


Counselor Education Practicum and Internship Handbook



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**Counselor Education PhD Program
Department of Educational Psychology and Counseling
College of Education, Health, and Human Sciences
University of Tennessee**

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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.

GENERAL INFORMATION

Instructions for Fingerprinting and Criminal History Records Check

The State of Tennessee requires that students enrolled in licensure-related programs a criminal history check conducted by the Tennessee Bureau of Investigation. This will include completing fingerprinting and criminal background check through IdentoGO **and** authorizing release of these findings to the College of Education. These separate steps must be completed in a special order.

- Start by filling out the Authorization to Release Investigative and Criminal Background Records: <https://docs.google.com/forms/d/e/1FAIpQLSe9IBx28BO4KzvDABhLvsu-ooF54sFXhmqSGSQRVrxGnwW1vA/viewform>
- Once you complete this form, you will receive an email with instructions to complete the Volunteer & Employee Criminal History Systems (VECHS) Waiver and Agreement Form. Follow the instructions in the mail, print, sign, and return to dbooker@utk.edu
- Once Diane Booker receives your signed form, she will send information on fingerprint registration

Child Protection Training

Because you will work with children during your graduate program of study, you are required to complete *Child Protection Training for Covered Adults*. This is a requirement for all UT employees, faculty, and students enrolled in programs that work directly with children. You can access the free online training at <https://osbe.utk.edu/child-protection-training-certification/>. Please note a few changes from the instructions:

Program affiliation: enter PhD Counseling

Program coordinator: enter Melinda Gibbons

To finalize your training: email your certificate to Kathi Pauling at kpauling@utk.edu

Instructions for Completing Drug Screening & Background Check

Required by Knox County Schools

<http://osbe.utk.edu/wp-content/uploads/sites/37/2022/04/Knox-County-Clinical-Placement-Request-April-26th.pdf>

Knox County Schools (KCS) has updated their process for Clinical Placements. All candidates placed in KCS will need to complete the electronic onboarding form.

****ONBOARDING INFORMATION****

Please do not begin this process unless you know you will be able to take your drug test within 48 hours.

FAILURE TO COMPLETE THE DRUG SCREENING WITHIN THIS WINDOW, YOU WILL NOT BE ELIGIBLE FOR PLACEMENT WITHIN KCS FOR ONE YEAR. Please follow the directions below to begin your onboarding process. Please remember that you have 48 hours to complete your drug screening after completing the online application. You will not be able to begin your placement in the schools until you receive an email from KCS letting you know that you have been cleared.

Before you begin, be sure to contact your program coordinator to verify your upcoming school placements if you have not already done so. If it has not yet been confirmed, please fill in TBD and write your program name in the blank when you get to that section on the onboarding application.

Once you start the form, you will have 1-hour to complete it. If your 1-hour lapses without completing, you will have to restart the completion of the form.

To begin the process of securing a placement, all students are required to complete the following steps:

Step 1:

- Click: KCS Field Placement Registration Process
- Complete the Google Form to receive additional information
- Once you complete the Google Form, you will receive an email from Crystal Pratt from KCS outlining the next steps in the process (e.g., complete KCS Onboarding registration Form, drug screening for “student teaching” and “internship” placements only) of securing a placement in KCS schools. Emails will be sent out to registered students every Monday and Wednesday

When completing the Google Form, please (a) include your @vols.utk.edu email address, and (b) list Dr. Jalea Adams; email - jalea.adams@utk.edu for the University Placement Coordinator

Step 2: After completing the Google KCS Field Placement Online Registration Form, candidates will be emailed to complete the KCS Onboarding Registration Form. Once you receive your email, you will have a very limited time to complete your requirements. Please keep this in mind as you complete the registration

You will be asked to confirm that you have read and agree to these policies while completing the electronic onboarding form. The online version of these policies and documents are official.

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- Visit the KCS Webpage, KCS Board of Education Policies
- Essential Board Policies for New Hires (Please read all policies before starting your employee onboarding form.)

Step 3: Once candidates have completed the KCS Google form they will receive an email with instructions on completing their Onboarding Registration Form AND instructions for their drug test (If required). Once you receive this email you will have 48 hours to complete your drug test. If you do not receive this email or have questions about when you will receive this email please contact Ms. Crystal Pratt at crystal.pratt@knoxschools.org.

Drug Screening

- To be completed ONLY for “student teaching” and “internship” placements
- All student teachers, interns, social worker and school counselor placements with Knox County Schools are required to complete a drug screening BEFORE they can report to their placement site.
- Your drug screening must be completed within 48 hours of receiving your paperwork. The paperwork will contain an expiration date of when the drug test must be completed by. (This paperwork will be sent via email either Mondays or Wednesdays once you complete the registration form)
- If you do not complete your drug screening within this window, you will not be eligible for placement within our district for ONE YEAR.
- Please be advised: if you leave the drug testing facility for any reason, or are unable to produce a specimen on the day you report for your screening, you will not be permitted to conduct another drug screening on another day.
- If there is an issue with your test, you will be contacted by the drug testing center directly. Please be aware of any phone calls/voicemails you may receive in the few days after you submit to the test.
- The cost of the drug screening is \$58 and is the responsibility of each student.

Step 4: Background Check

All field placements within KCS will be vetted through several agencies to complete their background check.

Step 5: Verification

Once KCS has received your drug screening results and background check information, Crystal Pratt will notify you via email that you have been cleared to start your placement. The email will say something like you are officially cleared to begin your field experience with KCS. You should not report to the school until you receive an email from KCS letting you know you have been cleared to begin.

VALT Quick-Start Guide for Students

Video Audio Learning Tool (VALT), is installed and active in all 7 Counselor Training Clinic (CTC) rooms. This software will allow us to observe and record all activities in the clinic, including practice sessions, actual counseling sessions, and supervision. This quick guide will help you navigate VALT and your associated account.

REMEMBER: VALT does not replace Skedda. First make your reservation on Skedda. Then, set up your VALT recording.

TECHNICAL PREREQUISITE: To do anything within the VALT system, you must first log into UT's VPN via your NetID and password. UT provides press **Pulse Secure** software for PCs, Macs, IOS, and Android. To secure this software and configure your devices for easy login, see <https://help.utk.edu/kb/index.php?func=show&e=2712>

LOG IN

1. Ensure you are logged into UT's VPN via Pulse Secure
2. Navigate to <http://ehhsvalt.occ.utk.edu/>
3. Enter your NetID (username) and password (password)

RECORD

VALT offers two options for you to record your sessions.

1. **Schedule a recording in advance (Preferred)** - the "Schedule" button will ask you to complete a form allowing it to categorize your and to schedule when to start and end a recording. You can also use the "sharing" feature to select certain individuals (e.g., instructors, supervisors, or a peer) to access your video. "Retention" will let you tell VALT how long to keep your recording. VALT will automatically start and stop the recording at the times you specify. If you start early or run late, your video may be incomplete; if someone else is using the room, you may accidentally record some of their session. Please be careful when selecting times.
2. **In-room buttons (Not preferred)** – You can start and stop videos by pressing the buttons in the clinic rooms (red light indicates VALT is recording). However, this option does not automatically associate the recording with your username. This will require that a faculty member or clinic staff member sort through recordings and manually reassign to you before you can access it. We will use this option sparingly.

UPLOAD

You can use the Upload feature to import an external audio or video recording into the VALT system. After you have uploaded, you can share and markup as with other VALT videos.

REVIEW

To review your recordings, go to the "review" tab. You will be able to view your recording, edit information about the recording, edit your video (e.g., clip, redact), and use the marker sets to make notes on your video for your supervisor or instructor to view. You can also change sharing permissions to another student, doctoral student, or faculty member can view your video.

