Trends & Issues for Mental Health Counselors*
- EDU 549** *Legal & Ethical Issues for Professional Counselors*

3. **Placement**

Students must complete an Application to Internship and follow steps outlined therein. Applications can be obtained from the Department Secretary.

4. **Duration**

EACH of the TWO internships will consist of a minimum of 300 hours, 150 of which must be direct-counseling experience. The 300 hours **MUST** be evenly distributed across the entire semester.

5. **Removal from the site**

The counselor intern may be removed from his/her internship site and expelled from the internship due to:

- 1. failure to provide the college supervisor with a copy of the students counseling liability insurance policy **PRIOR** to beginning work at the site;
- 2. failure to function in a responsible and professional manner;
- 3. failure to adhere to the ethical guidelines for professional counselors (ACA Ethical Standards, 1996);
- 4. failure to adhere to the North Carolina laws concerning counselors (i.e., child abuse reporting, etc.);

5. request by the site host.

Removal from the internship will result in:

1. receiving a grade no higher than a C-; and/or
2. receiving no faculty recommendation for the National Certification Exam for Counselors, North Carolina License as a Professional Counselor, or license as a school counselor.

NOTE:See Appendix.

6. Evaluation

A grade of A, B, C, or F may be given in the internship experience. The grade signifies level of performance of a student intern including not only counseling skills demonstrated at the site but also professional and ethical behavior. In addition, the grade involves the students demonstrated performance in seminars held at Lenoir-Rhyne College and all work required therein.

The grade will be assigned by the college supervisor. Evaluation material will include the critique/grade on audio taped counseling sessions, site supervisors evaluations and feedback, attendance and participation in internship seminars held at Lenoir-Rhyne College.

A grade of "A" signifies excellent performance.

A grade of "B" signifies above average performance.

A grade of "C" signifies average performance.

7. Supervision

The Counselor Education program faculty deeply appreciates the willingness of practicing mental health professionals to provide supervision and assistance in the training of masters level counselors. Without your assistance a quality training program would not be possible. The clinical supervisors in the Counselor Education program are fully licensed as professional counselors, have experience in clinical practice, and have training in clinical supervision.

The internship stresses counseling skills. Individual, family, and/or small group counseling activities should be the focus of at least 50% of the time the student spends on site (at least 150 hours in EACH 300 hour internship). It is appropriate for the student to be involved in the variety of services the counselor provides including assessment, consultation, coordination, writing reports, etc.

- A. Each site supervisor will receive written documentation which outlines course expectations. However, it is the student's responsibility to discuss fully all departmental expectations with the site supervisor.
- B. If the site is within a 30 mile radius of the college, at least once during the semester, the college supervisor will visit the site to meet with the site supervisor and student. During visits the college supervisor will discuss the intern's progress, course expectations and address any concerns regarding the intern's performance. Additional visits will be made in as least disruptive manner as possible (drop by visits; or regularly scheduled meetings with the intern or site supervisor.)The college supervisor is available for more frequent visits if necessary.If the site is futher than 30 miles, contact will be maintained through telephone and e-mail.

- C. The student should be prepared to work on a number of activities during the internship. These should be communicated to the site supervisor orally and in writing in the form of the prospectus. The student should schedule a meeting with site supervisors to discuss these plans.
- D. The student must provide the site supervisor with a schedule of the beginning and ending dates of the internship. Student should negotiate their weekly schedules with their site supervisors (i.e., hours per day, days per week, holidays, etc.).
- E. The student must spend a minimum of one hour per week in supervision. When at all possible, weekly supervision should occur on a regularly scheduled date and time, since this will also facilitate joint meetings with the college supervisor. We understand that site schedules vary as emergencies arise and as a result sessions must be rescheduled. The content of these sessions is determined jointly by the student and the site supervisor. The format of site supervision will vary, however, the student is responsible for participating fully in any and all supervision requirements. If concerns arise, the student should first talk with his/her designated site supervisor. However, if problems persist, the intern should relate such concerns to the college supervisor. A joint meeting of site supervisor, student intern, and college supervisor, may then be scheduled.
- F. The college supervisor will provide two hours of group supervision every other week along with individual supervision as scheduled. In addition, the college supervisor will critique a minimum of four audio tapes from each student counselor.
- G. Evaluations of student counselors should be completed by the site supervisor and ***discussed with the student counselor prior to returning forms*** to the college supervisor. The first evaluation should be completed at the end of the sixth week of the internship and the final evaluation completed at the end of the internship (approximately during the 14th week). The intern will provide the site supervisor with the exact dates.

