Counselor Education PhD Program

Department of Educational Psychology and Counseling
College of Education, Health, and Human Sciences
University of Tennessee

Practicum and Internship Handbook

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Counselor Education Practicum and Internship Handbook
Introduction

The doctoral practicum and internship provide Ph.D. Counselor Education students with an opportunity to develop and enhance their counseling, teaching, and supervisory skills under the supervision of a site and faculty supervisor. This document establishes the policies, procedures and documents associated with the practicum and internship experiences, requirements, and evaluations. Successful completion of the practicum and internship is imperative, as failure to receive a passing grade in either may result in dismissal from the program.

Criminal Background Check

Prior to contact with clients through practicum, internship, or other field experience activities associated with the University of Tennessee, students must be cleared through a battery of criminal background checks. Refer to Authorization to Release Investigative and Criminal Background Records and Criminal Background Check documents included near the end of this handbook.

Practicum & Internship Descriptions

UT Graduate Catalog Description

655 Practicum in Counselor Education (3 credit hours) Supervised practice and application of counseling skills with clients. Repeatability: May be repeated. Maximum 6 hours.
Comment(s): Admission to counselor education program required. Registration Restriction(s): Minimum student level – graduate. Registration Permission: Consent of instructor. Graded as A-F.

659 Internship in Counselor Education (1–6 credit hours) Supervised experience in departmentally approved counseling, teaching, supervision, or leadership internship sites. Grading Restriction: Satisfactory/No Credit grading only. Repeatability: May be repeated. Maximum 12 hours. Comment(s): Admission to doctoral program in counselor education required. Registration Restriction(s): Minimum student level – graduate. Registration Permission: Consent of instructor. Grades as A-F.
CACREP Standards

COUN 655 and COUN 659 experiences meet Council for Accreditation of Counseling Related Educational Programs (CACREP) 2016 Standards regarding doctoral-level Counselor Education and Supervision programs. In particular:

SECTION 6.C
DOCTORAL LEVEL PRACTICUM AND INTERNSHIP

PRACTICUM
1. Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee.

2. During the doctoral student’s practicum, supervision is provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student’s knowledge and skills.

3. Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses, (2) knowledge of the program’s expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision.

4. Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty:student ratio.

5. Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty:student ratio.

6. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.

INTERNSHIP
7. Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship.
8. During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student’s knowledge and skills.

9. Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member.

Section 4 of the CACREP 2016 Standards requires that:

F. The counselor education program faculty systematically assesses each student’s progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student’s respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.

G. The counselor education program faculty systematically assesses each student’s professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.

H. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.

The field experience provide opportunity to promote and assess learning in four possible core doctoral areas. Engagement in two separate teaching internships and two separate supervision internships provides opportunities to demonstrate sequential learning in those core areas. For the final 200 of internship experience, students must select a minimum of 100 hours in either clinical or leadership and then may build experience related to counseling, teaching, leadership, or supervision. Please see syllabi and field experience evaluation forms for articulation of key performance indicators for each experience.

**OVERALL PRACTICUM AND SUPERVISION EXPERIENCE**

<table>
<thead>
<tr>
<th>Field Experience</th>
<th>Minimum Required Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum in agency or school setting</td>
<td>100</td>
</tr>
<tr>
<td>Teaching internship</td>
<td>200</td>
</tr>
<tr>
<td>Supervision internship</td>
<td>200</td>
</tr>
<tr>
<td>Choice: Clinical OR Leadership Internship</td>
<td>100</td>
</tr>
<tr>
<td>Choice: Clinical, Teaching, Supervision, OR Leadership Internship</td>
<td>100</td>
</tr>
</tbody>
</table>
Definition of Terms

**Evaluation Process** - written evaluations are completed by students and Site Supervisor(s). The site supervisor provides feedback on goals, outcomes, strengths, and areas that need improvement. Both the student and Site Supervisor(s) sign the final evaluation. The internship instructor documents overall demonstration of learning in a midterm and final evaluation each semester.

**Evaluation of Student Performance: Counseling** - midterm and final evaluations that address student performance, development and/or refinement of advanced counseling skills, and the ability to conceptually link counselor practice to teaching and supervision.

**Evaluation of Student Performance: Supervision** - midterm and final evaluations that document students’ progress respective to ability to apply supervision theory to practice and supervision knowledge, skills, and values.

**Evaluation of Student Performance: Teaching** - midterm and final evaluations that address student performance in relation to the teaching internship contract. Supervisors provide feedback on goals, outcomes, strengths, and areas that need improvement. Evaluations include the SAIS evaluation form (SAIS forms can be found at [http://oira.utk.edu/sais/forms.html](http://oira.utk.edu/sais/forms.html)) and a second evaluation.

**Evaluation of Student Performance: Leadership** – midterm and final evaluations that address student performance in relation to the leadership internship contract. Supervisors provide feedback on goals, outcomes, strengths, and areas of improvement.

Faculty Practicum/ Internship Coordinator - faculty member who provides administrative oversight, coordinates, and approves practicum and internship placements.

Intern - Counselor Education & Supervision doctoral student who is enrolled in an internship.

Internship – a minimum of 600 hours of Counselor Education related experiential learning activities focused across counseling, teaching, supervision, and leadership under the supervision of counselor education program faculty.

Clinical Internship – clinical internships that expose students to agency/school operations and functions, provide students with additional and different counseling experiences, and assist students in applying theory to practice while further developing counseling knowledge, skills, and values.
Supervision Internship - internships intended to expose and engage students in applying supervision theory to practice while providing clinical supervision to student counselors-in-training.

Teaching Internship – internships intended to expose and engage students in applying teaching theory to practice while conducting teaching-related activities (e.g., course syllabus development, lesson planning, classroom instruction, student performance evaluation, etc.).

Leadership Internship - internships intended to expose and engage students in leadership activities conducted by counselor educators (e.g., program planning and development, accreditation organization and coordination, grant writing and implementation, conference planning, program evaluation, etc.).

Practicum – a 100 hour (minimum) clinical experience consisting of group and individual counseling that focuses primarily on counseling knowledge, skills, and values. Practicum is conducted in a community school or agency and arranged by the Faculty Practicum & Internship Coordinator. Students are typically cross-placed into a different setting from their master’s area focus.

Practicum/Internship Contract – written agreement that outlines the goals, activities, outcomes, and evaluation of the practicum or internship experience. The contract is developed and signed by Site Supervisor, Faculty Supervisor, and Student at the beginning of field experience. The focus of this plan is to ensure adherence to the CACREP standards listed above.

Practicum/Internship Ethics Pledge - agreement signed by the student prior to the practicum or internship committing to ethical behavior including confidentiality standards and purchase of student professional or professional liability insurance.

Practicum/Internship Hours Log - written record kept by the Practicum or Internship student of the student activities during the practicum or internship, supervisors involved, and number of hours involved with each activity.

Practicum/Internship Site - setting in which Counselor Education doctoral practicum or intern student works under supervision during the practicum or internship.

Practicum/Internship Student - Counselor Education doctoral student enrolled in practicum or internship.

Report of Counseling Session – documentation to be completed by practicum student for every counseling session as a case note. If the student completes notes using an agency format, the agency form can substitute for this document provided the student includes the information in this form in the agency form.
Student Evaluation of the Practicum/Internship Experience - students complete a set of forms to evaluate his/her experience in the practicum or internship. Faculty members use these forms to improve practicum and internship experiences and to guide decisions about future placements.

Supervisee - person (e.g., master’s level counselor or student) to whom the doctoral intern is providing supervision within the context of the supervision internship.

Counselor Education Supervisory Roles

Site Supervisor:
1. This term encompasses non-UT employees supervising a doctoral or master’s degree student on site during their practicum or internship experience in a school or community mental health setting.
2. This term also refers to a UT Faculty member who may aid a doctoral student in the completion of his or her Counselor Education internship requirements. I.e. if a doctoral student chooses to collaborate with a faculty member to modify or develop an educational program to fulfill requirements for his or her Internship.
3. This term includes a UT or other University Faculty Member who is co-teaching with a doctoral student during his or her Teaching Internship.

Faculty Supervisor:
1. This term refers to a UT Faculty Member who is teaching the internship that the doctoral student participates in while completing his or her Clinical Practicum or Internship.

Doctoral Intern - Supervisor:
1. This term refers to the role that the doctoral level intern assumes while supervising masters level practicum or internship students for the doctoral level Supervision Internship requirement.
Preparation List

Read and be sure you understand the following list of activities completely. As the practicum student or intern, you are responsible for completing the following activities prior to beginning your placement. You can begin your placement only after all of the following activities are completed and you have provided copies of all required documents to your Practicum and Internship Faculty Coordinator, Faculty Supervisor, and Site Supervisor(s). Submit this completed document (check all completed items) as a cover page along with all required documentation to obtain approval to begin your field placement.

Initially, identify preferred potential practicum or internship placements

- For practicum, formal assignments will be made by the Practicum and Internship Placement Coordinator, with attention to student preference.
- For internship, students may contact faculty whom they would like to partner with for teaching, supervision, or leadership internship. During these meetings, be prepared to discuss the placements you identified, your reasons for selecting these placements, point out possible barriers, and ensure you have identified potential site supervisors and gathered information for each placement to be considered.
- After your meeting with the faculty member, contact the Practicum and Internship Placement Coordinator to confirm placement.
- For clinical internship, contact the Practicum and Internship Placement Coordinator for potential sites. The Coordinator will make initial contact and provide you with potential site supervisor information.
  - Arrange an interview with potential Site Supervisor(s)
  - Conduct an interview with potential Site Supervisor(s)
    - Collect information (e.g., credentials, licenses, business card, program descriptions, brochure, mission/vision statements, etc.) and return these to the Practicum and Internship Faculty Coordinator
    - Ensure there is a match with your semester schedule and their work schedule
    - Discuss specific activities in which you will be involved. Bring the appropriate practicum or internship contract with you and be prepared to begin developing it
    - Provide a Doctoral Practicum and Internship Manual for the Site Supervisor(s) during the interview
    - Review the following information with the potential Site Supervisor(s):
      1. Ethics pledge
      2. Insurance coverage
      3. Affiliation for Agreement form
      4. Learning Contract
      5. Minimum required hours 100 Practicum and 600 Internship (or portion of minimum required hours, if the internship is going...
to occur in multiple placements, 600 hours will not be required) (6) Individual supervision expectation of a minimum of one hour per week (7) Review all evaluations to be conducted during practicum or internship

- Prioritize the potential placements (most desired to least desired) following all interviews
- Contact the Practicum and Internship Faculty Coordinator (by telephone, email, or in person) to discuss the interviews and your priorities and gain approval
- Contact the Site Supervisor(s) with whom you would most like to conduct your practicum or internship and “lock in” the placement

On my honor, I have completed the Practicum/Internship Preparation List in its entirety.

__________________________________________
Student Signature Date

__________________________________________
Practicum and Internship Faculty Coordinator Date
Description of Responsibilities

During the practicum and internship, each participant performs a defined set of responsibilities. A list of these follows for the Practicum Student, Intern, Site Supervisor(s), Faculty Supervisor and Faculty Practicum and Internship Coordinator.

Practicum and Internship University Faculty Coordinator Responsibilities

1. Identify and develop practicum and internship sites for the CE Ph.D. students.
2. Meet with CE Ph.D. students and explore their practicum/internship interests.
3. Work with the CE Ph.D. student to determine the most appropriate counseling, teaching, leadership, or supervision site after student has met with the Practicum and Internship Faculty Coordinator.
4. Confirm that the CE Ph.D. student has received the Doctoral Practicum and Internship Manual.
5. Maintain (with the help of the program secretary) the records of practicum/internship site agreements, practicum/internship records for each placement, and evaluation materials.
6. Maintain program relationships with Site Supervisor(s).

Student Dispositions & Responsibilities

Dispositions

The Counseling Program has adopted a set of personal dispositions to be demonstrated by all students, these have been identified as the \textit{CORIS} dispositions, the \textit{CORIS} dispositions include:

- \textit{Commitment} to counseling identity, investment, advocacy, collaboration, and interpersonal competence
- \textit{Openness} to ideas, learning, change, giving and receiving feedback, others, and self-development
- \textit{Respect} for self and others, including honoring diversity, self-care, and wellness
- \textit{Integrity}, including personal responsibility, maturity, honesty, courage, and congruence
- \textit{Self-awareness}, including humility, self-reflection, and understanding of place in history

All students will be expected to model these dispositions during their time in the program.

Student Responsibilities

1. Read and familiarize yourself with the Doctoral Practicum and Internship Manual.
2. Obtain liability insurance through The University of Tennessee (EPC Department secretary), or through the American Mental Health Counseling Association (AMHCA), the American School Counselor Association (ASCA), or American Counseling Association (ACA) prior to beginning on site Practicum or Internship.
3. Conduct criminal background check (and drug screening if required) and ensure program coordinator receives documentation proof.

4. Contact Practicum and Internship Faculty Coordinator to discuss possible placements for doing practicum (clinical) or internship in teaching, counseling, leadership and supervision. Confirm your decision with the Practicum and Internship Faculty Coordinator.

5. Meet with both Faculty and Site Supervisor(s). Discuss goals, requirements, outcomes, and contributions to the practicum/internship site.