CTC Room Reservations

<https://utkcounseling.skedda.com>

Counselor education students have access to seven private rooms for supervision, counseling, role play, and other program activities that require confidential space. This guide will help you understand use of rooms and how to reserve them.

Doctoral students should use the BEC clinic rooms for all non-clinic work whenever possible.

Appropriate Room Use	Inappropriate Room Use (<i>use assigned office or cubicles instead</i>)
Counseling (e.g., CTC, FUTURE, ASPIRE)	Office hours (unless otherwise approved)
Supervision	Homework
Course role plays and practice	GTA/GRA functions that can be conducted in cubicles (e.g., grading, planning, coding)
TA or internship meetings that require confidential space	Social
Official research activities which require confidential space (e.g., participant interviews)	Rest

Codebox

- The code to all CTC rooms is 2164#

Room Etiquette

Remember, cameras are live at all times; even if you are not recording, individuals with admin status can access a camera in any room at any time

Leave space in same condition (or better) than you found it. Before you leave,

- Return all furniture to original location
- Turn off lights, fans, and noise machines (if applicable)
- Close doors
- Dispose of trash

To Book Reservations

- First time only: create an account at <https://UTKCounseling.skedda.com/register?key=872dce1>
- Login to your account at <https://utkcounseling.skedda.com>
- Use 5th floor rooms for supervision and course practice; save 4th floor rooms for CTC clients as much as possible.
- Code your event or recurring event as follows
 - [Course/program] – [Activity]
 - **Course/program codes** – enter course number, CTC, GOI, etc.
 - **Activity codes** – SUP = supervision, COUN = Counseling, ROLE = Practice/Assignment, GTA = Teaching, GRA = Research
 - **Example** – For example, if you are supervising a practicum student, enter “COUN 555 – SUP.” If you are practicing for COUN 580, enter “COUN 580 – ROLE.” If you are seeing a CTC client, enter “CTC – COUN”

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- The conference room is not on Skedda. If you need to reserve the BEC 502D, contact Kathi.

Recording & Encryption Policy

All University of Tennessee Counselor Education program students, faculty, and staff must comply with HIPAA Privacy and Security Rules. We created the following policies and procedures, as administrative safeguards (HIPAA, 2013, §164.308, p. 1029) and will work to implement these safeguards consistently. These are in place to ensure the integrity, availability and confidentiality of clients' electronic personally identifiable health information (ePHI) to protect against any reasonably anticipated or foreseeable risks or threats to security and privacy of ePHI (HIPAA, 2013, §164.306.a). Administrative safeguards include policies and procedures used to manage the development, selection, implementation and security in protecting individuals' ePHI. Policies and procedures include steps to ensure authentication corroboration and client confidentiality.

- Authentication includes “the corroboration that a person is the one claimed” (HIPAA, 2013, § 164.304, p. 1027).
 - CTC: For initial contacts, students will provide counseling only after obtaining the following information from clients when providing telehealth counseling: Client's name, DOB, address, original reason for referral. For subsequent sessions, if students are unable to authenticate identity via video, they will use the same procedures.
 - Off-Site: Students must authenticate client identity for initial and ongoing telehealth contacts. Students will follow site procedures for doing so. If the site does not have a formalized procedure, student will utilize the CTC procedure.
- Confidentiality defines “the property that data or information is not made available or disclosed to unauthorized persons or processes” (HIPAA, 2013, § 164.304, p. 1027).
 - Students will maintain client confidentiality by only making recordings available or disclose recordings to authorized persons.
 - Students will use recording devices with enabled password protection.
 - Students will store recordings on encrypted devices/announced with enabled password protection.
 - **CTC**
 - Students will record sessions using VALT (in person) or HIPAA-compliant ZOOM accounts (telehealth; record to computer).
 - In-person VALT recordings will be automatically stored on the encrypted site.

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- For CTC sessions recorded via HIPAA-compliant ZOOM, students must transfer the recording to VALT using the file upload option for supervisor review. Then, students will delete from their computer. This must be completed the same day of the session.
- **Off-site**
 - Students must use recording devices and software that encrypt audio and video data in compliance with HIPAA standards.
 - The specific recording device and software must be approved by the site supervisor and the university supervisor at the beginning of the semester. This approval must be documented on the recording and encryption agreement form and uploaded to Taskstream with the recording consents.
 - Students must use HIPAA-compliant methods for submitting recordings to supervisors for review. This will include using the UTK GoogleDrive (only UTK account, not personal) with files stored as password protected and then shared to instructor and/or doctoral supervisor's UTK GoogleDrive account. Students will communicate password with supervisors at beginning of semester.
- Unless otherwise explicitly instructed to maintain recording by faculty supervisor, ensure recordings are completely and permanently deleted from recording devices and accounts (i.e., unrecoverable, trash emptied) no later than the last day of classes for the semester.

Following these policies and procedures take reasonable precautions and steps to help ensure ePHI is protected from any security incident “the attempted or successful unauthorized access, use, disclosure, modification, or destruction of information or interference with system operation in an information system” (HIPAA, 2013, § 164.304, p. 1027).

Liability Insurance

You must have liability insurance while enrolled as a doctoral student. ACA student insurance does not cover doctoral students. CACREP requires that all students (including doctoral students) have individual policies. This means that the department policy will not provide adequate liability coverage.

Therefore, you will need to purchase your own policy to cover your teaching, counseling, and supervision practica, internships, and volunteer experiences. The easiest way to purchase this is through HPSO, which has a partnership with ACA. If you are an ACA member (hopefully all of you are), you can log into your ACA account to access a coupon code and link to the policy. Three important items to note:

- Student insurance DOES NOT apply to doctoral students, so you must purchase **professional liability insurance**
- You MUST add the following to your policy as this is not automatically included
 - **Consulting services liability endorsement** (covers teaching and supervision) – this requires a separate form:
 - <https://www.hpso.com/Insurance-for-you/Individual-Practitioners/Consulting-Services-Endorsement>
 - The cost should be around \$144

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 four doctoral core areas (counseling, teaching, supervision, leadership and advocacy). Doctoral students must be 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:

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- 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 provides 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 clinical 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

Field Experience	Minimum Required Hours
Practicum in CMHC or school setting	100
Teaching internship	200
Supervision internship	200
Clinical Internship	100
Choice: Clinical, Teaching, Supervision, <u>OR</u> Leadership-Advocacy Internship	100

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.

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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 TNVoice evaluation form (TNVoice forms can be found at <https://oira.utk.edu/tnvoice/>) 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-advocacy 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-Advocacy Internship - internships intended to expose and engage students in leadership-advocacy activities conducted by counselor educators (e.g., program planning and development, accreditation organization and coordination, grant writing and implementation, conference planning, program evaluation, etc.).

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Practicum – a 120 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 (Gibbons), with attention to setting cross-placement.
- For internship, students may contact faculty whom they would like to partner with for teaching 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.

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- After your meeting with the faculty member, contact the Practicum and Internship Placement Coordinator to confirm placement.
- For all other internships, the Practicum and Internship Placement Coordinator (Gibbons) will provide a list of potential sites.
 - 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 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

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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 professional dispositions to be demonstrated by all students, these have been identified as the *CHORIS* dispositions, the *CHORIS* dispositions include:

1. *Commitment* to the learning process, the counseling profession, and the development of counseling skills and knowledge.
2. *Humility* for to self-critique regarding own counseling skills, ability, and knowledge with a recognition that professional growth is a life-long process. Embraces an attitude of curiosity and acceptance of others'
3. *Openness* to learning, growing, and changing behavior. Receives and integrates feedback, alternate perspectives, and new ideas into thinking and behaviors.
4. *Respect* for an ability to collaborate with colleagues and supervisors in the pursuit of a shared goal and understanding. Recognizes role and maintains core conditions when navigating challenging or conflictual situations.
5. *Integrity*, including professional behavior with others, including maturity and honesty within all professional interactions.
6. *Self-awareness*, including ability to recognize and manage own thoughts, feelings, and actions and how these impact relationships with others. Actively pursues learning about self in relationship to the world around them. 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 American Counseling Association (ACA) prior to beginning on site Practicum or Internship.