Requests for Exceptions to Policy:

Any request for an exception to the policies and/or prerequisites of the counselor education program must be submitted in writing to the Coordinator of the Counselor Education Program. Requests must be received at least ***one month*** prior to the date in which the change is to occur. In the case of internships, the request must be received the ***semester*** prior to the submission of the application. The written request must include, ***AT THE LEAST***:

- 1) a clear description of the exception
- 2) the rationale for the exception
- 3) any subsequent ramifications of the change (e.g., lapses in program, program of study revisions, etc.)

The written requests will be evaluated by the counselor education faculty on a monthly basis. A written decision regarding the request will be returned to the student by the counselor education faculty. Copies of these documents will remain in the student's departmental file.

GUIDELINES FOR THE COUNSELOR INTERN

Since the counseling internship is a joint enterprise, there must be a high level of understanding and cooperation among the participants, including the intern. The purpose of this section is to give expression to some of the specific responsibilities. The listing of responsibilities as indicated is not necessarily complete in scope or detail. Among the things expected of the intern are the following:

1. Placing internship duties and responsibilities ahead of personal wishes and accepting all duties assigned the intern.
2. Striving to exemplify the attitudes and actions of a professional counselor rather than those of a student.
3. Conforming to school or agency regulations and policies and to local standards of behavior.
4. Reporting for all appointments and duties on schedule, both at the site and the college.
5. Planning all work and discussing work and cases with the designated site supervisor.
6. Adhering to the ACA Ethical Codes and Standards of Practice (1995), being especially mindful of confidentiality issues, state reporting laws, and rights of minors.
7. Making any unfavorable remarks about the college program, the cooperating site, the site supervisor, or the community **ONLY** to proper officials.
8. Having an appreciative attitude toward all services rendered in his/her belief.
9. Dressing appropriately and in keeping with the Counselor Education Faculty standards.
10. Endeavoring continuously to discover and correct shortcomings.
11. Striving for personal and professional growth through continued study and effort.
12. Keeping any and all records required by the site. In addition, the intern must complete all forms required by the college supervisor. **ALL FORMS AND RECORDS MUST BE SUBMITTED ON THE DUE DATE.**
13. **ALWAYS** identifying oneself as a **COUNSELOR INTERN** during his/her internship experience.

PROCEDURES FOR TAPING INDIVIDUAL SESSIONS

A requirement of some practicums and all internships in Counselor Education at Lenoir-Rhyne College is the taping of counseling sessions. Before a session can be taped, written permission must be obtained from the person or persons, or in the case of a minor, from the parent or legal guardian.

The counselor intern should refer to the Code of Ethics and Standards of Practice of the American Counseling Association (1995).

Responsibility for securing legal signatures rests with the counselor intern and the site supervisor. The college supervisor will provide a copy of the Lenoir-Rhyne College approved consent form. Consent forms may be placed on agency letterhead.

A similar procedure must be followed in order to tape group sessions. If you know you will need to tape group sessions, you may want to include this information in the form granting permission to participate in the group.

The counselor intern should discuss with the site supervisor the best method for securing the required permission.

ENDORSEMENT POLICY

The Counselor Education program faculty follow the American Counseling Association (ACA) Code of Ethics and Standards of Practice (1995). The code states:

"Counselor educators do not endorse students or supervisors for certification, licensure, employment, or completion of an academic or training program if they believe students or supervisors are not qualified for the endorsement. Counselor educators take reasonable steps to assist students or supervisors who are not qualified for endorsement to become qualified."