6. Register for appropriate amount of credits
   - Credit hours should match # hours of work/effort. The formula is 1 credit hour = 100 hours of work/effort. Students sometimes register for too little, too many, or the correct # of credits based on the projected # of hours they plan to work. Talk to the site supervisor to determine your schedule and projected amount of hours you will work for the experience. This determines the amount of credit hours for which you will register. For each internship credit hour for which a student is registered, the student must document 100 hours of work/effort to earn that credit hour within the specified internship component (e.g., 1 credit hour of supervision internship = 100 hours of supervision related work) and same semester for which s/he is listed on the internship placement chart (students provided this information to me). For example, if you are registered for 3 credit hours and teaching one course, this means you plan to put forth and document 300 hours of effort/work during this semester toward this internship effort (this is A LOT of credit hours and work hours in one semester - not likely to achieve as this equates to 20 hours/week) On the other hand, if you plan to teach a course independently, you will likely work more than 100 hours during the semester and you should register accordingly.
   - Students registered for more than one internship experience component (e.g., supervision, clinical, leadership, and/or teaching) should expect to have separate assignments and class responsibilities for each separate internship component. These are separate learning experiences and require different types of faculty supervision/instruction.
   - Signing up for multiple internship experiences means conducting a lot of hours of work/effort in one semester. For example, if you register for Supervision (1), Teaching (2), and Clinical (1), this equates to 27 hours of internship work/week in one semester (these are documented internship hours). This does not account for time spent in other courses, assistantship hours, work hours, or your personal life. Be mindful and careful about your personal wellness and the amount of quality learning/work you can achieve within a semester. Faculty realize there is a natural tension between wanting to complete the degree in an efficient time frame and taking on too much at once (combination of academic and personal responsibilities). The habits you continue or form during your doctoral degree may well continue into your professional life as a Counselor Educator. Establish healthy patterns of behavior now so you can do quality work now and in your future.

7. Complete the Practicum/Internship Ethics Pledge.

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8. Complete the Practicum/Internship Contract that outlines goals and activities for the practicum/internship as well as the specific evaluation procedures that will be used. (Revisions may be made to the contract during the semester. The student, Faculty Supervisor, and Site Supervisor(s) must agree on the changes).

9. Schedule midterm and final evaluations with your Site Supervisor(s).

10. Complete student evaluation forms for the practicum/internship experience.

11. Ensure all documents are completed prior to the end of the semester and ensure that these documents are uploaded to TaskStream.

12. Write a note of thanks to the Site Supervisor(s).

**Faculty Supervisor Responsibilities**

1. Assist the student in developing the Practicum/Internship Contract.

2. Initiate conversation with Site Supervisor regarding student learning and help correct any difficulties that arise:  *For placements outside the UT Counselor Education Program:* Faculty Supervisor will visit the site at a mutually agreed time, generally mid-semester. In addition, Faculty Supervisor will contact Site Supervisor via email and/or phone no less than beginning and end of each semester.  *For placements within the UT Counselor Education Program:* Because both supervisors are core faculty members within the program, they will discuss student learning as needed during regularly scheduled faculty meetings. They will formally discuss intern learning during Review and Retention Meetings typically held in early November and early April.

3. Obtain and review evaluation forms completed by the Site Supervisor(s) (and intern) and logs from the intern.

4. Meet with students in practicum or internship weekly for group supervision of the practicum or internship experience.

5. In collaboration with Site Supervisor(s), determine whether student earned a pass or fail grade at end of practicum or internship.

6. In collaboration with Site Supervisor(s), determine student eligibility to continue practicum or internship in case of an Incomplete Status (an Incomplete is determined by the faculty instructor and given only when students have demonstrated satisfactory performance yet is unable to complete the experience due to circumstances outside their control).


**Site Supervisor(s) Responsibilities**

1. Meet with potential practicum student/intern to consider the potential placement. Determine if there are available resources to provide a comprehensive educational experience. Determine if the practicum/internship student will also benefit the practicum/internship site.

2. If the site is deemed feasible for a practicum/ internship, discuss the structure of the experience, responsibilities, and objectives.

3. Work with the student to complete the Practicum/Internship Contract.
4. Provide an orientation for the student.
5. Provide one hour per week of individual and/or triadic supervision to provide feedback and discuss student progress.
6. Call the Faculty Supervisor immediately if any difficulties arise.
7. Conduct two formal evaluation meetings with the student to discuss midterm and final evaluations.
8. Meet with the student and the Faculty Supervisor at least once during the term.
9. In collaboration with Faculty Supervisor, determine pass/fail grade at end of practicum or internship.
10. In collaboration with Faculty Supervisor, determine student eligibility to continue practicum or internship in case of an Incomplete Status.

**Faculty Advisor Responsibilities**

1. Ensures placements are in accordance to student’s overall doctoral curriculum plan.
Ethics Pledge

My signature on this document signifies that I have received and reviewed the Doctoral Practicum and Internship Manual.

I understand my responsibilities as a practicum student and intern.

I will adhere to the American Counseling Association (ACA) Code of Ethics and Standards of Practice and the Association for Counselor Education & Supervision (ACES) Standards for Counseling Supervisors. I pledge to provide efficient and effective services to my clients, supervisees, and students.

Signature ___________________ Date ____________
Counselor Education PhD Program
Department of Educational Psychology and Counseling
College of Education, Health, and Human Sciences
University of Tennessee

Practicum

Description of Practicum
The practicum provides doctoral students with experience in advanced counseling practice. The student develops and refines these advanced skills and develops conceptual links between counselor practice to teaching and supervision. The 100 hour experience allows the student to:

1. Apply knowledge of theories and techniques to clinical interactions with clients
2. Demonstrate counseling knowledge, skills and values consistent with ethical and professional standards
3. Practice counseling techniques while receiving supervision by a Faculty Supervisor and on-site credentialed counseling professional

Practicum Requirements
The doctoral practicum student must purchase professional liability insurance through the University of Tennessee (EPC Department secretary), or may be available through the American Mental Health Counseling Association (AMHCA), or the American School Counselor Association (ASCA) at student rates if the practicum student is not already covered by counseling liability insurance. The practicum student must have proof of counseling liability insurance before providing counseling to clients.

A log must be kept of the practicum hours. A minimum of 100 hours in counseling must be completed, of which 40 hours must be in direct service with clients.

The Site and Faculty Supervisors are to meet with the practicum student weekly to provide supervision. Both supervisors can identify the best means of assessing the student, these may include live observation and video or audio recording of counseling sessions to assess practicum student performance. Additionally, the practicum student will be formally evaluated by the Site Supervisor(s) at least twice during the practicum, including a midterm and final evaluation. These evaluations will be an assessment of the practicum student’s clinical knowledge, skills, values, and practice along with self-awareness, ethical principles, and responsiveness to clinical issues. At the conclusion of the practicum, all evaluations of the practicum student’s experience will be entered into TaskStream. The practicum student will also evaluate the placement to be used to determine the appropriateness of the site for future practicum or internship placements.

Practicum Blending/Combining into Licensure or Master’s Level Internship
With faculty and site supervisor pre-approval, practicum students may add hours to their practicum experience. For example, if a student meets the minimum practicum hours (minimum of 100 hours in counseling must be completed, of which 40 hours must be in direct service with clients) halfway through the fall semester, the student must continue to provide counseling in the community agency throughout the remainder of the fall semester. Hours accrued after practicum hour requirements are met may count towards licensure if desired.

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Practicum students must arrange required registration, supervision, documentation, etc. with the Site Supervisor(s) and Faculty Supervisor. All program requirements for practicum must be met.

**Practicum Contract Description**

All parties must sign a practicum contract at the beginning of the semester. A practicum contract form and a sample practicum contract developed by the practicum student and the Faculty Practicum and Internship Coordinator and approved by the Faculty Supervisor and Site Supervisor(s) follow.
Doctoral Practicum Contract

Student ______________________________

Complete Address ______________________________________________________

Phone Home __________ Work ___________ Mobile ___________

E-Mail address _____________________________________________________________

Site Name ________________________________

Site Address ______________________________________________________________

Site Supervisor Name ___________________ Credentials _____________________

Site Supervisor Email ___________________ Phone _____________________

Credit Hours ___________ Semester & Year _____________________________

Minimum number of hours to be devoted to practicum _______________________

Overview

This section is the “big picture” view of what you will accomplish through practicum.

- Experience/Hours Targets: Contract should begin with work experience hour targets. In most cases that would be “Complete at least 40 Direct Service Hours (individual counseling, small group counseling, consultation on behalf of clients, community outreach/education for clients) and at least 100 total hours devoted to practicum between DATE and DATE”

- Special Projects: Often sites ask students to take on special projects. Recent examples have been, “Develop a group for [specify persons] to address [specify issue to be addressed];” “Create annotated resource list for [particular client problem for which resources need to be investigated and catalogued];” “Develop psycho-educational program for community presentations for [a particular problem of the community that the site serves];” and “Plan and conduct needs/outcomes assessment procedures for [a program or problem area]”

- Applicable Quality Statement: Include a general quality statement such as “Meet the legal, ethical, professional behavior, record keeping, and quality work standards of the agency/program.” Adapt the statement to your context as needed.

- Example Overview Statement: To gain theoretical knowledge and advanced counseling skills to treat and support batterers, victims, and children through engagement in at least 40 direct service hours and 100 total hours to Site Name between 08/8/2016 and 12/02/2016. Facilitate development of psychoeducational program. Meet the legal, ethical, and professional behavior, record keeping, and quality work standards of Agency Name.

Objectives/Activities

This should be a briefly descriptive list of the primary tasks of your practicum, usually written in a per week format.
• Critical within this list would be the client load needed to reach the weekly average of direct service hours needed at your site. For example, “Build and maintain a client load of at least 5 individual clients seen weekly.”
• Also key would be hours per week of group work, when applicable. For example, “Co-lead one counseling group for two hours weekly.” If group work will not be weekly, select some other way to note it, such as “Conduct at least eight 2-hour groups for [client groups, program].”
• If you anticipate other areas of direct service hours, describe that work here.
• If you have a special project(s) in Overview and you are able to break the project down into most specific tasks, note the tasks here.
• Example Objectives/Activities Statement: Conduct five home visits, co-facilitate 10 consecutive batterer’s groups, independently conduct five individual counseling sessions, participate in three team meetings, attend two special events, research, identify, and obtain and read ten related articles. Consult with staff in group each week.

Student Responsibilities
• Establish and complete the requirements of practicum contract
• Document ongoing liability insurance
• Complete the practicum/internship ethics pledge
• Conduct criminal background check and drug screening as required
• Complete and log required practicum hours
• Complete all course assignments (per syllabus)
• Engage in one hour weekly individual/triadic supervision with site-supervisor
• Facilitate Supervisor’s evaluation of your work at midterm and final
• Report absences to the site supervisor and make appropriate arrangements for client care
• Submit all required documentation through Taskstream

Site Supervisor Responsibilities
(Typically site responsibilities for practicum students are the following. Adjust the following as needed to better meet fit the site)
• Collaborate with student on contract expectations and approve the practicum contract (the contract is the written plan, with goals, objectives and measures for the experience)
• Communicate expectations to the practicum student
• Ensure that practicum student has background checks and/or orientation required
• Guide student in building caseload and establishing work space; ensure that student understands how his or her caseload will be developed or referrals will be made
• Provide one hour per week of individual and/or triadic supervision
• Conduct two formal evaluation meetings with the student to discuss midterm and final evaluations
• Communicate with UT Counseling Program faculty as needed
Counselor Education PhD Program  
Department of Educational Psychology and Counseling  
College of Education, Health, and Human Sciences  
University of Tennessee

- Notify the faculty supervisor immediately if there are any concerns with the intern or the placement

Faculty Supervisor Responsibilities
- Assist the student in developing the practicum contract; approve the contract
- Contact the Site Supervisor to review student’s learning and help correct any difficulties that may arise. The faculty supervisor will visit the site at a mutually agreed time, generally mid-semester. In addition, faculty supervisor will contact the site supervisor via email and/or phone no less than beginning and end of each semester.
- Review evaluation forms completed by Site Supervisor and logs submitted by student
- Meet with students in regularly-scheduled group supervision
- In collaboration with Site Supervisor(s), determine whether student earned a pass or fail grade at end of practicum.
- In collaboration with Site Supervisor(s), determine student eligibility to continue practicum in case of an Incomplete Status (Incomplete is determined by the faculty member and assigned only when the student has demonstrated satisfactory performance yet is unable to complete requirements due to circumstances outside his or her control).
- Ensure all required documentation is uploaded to Taskstream; submit midterm and final instructor evaluations through Taskstream

Student Personal and Professional Goals
(Note at least three learning activities or outcomes you would like to achieve during this experience)
- Example: Improve understanding of counseling work in a clinical mental health setting, increase familiarity with effective strategies to help survivors of domestic violence, improve use of reflection of meaning in sessions.

Methods of Evaluation
(typical methods of evaluation are the following, with adjustments made to be specific to the site)
- Documentation of client service and work time in internship time logs and records
- Review of record keeping/client service documentation
- Observations and/or reports of effectiveness of student work and professionalism
- Frequent verbal feedback
- Midterm and final written evaluations, on forms provided
- Example methods section: Session review, staff observations, personal reflections, evaluation form by group participants, midterm and final evaluation by site supervisor, midterm and final evaluation by faculty instructor.