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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-advocacy, 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).
7. Ensure all documentation is complete on TaskStream. Document final student evaluations and performance on key performance indicators via TaskStream.

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.

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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.

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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

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 120+ 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

You must have liability insurance while enrolled as a doctoral student. ACA student insurance does not cover doctoral students. CACREP requires that all students (including doctoral students) have individual policies. This means that the department policy will not provide adequate liability coverage.

Therefore, you will need to purchase your own policy to cover your teaching, counseling, and supervision practica, internships, and volunteer experiences. The easiest way to purchase this is through HPSO, which has a partnership with ACA. If you are an ACA member (hopefully all of you are), you can log into your ACA account to access a coupon code and link to the policy. Three important items to note:

- Student insurance DOES NOT apply to doctoral students, so you must purchase **professional liability insurance**
- You MUST add the following to your policy as this is not automatically included
 - **Consulting services liability endorsement** (covers teaching and supervision) – this requires a separate form:
 - <https://www.hpsso.com/Insurance-for-you/Individual-Practitioners/Consulting-Services-Endorsement>
 - The cost should be around \$144

A log must be kept of the practicum hours. A minimum of 120 hours 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

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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 120 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 during practicum may count towards licensure if desired. 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.

Video-Audio Learning Tool (VALT)

Students must use VALT for all supervision and clinical work that does not take place in a faculty office. All supervision and on-campus counseling sessions should take place in a CTC room using VALT as the taping mechanism (see Appendix).

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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 120 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 120 total hours to Site Name between 08/8/2018 and 12/02/2018. 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.

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- 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

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- 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 _____

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Practicum Hours Log

Student Name _____

Site _____

Direct Hours:

Week:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Individual Counseling																
Group Counseling																
Family or Couple Counseling																
Consultation Advocacy																
Group Presentations/Guidance																
Total																

Total Number of Direct Hours _____

Indirect Hours:

Week:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Group Supervision (class)																
Individual Supervision																
Site Supervision																
Case Management																
Workplace Activities/Mtg																
Clinical Prep work																
Total																

Total Number of Indirect Hours _____

Total of Cumulative Hours _____

Student's Signature _____ Date _____

Site Supervisor's Signature _____ Date _____

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.

Doctoral Clinical Supervisor and Site-Supervisor Evaluation of UT Counseling Programs' Doctoral Practicum Student

<https://tiny.utk.edu/UTCounselingEval>

Section I: General Supervisor Information

- Supervisor Name
- Site Name
- Which best describes your supervisee?
 - a. Master's practicum (100 hours/semester)
 - b. Master's intern (300 hours/semester)
 - c. Doctoral practicum
 - d. Doctoral intern
- Which best describes your work setting?
 - a. Clinical mental health setting
 - b. School counseling
- Which evaluation are you completing?
 - a. Midterm
 - b. Final
- Which semester is this?
 - a. Fall
 - b. Spring
 - c. Summer

Section II: Assessment of Clinical Skills

Description of Score

- 5 SUPERIOR SKILL: Is consistently present, and used intentionally with superior precision, and is an advanced facilitation for the client.
- 4 EXCELLENT SKILL: Is consistently present, and usually used intentionally with excellent precision, and is an effective facilitation for the client.
- 3 ACCEPTABLE SKILL: Is used somewhat intentional, with some precision, and is an acceptable facilitation for the client.
- 2 SUBSTANDARD SKILL: Is inconsistent and, at times not used with intentionality, and is a substandard facilitation for the client.
- 1 POOR SKILL: Does not enhance counseling and may be hurtful to client. Not performed correctly or understood.
- NA Skill not applicable at this time or has not been introduced.

Invitational Skills

In addition to understanding invitational skills, trainees recognize the appropriate occasions to use them, frequency of use, and multicultural, developmental, and contextual issues that may serve as a benefit or negative consequence to the use of the skill.

1. Nonverbal Communication - Is culturally and contextually appropriate with eye contact, facial expression, posture, gestures, and spatial distance; maintains open and relaxed posture; conveys professional dress. Flexibly uses variations in nonverbal communication given client's multicultural background.

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2. Encouragers - Uses nonverbal minimal encouragers including elaborating/attending behavior, natural body style of encouragement, congruency with client's bodily movement, leaning forward, and head nodding. Uses verbal minimal encouragers (e.g., Oh? So? Then? And? Umm-hmm, uh-huh, tell me more, repetition of key words).
3. Vocal Tone - Uses vocal tones appropriate for the session and goals. Communicates caring, acceptance, and congruence with the context of the session. Comprehends multicultural nuances in vocal tone and makes the appropriate adjustment.
4. Observation - Observes and conveys awareness of differences in counselor and client verbal and nonverbal behavior within key areas (e.g., client speech, grooming, posture, build, gait, hesitation, stammer). Is able to filter observation through a multicultural lens and understands culturally bound verbal and nonverbal behavior.
5. Silence - Uses unfilled pauses or periods of silence to serve various functions in the counseling sessions (e.g., reducing own level of activity, slowing down session pace, giving client time to think, and returning responsibility to the client).

Attending Skills

In addition to understanding attending skills, trainees recognize the appropriate occasions to use them, frequency of use, multicultural, developmental, and contextual issues that may serve as a benefit or negative consequence to the use of the skill.

6. Goal Setting - Collaborates with client to establish goals that are related to the presenting issues. Demonstrates ability to identify issues and themes that the client presents and funnels them down to treatment goals.
7. Open-Ended Questioning - Asks open questions that encourage client disclosure. Understands types of questions (i.e., what, how, when, where, who, could, would). Avoids overuse.
8. Closed-Ended Questioning - Uses closed-ended questions to obtain particular information. Close-ended questions begin with words such as are, do, can, is, and did and can be answered with yes, no, or another short response. Avoids overuse.
9. Clarification - Asks the client to elaborate on vague, ambiguous, or implied statements with the request for clarification usually expressed as a question beginning with phrases such as "Are you saying this?" or "Could you try to describe that?" or "Can you clarify that?" Clarifications can also be in the form of statements with a questioning connotation with phrases such as, "They are always talking about you?"
10. Paraphrasing - Rephrases the client's primary words and thoughts, paying selective attention to the content part of the message, and translates the client's key ideas into their own words.
11. Summarizing - Ties together multiple elements of client's message, identifying themes or patterns. Skill used as a tool for feedback or as a focusing method for interrupting client "storytelling."
12. Normalizing - Noting appropriately commonality of issues without inappropriately minimizing important issues. This often starts with phrases like "It is normal" or "Most people would."
13. Reflecting of Feeling - States succinctly the feeling and the content of the problem expressed by the client on the implied and stated level, adding to a paraphrase an emotional tone or feeling word (e.g., hurt, mad, sad, jealous, confused, terrified, or scared).

Influencing Skills

In addition to understanding influencing skills, trainees recognize the appropriate occasions to use them, frequency of use, and multicultural, developmental, and contextual issues that may serve as a benefit or negative consequence to the use of the skill.