AUDIOTAPING CONSENT FORM: Agency Counseling (adult)

I, _____, give my consent for counseling interviews conducted at _____ to be audiotaped for educational purposes as part of course requirements for the intern's master's degree program at Lenoir-Rhyne College. The audiotape may be reviewed by the counselor intern, _____, the site supervisor, the college professor, and a group of other interns. No identifying information such as names or place of employment will be used by the counselor intern.

It is my understanding that all the client comments will be kept confidential in accordance with the ethical standards of the American Counseling Association. The recorded tapes will be destroyed by the college supervisor.

client's signature

date

counselor intern's signature

date

site supervisor's signature

date

**Counselor Education
Lenoir-Rhyne College**

AUDIOTAPING CONSENT FORM: Agency Counseling (minor)

I, _____, give my consent for counseling interviews with my child, _____, conducted at _____ to be audiotaped for educational purposes as part of course requirements for the intern's master's degree program at Lenoir-Rhyne College. The audiotape may be reviewed by the counselor intern _____, the site supervisor, the college professor, and a group of other interns. No identifying information such as the child's or parent's names or place(s) of employment will be used by the counselor intern.

I understand that my child's comments will be kept confidential in accordance with the ethical standards of the American Counseling Association. I further understand that the recorded tapes will be destroyed by the college supervisor.

child's signature

date

parent's signature

date

counselor intern's signature

date

site supervisor's signature

date

APPENDICES

**Agency Counseling Internship
INTERNSHIP PROSPECTUS
EDU 555/556
Counselor Education
Lenoir-Rhyne College**

Use the following format to concisely outline the proposed internship. The proposal should address the identified needs of the site through the use of interventions practiced by professional counselors. Chief responsibilities of the Counselor Intern and the approximate appointment of time should be clearly specified. ***If applicable***, any weaknesses determined during EDU 555 should be addressed. The proposal will be developed jointly by the intern, the Site Supervisor, and the College Supervisor. You may take advantage, however, of new opportunities, when they arise, after consulting with your professor.

The prospectus must be completed, signed by the student and the supervisor. The form is then submitted to the college supervisor for his/her approval and signature. The prospectus should be submitted ***no later*** than Friday of the first week following placement.

Name _____ Phone _____

Address _____

Site _____

Host: Counselor: _____

Phone: _____

Highest Degree: _____

License: _____

Post-Graduate years clinical experience: _____

Administrator: _____

Phone: _____

Dates of Internship: (mo/yr)

Beginning date _____ Ending Date _____ Hours per week _____

Approximate hours per week of supervision: _____

I. Clinical Client Contacts: (minimum of 150 hours)

_____ hours per week _____ no. of weeks
(i.e., ___ clients/wk X ___ min./clients = ___ hrs/wk)

Clinical Contact includes: Individual counseling; Family Counseling; Career Counseling;
AND *Small Counseling Groups.

*NOTE: Small group counseling refers to psychotherapeutic groups NOT educational or guidance groups. The intern must be the facilitator or co-facilitator. Hours counted in this category must not exceed 50% of the total clinical contact time.

II. Non-Clinical Contacts: (minimum of 150 hours)

Includes all other student and non-student contacts at the school. Appropriate and required activities include but are not limited to:

- A. Educational/Prevention Groups:
- B. Consultation activities:
- C. Assessment activities:
- D. Coordination (might include referrals to outside agencies, special testing, special programs, etc.)
- E. Research/evaluation (all interventions must be evaluated in terms of student outcomes):
- F. Participate in Professional Development Activity: (minimum of 1)
- G. Other:

Intern's Signature Date

Site Supervisor's Signature Date

Site Administrator's Signature Date

College Supervisor's Signature Date

COUNSELOR EDUCATION

Lenoir-Rhyne College

I have received a copy of the syllabus and guidelines for EDU 555 and EDU 556: Internship in Counseling. I have read and agree to follow these guidelines. If I have questions concerning the above mentioned guidelines I will contact Dr. Martha C. Rhyne-Winkler, Professor and Coordinator of Counselor Education or my college supervisor. I will at all times identify myself as a **COUNSELOR INTERN** from Lenoir-Rhyne College. I also understand that I am a guest of the school or agency in which I am placed for internship. I agree to follow rules of the site and Lenoir-Rhyne College as well as pertinent laws of the state of North Carolina and the American Counseling Association Code of Ethics and Standards Practice (1995).

I understand that failure to uphold any of these above mentioned guidelines, codes, and laws will result in the following:

1. Removal from the internship and/or
2. Not obtaining a license as a public school counselor nor being recommended for National Board Certification and/or license as a Professional Counselor in North Carolina (LPC).
3. Receiving a grade no higher than a C+.

Printed Name

Signature

Date

EDU 555/556: COUNSELING INTERNSHIP

Audiotape Critique

Intern's Name _____ Session Date: _____ Tape Number _____

REMEMBER: YOU MAY SUBMIT ONLY ONE TAPE AT A TIME!

Students complete the rating scale for EACH tape submitted to the college supervisor. Rate each item on a scale from 1 (unskilled) to 4 (extremely skilled).

- _____ 1. Opening of session
- _____ 2. Interview responsibility
- _____ 3. Acceptance/permissiveness of counselee emotions, feelings, expressed thoughts
- _____ 4. Rapport
- _____ 5. Assessment (developmental level; counseling style)
- _____ 6. Focusing
- _____ 7. Attending behavior
- _____ 8. Open Questioning
- _____ 9. Absence of WHY questions
- _____ 10. Absence of GRILLING/BOMBARDMENT of questions
- _____ 11. Client Observations
- _____ 12. Encouraging/supportive responses
- _____ 13. Paraphrasing
- _____ 14. Summarizing
- _____ 15. Influencing summary
- _____ 16. Silences
- _____ 17. Prompts and probes
- _____ 18. Reflecting verbalized feelings
- _____ 19. Reflecting implied feelings
- _____ 20. Reflection of verbalized cognition
- _____ 21. Reflection of implied cognition
- _____ 22. Verbalizing Empathic understanding
- _____ 23. Clarifying
- _____ 24. Exploring behaviors
- _____ 25. Defining the problem
- _____ 26. Defining the goal
- _____ 27. Exploration of alternatives
- _____ 28. Confrontation
- _____ 29. Self-disclosure

_____ ABILITY TO ACCEPT FEEDBACK AND DEMONSTRATE IMPLEMENTATION OF SUGGESTED CHANGES IN COUNSELING TECHNIQUES.

Audibility of Tape:

_____ Good _____ Adequate _____ Inadequate for grading

_____ Overall Technique

REFLECTION OF SKILL: (to be completed by the student)

Agency Counseling Internship Summary of Supervision

**Counselor Education
Lenoir-Rhyne College**

Specify the date and duration of each session of supervision.

<u>Individual session Intern & College Professor</u>	<u>Supervision via audiotapes</u>	<u>L-RC College Seminars</u>	<u>Site Supervisor</u>
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Signature of Site Supervisor

Signature of Supervising Professor

Signature of Counseling Intern

**Agency Counseling Internship
Summary of Activities
EDU 555 or EDU 556**

**Counselor Education
Lenoir-Rhyne College**

Name _____ Semester and Year _____

Course Number _____

Setting _____ Director's Name _____

Site Supervisor's Name _____

Time: Duration and Hours per week _____

Hours: Direct Contact _____ Other _____ Total Hours _____

Hours: Site Supervision: _____ College Supervision: _____

Please provide a brief response to each of the following questions concerning your setting. Include all salient points.