Student Signature ________________________________ Date ________________
Site Supervisor(s) Signature ________________________________ Date ________________
Faculty Supervisor Signature ________________________________ Date ________________

Counselor Education Practicum and Internship Handbook p. 21
Report of Counseling Session
(completed by practicum student after each counseling session)

Date: ____________________  Session #: ______________

Client (first name or initials): ______________________________________

Practicum student: _________________________________________________

I.  Goals of the Counseling Session

II. Summary of the Counseling Session

III. Interventions

IV. Evaluation

V. Future Plans (Homework Assignments)

VI. Comments
## Practicum Log

Practicum Student ____________________________ Semester/Year ________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Activity</th>
<th>Time</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Total hours ____________

Student Signature ____________________________ Date __________

Site Supervisor(s) ____________________________ Date __________

*Counselor Education Practicum and Internship Handbook*  p. 23
## Sample Practicum Log

Practicum Student: Hapi Go Luki  
Semester/Year: 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Activity</th>
<th>Time</th>
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</tr>
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<tbody>
<tr>
<td>7/30/14</td>
<td>Orientation to Group Members and Philosophy</td>
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<tr>
<td>7/30/14</td>
<td>Intake and Initial Screening of Incoming Clients</td>
<td>6</td>
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<tr>
<td>7/30/14</td>
<td>Treatment Planning/notes</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>8/1/14</td>
<td>General Office Duties</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>8/1/14</td>
<td>Individual Supervision</td>
<td>5</td>
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<tr>
<td>8/2/14</td>
<td>Reviewing Client Files</td>
<td>3</td>
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<tr>
<td>8/13/14</td>
<td>Observe Group Counseling</td>
<td>5.5</td>
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<tr>
<td>8/13/14</td>
<td>Treatment Planning/Notes</td>
<td>1</td>
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<tr>
<td>8/13/14</td>
<td>Research on Children Experiencing D.V.</td>
<td>2</td>
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<td>8/13/14</td>
<td>Individual Supervision</td>
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<tr>
<td>8/15/14</td>
<td>Co-Facilitate Group Counseling</td>
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<td>8/15/14</td>
<td>Treatment Planning/Notes</td>
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<td>8/15/14</td>
<td>Survey of Parents Interested in Starting Children’s Group</td>
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<td>8/20/14</td>
<td>Co-Facilitate Group Counseling</td>
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<tr>
<td>8/20/14</td>
<td>Treatment Planning/Notes</td>
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<tr>
<td>8/20/14</td>
<td>Planning Content for Children’s Group Based on Review of the Literature</td>
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<td>Co-Facilitate (lead role) Counseling</td>
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<td>8/27/14</td>
<td>Treatment Planning/Notes</td>
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<td>8/27/14</td>
<td>Create 8 Week Curriculum for Children’s Group</td>
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<td>8/29/14</td>
<td>Facilitate Group Counseling</td>
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<tr>
<td>8/29/14</td>
<td>Treatment Planning/Notes</td>
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**TOTALS**  

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Total Hours: 100.5

Student Signature: ________________________________  
Date: __________

Site Supervisor(s): ________________________________  
Date: __________
Practicum Hours Summary

Student Name ________________________________

Site ________________________________

Direct Hours:

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Total Number of Direct Hours ______

Indirect Hours:

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Total Number of Indirect Hours ______

Total of Cumulative Hours ______

Student’s Signature ________________________________ Date __________

Site Supervisor’s Signature ________________________________ Date __________

Counselor Education Practicum and Internship Handbook p. 25
Evaluation of Practicum Experience

Practicum students attend group supervision each week. The Faculty Supervisor provides supervision and informal ongoing assessment. The Site Supervisor(s) will formally evaluate the practicum student at least twice during the practicum: midterm and at the end of the term. The practicum student’s proficiency in individual and group counseling are assessed separately and together during the midterm and final evaluation. The recommended process for the midterm and final evaluation is as follows:

1. The practicum student provides the Site Supervisor with a copy of the evaluation form at least one week prior to its due date
2. The Site Supervisor(s) complete the evaluation form independently and returns it to the practicum student, who submits it to the Faculty Supervisor
3. The Faculty Supervisor reviews the evaluation and meets with both the practicum student and the Site Supervisor (separately or together) to discuss the evaluation.
4. During the group evaluation meeting, the practicum student and Site Supervisor(s) discuss the evaluations and related performance with the Faculty Supervisor.
5. During the midterm and final evaluations, the Faculty Supervisor also completes a separate evaluation of the practicum student.

The evaluation will assess the practicum student’s clinical knowledge, skills, values, and practice along with self-awareness, ethical principles, and responsiveness to clinical issues. At the conclusion of the practicum, all evaluations of the practicum student’s experience will be placed in the practicum student’s doctoral program file.

A site visit occurs at least once during the semester. That visit is typically combined with the midterm evaluation. During the visit, the faculty supervisor meets at the site to discuss student progress.

Practicum students will evaluate their placement and submit this evaluation at the conclusion of their practicum experience; this is done using the Placement Evaluation Form.
SITE-SUPERVISOR EVALUATION OF UT COUNSELING PROGRAMS’ DOCTORAL PRACTICUM STUDENT

Practicum Student: _________________________  ___Midterm ___Final Semester: ______ Year: ______

Site-Supervisor: ___________________________ Site: ____________________________________________

Address: __________________________________________________________________________________

SUPERVISOR: Please rate this student’s performance in the internship. Your response will be considered in assigning a grade for work performance in the field. As you evaluate your intern, bear in mind this individual’s developmental level (e.g., early in her/his work as intern vs. nearing completion of internship).

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Superior</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Insufficient Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL WORKPLACE BEHAVIORS</td>
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<tr>
<td>1. Demonstrates initiative and motivation</td>
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<tr>
<td>2. Characterized by good attendance and punctuality</td>
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<tr>
<td>3. Presents effective organizational skills (e.g., completes paperwork in a timely manner)</td>
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<tr>
<td>4. Exhibits a working relationship with staff, colleagues, and other human service providers</td>
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<td>5. Seeks and applies feedback from supervision and consultation</td>
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<td>6. Conducts self in an ethical manner promoting confidence in the counseling profession</td>
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<td>7. Demonstrates sensitivity to real and ascribed differences in power between self and others, and does not exploit or mislead other people during or after professional relationships</td>
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<td>8. Demonstrates application of legal requirements relevant to counseling training and practice</td>
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<tr>
<td>9. Advocates for clients’ interests and rights in a manner that respects and empowers clients</td>
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<tr>
<td>10. Recognizes the boundaries of her/his competencies and the limitations of his/her expertise</td>
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<tr>
<td>11. Takes responsibility for compensating for her/his deficiencies</td>
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<tr>
<td>12. Takes responsibility for assuring client welfare when encountering the boundaries of his/her expertise</td>
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UT COUNSELING PROGRAMS’ STUDENT PERSONAL-PROFESSIONAL DISPOSITIONS

<table>
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<tr>
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<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Insufficient Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Commitment (i.e., investment, counselor identity, advocacy, civic engagement, collaboration, interpersonal competence)</td>
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<tr>
<td>14. Openness (i.e., open to ideas, learning and change; to giving and receiving feedback; to</td>
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</tbody>
</table>

Counselor Education Practicum and Internship Handbook  p. 27
<table>
<thead>
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<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Insufficient Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>growth, and to others; interpersonal communication, understanding of micro/macro perspective)</td>
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<tr>
<td>15. Respect (i.e., perceives and honors diversity; self-care skills and wellness)</td>
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<td>16. Integrity (i.e., personal responsibility, maturity, honesty, courage, congruence)</td>
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<tr>
<td>17. Self-Awareness (i.e., humility, self-reflection, exploration, place in history)</td>
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<thead>
<tr>
<th>SITE-EVIDENT COUNSELING SKILLS</th>
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<tbody>
<tr>
<td>18. Demonstrates effective counseling skills for a broad range of counseling issues</td>
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<tr>
<td>19. Exhibits effective case conceptualization skills for a broad range of counseling issues</td>
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<tr>
<td>20. Develops and applies effective counseling treatment plans</td>
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<tr>
<td>21. Uses specific strategies and methods to collaborate with other stakeholders in clients’ lives (e.g., family, school, workplace, other helpers)</td>
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<td>22. Applies ethical and legal standards of relevant professional counseling associations</td>
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<td>23. Practices effective self-care strategies</td>
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<td>24. Understands the impact of her/his cultural background on counseling behavior</td>
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<td>25. Exhibits multicultural competencies and strategies (e.g., adapts counseling approach) to meet the needs of and advocate for diverse clients</td>
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<td>26. Considers objective data in developing and using measurable outcomes for clients and/or counseling programs</td>
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</table>
SITE-SUPERVISOR EVALUATION OF UT COUNSELING PROGRAMS’ DOCTORAL PRACTICUM STUDENT (Cont.)

1. List the student’s primary strengths and areas of progress.

2. List the student’s primary limitations and areas needing improvement.

3. Other comments:

Site Supervisor’s Signature: ____________________________ Date: ________________

I have reviewed this evaluation

Intern’s Signature: ____________________________ Date: ________________

University Supervisor’s Signature: ____________________________ Date: ________________
Evaluation of Practicum (UT Group Counseling Only)

Practicum Student ________________________________ Date _______________
Site Supervisor(s) ________________________________ Site Supervisor(s) Title ________________________________

Midterm: _______
Final: _______

Refer to the following coding categories for rating each of the competency areas
0=does not meet expectations NA=Not Applicable
1=meets expectations IE=Insufficient Evidence
2=exceeds expectations

Group Clinical Skills

1. Establishes rapport with group members (e.g., is warm, engaged, and genuine)
2. Deals effectively with difficult members
3. Conveys competence to members
4. Advocates for clients’ interests and rights in a manner that respects and empowers clients.
5. Demonstrates awareness of members’ verbal and nonverbal communication and responds appropriately
6. Encourages intrapersonal exploration and sharing
7. Encourages interpersonal exploration and sharing
8. Appropriately confronts inconsistencies and incongruence
9. Demonstrates ability to recognize and move group through stages
10. Manages time appropriately (i.e., opening, closing)
11. Models appropriate self-disclosure for the group
12. Demonstrates thoughtful planning with regard to orientation and termination

Application of Theory/Concepts to Practice

1. Demonstrates ability to work from a planned, theoretical perspective
2. Clearly identifies therapeutic factors at work in group process
3. Selects appropriate, meaningful group activities
4. Formulates hypotheses, interpretations, and draws appropriate conclusions from viewing tape
5. Formulates an understanding of group member roles
6. Formulates an understanding of overall group dynamic and themes
7. Critically observes group interactions
8. Critically observes individual behavior within the context of the group
9. Demonstrates ability to synthesize large group concepts and discussions into a small group

Ethical Principles

1. Demonstrates awareness and sensitivity to ethical and legal issues
2. Articulates and demonstrates knowledge related to client confidentiality
3. Identifies potentially challenging members and intervenes appropriately
4. Identifies limits of his/her competency and refers appropriately
5. Maintains clear boundaries with group members
6. Seeks supervision to clarify and resolve problematic or challenging situations
7. Requests and receives consultation from peers
Responsiveness to Supervision

1. Comes prepared for supervision
2. Successfully meets the specified number of supervision hours
3. Establishes and maintains productive learning alliance with supervisor
4. Receptive to new ideas and approaches
5. Able to non-defensively accept constructive criticism from supervisor and/or peers
6. Utilizes feedback appropriately—implements new ideas
7. Initiates and develops modes of self-evaluation
8. Demonstrates skill in relating interpersonally and professionally to supervisor, peers, other professionals, and support staff

Comments

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Practicum Student Signature ____________________________ Date ________________

Site Supervisor(s) Signature ____________________________ Date ________________

Faculty Supervisor Signature ____________________________ Date ________________

INSTRUCTOR/FACULTY SUPERVISOR EVALUATION OF UT COUNSELING PROGRAMS’ DOCTORAL PRACTICUM STUDENTS (REQUIRED VIA TASKSTREAM)

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Site Supervisor Name</th>
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* Evaluation Timing

- Midterm
- Final

* Rating Scale

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<tr>
<th>0 - Does Not Meet Expectations</th>
<th>1 - Meets Expectations</th>
<th>2 - Exceeds Expectations</th>
<th>N/A</th>
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</table>

- Therapeutic relationship skills (e.g., provision of core conditions)
- Intervention skills (e.g., theory-based interventions, EBP)
- Planning skills (e.g., goals, treatment plans, evaluation)
- Case conceptualization skills (e.g., counseling theory, systems consideration)
- Management of ethical and legal considerations
- Developmental and cultural sensitivity
- Professional work behaviors
- Dispositions - CORIS
Primary Strengths and Areas of Progress

Primary Limitations and Areas Needing Improvement

Other Comments
INSTRUCTOR EVALUATION OF UT COUNSELING PROGRAMS’ DOCTORAL PRACTICUM STUDENT (Optional)

Practicum Student: _____________________________ Semester: __________ Year: ________

Instructor: _____________________________ Site: _____________________________

SUPERVISOR: Please rate this student’s performance in the internship. Your response will be considered in assigning a grade for work performance in the field. As you evaluate your intern, bear in mind this individual’s developmental level (e.g., early in her/his work as intern vs. nearing completion of internship).