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14. **Advocacy** - Advocates for the welfare of clients, groups, and the counseling profession within systems. Seeks to eliminate obstacles and hindrances that prevent access, progress, and development. For example, “We need to establish more after school programming for low income families.”
15. **Immediacy** - Recognizes here and now feelings, expressing verbally something occurring at a particular moment within the session. Makes note of patterns, themes, client/counselor relationship issues, and discussion of currently experienced emotions.
16. **Challenging & Pointing out Discrepancies** - Describes appropriately discrepancies, conflicts, and mixed messages apparent in the client’s feelings, thoughts, and actions.
17. **Feedback** - Provides concrete and honest reactions based on observation of client’s verbal and non-verbal behavior to foster awareness of how client appears to others.
18. **Reflecting Meaning and Values** - Reflects underlying spoken or unspoken meanings (i.e., core experiences) accurately to client in a manner that extends beyond paraphrasing.
19. **Reframing** - Encourages client to see issue, feeling, or behavior from a different perspective to challenge client meaning effectively.
20. **Interpretation** - Identifies and reflects behaviors, patterns, goals, wishes, and feelings that are suggested or implied by the client’s communication. Uses hunches to make implied client messages more explicit.
21. **Self-Disclosure** - Provides both direct and indirect self-disclosure appropriately in a manner that fosters rapport building, promotion of feelings of universality, increases in therapeutic trust, and instillation of hope. Self-interest is not used for counselor’s personal gain.
22. **Psychoeducation** - Provides psychoeducation for the purpose of awareness, clarification, and the achievement of goals; discusses pragmatic behaviors involved in the psychoeducation; plans how to generalize the learning to daily life.
23. **Homework** - Assigns or collaborates on the creation of behaviorally-specific and goal-related activities to complete between sessions and/or over time. Reviews homework at the start of counseling session. Effectively discusses issues surrounding homework non-completion (if relevant).
24. **Directives** - Provides a direct suggestion (e.g., I suggest. . .) and/or activity (e.g., role play, empty chair) to the client, which provides new options without taking away client choice and freedom. Avoids overuse and advice giving.

Section III: Assessment of Professional Counseling Dispositions

Please read the definition for each of the professional dispositions listed below. Then, rate the student or supervisee as demonstrating *Unacceptable*, *Acceptable*, or *Optimal* ratings for each disposition. The scale includes descriptions for each of these ratings including some examples of behaviors, reactions, and cognitions demonstrating merit for the rating of Unacceptable, Acceptable, and Optimal.

1. **Openness to new ideas:** Demonstrates an openness to learn, grow, and change behavior based on hearing about new concepts and ideas, including openness to learning about bias, power, and privilege. This also includes a willingness to receive and integrate new ideas into thinking and behaviors (cognitive flexibility).
 - a. **Unacceptable:**
 - i. Was dogmatic about own perspective and ideas.
 - ii. Ignored or was defensive about constructive feedback.
 - iii. Showed little or no evidence of incorporating constructive feedback received or willingness to change their own behavior.
 - b. **Acceptable:**
 - i. Was amenable to a discussion of perspectives other than own.

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- ii. Accepts constructive feedback without defensiveness.
 - iii. Evidence of an effort to incorporate relevant feedback received to change own behavior.
 - c. Optimal:
 - i. Solicited others' opinions and perspectives about their own work.
 - ii. Invited constructive feedback and demonstrated interest in others' perspectives.
 - iii. Strong evidence of incorporation of feedback received to change own behavior.
- 2. **Flexibility and adaptability:** Demonstrates an ability to respond to environmental demands independently, including showing adaptability to unforeseen events or changes, and an acceptance of encountering challenging unexpected circumstances. This disposition also includes the ability to assess and adapt to demands accordingly and a demonstrated tolerance to ambiguity.
 - a. Unacceptable:
 - i. Showed little or no effort to recognize changing demands in the professional & interpersonal environment.
 - ii. Showed little or no effort to flex own response to changing environmental demands.
 - iii. Refused to flex own response to changing environmental demands despite knowledge of the need for change.
 - iv. Was intolerant of unforeseeable or necessary changes in established schedule or protocol.
 - b. Acceptable:
 - i. Effort to recognize changing demands in the professional and interpersonal environment was evident but sometimes inaccurate.
 - ii. Effort to flex own response to new environmental demands was evident but sometimes inaccurate.
 - iii. Flexed own response to changing environmental demands when directed to do so.
 - iv. Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.
 - c. Optimal:
 - i. Showed accurate effort to recognize changing demands in the professional and interpersonal environment.
 - ii. Showed accurate effort to flex own response to changing environmental demands as needed.
 - iii. Independently monitored the environment for changing demands and flexed own response accordingly.
 - iv. Works to understand needs behind unexpected changes in established process, schedule, or protocol to avoid resentment.
 - v. Accepted necessary changes in established schedule and attempted to discover the reasons for them.
- 3. **Cooperativeness with others:** Demonstrates an ability to collaborate with classmates, faculty, colleagues, and supervisors in the pursuit of a shared goal and understanding. This disposition includes the willingness to compromise when the situation demands.
 - a. Unacceptable:
 - i. Showed little or no engagement in collaborative activities.
 - ii. Undermined goal achievement in collaborative activities.
 - iii. Was unwilling to compromise in collaborative activities.

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- b. Acceptable:
 - i. Engaged in collaborative activities but with minimum allowable input.
 - ii. Accepted but rarely initiated compromise in collaborative activities.
 - iii. Was concerned mainly with their own part in collaborative activities but demonstrated some assistance to others.
 - c. Optimal:
 - i. Worked actively toward reaching consensus in collaborative activities.
 - ii. Was willing to initiate compromise to reach group consensus.
 - iii. Showed concern for the group as well as individual goals in collaborative activities.
4. **Willingness to accept and use feedback:** Demonstrates the ability to listen to reflect on, and integrate feedback into future thinking and actions. This disposition includes showing an openness to hear feedback and acknowledging that it was received. This disposition also includes engaging in self-reflection and integrates feedback from the program faculty with self-awareness to support professional growth.
- a. Unacceptable:
 - i. Discouraged feedback from others through defensiveness and anger.
 - ii. Showed little or no evidence of incorporation of feedback.
 - iii. Took feedback contrary to own position as a personal affront.
 - iv. Demonstrated greater willingness to give feedback than receive it.
 - b. Acceptable:
 - i. Was generally receptive to supervisory feedback.
 - ii. Showed evidence of incorporating feedback into own views and behaviors.
 - iii. Showed minimal defensiveness to critique as evidenced by over explanation of own actions with appropriate affect.
 - iv. Demonstrated greater willingness to receive feedback than to give it.
 - c. Optimal:
 - i. Invited feedback by direct request and positive acknowledgment when received.
 - ii. Showed evidence of active incorporation of supervisory feedback into own views and behaviors.
 - iii. Demonstrated a balanced willingness to give and receive supervisory feedback.
5. **Awareness of own impact on others:** Demonstrates insight into how one's words and actions can positively and negatively affect the people around them. This disposition includes an active pursuit to learn about how one's words and actions are affecting others and the incorporation of feedback to create positive change.
- a. Unacceptable:
 - i. Words and actions reflected little or no concern for how others were impacted by them.
 - ii. Ignored feedback about how words and actions negatively affected others.
 - iii. Used physical presence (demeanor, interactions, and behaviors) in a way that negatively affected others.
 - b. Acceptable:
 - i. An effort to determine how their own words and actions impacted others was attempted but sometimes inaccurate.
 - ii. Responded as necessary to feedback regarding the negative impact of own words and actions on others.
 - iii. Used physical presence (demeanor, interactions, and behaviors) appropriately.