Type of client/student served:

Specify your duties and responsibilities:

Contacts

Number of clients seen for individual counseling _____

Number of small group counseling sessions held _____

Number of days at the site _____

List:

Professional programs attended or developed:

Other activities for which responsible, not mentioned above:

Student evaluations

By site supervisor

**Agency Counseling Internship
Midterm - Evaluation
Counselor Education
Lenoir-Rhyne College**

Site Supervisor _____
 Site Supervisor's Position _____
 Name of Agency _____

Student's Name _____
 Days Worked Per Week _____
 Total Hours Completed Direct Client Hours: _____ Non-Direct Hours: _____

Date _____ College Supervisor _____

Please rate the student according to the following scale being as fair and objective as possible.

Attitude Toward Work
Student demonstrates:

Excellent	Strong	Average	Weak	Poor	Ability to take initiative and perform independently
Excellent	Strong	Average	Weak	Poor	Promptness
Excellent	Strong	Average	Weak	Poor	Dependability
Excellent	Strong	Average	Weak	Poor	Daily Preparation
Excellent	Strong	Average	Weak	Poor	Cooperativeness
Excellent	Strong	Average	Weak	Poor	Professionalism

Personal Characteristics
Student demonstrates:

Excellent	Strong	Average	Weak	Poor	Self-awareness and self-understanding
Excellent	Strong	Average	Weak	Poor	Emotional stability
Excellent	Strong	Average	Weak	Poor	Self-control
Excellent	Strong	Average	Weak	Poor	The capacity to accept and act on from constructive criticism
Excellent	Strong	Average	Weak	Poor	Ability to communicate clearly and effectively
Excellent	Strong	Average	Weak	Poor	Ability to be tactful
Excellent	Strong	Average	Weak	Poor	Ability to grasp and successfully adapt to new situations

Excellent Strong Average Weak Poor Uses Standard English and Grammar Correctly

Attitude Toward Client
Student demonstrates:

Excellent Strong Average Weak Poor Genuine interest in clients

Excellent Strong Average Weak Poor Ability to understand client's point of view

Excellent Strong Average Weak Poor Ability to establish and maintain rapport

Excellent Strong Average Weak Poor Ability to successfully relate to diverse types of clients.

Excellent Strong Average Weak Poor An awareness of and adherence to ethical standards.

Excellent Strong Average Weak Poor Awareness of and adherence to legal statutes.

Excellent Strong Average Weak Poor An understanding of developmental stage(s) and tasks of clients.

Excellent Strong Average Weak Poor Ability to understand and/or use diagnosis in counseling and guidance work.

Excellent Strong Average Weak Poor Ability to accurately assess the educational and/or psychological needs of clients.

Excellent Strong Average Weak Poor Ability to match individual needs to appropriate individual and/or group settings and counseling interventions.

Excellent Strong Average Weak Poor Ability to use educational, vocational, and personal-social information in assisting clients with the skill of decision making.

Excellent Strong Average Weak Poor Ability to use all types of technology

Performance of Program Duties
Student demonstrates:

Excellent Strong Average Weak Poor Knowledge of referral sources.

Excellent Strong Average Weak Poor Demonstrated effort to become knowledgeable of any tests used in the setting and their proper interpretation.

Excellent Strong Average Weak Poor Ability to function as a team member.

Excellent Strong Average Weak Poor An overall understanding of the organization and functions of the school.

Excellent Strong Average Weak Poor Ability to use all types of technology.

Please rate your internship student on overall:

Excellent	Strong	Average	Weak	Poor	Counseling Ability
Excellent	Strong	Average	Weak	Poor	Coordination Ability
Excellent	Strong	Average	Weak	Poor	Consultation ability
Excellent	Strong	Average	Weak	Poor	Potential for overall success as a future counselor in a setting similar to the internship setting.

Optional

Do you feel this internship student would be more suited to a different setting?

If yes, what kind of setting?