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Superior</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Insufficient Data</th>
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<tr>
<td>GENERAL WORKPLACE BEHAVIORS</td>
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<tr>
<td>1. Demonstrates initiative and motivation</td>
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<td>2. Characterized by good attendance and punctuality</td>
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<td>3. Presents effective organizational skills (e.g., completes paperwork in a timely manner)</td>
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<td>4. Exhibits a working relationship with staff, colleagues, and other human service providers</td>
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<td>5. Seeks and applies feedback from supervision and consultation</td>
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<td>6. Conducts self in an ethical manner promoting confidence in the counseling profession</td>
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<td>7. Demonstrates sensitivity to real and ascribed differences in power between self and others, and does not exploit or mislead other people during or after professional relationships</td>
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<td>8. Demonstrates application of legal requirements relevant to counseling training and practice</td>
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<td>9. Advocates for clients’ interests and rights in a manner that respects and empowers clients</td>
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<td>10. Recognizes the boundaries of her/his competencies and the limitations of his/her expertise</td>
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<td>11. Takes responsibility for compensating for her/his deficiencies</td>
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<td>12. Takes responsibility for assuring client welfare when encountering the boundaries of his/her expertise</td>
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<td>UT COUNSELING PROGRAMS’ STUDENT PERSONAL-PROFESSIONAL DISPOSITIONS</td>
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<td>13. Commitment (i.e., investment, counselor identity, advocacy, civic engagement, collaboration, interpersonal competence)</td>
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<td>14. Openness (i.e., open to ideas, learning and change; to giving and receiving feedback; to growth, and to others; interpersonal communication, understanding of micro/macro perspective)</td>
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<td>Performance Area</td>
<td>Superior</td>
<td>Very Good</td>
<td>Good</td>
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<td>15. Respect (i.e., perceives and honors diversity; self-care skills and wellness)</td>
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<td>16. Integrity (i.e., personal responsibility, maturity, honesty, courage, congruence)</td>
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<td>17. Self-Awareness (i.e., humility, self-reflection, exploration, place in history)</td>
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<td>18. Demonstrates effective counseling skills for a broad range of counseling issues</td>
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<td>19. Demonstrates ability to develop and maintain therapeutic relationship with clients</td>
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<td>20. Maintains appropriate boundaries with clients, including establishing and adhering to parameters for meeting time and place, and maintaining the time limits</td>
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<td>21. Exhibits effective case conceptualization skills for a broad range of counseling issues</td>
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<td>22. Understands content – the primary elements of the client’s story</td>
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<td>23. Understands context – the uniqueness of the story and the underlying meanings within the setting of the client’s life</td>
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<td>24. Recognizes clients affect and responds in a therapeutic manner</td>
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<td>25. Maintains reasonable congruence – genuineness; external behavior consistent with internal affect</td>
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<td>26. Establishes and communicates empathy – takes the perspective of the client while still maintaining boundaries</td>
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<td>27. Maintains immediacy – staying in the here and now, maintaining the established clinical course</td>
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<td>28. Maintains appropriate timing – responding in the optimal moment in most instances</td>
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<td>29. Intentionality – responds with clear understanding of therapeutic intentions in most instances</td>
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<td>30. Carefully considers the specific therapeutic purpose and clinical boundaries with any self-disclosure</td>
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<td>31. Develops and applies effective counseling treatment plans</td>
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</table>
### Performance Area

| 32. Interventions are consistent with presenting profile of respective clients, and are theoretically grounded |
| 33. Facilitates clients’ movement toward goals |
| 34. Demonstrates awareness of the power differential in the therapeutic relationship and manages these differences therapeutically |
| 35. Uses specific strategies and methods to collaborate with other stakeholders in clients’ lives (e.g., family, school, workplace, other helpers) |

---

4. List the student’s primary strengths and areas of progress.

5. List the student’s primary limitations and areas needing improvement.

6. Other comments:

University Supervisor’s Signature: _____________________________ Date: __________

I have reviewed this evaluation

Intern’s Signature: _____________________________ Date: __________
Doctoral Field Experience Placement Evaluation  
(Students enter directly on TaskStream at the completion of each placement)

* Type of Placement
Practicum  
Clinical Internship  
Supervision Internship  
Teaching Internship  
Leadership Internship

* Rate each item
Please rate each item based on your experiences with your field experience site and site supervisor.

<table>
<thead>
<tr>
<th></th>
<th>0 - Did not meet expectation</th>
<th>1 - Met expectation</th>
<th>2 - Exceeded expectation</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Quality of site supervision</td>
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<tr>
<td>Availability of site supervisor</td>
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<tr>
<td>Overall treatment of you as a practicum/internship student</td>
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<td>Level to which you were challenged to grow professionally</td>
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<tr>
<td>Opportunity provided to counsel/teach/supervise/lead</td>
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<tr>
<td>Amount supervision increased your effectiveness as counselor/teacher/supervisor/leader</td>
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</table>

* Strengths
Describe what you liked best about your supervisor and site. For example, what strategies or styles helped you to grow the most.

* Recommendations
What improvements would you recommend for your site supervisor and/or site? For examples, what strategy or style caused you to grow the least? What would you have liked to focus on more or differently?

* Would you recommend this site to others?
Definitely not  
Maybe  
Definitely yes

* Would you recommend this site supervisor to others?
Definitely not  
Maybe  
Definitely yes

Clinical Counseling Internship
Description of Clinical Counseling Internship
The clinical counseling internship provides doctoral interns with experience in advanced counseling practice. The intern develops and refines these advanced skills and conceptually links counselor practice to teaching and supervision. The clinical counseling internship allows the intern to:

1. Apply advanced theories and techniques in counseling
2. Demonstrate counseling skills consistent with ethical and professional standards
3. Practice while receiving supervision provided by a faculty supervisor and credentialed counseling professional

Clinical Counseling Internship Requirements
The doctoral intern must purchase counseling liability insurance, which is available through the University of Tennessee, the American Mental Health Counseling Association (AMHCA), American Counseling Association (ACA), or the American School Counselor Association (ASCA) at student rates if the intern is not already covered by counseling liability insurance. The intern must have proof of counseling insurance before providing counseling to clients.

An internship log must be kept of the internship hours. Credit hours must be commensurate with the number of hours spent on internships (i.e., 1 credit hour equates to 100 clock hours worked, 2 credit hours equate to 200 clock hours worked).

Report of Counseling Session
Interns must keep case notes on all sessions consistent with site policy. Sample items include: goals of session, summary of session, interventions used, evaluation of session, and future plans with client

Supervision and Evaluation Requirements
Interns will meet with site supervisors for weekly individual or triadic supervision. Faculty supervisors will provide group supervision as part of scheduled class meetings. Supervisors may require live observation, video recording, or audio recording of counseling sessions to assess the intern’s performance. Additionally, the intern will be formally evaluated by the Faculty Supervisor at least twice during the internship, initially completing a midterm evaluation, followed by a final evaluation at the conclusion of the internship. The evaluation will be an assessment of the intern’s clinical knowledge, skills, values, and practice along with self-awareness, ethical principles, and responsiveness to clinical issues. Students also evaluate placement using the Placement Evaluation (see p. 37). All internship documentation and evaluations of the clinical intern’s experience will be maintained via TaskStream.
Clinical Counseling Internship Contract

Intern __________________________________________________________
Complete Address ______________________________________________
Phone  Home ______________ Work __________________ Mobile ____________
E-Mail address __________________________________________________

Site Name ______________________________________________________
Site Address ____________________________________________________
Site Supervisor Name __________________________ Credentials ________
Site Supervisor Email __________________________ Phone ______________

Credit Hours ___________ Semester & Year __________________________
Minimum number of hours to be devoted to internship __________________

Overview
This section is the “big picture” view of what you will accomplish through internship.

- Experience/Hours Targets: Contract should begin with work experience hour targets. In most cases that would be “Complete at least 40 Direct Service Hours (individual counseling, small group counseling, consultation on behalf of clients, community outreach/education for clients) and at least 100 total hours devoted to internship between DATE and DATE”
- Special Projects: Often sites ask interns to take on special projects. Recent examples have been, “Develop a group for [specify persons] to address [specify issue to be addressed];” “Create annotated resource list for [particular client problem for which resources need to be investigated and catalogued];” “Develop psycho-educational program for community presentations for [a particular problem of the community that the site serves];” and “Plan and conduct needs/outcomes assessment procedures for [a program or problem area]”
- Applicable Quality Statement: Include a general quality statement such as “Meet the legal, ethical, professional behavior, record keeping, and quality work standards of the agency/program.” Adapt the statement to your context as needed.
- Overview Section Example: To gain theoretical knowledge and advanced counseling skills to treat and support batterers, victims, and children through engagement in at least 40 direct service hours and 100 total hours to Site Name between 08/2016 and 11/2016. Facilitate development of psychoeducational program. Meet the legal, ethical, and professional behavior, record keeping, and quality work standards of Agency Name.

Objectives/Activities
This should be a briefly descriptive list of the primary tasks of your internship, usually written in a per week format.
• Critical within this list would be the client load needed to reach the weekly average of direct service hours needed at your site. For example, “Build and maintain a client load of at least 5 individual clients seen weekly.”
• Also key would be hours per week of group work, when applicable. For example, “Co-lead one counseling group for two hours weekly.” If group work will not be weekly, select some other way to note it, such as “Conduct at least eight 2-hour groups for [client groups, program].”
• If you anticipate other areas of direct service hours, describe that work here.
• If you have a special project(s) in Overview and you are able to break the project down into most specific tasks, note the tasks here.

**Objectives/Activities Section Example:** Conduct five home visits, co-facilitate 10 consecutive batterer’s groups, independently conduct five individual counseling sessions, participate in three team meetings, attend two special events, research, identify, and obtain and read ten related articles. Consult with staff in group each week.

**Student Responsibilities**
- Establish and complete the requirements of internship contract
- Document ongoing liability insurance
- Complete the practicum/internship ethics pledge
- Conduct criminal background check and drug screening as required
- Complete and log required internship hours
- Complete all course assignments (per syllabus)
- Engage in one hour weekly individual/triadic supervision with site-supervisor
- Facilitate Site Supervisor’s evaluation of your work at midterm and final
- Report absences to Site Supervisor and make appropriate arrangements for client care
- Submit all required documentation through Taskstream

**Site Supervisor Responsibilities**
(Typically site responsibilities for practicum students are the following. Adjust the following as needed to better meet fit the site)
- Collaborate with student on contract expectations and approve the internship contract (the contract is the written plan, with goals, objectives and measures for the experience)
- Communicate expectations to the intern
- Ensure that intern has background checks and/or orientation required
- Guide intern in building caseload and establishing work space; ensure that intern understands how his or her caseload will be developed or referrals will be made
- Provide one hour per week of individual and/or triadic supervision
- Conduct two formal evaluation meetings with the intern to discuss midterm and final evaluations
- Communicate with UT Counseling Program faculty as needed
• Notify the faculty supervisor immediately if there are any concerns with the intern or the placement

Faculty Supervisor Responsibilities
• Assist the student in developing the internship contract; approve the contract
• Initiate conversation with Site Supervisor regarding student learning and help correct any difficulties that arise:
  o For placements outside the UT Counselor Education Program: Faculty Supervisor will visit the site at a mutually agreed time, generally mid-semester. In addition, Faculty Supervisor will contact Site Supervisor via email and/or phone no less than beginning and end of each semester.
  o For placements within the UT Counselor Education Program: Because both supervisors are core faculty members within the program, they will discuss student learning as needed during regularly scheduled faculty meetings. They will formally discuss intern learning during Review and Retention Meetings typically held in early November and early April.
• Obtain and review evaluation forms completed by the Site Supervisor and logs submitted by the student
• Meet with students in regularly-scheduled group supervision
• In collaboration with Site Supervisor(s), determine whether student earned a pass or fail grade at end of practicum.
• In collaboration with Site Supervisor(s), determine student eligibility to continue practicum in case of an Incomplete Status (an Incomplete is determined by the faculty instructor and given only when students have demonstrated satisfactory performance yet is unable to complete the experience due to circumstances outside their control).
• Ensure all required documentation is uploaded to Taskstream; submit midterm and final instructor evaluations through Taskstream

Student Personal and Professional Goals
(Note at least three learning activities or outcomes you would like to achieve during this experience)
• Example: Improve understanding of counseling work in a clinical mental health setting, increase familiarity with effective strategies to help survivors of domestic violence, improve use of reflection of meaning in sessions.

Methods of Evaluation
(typical methods of evaluation are the following, with adjustments made to be specific to the site)
• Documentation of client service and work time in internship time logs and records
• Review of record keeping/client service documentation
• Observations and/or reports of effectiveness of student work and professionalism
• Frequent verbal feedback
• Midterm and final written evaluations, on forms provided
• Example: Session review, staff observations, personal reflections, evaluation form by group participants, midterm and final evaluation by site supervisor, midterm and final evaluation by faculty instructor.

Student Signature ________________________________ Date ________________
Site Supervisor(s) Signature ________________________________ Date ________________
Faculty Supervisor Signature ________________________________ Date ________________
Clinical Counseling Internship Log

Intern ______________________________ Semester/Year __________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Activity</th>
<th>Time</th>
<th>Supervisor</th>
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Total hours ___________

Student Signature ____________________________ Date __________

Site Supervisor(s) ____________________________ Date __________

Counselor Education Practicum and Internship Handbook
Clinical Counseling Internship Hours Summary

Student Name ________________________________________

Site __________________________________________________

**Direct Hours:**

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Total Number of Indirect Hours ______

Total of Cumulative Hours ______

Student’s Signature ___________________________ Date _____________

Site Supervisor’s Signature ___________________ Date _____________
Evaluation of Clinical Counseling Internship Experience
The Site Supervisor(s) and faculty supervisor will formally evaluate the intern at least twice during the internship: midterm and at the end of the term. The process for both the midterm and final evaluation is as follows:

1. The clinical intern provides each Site Supervisor(s) with the appropriate evaluation form one week prior to the scheduled meeting.
2. Each Site Supervisor(s) completes the evaluation form independently.
3. The clinical intern completes an evaluation form independent of his/her Site Supervisor(s).
4. Prior to the group evaluation meeting, the Site Supervisor(s) and clinical intern meet to compare and discuss all evaluations.