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- c. Optimal:
 - i. Made effort toward recognition of how own words and actions impacted others.
 - ii. Initiates feedback from others regarding the impact of own words and behaviors.
 - iii. Incorporates feedback regarding the impact of own words and behaviors to effect positive change.
 - iv. Used physical presence (demeanor, interactions, and behaviors) to positive impact others.
- 6. **Ability to deal with conflict:** Demonstrates willingness and ability to take others' perspectives and recognize one's role in a challenging or conflictual situation. This disposition includes the active pursuit of approaches to resolving the conflict and a willingness to use strategies to actively resolve the problem.
 - a. Unacceptable:
 - i. Provoked conflict with peers or others.
 - ii. Showed little to no willingness to examine own role in a conflict.
 - iii. Ignored advice that did not agree with own position.
 - iv. Showed little to no effort at problem solving.
 - v. Displayed hostility when conflicts were addressed.
 - b. Acceptable:
 - i. Attempted but sometimes had difficulty grasping conflicting points of view.
 - ii. Would examine own role in a conflict when directed to do so.
 - iii. Was responsive to supervision in a conflict if it was offered.
 - iv. Participated in problem solving when directed.
 - v. Avoided unnecessary conflict.
 - c. Optimal:
 - i. Was consistently willing and able to consider others' points of view.
 - ii. Regularly examined own role in a conflict.
 - iii. Was always open to supervisory critique about own role in a conflict.
 - iv. Initiated and participated in problem solving efforts in conflicts.
 - v. Anticipated and prevented unwanted conflict.
- 7. **Ability to accept personal responsibility:** Demonstrates the willingness and ability to take responsibility for own role in a problem or challenging situation, including an accurate appraisal of the situation that is genuine and truthful regarding the events that transpired. This disposition also includes being able to accept mistakes and avoid placing blame on others.
 - a. Unacceptable:
 - i. Refused to admit mistakes or examine own contribution to problems.
 - ii. Minimized or embellished the truth to extricate themselves from problems.
 - iii. Overestimated role in problems.
 - iv. Consistently blamed others for problems without self-examination.
 - v. Unable to receive feedback from peers, instructors, or supervisors.
 - b. Acceptable:
 - i. Was willing to examine own role in problems when informed of the need to do so.
 - ii. Was accurate and honest in describing own and others' roles in problems.
 - iii. Might blame initially, but was open to self-examination about own role in problems
 - iv. Accepted feedback from peers, instructors, or supervisors
 - c. Optimal:
 - i. Monitored own level of responsibility in professional performance.

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- ii. Invited constructive critique from others and applied it toward professional growth.
 - iii. Accepted own mistakes and responded to them as an opportunity for self-improvement.
 - iv. Avoided blame in favor of self-examination.
8. **Effective and appropriate expression of feelings:** Demonstrates the ability to recognize and manage feelings in oneself effectively and control emotional reactivity. This includes the ability to communicate and respond to emotions in an appropriate manner for the setting and situation. This disposition also includes an openness to discuss feelings genuinely with the aim of improving reflectivity and self-awareness.
- a. Unacceptable:
 - i. Showed little evidence of willingness and ability to articulate own feelings.
 - ii. Showed little to no evidence of willingness and ability to recognize and acknowledge the feelings of others.
 - iii. Acted out negative feelings (via unhealthy behaviors) rather than talking about them.
 - iv. Expressions of feeling were inappropriate given professional setting/situation.
 - v. Was unable to control emotional reactions.
 - vi. Was resistant to a discussion of feelings in supervision and/or faculty interactions.
 - b. Acceptable:
 - i. Showed evidence of willingness and ability to express own feelings, but with limited range.
 - ii. Showed evidence of willingness and ability to acknowledge others' feelings, sometimes in an inaccurate way.
 - iii. Expressions of feeling usually appropriate to the setting, responsive to feedback when not.
 - iv. Willing to discuss own feelings in supervision and faculty interactions when directed.
 - c. Optimal:
 - i. Showed consistent willingness and ability to articulate the full range of own feelings.
 - ii. Showed evidence of willingness and accurate ability to acknowledge others' feelings.
 - iii. Expression of own feelings was consistently appropriate to the setting.
 - iv. Initiated appropriate discussion of own feelings in supervision and faculty interactions.
 - v. Consistently able to control emotional reactions.
9. **Attention to ethical and legal considerations:** Demonstrates adherence to ethical guidelines (ACA Code of Ethics) and legal mandates for the counseling profession, including sensitivity to ethical concerns, seeking supervision when experiencing an ethical or legal concern and following appropriate site procedures and policies. This disposition also includes managing professional boundaries, sensitivity to diversity, ensuring client welfare, and maintaining confidentiality.
- a. Unacceptable:
 - i. Engaged in behaviors that violated applicable ethical codes or laws.
 - ii. Engaged in inappropriate or unethical dual relationships.
 - iii. Acted with prejudice toward those of different race, culture, religion, gender, sexual orientation/affection, and other areas of difference than self.
 - iv. Endangered the safety and the wellbeing of clients, peers, faculty, and supervisors.
 - v. Breached established rules or procedures regarding confidentiality.
 - b. Acceptable:
 - i. Behaved ethically and used sound ethical decision-making processes.

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- ii. Was responsive to supervision for occasional personal-professional boundary confusion.
 - iii. Was responsive to feedback on occasional insensitivity to diversity in professional interactions.
 - iv. Used judgment that could have put client, peer, faculty, or supervisor safety and wellbeing at risk.
 - v. Used judgment that could have put client confidentiality at risk.
 - c. Unacceptable:
 - i. Led ethical decision-making processes and taught others appropriate ethical behavior.
 - ii. Maintained clear boundaries with clients, peers, and supervisors.
 - iii. Demonstrated consistent sensitivity to diversity.
 - iv. Satisfactorily ensured client, peer, faculty, or supervisor safety and wellbeing.
 - v. Appropriately safeguarded the confidentiality of clients.
10. **Initiative and motivation:** Demonstrates engagement in the learning process and development of counseling skills and knowledge. This includes completing assignments by scheduled due dates and meeting class expectations. This disposition also includes taking initiative in the program, classes, and extracurricular activities.
- a. Unacceptable:
 - i. Often missed deadlines and classes.
 - ii. Rarely participated in class activities.
 - iii. Often failed to meet minimal expectations in assignments.
 - iv. Displayed little or no initiative and creativity in assignments or supervision.
 - b. Acceptable:
 - i. Missed no more than the allowable number of classes or deadlines.
 - ii. Usually participated in class activities.
 - iii. Met only the minimal expectations in assigned work.
 - iv. Showed some initiative and creativity in assignments.
 - c. Optimal:
 - i. Met all attendance requirements and deadlines.
 - ii. Regularly participated in class activities.
 - iii. Exceeded expectations in assigned work.
 - iv. Consistently displayed initiative and creativity in assigned work.
11. **Orientation to multiculturalism and social justice advocacy:** Demonstrates a way of being with classmates, faculty, supervisors, and clients that attends to issues related to culture and social justice. This disposition includes an ability to remain objective about clients and to develop one's self-awareness with regards to multiculturalism. The disposition also includes striving to understand and respect the worldviews of clients, colleagues, and other stakeholders. This also includes being attentive to social justice issues and use of advocacy interventions.
- a. Unacceptable:
 - i. Showed little to no willingness to increase cultural self-awareness.
 - ii. Unable to remain objective about client needs and values.
 - iii. Little to no effort to understand the cultural worldview of others.
 - iv. Rarely, if ever, demonstrated a social justice perspective.
 - v. Refused to acknowledge marginalization and racism affecting people in our society and community.