Site Supervisor Date

Counseling Intern Date

College Supervisor Date

**Agency Counseling Internship
Final - Evaluation
Counselor Education
Lenoir-Rhyne College**

Site Supervisor _____

Site Supervisor's Position _____

Name of Agency _____

Student's Name _____

Days Worked Per Week _____

Total Hours Completed Direct Client Hours: _____ Non-Direct Hours: _____

Date _____ College Supervisor _____

Please rate the student according to the following scale being as fair and objective as possible.

Attitude Toward Work

Student demonstrates:

Excellent	Strong	Average	Weak	Poor	Ability to take initiative and perform independently
Excellent	Strong	Average	Weak	Poor	Promptness
Excellent	Strong	Average	Weak	Poor	Dependability
Excellent	Strong	Average	Weak	Poor	Daily Preparation
Excellent	Strong	Average	Weak	Poor	Cooperativeness
Excellent	Strong	Average	Weak	Poor	Professionalism

Personal Characteristics

Student demonstrates:

Excellent	Strong	Average	Weak	Poor	Self-awareness and self-understanding
Excellent	Strong	Average	Weak	Poor	Emotional stability
Excellent	Strong	Average	Weak	Poor	Self-control
Excellent	Strong	Average	Weak	Poor	The capacity to accept and act on from constructive criticism
Excellent	Strong	Average	Weak	Poor	Ability to communicate clearly and effectively

Excellent	Strong	Average	Weak	Poor	Ability to be tactful
Excellent	Strong	Average	Weak	Poor	Ability to grasp and successfully adapt to new situations
Excellent	Strong	Average	Weak	Poor	Uses Standard English and Grammar Correctly
<u>Attitude Toward Client</u>					
Student demonstrates:					
Excellent	Strong	Average	Weak	Poor	Genuine interest in clients
Excellent	Strong	Average	Weak	Poor	Ability to understand client's point of view
Excellent	Strong	Average	Weak	Poor	Ability to establish and maintain rapport
Excellent	Strong	Average	Weak	Poor	Ability to successfully relate to diverse types of clients.
Excellent	Strong	Average	Weak	Poor	An awareness of and adherence to ethical standards.
Excellent	Strong	Average	Weak	Poor	Awareness of and adherence to legal statutes.
Excellent	Strong	Average	Weak	Poor	An understanding of developmental stage(s) and tasks of clients.
Excellent	Strong	Average	Weak	Poor	Ability to understand and/or use diagnosis in counseling and guidance work.
Excellent	Strong	Average	Weak	Poor	Ability to accurately assess the educational and/or psychological needs of clients.
Excellent	Strong	Average	Weak	Poor	Ability to match individual needs to appropriate individual and/or group settings and counseling interventions.
Excellent	Strong	Average	Weak	Poor	Ability to use educational, vocational, and personal-social information in assisting clients with the skill of decision making.
Excellent	Strong	Average	Weak	Poor	Ability to use all types of technology
<u>Performance of Program Duties</u>					
Student demonstrates:					
Excellent	Strong	Average	Weak	Poor	Knowledge of referral sources.
Excellent	Strong	Average	Weak	Poor	Demonstrated effort to become knowledgeable of any tests used in the setting and their proper interpretation.
Excellent	Strong	Average	Weak	Poor	Ability to function as a team member.
Excellent	Strong	Average	Weak	Poor	An overall understanding of the organization and functions of the school.
Excellent	Strong	Average	Weak	Poor	Ability to use all types of technology.

Please rate your internship student on overall:

Excellent	Strong	Average	Weak	Poor	Counseling Ability
Excellent	Strong	Average	Weak	Poor	Coordination Ability
Excellent	Strong	Average	Weak	Poor	Consultation ability
Excellent	Strong	Average	Weak	Poor	Potential for overall success as a future counselor in a setting similar to the internship setting.

Optional

Do you feel this internship student would be more suited to a different setting?
If yes, what kind of setting?

Site Supervisor Date

Counseling Intern Date

College Supervisor Date

SYLLABUS

Distributed by each college supervisor