The evaluation will be an assessment of the clinical counseling intern’s clinical knowledge, skills, values, and practice along with self-awareness, ethical principles, and responsiveness to clinical issues. Students also evaluate placement using the Placement Evaluation (see p. 37). All internship documentation and evaluations of the clinical intern’s experience will be maintained via TaskStream.
INSTRUCTOR/FACULTY SUPERVISOR EVALUATION OF UT COUNSELING PROGRAMS’ DOCTORAL CLINICAL INTERNS (REQUIRED VIA TASKSTREAM)

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<tr>
<th>Site</th>
<th>Site Name</th>
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<th>* Evaluation Timing</th>
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<td>Midterm</td>
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<tr>
<th>* Rating Scale</th>
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<td>0 - Does Not Meet Expectations</td>
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- Therapeutic relationship skills (e.g., provision of core conditions)
- Intervention skills (e.g., theory-based interventions, EBP)
- Planning skills (e.g., goals, treatment plans, evaluation)
- Case conceptualization skills (e.g., counseling theory, systems consideration)
- Management of ethical and legal considerations
- Developmental and cultural sensitivity
- Professional work behaviors
- Dispositions - CORIS

**Primary Strengths and Areas of Progress**

**Primary Limitations and Areas Needing Improvement**

**Other Comments**
Site Supervisor’s Evaluation of Clinical Counseling Internship

Internship Student ______________________________ Date ______________
Site Supervisor(s) ______________________________
Site Supervisor(s) Title ______________________________
Midterm ________
Final ________

Rating Scale
N/A- No opportunity to observe
0- Does not meet criteria
1- Meets criteria
2- Exceeds criteria

Counseling Skills and Abilities

_____ 1. The student demonstrates the ability to establish a therapeutic alliance with clients.
   2. The student demonstrates communication skills including:
      _____ a. Creating and maintaining appropriate boundaries with clients such as establishing and adhering to
         parameters for meeting time and place, maintaining the time limits, etc.
      _____ b. Understanding context- understanding the primary elements of the client’s story
      _____ c. Understanding context- understanding the uniqueness of the story elements and their underlying
         meanings within the setting of the client’s life
      _____ d. Clinical responsiveness- identifying client affect and addressing those feelings in a therapeutic manner
      _____ e. Congruence- genuineness; external behavior consistent with internal affect
      _____ f. Establishes and communicates empathy- taking the perspective of the client while still maintaining
         boundaries
      _____ g. Non-verbal communication- demonstrates effective use of head, eyes, hands, feet, posture, voice, attire,
         etc.
      _____ h. Immediacy- staying in the here and now, maintaining the established clinical course
      _____ i. Timing- responding at the optimal moment
      _____ j. Intentionality- responding with a clear understanding of the therapist’s therapeutic intentions
      _____ k. Self-disclosure- skillful and carefully-considered for a specific therapeutic purpose with maintenance of
         clinical boundaries
      _____ 3. The student demonstrates an awareness of the power differential in the therapeutic relationship and
         manages these differences therapeutically
      _____ 4. The student collaborates with the client to establish clear therapeutic goals
      _____ 5. The student facilitates client’s movement towards identified goals
      _____ 6. The student’s clinical interventions are consistent with the presenting clinical profile of respective clients,
         and are theoretically based
      _____ 7. The student creates a safe clinical environment
      _____ 8. The student demonstrates analysis and resolution of ethical and legal dilemmas
      _____ 9. The student demonstrates sensitivity to developmental and cultural difference

Professional Responsibility

_____ 1. The student conducts self in an ethical manner promoting confidence in the counseling profession
_____ 2. The student relates to peers, professors, and others in a manner consistent with ACA stated professional
    standards
_____ 3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and
    others, and does not exploit or mislead other people during or after professional relationships
_____ 4. The student demonstrates application of legal requirements relevant to counseling training and practice
_____ 5. The student advocates for clients’ interests and rights in a manner that respects and empowers clients.
Professional Dispositions

1. Commitment (investment, counselor identity, advocacy, collaboration)
2. Openness (open to ideas, learning, feedback, growth, others)
3. Respect (perceives and honors diversity, self-care and wellness)
4. Integrity (personal responsibility, maturity, honesty, congruence)
5. Self-Awareness (humility, self-reflection, exploration)

Primary Strengths

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Primary Limitations/Growth Areas

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Overall Comments

________________________________________________________________________
________________________________________________________________________

Student Signature _______________________________ Date ________________

Site Supervisor(s) Signature _______________________________ Date ________________

Faculty Supervisor Signature _______________________________ Date ________________

Leadership Internship

The Leadership internship is intended to expose and engage students in leadership activities conducted by counselor educators. Examples include, but are not limited to, community leadership, program planning and development, accreditation organization and coordination, grant writing and implementation, advocacy, conference planning, and program evaluation.

These internships can be initiated by faculty or students and are conducted much like an independent study, but students register for COUN 659 Internship credit hours. Credit hours must be commensurate with the number of hours spent on internships (i.e., 1 credit hour equates to 100 clock hours worked).

A counselor education faculty member who is willing to act as a Site Supervisor and regularly supervise and evaluate the intern’s work must be clearly identified. The faculty member and student develop a written contract outlining purpose, goals, objectives, and evaluation criteria. When they both agree to the contract terms, both sign the contract. The contract must be written and signed by both the intern and faculty member serving as site supervisor prior to starting the Leadership Internship.

The Site Supervisor completes a written evaluation on the intern’s efforts, once at mid-semester and again at the end of the semester. The Site Supervisor and intern review the evaluations. Sufficient progress, as outlined in the written contract, must be made in order for the intern to continue the internship and earn a passing grade.
Leadership Internship Contract

Intern ____________________________________________
Complete Address __________________________________
Phone  Home _______ Work __________________ Mobile ____________
E-Mail address ______________________________________

Site Name ________________________________________
Site Address ______________________________________
Site Supervisor Name ___________________________ Credentials ________________
Site Supervisor Email ___________________________ Phone ________________

Credit Hours ___________ Semester & Year __________________________
Minimum number of hours to be devoted to internship ________________________

Overview
This section is the “big picture” view of what you will accomplish through internship.

• Experience/Hours Targets: Contract should begin with work experience hour targets. In most cases that would be “Complete at least 100 total hours devoted to counselor education leadership internship between DATE and DATE”
• Projects Overview: Provide a big-picture overview of leadership project and purpose
• Applicable Quality Statement: Include a general quality statement such as “Meet the legal, ethical, professional behavior, record keeping, and quality work standards of the agency/program.” Adapt the statement to your context as needed.
• Example: To gain theoretical knowledge and advanced leadership skills through engagement in at least 100 total hours to Site Name between 08/2016 and 11/2016. Revise the current CE PhD New Student Orientation Process and Documents. Meet the legal, ethical, and professional behavior, record keeping, and quality work standards of Agency Name.

Objectives/Activities
This should be a briefly descriptive list of the primary tasks of your internship, usually written in a per week format.

• Break the project down into specific tasks and steps.
• Example: Survey current students to determine effective and ineffective new student orientation practices. Use survey data to help create new orientation practices. Establish a theoretical foundation from which orientation is considered. Rewrite orientation documents. Develop creative activities that assist incoming students in becoming fully oriented to UT and the CE Ph.D. program. Write and submit ACA proposal outlining survey findings, above goals and objectives and results of implementation of new orientation practices. Implement and evaluate effectiveness (repeat survey to new students) of new orientation practices at the beginning of the following fall semester.
Student Responsibilities

- Establish and complete the requirements of internship contract
- Document ongoing liability insurance
- Complete the practicum/internship ethics pledge
- Conduct criminal background check and drug screening as required
- Complete and log required internship hours
- Complete all course assignments (per syllabus)
- Engage in one hour weekly individual/triadic supervision with site-supervisor
- Facilitate Supervisor’s evaluation of your work at midterm and final
- Report absences to the site supervisor
- Submit all required documentation through TaskStream

Site Supervisor Responsibilities

(Typically site responsibilities for practicum students are the following. Adjust the following as needed to better meet fit the site)

- Collaborate with student on contract expectations, and approve the internship contract (the contract is the written plan, with goals, objectives and measures for the experience)
- Communicate expectations to the intern
- Ensure that intern has background checks and/or orientation required
- Assist and guide intern in securing resources needed for project success
- Provide one hour per week of individual and/or triadic supervision
- Conduct two formal meetings with the intern to discuss midterm and final evaluations
- Communicate with UT Counseling Program faculty as needed
- Notify the faculty supervisor immediately if there are any concerns with the intern or the placement

Faculty Supervisor Responsibilities

- Assist the student in developing the internship contract; approve the contract
- Initiate conversation with Site Supervisor regarding student learning and help correct any difficulties that arise:
  - For placements outside the UT Counselor Education Program: Faculty Supervisor will visit the site at a mutually agreed time, generally mid-semester. In addition, Faculty Supervisor will contact Site Supervisor via email and/or phone no less than beginning and end of each semester.
  - For placements within the UT Counselor Education Program: Because both supervisors are core faculty members within the program, they will discuss student learning as needed during regularly scheduled faculty meetings. They will formally discuss intern learning during Review and Retention Meetings typically held in early November and early April.
- Obtain and review evaluation forms completed by the Site Supervisor and logs submitted by the student
• Meet with students in regularly-scheduled group supervision
• In collaboration with Site Supervisor(s), determine whether student earned a pass or fail grade at end of internship.
• In collaboration with Site Supervisor(s), determine student eligibility to continue practicum in case of an Incomplete Status (an Incomplete is determined by the faculty instructor and given only when students have demonstrated satisfactory performance yet is unable to complete the experience due to circumstances outside their control).
• Ensure all required documentation is uploaded to Taskstream; submit midterm and final instructor evaluations through Taskstream

Student Personal and Professional Goals
(Note at least three learning activities or outcomes you would like to achieve during this experience)
  • Example: Improve understanding of counselor education leadership, develop ability to use data to support decision-making, develop skills needed to disseminate findings and process in a professional setting.

Methods of Evaluation
(typical methods of evaluation are the following, with adjustments made to be specific to the site)
• Documentation of client service and work time in internship time logs and records
• Review of record keeping/client service documentation
• Observations and/or reports of effectiveness of student work and professionalism
• Frequent verbal feedback
• Midterm and final written evaluations, on forms provided
• Example: Meet 95% of goals and objectives by DATE, review of developed product, personal reflections, midterm and final evaluation by site supervisor, midterm and final evaluation by faculty instructor.

Student Signature _____________________________________ Date __________________

Site Supervisor(s) Signature _____________________________ Date __________________

Faculty Supervisor Signature ____________________________ Date __________________
## Leadership Internship Log

Intern ______________________________ Semester/Year ________________

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Total Hours __________

Student’s Signature __________________________________ Date _____________

Site Supervisor’s Signature ________________________________ Date ___________
Evaluation of Leadership Internship Experience
The Site Supervisor(s) and faculty supervisor will formally evaluate the intern at least twice during the internship: midterm and at the end of the term. The process for both the midterm and final evaluation is as follows:

1. The intern provides each Site Supervisor(s) with the appropriate evaluation form one week prior to the scheduled meeting.
2. Each Site Supervisor(s) completes the evaluation form independently.
3. The intern completes an evaluation form independent of his/her Site Supervisor(s).
4. Prior to the group evaluation meeting, the Site Supervisor(s) and intern meet to compare and discuss all evaluations.

The evaluation will be an assessment of the intern’s leadership knowledge, skills, values, and practice along with self-awareness, ethical principles, and responsiveness to leadership issues. Students also evaluate placement using the Placement Evaluation (see p. 37). All internship documentation and evaluations of the clinical intern’s experience will be maintained via TaskStream.
INSTRUCTOR/FACULTY SUPERVISOR EVALUATION OF UT COUNSELING PROGRAMS’ DOCTORAL LEADERSHIP INTERN (REQUIRED VIA TASKSTREAM)

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- Application of theories and skills of leadership
- Application of advocacy models and competencies
- Administrative skills
- Attention to multicultural and social justice issues
- Professional work behaviors
- Dispositions - CORIS

**Primary Strengths and Areas of Progress**

**Primary Limitations and Areas Needing Improvement**

**Other Comments**
Site Supervisor’s Evaluation of Leadership Internship

Site Supervisors complete based on intern’s contract goal and objective accomplishments, timeliness, effort, quality and thoroughness of work. Interns who earn multiple “Does Not Meet Expectations” ratings will not pass the internship.