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- vi. Engaged in active or passive perpetuation of social privilege.
 - b. Acceptable:
 - i. Expressed willingness to increase cultural self-awareness.
 - ii. Responded to clients' need separate from personal views.
 - iii. Tried to understand the cultural worldview of others and applied it to counseling sessions, conceptualization, or other interactions.
 - iv. Communicated a social justice perspective and engaged in social justice advocacy activities.
 - v. Acknowledged marginalization and racism affecting people in our society and community.
 - c. Optimal:
 - i. Actively pursued opportunities to increase cultural self-awareness.
 - ii. Regularly evaluated personal views to ensure they were not impacting client needs.
 - iii. Consistently tried to understand the cultural worldview of others and apply it to counseling sessions, client conceptualization, or other interactions.
 - iv. Engaged actively in social justice activities and encouraged others to do the same.
 - v. Recognized and acted often to help those impacted by marginalization and racism in our society and community.
12. **Professional wellness and self-care:** Demonstrates the ability to implement strategies to prevent burnout related impairment that may impact clients and counselor competency. This includes using professional self-care strategies to limit the impact of stress on one's professional wellness, and making choices that promote balanced school-life-work interactions.
- a. Unacceptable:
 - i. Showed problematic stress or burnout resulting from limited use of self-care strategies.
 - ii. Demonstrated lack of school-life-work balance or took on too much work.
 - iii. Acted in an inappropriate manner in class, during clinical experiences, or in other interactions due to unmanaged stress or signs of burnout.
 - iv. Did not demonstrate the use of self-care strategies.
 - b. Acceptable:
 - i. Did not show problematic stress or burnout.
 - ii. Usually exhibited a school-life-work balance.
 - iii. Stress and burnout did not negatively impact behavior in class, during clinical experiences, or in other interactions.
 - iv. Demonstrated the use of some self-care strategies to maintain professional wellness.
 - c. Optimal:
 - i. Maintained a high rate of professional wellness, and supported the professional wellness of others in the program.
 - ii. Exhibited a good school-life-work balance and took on an appropriate workload.
 - iii. Modeled for others ways to promote professional wellness.
 - iv. Actively used self-care strategies to maintain professional wellness and encouraged others to use them.
13. **Humility:** Demonstrates a sense of humility related to own knowledge and expertise, including a modest perspective regarding own counseling skills, ability, and understanding of the profession. This disposition also includes an effort to engage in cultural humility regarding peers, faculty, supervisors, and clients.

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- a. Unacceptable:
 - i. Conveyed messages that they did not need to learn new material or skills.
 - ii. Took a rigid perspective on whether new learning mattered.
 - iii. Claimed a sense of mastery or expertise in a situation where it was not the case.
 - iv. Assumed to know cultural factors or characteristics of a peer, faculty, supervisor, or student/client.
 - b. Acceptable:
 - i. Able to approach learning from a position of modesty.
 - ii. Showed a willingness to learn course topics.
 - iii. Admits to gaps in counseling knowledge, skills, or understanding.
 - iv. Held an openness to learn about the culture of peers, faculty, supervisors, and students/clients.
 - c. Optimal:
 - i. Actively expressed the desire to learn and grow knowledge and skills.
 - ii. Constantly put aside prior experience to learn new topics.
 - iii. Acknowledged gaps in counseling knowledge and skills and pursued supervision or new learning.
 - iv. Actively pursued opportunities to learn about the culture of peers, faculty, supervisors, and students/clients.
14. **Professionalism:** Demonstrates professional behavior and integrity with supervisors, peers, and clients, including being respectful, honest, thoughtful, and appropriate within all professional interactions. This disposition also includes effective and appropriate communication verbally, electronically, and in writing with classmates, faculty, and supervisors.
- a. Unacceptable:
 - i. Acted in an unprofessional manner with an instructor, supervisor, or client.
 - ii. Was disrespectful or dishonest.
 - iii. Communicated in an unprofessional manner in verbal or nonverbal form.
 - iv. Reached out to faculty or supervisors abruptly, with short notice, repeatedly over a limited timeframe or in a demanding tone or reached out to multiple faculty/staff with the same issue/question.
 - v. Regularly dressed inappropriately or unprofessional at clinical site or class.
 - b. Acceptable:
 - i. Interactions with faculty or supervisors were professional.
 - ii. Showed respect to peers, faculty, supervisors, and clients.
 - iii. Was honest in all interactions.
 - iv. Exhibited ability to be professional in verbal and/or written communication.
 - v. Communication was responsive.
 - vi. The tone of communication was professional, welcoming, and timely.
 - vii. Dressed professionally at all times.
 - c. Optimal:
 - i. Showed a high rate of professionalism and integrity in interactions.
 - ii. Held a high degree of respect for others and procedures.
 - iii. Communicated with faculty well ahead of pending events or concerns in an effective and appropriate tone.
 - iv. Demonstrated prompt and timely responses.

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- v. Showed flexibility during challenging, lengthy, or delayed communications.
15. **Willingness to seek help:** Demonstrates the ability to seek out help from supervisors, instructors, or other stakeholders that can assist with personal, academic, or professional difficulties. This includes the active pursuit of help when career uncertainty, academic issues, or clinical challenges arise. This disposition also includes a willingness to seek personal counseling and consultation to manage mental health and personal concerns.
- a. Unacceptable:
- i. Was unwilling to seek out assistance for help to resolve a deficit in understanding, knowledge, or skills.
 - ii. Refused to seek help when asked to by a site supervisor or course instructor.
 - iii. Unwilling to seek training to help with an identified deficit in knowledge or skills.
 - iv. Rejected the idea that personal counseling may help address a personal need.
 - v. Articulated stigma towards help-seeking behavior.
- b. Acceptable:
- i. Demonstrated a willingness to get help regarding academic or clinical skill development after being prompted by a course instructor or supervisor.
 - ii. Sought out professional development for knowledge or clinical skills when prompted.
 - iii. Held open mind to getting help to support academic and personal needs.
 - iv. Articulated the benefits of seeking help in times of personal and professional need.
- c. Optimal:
- i. Actively sought help for academic and clinical skill development without prompting.
 - ii. Frequently sought out professional development for knowledge or clinical skills on their own without prompting.
 - iii. Regularly sought help when facing difficulties at their clinical site or during program courses.
 - iv. Engaged in personal counseling or mentorship to address a need to prevent potential concerns without prompting.

Section IV: Direct Observation of Services

Of the following, which of the following counseling services have you directly observed your supervisee providing at your site this semester?

- Individual counseling
- Group counseling
- Family/couple counseling
- Psychoeducation, group presentation, or guidance
- Direct consultation

(Supervisor will be asked to open comment on any of the services they select.)

You indicated that you have had an opportunity to observe your student engage in *individual counseling*. Please comment on strengths and recommendations for continued growth. These comments may be focused on skill/delivery or conceptualization and planning.

Other comments or suggestions for continued growth and development:

Open response.

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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.

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

*** 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

You must have liability insurance while enrolled as a doctoral student. ACA student insurance does not cover doctoral students. CACREP requires that all students (including doctoral students) have individual policies. This means that the department policy will not provide adequate liability coverage.

Therefore, you will need to purchase your own policy to cover your teaching, counseling, and supervision practica, internships, and volunteer experiences. The easiest way to purchase this is through HPSO, which has a partnership with ACA. If you are an ACA member (hopefully all of you are), you can log into your ACA account to access a coupon code and link to the policy.

Three important items to note:

- Student insurance DOES NOT apply to doctoral students, so you must purchase **professional liability insurance**

An internship log must be kept of the internship hours.

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

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placement using the Placement Evaluation. All internship documentation and evaluations of the clinical intern's experience will be maintained via TaskStream.

Video-Audio Learning Tool (VALT)

Students must use VALT for all supervision and clinical work that does not take place in a faculty office. All supervision and on-campus counseling sessions should take place in a CTC room using VALT as the taping mechanism.

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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.

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- 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

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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 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

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- *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 _____

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Clinical Counseling Internship Hours Log

Student Name _____

Site _____

Direct Hours:

Week:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Individual Counseling																
Group Counseling																
Family or Couple Counseling																
Consultation Advocacy																
Group Presentations/Guidance																
Total																

Total Number of Direct Hours _____

Indirect Hours:

Week:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Group Supervision (class)																
Individual Supervision																
Site Supervision																
Case Management																
Workplace Activities/Mtg																
Clinical Prep work																
Total																

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.