Internship Title

Midterm _______
Final _______

0 = Does Not Meet Expectations
1 = Meets expectations
2 = Exceeds expectations

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<tr>
<td>Accomplished 5th goal or objective (list from contract)</td>
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<tr>
<td>Accomplished 6th goal or objective (list from contract)</td>
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<tr>
<td>Accomplished 7th goal or objective (list from contract)</td>
<td></td>
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</tr>
</tbody>
</table>

Dispositions – CORIS
Overall timeliness
Overall effort
Overall quality
Overall thoroughness of work

Circle one (based on criteria outlined above): PASS FAIL

Student Signature __________________________ Date ____________

Site Supervisor(s) Signature ______________ Date ____________
Supervision Internship

Description of the Supervision Internship
The supervision internship provides doctoral interns with experiences in counseling supervision with master’s students in their respective practicum or internship settings. The purpose of the supervision internship is to provide a supervised experience that allows doctoral interns to:

1. Apply advanced theories and techniques within the context of counseling supervision.
2. Demonstrate supervision knowledge, skills, and values consistent with ethical and professional standards appropriate to the setting.
3. Participate in regular and ongoing supervision provided by a Faculty Supervisor.

All doctoral students are required to complete a minimum of two semesters supervising master’s level practicum and/or internship students. One semester must be concurrent with the COUN 670 supervision course.

Supervision Internship Requirements
The information below focuses on the doctoral student as the intern and their doctoral program requirements. This can be confusing because the master’s students are also functioning as practicum or internship students within their own programs during this experience. Doctoral interns must be aware of the master’s program practicum student or intern requirements and follow these procedures and complete these documents as required (refer to the appropriate master’s practicum and internship handbooks for guidance to be obtained from master’s program coordinators).

Doctoral interns should be enrolled in COUN 670 prior to or concurrent with enrolling in their first supervision internship. The doctoral intern will meet with assigned master’s level counseling practicum and/or internship students to provide supervision. These meetings are conducted in the practicum and internship seminar courses, at the practicum or internship site and/or at a mutually agreed upon public meeting place. An internship log must be kept of the doctoral internship hours.

The Site (i.e., typically the faculty member assigned to teach the master’s level practicum or internship course) and Faculty (i.e., the faculty member assigned to teach the doctoral internship course) Supervisors will meet with the doctoral intern weekly to provide supervision. Additionally, the doctoral intern will be formally evaluated by the Site Supervisor(s) twice during the internship (i.e., midterm and end of term). The evaluation will be an assessment of the intern’s application of theory to practice, supervision knowledge, skills, and values, record keeping, self-understanding, ethical principles, and responsiveness to supervision. Students also evaluate placement using the Placement Evaluation (see p. 37).
Counselor Education PhD Program
Department of Educational Psychology and Counseling
College of Education, Health, and Human Sciences
University of Tennessee

Internship documentation and evaluations of the clinical intern’s experience will be maintained via TaskStream.

The doctoral intern must purchase counseling liability insurance, which is available through the University of Tennessee, the American Mental Health Counseling Association (AMHCA), American Counseling Association (ACA), or the American School Counselor Association (ASCA) at student rates if the intern is not already covered by counseling liability insurance. The intern must have proof of counseling insurance before providing supervision. The liability internship must cover clinical supervision, which may be an extra cost.

Guidelines for Practicum and Internship with Doctoral Supervisors

The information outlined in the table below is based on the need to bring balance in the requirements for doctoral supervisors.

Rows 2 and 3 in the table below outline our suggestions for minimum course requirements that will be delineated in the master’s Practicum and Internship syllabi to guide the number of (a) formal case presentations and (b) additional tapes for review.

Rows 5 and 6 in the table outline minimum course requirements that will be delineated for the doctoral supervisors.

<table>
<thead>
<tr>
<th></th>
<th>Minimum Requirement for Master’s Practicum Counselor-in-Training</th>
<th>Minimum Requirement for Master’s Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal case presentations</td>
<td>One recording with formal written conceptualizations as specified by instructor per master’s practicum student to be presented during group supervision</td>
<td>Two recordings with formal written conceptualizations as specified by instructor per master’s intern to be presented during group supervision</td>
</tr>
<tr>
<td>Additional tapes for review</td>
<td>Minimum six additional recordings of which at least three are to include a written review as specified by the instructor to be available for review during individual supervision with doctoral supervisor</td>
<td>Minimum six additional recordings of which at least three are to include written review as specified by the instructor to be available for review during individual/triadic supervision with doctoral supervisor</td>
</tr>
</tbody>
</table>

**Doctoral Supervisors**

- **Group supervision attendance**
  - Must attend first 2 group supervision sessions, 3 additional group sessions during semester, final group session
  - Minimum of 3 group supervision sessions provided there is no schedule conflict

- **Individual/triadic supervision sessions**
  - Minimum 12 individual sessions with each practicum counselor-in-training
  - Minimum 6 individual/triadic sessions with each intern
Supervision Internship Contract Description
The internship contract is a description of the requirements and specifies the objectives, nature of responsibilities, and method of evaluation. The contract must be negotiated and approved by the Faculty Supervisor and Site Supervisor(s) prior to commencement of the internship. The template for a supervision internship contract and a sample supervision internship contract follow.
Supervision Internship Contract

Intern ____________________________
Complete Address _______________________
Phone  Home __________ Work ___________ Mobile ___________
E-Mail address _________________________

Site Name ____________________________
Site Address __________________________
Site Supervisor Name __________________
Site Supervisor Email __________________
Credentials __________________________
Phone ________________________________

Credit Hours ___________ Semester & Year ________________________
Minimum number of hours to be devoted to internship ______________________

Overview
This section is the “big picture” view of what you will accomplish through internship.

- Experience/Hours Targets: Contract should begin with work experience hour targets. In most cases that would be “Complete at least 100 total hours devoted to counseling supervision internship between DATE and DATE”
- Context Overview: Provide a big-picture overview of supervision internship
- Applicable Quality Statement: Include a general quality statement such as “Meet the legal, ethical, professional behavior, record keeping, and quality work standards of the agency/program.” Adapt the statement to your context as needed.
- Example: Provide at least 100 total hours to supervision of COUN XXX Students between 08/2016 and 11/2016. Provide biweekly individual supervision to interns, engage in weekly group supervision, and provide written and verbal feedback to students. Meet the legal, ethical, and professional behavior, record keeping, and quality work standards of Agency Name.

Objectives/Activities
This should be a briefly descriptive list of the primary tasks of your internship, usually written in a per week format.

- Break the project down into specific tasks and steps.
- Example: Supervise 3 practicum students each week. Engage in weekly group supervision. Collaborate with instructor to construct midterm and final evaluations for students. Participate in at least two site visits. Provide written feedback on student reflective journals. Maintain documentation of supervision sessions.

Student Responsibilities
- Establish and complete the requirements of internship contract
- Document ongoing liability insurance
- Complete the practicum/internship ethics pledge

Counselor Education Practicum and Internship Handbook p. 61
• Conduct criminal background check and drug screening as required
• Complete and log required internship hours
• Complete all course assignments (per syllabus)
• Engage in one hour weekly individual/triad supervision with site-supervisor
• Facilitate Site Supervisor’s evaluation of your work at midterm and final
• Report absences to the site supervisor
• Submit all required documentation through TaskStream

Site Supervisor Responsibilities
(Typically site responsibilities for practicum students are the following. Adjust the following as needed to better meet fit the site)
• Collaborate with student on contract expectations, and approve the internship contract (the contract is the written plan, with goals, objectives and measures for the experience)
• Communicate expectations to the intern
• Ensure that intern has background checks and/or orientation required
• Assist and guide intern in securing resources needed for project success
• Provide one hour per week of individual and/or triadic supervision
• Conduct two formal meetings with the intern to discuss midterm and final evaluations
• Communicate with UT Counseling Program faculty as needed
• Notify the faculty supervisor immediately if there are any concerns with the intern or the placement

Faculty Supervisor Responsibilities
• Assist the student in developing the internship contract; approve the contract
• Initiate conversation with Site Supervisor regarding student learning and help correct any difficulties that arise:
  o For placements outside the UT Counselor Education Program: Faculty Supervisor will visit the site at a mutually agreed time, generally mid-semester. In addition, Faculty Supervisor will contact Site Supervisor via email and/or phone no less than beginning and end of each semester.
  o For placements within the UT Counselor Education Program: Because both supervisors are core faculty members within the program, they will discuss student learning as needed during regularly scheduled faculty meetings. They will formally discuss intern learning during Review and Retention Meetings typically held in early November and early April.
• Obtain and review evaluation forms completed by the Site Supervisor and logs submitted by the student
• Meet with students in regularly-scheduled group supervision
• In collaboration with Site Supervisor(s), determine whether student earned a pass or fail grade at end of internship.
• In collaboration with Site Supervisor(s), determine student eligibility to continue practicum in case of an Incomplete Status (an Incomplete is determined by the faculty
instructor and given only when students have demonstrated satisfactory performance yet is unable to complete the experience due to circumstances outside their control).

- Ensure all required documentation is uploaded to Taskstream; submit midterm and final instructor evaluations through Taskstream

**Student Personal and Professional Goals**
(Note at least three learning activities or outcomes you would like to achieve during this experience)

- Example: Develop and practice supervision from specific theoretical base, structure supervision sessions to increase productivity and effectiveness, maintain focus, convey confidence, challenge supervisee, address cross cultural issues, encourage questions, convey respect and acceptance, address ethical issues.

**Methods of Evaluation**
(typical methods of evaluation are the following, with adjustments made to be specific to the site)

- Documentation of client service and work time in internship time logs and records
- Review of record keeping/client service documentation
- Observations and/or reports of effectiveness of student work and professionalism
- Frequent verbal feedback
- Midterm and final written evaluations, on forms provided
- Example: Verbal and written feedback from supervisees, review of supervision documentation, midterm and final evaluation by site supervisor, midterm and final evaluation by faculty supervisor.

Student Signature _____________________________________ Date ______________

Site Supervisor(s) Signature _____________________________ Date ______________

Faculty Supervisor Signature ____________________________ Date ______________
Supervision Internship Log
(Doctoral interns complete this log tracking their supervision with master’s practicum student or intern)

Doctoral Intern: ___________________________ Semester/Year: ____________

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Doctoral Intern’s Supervision Activity</th>
<th>Time</th>
<th>Hours of Direct Supervision of Master’s Intern</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Direct Hours</td>
<td>Indirect Hours</td>
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</tbody>
</table>

Totals

Student’s Signature _____________________________ Date ____________

Site Supervisor’s Signature _____________________________ Date ____________
Sample Supervision Internship Log
(Doctoral interns complete this log tracking their supervision with master’s practicum student or intern)

Intern: **Berry Humbell**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Doctoral Intern’s Supervision Activity</th>
<th>Time</th>
<th>Hours of Direct Supervision of Master’s Intern</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Direct Hours</td>
<td>Indirect Hours</td>
<td>Individual</td>
</tr>
<tr>
<td>7/30/14</td>
<td>Observed Counselor A facilitating educational teenage group focused on employment seeking</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/30/14</td>
<td>Individual Supervision with Counselor A</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/30/14</td>
<td>Supervision notes (i.e., observations, suggestions, goals)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/1/14</td>
<td>Observed videotape of Counselor B facilitate anger management group with adolescent girls</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/1/14</td>
<td>Individual Supervision with Counselor B</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/2/14</td>
<td>Received supervision from field supervisor &amp; Supervision notes (i.e., observations, suggestions, goals)</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8/13/14</td>
<td>Observed Counselor C implement play therapy with abused 6 year-old girl</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/13/14</td>
<td>Debriefed following session – identified successful strategies, allowed self-evaluation</td>
<td>.75</td>
<td></td>
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<tr>
<td>8/13/14</td>
<td>Supervision notes (i.e., observations, suggestions, goals)</td>
<td>.75</td>
<td></td>
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<tr>
<td>8/13/14</td>
<td>Researched supervision models and literature related to child therapy</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/14/14</td>
<td>Facilitated group supervision session with Counselors A, B, &amp; C utilizing case study approach, discussed counter transference</td>
<td>1.5</td>
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</tr>
<tr>
<td>8/15/14</td>
<td>Observed Counselor B conduct crisis intervention</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/15/14</td>
<td>Received Faculty Supervision</td>
<td>.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/16/14</td>
<td>Supervision notes (i.e., observations, suggestions, goals)</td>
<td>.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/20/14</td>
<td>Contacted and debriefed with Counselor B regarding suicidal client and subsequent referral</td>
<td>.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observed Counselor A during employer-employee mock interview</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8/20/14  Supervision notes (i.e., observations, suggestions, goals)  1

8/27/14  Observed Counselor C conduct play therapy session.  1

8/27/14  Processed and debriefed with Counselor C.  1.5

8/27/14  Supervision notes (i.e., observations, suggestions, goals)  .50

**Totals**  25.5  1

_______________________________________  ____________________
Verification by Site Supervisor(s)  Date
Supervision Session Notes
(To be completed by doctoral interns supervising master’s students after each supervision session)

Supervisor (doctoral intern) ____________________________  Date ______________
Supervisee (master’s student) ____________________________
Session # ___________
Individual or Group Session (please specify)_____________

First name(s) of clients discussed:
____________________________________________________________________________

Pre-session goals for the supervision session:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Extent to which pre-session goals were met: (Comment)
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Major topics that emerged during the supervision session (identify if supervisor-initiated or supervisee-initiated):
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

List client-focused supervision interventions (including a rationale for each):
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

List supervisee-focused supervision interventions (including a rationale for each):
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Goals for next supervision session:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Note any progress or concerns based on review of supervisee’s entire caseload and/or the supervisee’s growth:

Progress:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Concerns:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Site Supervisor Signature_____________________________ Date ___________________

Sample Supervision Session Notes
(completed by doctoral intern, brought to supervision session with Site and Faculty Supervisors)

Supervisor (doctoral intern)  Suellen Lively  Date  06/13/08
Supervisee (master’s student) Gary Donaldson
Session #  3
Individual or Group Session (please specify) Individual
First name(s) of clients discussed: Julie, Aaron, Sun-van, Leonard

Pre-session goals for the supervision session:

Follow up on clients from last session using notes as reminder, formulate treatment plans and safety contracts for clients, read articles explaining SFBT theoretical orientation and bulimia, explore supervisee self-efficacy in counseling, consult with supervisee about ethical and legal concerns of HIPPA and confidentiality, discuss placement environment and dynamics

Extent to which pre-session goals were met: (Comment)

Supervisee discussed safety issues and concerns dealing with Julie that came up from last session, formulated a safety contract and tx plan to ensure client safety, found one article pertaining to SFBT and bulimia, self-disclosed about self-efficacy in counseling, discussed confidentiality, discussed co-workers and intimate relationships in the workplace

Major topics that emerged during the supervision session (identify if supervisor-initiated or supervisee-initiated):

Supervisor-initiated, Discussed all clients, especially Julie and her safety concerns, closely monitored ethical and legal concerns, exploration of supervisee’s counseling self-efficacy
Supervisee-initiated, Talked about workplace issues, expressed feelings of success with using SFBT to treat Leonard’s bulimia and doing research, talked extensively about tx planning

List client-focused supervision interventions (including a rationale for each):

Gary wants to operate from a SFBT theoretical orientation and needed to perceive client issues in a manner that would allow for his theory base to work for his clients, I did client rounds for each person Gary saw this past week and discussed all issues clients brought to therapy for supervisory reasons, discussed importance of ensuring client safety and safety contracts
List supervisee-focused supervision interventions (including a rationale for each):

* Explored workplace dynamics and how it affects Gary’s work and interpersonal relationships, there has been a lot of gossip in the halls of his office as of late about a “burnt-out” co-worker having a dual relationship with a client, discussed his theoretical orientation in depth and the importance of working from others should the need arise, talked about tx planning

Goals for next supervision session:

* Gary will research and find another article pertaining to the use of SFBT in counseling, he will see all clients during the next week and bring in his case notes for me to look over, he will try to not let “workplace discussion/gossip” get in the way of his functioning at work, will monitor the safety of his clients and continue to work from his theory base

Note any progress or concerns based on review of supervisee’s entire caseload and/or the supervisee’s growth:

Progress: *Gary continues to show improvement in working from his theoretical orientation and getting an understanding of the importance of theoretical orientation in counseling, he asks good questions and seems to be tuned in to his clients due to his excellent recollection of client stories and session issues that come up during the week*

Concerns: *There have been some issues at his workplace as of late, mostly gossiping. But since he is new to the field, it seems to cause him some stress, he has had to deal with client safety issues very early in his training, may need extra debriefing and training in this regard, needs to work more on theoretical orientation and the use of other theory bases for full client coverage*

Evaluation of Supervision Internship

The Site Supervisor(s) completes the Site Supervisor’s Evaluation of Intern’s Supervision Skills evaluation form twice during the semester, at midterm and at the end of the term. During the evaluation meeting, the intern and Site Supervisor discuss the evaluations and intern’s performance and make plans for future improvements.

The evaluation will be an assessment of the intern’s ability to apply theory to practice, supervision knowledge, skills, and values, along with self-awareness, ethical principles, and responsiveness to clinical issues.

The intern will also complete The Placement Evaluation form on TaskStream. This allows the intern to provide feedback to the site supervisor. The intern and Site Supervisor(s) make arrangements to share this information.

Students also evaluate placement using the Placement Evaluation (see p. 37). All internship documentation and evaluations of the clinical intern’s experience will be maintained via TaskStream.
INSTRUCTOR/FACULTY SUPERVISOR EVALUATION OF UT COUNSELING PROGRAMS’ DOCTORAL SUPERVISION INTERN (REQUIRED VIA TASKSTREAM)

<table>
<thead>
<tr>
<th>* Site</th>
<th>Site Name</th>
<th>Site Supervisor Name</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>* Evaluation Timing</th>
<th>Site Evaluation Timing</th>
<th>Site Evaluation Timing</th>
</tr>
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<tbody>
<tr>
<td>Midterm</td>
<td>Midterm</td>
<td>Midterm</td>
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<tr>
<td>Final</td>
<td>Final</td>
<td>Final</td>
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<table>
<thead>
<tr>
<th>* Rating Scale</th>
<th>Rating Scale</th>
<th>Rating Scale</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - Does Not Meet Expectations</td>
<td>1 - Meets Expectations</td>
<td>2 - Exceeds Expectations</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- Supervisory relationship skills (e.g., working alliance, safety, support, orientation/roles)
- Application of theoretical frameworks and models
- Evaluation, remediation, and gatekeeping skills
- Management of ethical and legal considerations
- Developmental and cultural sensitivity
- Professional work behaviors
- Dispositions - CORIS

**Primary Strengths and Areas of Progress**

**Primary Limitations and Areas Needing Improvement**

**Other Comments**
Site Supervisor Evaluation of Intern Conducting Supervision Internship

Internship Student ______________________________  Date ______________
Site Supervisor (s) ______________________________
Site Supervisor (s) Title ______________________________
Midterm: _______
Final: _______

Rating Scale
N/A- No opportunity to observe
0- Below expectations
1- Meets expectations
2- Exceeds expectations

Supervisory Skills and Abilities
1. The student demonstrates the ability to establish relationships in such a manner that a supervisory working alliance can be created
2. The student creates appropriate structure- settling the boundaries of the supervisory frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.
3. The student understands content- understanding the primary elements of the supervisee’s story
4. The student understands context- understanding the uniqueness of the supervisee’s story elements and their underlying meanings
5. The student responds to feelings- identifying supervisee affect and addressing those feelings in a facilitative manner
6. The student demonstrates congruence- genuineness; external behavior consistent with internal affect
7. The student establishes and communicating empathy- taking the perspective of the supervisee without over identifying and communicating this experience to the supervisee
8. The student uses non-verbal communication- demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc. in supervision
9. The student demonstrates immediacy- staying in the here and now in supervision
10. The student demonstrates timing- responding at the optimal moment in supervision
11. The student demonstrates intentionality- responding with a clear understanding of the supervisee’s therapeutic intentions
12. The student uses self-disclosure- skillful and carefully-considered for a specific supervisory purpose
13. The student demonstrates an awareness of power differences in the supervisory relationship and manages these differences effectively
14. The student collaborates with the supervisee to establish clear supervision goals
15. The student facilitates movement towards supervision goals
16. The student demonstrates the capacity to match appropriate interventions to the presenting supervisory profile in a theoretically consistent manner
17. The student creates a safe supervisory environment
18. The student demonstrates analysis and resolution of ethical and legal dilemmas
19. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status

Professional Responsibility
1. The student conducts self in an ethical manner promoting confidence in the counseling profession
2. The student relates to peers, professors, and supervisees in a manner consistent with ACA stated professional standards
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.

4. The student demonstrates application of legal requirements relevant to counseling training and practice.

**Professional Dispositions**

1. Commitment
2. Openness
3. Respect
4. Integrity
5. Self-Awareness

**Competence**

1. The student recognizes the boundaries of his/her particular competencies and the limitations of his/her expertise.
2. The student takes responsibility for compensating for his/her deficiencies.
3. The student takes responsibility for assuring client welfare when encountering the boundaries of his/her expertise.
4. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond effectively to supervisees.
5. The student provides only those services and applies only those techniques for which he/she is qualified by education, training and experience.

**Strengths:**
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

**Limitations/Growth Areas:**
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

**Overall Comments**
____________________________________________________________________________
____________________________________________________________________________

Student Signature ___________________________ Date _____________

Site Supervisor(s) Signature ___________________________ Date _____________

Faculty Supervisor Signature ___________________________ Date _____________

Teaching Internship

Description of the Teaching Internship
The teaching internship provides doctoral students with experiences in teaching counseling or related courses at the undergraduate or master’s level. The purpose of the teaching internship is to provide a supervised experience that allows doctoral students to

1. Develop one’s own pedagogy by applying teaching theories and techniques in undergraduate counseling related or graduate level counseling courses while receiving supervision from a Site Supervisor(s).
2. Demonstrate effective teaching practices appropriate to the course topic and consistent with ethical and professional standards.
3. Participate in regular and ongoing supervised supervision provided by a Faculty Supervisor.

Teaching Internship Requirements
The Site Supervisor (mentoring faculty member) will meet with the intern once each week to provide supervision. Additionally, the intern will be formally evaluated by the Site Supervisor at least twice during the internship, once at midterm, and again at the conclusion of the semester. The intern must maintain an internship log with internship hours. A minimum of 100 hours must be completed. These 100 hours include class preparation, teaching, supervision with the Site Supervisor, student meetings and office hours. Teaching interns also participate in group supervision with a Faculty Supervisor/Instructor in COUN 659.

The doctoral practicum student must purchase counseling liability insurance, which is available through the University of Tennessee at student rates. The intern must have proof of liability insurance before teaching.

Internship Contract
The internship contract is a description of the requirements and is a document that specifies the objectives, nature of the clinical study, and method of evaluation. The Site Supervisor will meet with the intern to review the internship contract. The contract must be approved by the doctoral student’s Faculty Supervisor prior to starting the internship.

The semester prior to the scheduled teaching internship, the intern will begin preparations for teaching. Time spent on these activities will be recorded in the internship log. The Site Supervisor will supervise the intern’s preparations that will include the following experiences:

- Write objectives for the teaching internship that will support growth and development as a counselor educator.
- Shadow doctoral interns currently completing a teaching internship
- Determine course content and evaluation methods.
- Prepare course assignments to support student learning.
• Review and select appropriate course textbooks.
• Develop a syllabus and course schedule.
• Plan use of technology as it supports instruction.

A teaching internship contract follows.
Teaching Internship Contract

Intern ____________________________________________________________
Complete Address __________________________________________________
Phone  Home __________ Work ____________ Mobile ____________________
E-Mail address ______________________________________________________

Site Name __________________________________________________________
Site Address _________________________________________________________
Site Supervisor Name ___________________________ Credentials __________
Site Supervisor Email ___________________________ Phone ________________

Credit Hours ___________ Semester & Year _______________________________
Minimum number of hours to be devoted to internship ______________________

Overview
This section is the “big picture” view of what you will accomplish through internship.

- Experience/Hours Targets: Contract should begin with work experience hour targets. In most cases that would be “Complete at least 100 total hours devoted to counseling teaching internship between DATE and DATE”
- Context Overview: Provide a big-picture overview of teaching internship
- Applicable Quality Statement: Include a general quality statement such as “Meet the legal, ethical, professional behavior, record keeping, and quality work standards of the agency/program.” Adapt the statement to your context as needed.
- Example: Provide at least 100 total hours to co-teaching of COUN XXX: Course Name with Dr. First Last between 08/2016 and 11/2016. Engage in all aspects of course including course planning, individual class meeting planning, class delivery, and assignment evaluation. Meet the legal, ethical, and professional behavior, record keeping, and quality work standards of Agency Name.

Objectives/Activities
This should be a briefly descriptive list of the primary tasks of your internship, usually written in a per week format.

- Break the project down into specific tasks and steps.
- Example: Collaborate with lead instructor to develop course goals, objectives, and syllabus; develop and deliver lesson plans for at least 3 independent class sessions; incorporate power point and other technology into classroom instruction; develop scoring rubric and evaluate at least two different course assignments; conduct pre and post course survey to collect data to determine teaching effectiveness.

Student Responsibilities
- Establish and complete the requirements of internship contract
- Document ongoing liability insurance

Counselor Education Practicum and Internship Handbook  

p. 77
• Complete the practicum/internship ethics pledge
• Conduct criminal background check and drug screening as required
• Complete and log required internship hours
• Complete all course assignments (per syllabus)
• Engage in one hour weekly individual/triadic supervision with site-supervisor
• Facilitate Site Supervisor’s evaluation of your work at midterm and final
• Report absences to the site supervisor
• Submit all required documentation through TaskStream

Site Supervisor Responsibilities
(Typically site responsibilities for practicum students are the following. Adjust the following as needed to better meet fit the site)
• Collaborate with student on contract expectations, and approve the internship contract (the contract is the written plan, with goals, objectives and measures for the experience)
• Communicate expectations to the intern
• Ensure that intern has background checks and/or orientation required
• Assist and guide intern in securing resources needed for project success
• Provide one hour per week of individual and/or triadic supervision
• Conduct two formal meetings with the intern to discuss midterm and final evaluations
• Communicate with UT Counseling Program faculty as needed
• Notify the faculty supervisor immediately if there are any concerns with the intern or the placement

Faculty Supervisor Responsibilities
• Assist the student in developing the internship contract; approve the contract
• Initiate conversation with Site Supervisor regarding student learning and help correct any difficulties that arise:
  o For placements outside the UT Counselor Education Program: Faculty Supervisor will visit the site at a mutually agreed time, generally mid-semester. In addition, Faculty Supervisor will contact Site Supervisor via email and/or phone no less than beginning and end of each semester.
  o For placements within the UT Counselor Education Program: Because both supervisors are core faculty members within the program, they will discuss student learning as needed during regularly scheduled faculty meetings. They will formally discuss intern learning during Review and Retention Meetings typically held in early November and early April.
• Obtain and review evaluation forms completed by the Site Supervisor and logs submitted by the student
• Meet with students in regularly-scheduled group supervision
• In collaboration with Site Supervisor(s), determine whether student earned a pass or fail grade at end of internship.
• In collaboration with Site Supervisor(s), determine student eligibility to continue practicum in case of an Incomplete Status (an Incomplete is determined by the faculty instructor and given only when students have demonstrated satisfactory performance yet is unable to complete the experience due to circumstances outside their control).
• Ensure all required documentation is uploaded to TaskStream; submit midterm and final instructor evaluations through TaskStream

Student Personal and Professional Goals
(Note at least three learning activities or outcomes you would like to achieve during this experience)
• Example: Understand how to increase student participation in group discussions, learn how to create activities that serve various learning styles, develop comfort in providing constructive, developmentally appropriate feedback to students.