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**Site Supervisor Evaluation
of UT Counseling Programs' Doctoral Clinical Internship
(Required via Taskstream)**

<https://tiny.utk.edu/UTCounselingEval>

Section I: General Supervisor Information

- Supervisor Name
- Site Name
- Which best describes your supervisee?
 - a. Master's practicum (100 hours/semester)
 - b. Master's intern (300 hours/semester)
 - c. Doctoral practicum
 - d. Doctoral intern
- Which best describes your work setting?
 - a. Clinical mental health setting
 - b. School counseling
- Which evaluation are you completing?
 - a. Midterm
 - b. Final
- Which semester is this?
 - a. Fall
 - b. Spring
 - c. Summer

Section II: Assessment of Clinical Skills

Description of Score

- 5 SUPERIOR SKILL: Is consistently present, and used intentionally with superior precision, and is an advanced facilitation for the client.
- 4 EXCELLENT SKILL: Is consistently present, and usually used intentionally with excellent precision, and is an effective facilitation for the client.
- 3 ACCEPTABLE SKILL: Is used somewhat intentional, with some precision, and is an acceptable facilitation for the client.
- 2 SUBSTANDARD SKILL: Is inconsistent and, at times not used with intentionality, and is a substandard facilitation for the client.
- 1 POOR SKILL: Does not enhance counseling and may be hurtful to client. Not performed correctly or understood.
- NA Skill not applicable at this time or has not been introduced.

Invitational Skills

In addition to understanding invitational skills, trainees recognize the appropriate occasions to use them, frequency of use, and multicultural, developmental, and contextual issues that may serve as a benefit or negative consequence to the use of the skill.

25. Nonverbal Communication - Is culturally and contextually appropriate with eye contact, facial expression, posture, gestures, and spatial distance; maintains open and relaxed posture; conveys

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professional dress. Flexibly uses variations in nonverbal communication given client's multicultural background.

26. Encouragers - Uses nonverbal minimal encouragers including elaborating/attending behavior, natural body style of encouragement, congruency with client's bodily movement, leaning forward, and head nodding. Uses verbal minimal encouragers (e.g., Oh? So? Then? And? Umm-hmm, uh-huh, tell me more, repetition of key words).
27. Vocal Tone - Uses vocal tones appropriate for the session and goals. Communicates caring, acceptance, and congruence with the context of the session. Comprehends multicultural nuances in vocal tone and makes the appropriate adjustment.
28. Observation - Observes and conveys awareness of differences in counselor and client verbal and nonverbal behavior within key areas (e.g., client speech, grooming, posture, build, gait, hesitation, stammer). Is able to filter observation through a multicultural lens and understands culturally bound verbal and nonverbal behavior.
29. Silence - Uses unfilled pauses or periods of silence to serve various functions in the counseling sessions (e.g., reducing own level of activity, slowing down session pace, giving client time to think, and returning responsibility to the client).

Attending Skills

In addition to understanding attending skills, trainees recognize the appropriate occasions to use them, frequency of use, multicultural, developmental, and contextual issues that may serve as a benefit or negative consequence to the use of the skill.

30. Goal Setting - Collaborates with client to establish goals that are related to the presenting issues. Demonstrates ability to identify issues and themes that the client presents and funnels them down to treatment goals.
31. Open-Ended Questioning - Asks open questions that encourage client disclosure. Understands types of questions (i.e., what, how, when, where, who, could, would). Avoids overuse.
32. Closed-Ended Questioning - Uses closed-ended questions to obtain particular information. Close-ended questions begin with words such as are, do, can, is, and did and can be answered with yes, no, or another short response. Avoids overuse.
33. Clarification - Asks the client to elaborate on vague, ambiguous, or implied statements with the request for clarification usually expressed as a question beginning with phrases such as "Are you saying this?" or "Could you try to describe that?" or "Can you clarify that?" Clarifications can also be in the form of statements with a questioning connotation with phrases such as, "They are always talking about you?"
34. Paraphrasing - Rephrases the client's primary words and thoughts, paying selective attention to the content part of the message, and translates the client's key ideas into their own words.
35. Summarizing - Ties together multiple elements of client's message, identifying themes or patterns. Skill used as a tool for feedback or as a focusing method for interrupting client "storytelling."
36. Normalizing - Noting appropriately commonality of issues without inappropriately minimizing important issues. This often starts with phrases like "It is normal" or "Most people would."
37. Reflecting of Feeling - States succinctly the feeling and the content of the problem expressed by the client on the implied and stated level, adding to a paraphrase an emotional tone or feeling word (e.g., hurt, mad, sad, jealous, confused, terrified, or scared).

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Influencing Skills

In addition to understanding influencing skills, trainees recognize the appropriate occasions to use them, frequency of use, and multicultural, developmental, and contextual issues that may serve as a benefit or negative consequence to the use of the skill.

38. Advocacy - Advocates for the welfare of clients, groups, and the counseling profession within systems. Seeks to eliminate obstacles and hindrances that prevent access, progress, and development. For example, “We need to establish more after school programming for low income families.”
39. Immediacy - Recognizes here and now feelings, expressing verbally something occurring at a particular moment within the session. Makes note of patterns, themes, client/counselor relationship issues, and discussion of currently experienced emotions.
40. Challenging & Pointing out Discrepancies - Describes appropriately discrepancies, conflicts, and mixed messages apparent in the client’s feelings, thoughts, and actions.
41. Feedback - Provides concrete and honest reactions based on observation of client’s verbal and non-verbal behavior to foster awareness of how client appears to others.
42. Reflecting Meaning and Values - Reflects underlying spoken or unspoken meanings (i.e., core experiences) accurately to client in a manner that extends beyond paraphrasing.
43. Reframing - Encourages client to see issue, feeling, or behavior from a different perspective to challenge client meaning effectively.
44. Interpretation - Identifies and reflects behaviors, patterns, goals, wishes, and feelings that are suggested or implied by the client’s communication. Uses hunches to make implied client messages more explicit.
45. Self-Disclosure - Provides both direct and indirect self-disclosure appropriately in a manner that fosters rapport building, promotion of feelings of universality, increases in therapeutic trust, and instillation of hope. Self-interest is not used for counselor’s personal gain.
46. Psychoeducation - Provides psychoeducation for the purpose of awareness, clarification, and the achievement of goals; discusses pragmatic behaviors involved in the psychoeducation; plans how to generalize the learning to daily life.
47. Homework - Assigns or collaborates on the creation of behaviorally-specific and goal-related activities to complete between sessions and/or over time. Reviews homework at the start of counseling session. Effectively discusses issues surrounding homework non-completion (if relevant).
48. Directives - Provides a direct suggestion (e.g., I suggest. . .) and/or activity (e.g., role play, empty chair) to the client, which provides new options without taking away client choice and freedom. Avoids overuse and advice giving.

Section III: Assessment of Professional Counseling Dispositions

Please read the definition for each of the professional dispositions listed below. Then, rate the student or supervisee as demonstrating *Unacceptable*, *Acceptable*, or *Optimal* ratings for each disposition. The scale includes descriptions for each of these ratings including some examples of behaviors, reactions, and cognitions demonstrating merit for the rating of Unacceptable, Acceptable, and Optimal.

16. **Openness to new ideas:** Demonstrates an openness to learn, grow, and change behavior based on hearing about new concepts and ideas, including openness to learning about bias, power, and privilege. This also includes a willingness to receive and integrate new ideas into thinking and behaviors (cognitive flexibility).
 - a. Unacceptable:
 - i. Was dogmatic about own perspective and ideas.
 - ii. Ignored or was defensive about constructive feedback.