Methods of Evaluation
(typical methods of evaluation are the following, with adjustments made to be specific to the site)
• Documentation of client service and work time in internship time logs and records
• Review of record keeping/client service documentation
• Observations and/or reports of effectiveness of student work and professionalism
• Frequent verbal feedback
• Midterm and final written evaluations, on forms provided
• Example: Verbal and written feedback from students, review of course materials developed, midterm and final evaluation by site supervisor, midterm and final evaluation by faculty supervisor.

Student Signature _____________________________________ Date ________________

Site Supervisor(s) Signature _____________________________ Date ________________

Faculty Supervisor Signature ____________________________ Date ________________
# Teaching Internship Log

Intern ___________________________ Semester/Year ______________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Activity</th>
<th>Time (hours)</th>
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<tbody>
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</tbody>
</table>

Total Hours _________

Student’s Signature ______________________________________ Date ____________

Site Supervisor’s Signature ________________________________ Date ____________
## Sample Teaching Internship Log

Intern  **T. Ching Smylife**  
Semester/Year  **Spring 2014**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Activity</th>
<th>Time (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/6/14</td>
<td>Develop course goals &amp; objectives, create grading system, develop class syllabus, ensure ordered texts are in bookstore, contact and schedule guest speakers</td>
<td>8</td>
</tr>
<tr>
<td>1/7/14</td>
<td>Finalize class schedule, create grading rubrics, develop teaching outlines, put extra reading assignments on reserve at library, reserve LCD projector for semester</td>
<td>8</td>
</tr>
<tr>
<td>1/8/14</td>
<td>Create Power Point presentations, send completed materials to Graphic Creations to make course packet, put all materials online – Blackboard/Online@UTK, Faculty Supervisor reviews materials and makes suggestions</td>
<td>8</td>
</tr>
<tr>
<td>1/13/14</td>
<td>Prepare for class, take roll, establish and address drop/add policy, make UT related announcements, collect pre-course survey data, conduct intro activity, review syllabus with students, answer questions, teach first lesson</td>
<td>4</td>
</tr>
<tr>
<td>1/13/14</td>
<td>Prepare for class, review first lesson, teach second lesson, respond to questions, encourage participation, select small groups for projects, refer students to syllabus and class schedule for due dates, process experience with Faculty Supervisor</td>
<td>4</td>
</tr>
<tr>
<td>1/15/14</td>
<td>Prepare for class, review second lesson, teach third lesson, respond to questions, clarify small group project</td>
<td>3.5</td>
</tr>
<tr>
<td>1/15/14</td>
<td>Prepare for class, review third lesson, grade students’ small group project presentations, discuss research paper topics, met with three students following class</td>
<td>5.5</td>
</tr>
<tr>
<td>1/20/14</td>
<td>Prepare for class, review small group projects, teach fourth lesson, clarify research paper expectations, provide handouts &amp; brief overview of APA citation and reference list format</td>
<td>3.0</td>
</tr>
<tr>
<td>1/22/14</td>
<td>Prepare for class, review fourth lesson, teach fifth lesson, collect research papers, grade research papers, tabulate data</td>
<td>12</td>
</tr>
<tr>
<td>1/25/14</td>
<td>Prepare for class, hand back research papers, review results and class data, review fifth lesson, teach sixth lesson, review for mid-term exam</td>
<td>3.5</td>
</tr>
<tr>
<td>2/27/14</td>
<td>Proctor mid-term exam, grade exams, plot exam data</td>
<td>6.5</td>
</tr>
<tr>
<td>2/29/14</td>
<td>Prepare for class, review mid-term exam, review results, respond to questions and comments, review sixth lesson, teach lesson seven</td>
<td>3.0</td>
</tr>
<tr>
<td>3-4/14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/27/14</td>
<td>Distribute course evaluation – Form C, collect post-course survey data, review for final exam</td>
<td>2</td>
</tr>
<tr>
<td>4/29/14</td>
<td>Give final exam and distribute all graded assignments, conduct closing activity</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Hours  ____73 ____
Evaluation of Teaching Internship
The site supervisor will provide ongoing feedback to the teaching intern and complete a midterm and final evaluation. Students also evaluate placement using the Placement Evaluation (see p. 37). All internship documentation and evaluations of the teaching intern’s experience will be maintained via TaskStream.

In addition to the site supervisor evaluation, the University has a formal evaluation process for instructors, Student Assessment of Instruction System (SAIS). Teaching evaluation forms and descriptions of forms are available online at http://web.utk.edu/~sais/. It is your responsibility as a teaching intern to collaborate with the site supervisor to choose the most appropriate form for your course format and teaching methods.
INSTRUCTOR/FACULTY SUPERVISOR EVALUATION OF UT COUNSELING PROGRAMS’ DOCTORAL TEACHING INTERN (REQUIRED VIA TASKSTREAM)

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Site Supervisor Name</th>
</tr>
</thead>
</table>

* Evaluation Timing
- Midterm
- Final

* Rating Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Does Not Meet Expectations</td>
</tr>
<tr>
<td>1</td>
<td>Meets Expectations</td>
</tr>
<tr>
<td>2</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Instructional and curriculum design and delivery
Application of pedagogical frameworks and models
Assessment of learning, including implications for student support/remediation
Student relationship & classroom management skills
Management of ethical and legal considerations
Developmental and cultural sensitivity
Professional work behaviors
Dispositions - CORIS

Primary Strengths and Areas of Progress

Primary Limitations and Areas Needing Improvement

Other Comments
Site Supervisor Evaluation of Teaching Intern

Intern __________________________  Date __________________________

Site Supervisor ______________________  Semester/Year___________

Course Name ____________________________

______ Midterm
______ Final

Rating Scale
N/A= Not applicable/not observed
0 = Does Not Meet Expectations
1 = Meets Expectations
2 = Exceeds Expectations

PLANNING
_____1. Establishes appropriate instructional goals and objectives
_____2. Plans instruction and student evaluation based on an in depth understanding of the content, student needs, curriculum standards, and the community
_____3. Adapts instructional opportunities for diverse learners
_____4. Organizes course content effectively and presents concepts in a sequential manner

TEACHING STRATEGIES
_____1. Demonstrates a deep understanding of the central content, concepts, assumptions, structures, and pedagogy of the content area
_____2. Uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students
_____3. Shows the ability to present alternative explanations when needed
_____4. Uses examples and illustrations effectively in the classroom
_____5. Makes proper use of class time

ASSESSMENT AND EVALUATION
_____1. Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions
_____2. Communicates student achievement and progress to students and appropriate others
_____3. Reflects on teaching practice through careful examination of classroom evaluation and assessments
_____4. Provides evaluative and grading information and techniques to students

LEARNING ENVIRONMENT
_____1. Creates a classroom culture that develops student intellectual capacity in the content area
_____2. Manages classroom resources effectively
_____3. Encourages students to express themselves
_____4. Shows enthusiasm when lecturing and leading class discussions
_____5. Presents clear explanations and answers to questions asked by students

PROFESSIONAL GROWTH
_____1. Collaborates with colleagues and appropriate others
_____2. Engages in high-quality, on-going professional development to strengthen knowledge and skill in the content of the teaching assignment
_____3. Performs professional responsibilities efficiently and effectively
_____4. Shows genuine interest in student’s learning

COMMUNICATION
_____1. Communicates clearly and correctly with students, peers, supervisors, and other stakeholders
_____2. Communicates with students with a good clarity of voice

PROFESSIONAL DISPOSITIONS
_____1. Commitment
_____2. Openness
_____3. Respect
_____4. Integrity
_____5. Self-Awareness

STRENGTHS (provide evidence):

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

AREAS FOR IMPROVEMENT (provide evidence):

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Intern Signature ___________________________ Date _________________

Site Supervisor(s) Signature ___________________________ Date _______________
Authorization to Release Investigative and Criminal Background Records

I hereby authorize the Tennessee Bureau of Investigation to conduct a criminal history records check on me.

I further authorize the Tennessee Bureau of Investigation to release to the University of Tennessee the results of any criminal history records check.

I understand the results of such investigations and/or background checks may affect my acceptance into teacher training programs at The University of Tennessee.

____________________ ______________________________
Print Name Social Security Number

_____________________________________________
Birthdate Program Area

___________________________________________
Signature Date
Criminal Background Check

FOR STUDENTS ADMITTED TO COUNSELING PROGRAMS
Counseling programs follow the same procedures as do programs leading to teacher licensing

FOR THE STUDENT

Background

Tennessee Code Annotated (TCA) 49-5-5610 requires all students who wish to be admitted to teacher preparation programs to:

1. Agree to the release of all investigative records to the administrator of the selected teacher training program.
2. Supply a fingerprint sample and submit to a criminal history records check to be conducted by the Tennessee Bureau of Investigation; and
3. Sign an authorization and release from authorizing a qualified Tennessee licensed private investigation company by and on behalf of the board to complete a criminal history records check.

Procedures

As part of the admission process into teacher preparation programs, the prospective student must:

1. Submit to a fingerprint scan at one of the Tennessee Bureau of Investigation’s (TBI) scan locations which are listed on the website.
   a. Pre-register for the fingerprint scan online at https://www.cogentid.com/tn/index.htm or by phone at 877-862-2425. You can pay the $48.00 fee online or by calling 800-964-7690.
   b. Proceed to one of the fingerprint scan sites listed on the website. If you have not pre-paid, you must have a money order for $48.00. Do not fill in the money order. The TBI personnel will fill in the money order when you arrive to have your fingerprints scanned.
   c. You will need to have the college ORI number TNCC47076 when you arrive at the site. In addition to the ORI number, you will need to identify the Transaction type from a drop-down menu on the online registration at https://www.cogentid.com/tn/index.htm. The correct Transaction Type is "DP – Child-Related Worker Private."
2. Sign the attached release form and return to Nina Fox in Room 309 Bailey Education Complex.
3. Since this is a new law and the procedures for meeting the law have been recently established, you may experience technical difficulties. If this occurs, please contact us at 865-974-6638 or email db Booker@utk.edu or lcagle@utk.edu.
Instructions for Completing Drug Screen Required by Knox County Schools

The drug screen (which includes an additional background check) is a requirement for your placement in Knox Co Schools. The protocol for completing the drug screen successfully is very specific and requires time management on your part. The process cannot be completed over the weekend and requires a 48 hour timeline to complete the process during the business week.

**Please read the directions below carefully BEFORE coming to Office of School Based Experiences.**

We strongly advise that students do not complete the process on Fridays. If you choose to come in on a Friday, the process must be completed with the lab receipt returned to our office (BEC 329) by 5:00 p.m. on the same day.

**NO EXCEPTIONS. If it’s not returned to us, you are not eligible for a Knox Co School placement.**

Complete Process:

Step 1: Come to the Office of School Based Experiences (OSBE) – BEC 329.

Step 2: Sign in and complete all paperwork. Paperwork takes 10-15 minutes and must be completed in our office. The paperwork is date and time stamped.

Information needed:
- a. Name, date, and time at sign in
- b. Knox Co school placement (if known)
- c. Class and Course Number

**You must complete the drug screen within the designated date/time notice given at OSBE.**

Step 3: Go to one of the Net Gain Mobile Diagnostic Center locations designated by Knox Co. Net Gain closes for lunch from 12-1:00. Locations include, Knoxville (on Papermill), Oak Ridge, and Sevierville. A photo id is required. The cost to be paid at Net Gain is $40, (cash, money order, credit card or debit card).

Step 4: Return by the designated date/time stamp to OSBE - (BEC 329) with the lab receipt. The process is not complete until you turn the lab receipt into OSBE.

****If you miss the 48 hr. deadline, your internship in Knox Co Schools will be in jeopardy!****

Contact Information:
Office of School-Based Experiences – BEC 329
Julia Campbell – jcampb89@utk.edu – 974-5203
Dr. Marian Phillips – mphill14@utk.edu
Child Protection Training

1. Go to: https://oit2.utk.edu/cbt/newregister.php
2. Type in your NETID and Password to register for E-Learning
3. Once you have registered, you can log in.
4. After logging in, to find the training, click on the “Catalog” left-hand link.
5. Then click on the “Child Protection Training” folder.
6. Once you are in the folder, click the blue triangle to launch the training.

The training will take less than one hour and at the end there is a 10 question quiz. You must pass this quiz with at least a 70% to complete the training. The Office of School Based Experiences requires that you either send a screenshot of the official print out of your training score or either bring a printed copy to BEC 329.

To print the CORRECT confirmation:
1. Return to the home page of the Skillport website.
2. Click “My Progress”
3. Click “Print Report”
4. Click “Completed”
5. Two options:
   a. Take a screenshot of this screen that contains your name and NETID on it and send it to Dr. Gibbons (mgibbon2@utk.edu)