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- iii. Showed little or no evidence of incorporating constructive feedback received or willingness to change their own behavior.
 - b. Acceptable:
 - i. Was amenable to a discussion of perspectives other than own.
 - ii. Accepts constructive feedback without defensiveness.
 - iii. Evidence of an effort to incorporate relevant feedback received to change own behavior.
 - c. Optimal:
 - i. Solicited others' opinions and perspectives about their own work.
 - ii. Invited constructive feedback and demonstrated interest in others' perspectives.
 - iii. Strong evidence of incorporation of feedback received to change own behavior.
17. **Flexibility and adaptability:** Demonstrates an ability to respond to environmental demands independently, including showing adaptability to unforeseen events or changes, and an acceptance of encountering challenging unexpected circumstances. This disposition also includes the ability to assess and adapt to demands accordingly and a demonstrated tolerance to ambiguity.
- a. Unacceptable:
 - i. Showed little or no effort to recognize changing demands in the professional & interpersonal environment.
 - ii. Showed little or no effort to flex own response to changing environmental demands.
 - iii. Refused to flex own response to changing environmental demands despite knowledge of the need for change.
 - iv. Was intolerant of unforeseeable or necessary changes in established schedule or protocol.
 - b. Acceptable:
 - i. Effort to recognize changing demands in the professional and interpersonal environment was evident but sometimes inaccurate.
 - ii. Effort to flex own response to new environmental demands was evident but sometimes inaccurate.
 - iii. Flexed own response to changing environmental demands when directed to do so.
 - iv. Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.
 - c. Optimal:
 - i. Showed accurate effort to recognize changing demands in the professional and interpersonal environment.
 - ii. Showed accurate effort to flex own response to changing environmental demands as needed.
 - iii. Independently monitored the environment for changing demands and flexed own response accordingly.
 - iv. Works to understand needs behind unexpected changes in established process, schedule, or protocol to avoid resentment.
 - v. Accepted necessary changes in established schedule and attempted to discover the reasons for them.
18. **Cooperativeness with others:** Demonstrates an ability to collaborate with classmates, faculty, colleagues, and supervisors in the pursuit of a shared goal and understanding. This disposition includes the willingness to compromise when the situation demands.

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- a. Unacceptable:
 - i. Showed little or no engagement in collaborative activities.
 - ii. Undermined goal achievement in collaborative activities.
 - iii. Was unwilling to compromise in collaborative activities.
 - b. Acceptable:
 - i. Engaged in collaborative activities but with minimum allowable input.
 - ii. Accepted but rarely initiated compromise in collaborative activities.
 - iii. Was concerned mainly with their own part in collaborative activities but demonstrated some assistance to others.
 - c. Optimal:
 - i. Worked actively toward reaching consensus in collaborative activities.
 - ii. Was willing to initiate compromise to reach group consensus.
 - iii. Showed concern for the group as well as individual goals in collaborative activities.
19. **Willingness to accept and use feedback:** Demonstrates the ability to listen to reflect on, and integrate feedback into future thinking and actions. This disposition includes showing an openness to hear feedback and acknowledging that it was received. This disposition also includes engaging in self-reflection and integrates feedback from the program faculty with self-awareness to support professional growth.
- a. Unacceptable:
 - i. Discouraged feedback from others through defensiveness and anger.
 - ii. Showed little or no evidence of incorporation of feedback.
 - iii. Took feedback contrary to own position as a personal affront.
 - iv. Demonstrated greater willingness to give feedback than receive it.
 - b. Acceptable:
 - i. Was generally receptive to supervisory feedback.
 - ii. Showed evidence of incorporating feedback into own views and behaviors.
 - iii. Showed minimal defensiveness to critique as evidenced by over explanation of own actions with appropriate affect.
 - iv. Demonstrated greater willingness to receive feedback than to give it.
 - c. Optimal:
 - i. Invited feedback by direct request and positive acknowledgment when received.
 - ii. Showed evidence of active incorporation of supervisory feedback into own views and behaviors.
 - iii. Demonstrated a balanced willingness to give and receive supervisory feedback.
20. **Awareness of own impact on others:** Demonstrates insight into how one's words and actions can positively and negatively affect the people around them. This disposition includes an active pursuit to learn about how one's words and actions are affecting others and the incorporation of feedback to create positive change.
- a. Unacceptable:
 - i. Words and actions reflected little or no concern for how others were impacted by them.
 - ii. Ignored feedback about how words and actions negatively affected others.
 - iii. Used physical presence (demeanor, interactions, and behaviors) in a way that negatively affected others.
 - b. Acceptable:

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- i. An effort to determine how their own words and actions impacted others was attempted but sometimes inaccurate.
 - ii. Responded as necessary to feedback regarding the negative impact of own words and actions on others.
 - iii. Used physical presence (demeanor, interactions, and behaviors) appropriately.
 - c. Optimal:
 - i. Made effort toward recognition of how own words and actions impacted others.
 - ii. Initiates feedback from others regarding the impact of own words and behaviors.
 - iii. Incorporates feedback regarding the impact of own words and behaviors to effect positive change.
 - iv. Used physical presence (demeanor, interactions, and behaviors) to positive impact others.
- 21. **Ability to deal with conflict:** Demonstrates willingness and ability to take others' perspectives and recognize one's role in a challenging or conflictual situation. This disposition includes the active pursuit of approaches to resolving the conflict and a willingness to use strategies to actively resolve the problem.
 - a. Unacceptable:
 - i. Provoked conflict with peers or others.
 - ii. Showed little to no willingness to examine own role in a conflict.
 - iii. Ignored advice that did not agree with own position.
 - iv. Showed little to no effort at problem solving.
 - v. Displayed hostility when conflicts were addressed.
 - b. Acceptable:
 - i. Attempted but sometimes had difficulty grasping conflicting points of view.
 - ii. Would examine own role in a conflict when directed to do so.
 - iii. Was responsive to supervision in a conflict if it was offered.
 - iv. Participated in problem solving when directed.
 - v. Avoided unnecessary conflict.
 - c. Optimal:
 - i. Was consistently willing and able to consider others' points of view.
 - ii. Regularly examined own role in a conflict.
 - iii. Was always open to supervisory critique about own role in a conflict.
 - iv. Initiated and participated in problem solving efforts in conflicts.
 - v. Anticipated and prevented unwanted conflict.
- 22. **Ability to accept personal responsibility:** Demonstrates the willingness and ability to take responsibility for own role in a problem or challenging situation, including an accurate appraisal of the situation that is genuine and truthful regarding the events that transpired. This disposition also includes being able to accept mistakes and avoid placing blame on others.
 - a. Unacceptable:
 - i. Refused to admit mistakes or examine own contribution to problems.
 - ii. Minimized or embellished the truth to extricate themselves from problems.
 - iii. Overestimated role in problems.
 - iv. Consistently blamed others for problems without self-examination.
 - v. Unable to receive feedback from peers, instructors, or supervisors.
 - b. Acceptable:
 - i. Was willing to examine own role in problems when informed of the need to do so.

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- ii. Was accurate and honest in describing own and others' roles in problems.
 - iii. Might blame initially, but was open to self-examination about own role in problems
 - iv. Accepted feedback from peers, instructors, or supervisors
 - c. Optimal:
 - i. Monitored own level of responsibility in professional performance.
 - ii. Invited constructive critique from others and applied it toward professional growth.
 - iii. Accepted own mistakes and responded to them as an opportunity for self-improvement.
 - iv. Avoided blame in favor of self-examination.
23. **Effective and appropriate expression of feelings:** Demonstrates the ability to recognize and manage feelings in oneself effectively and control emotional reactivity. This includes the ability to communicate and respond to emotions in an appropriate manner for the setting and situation. This disposition also includes an openness to discuss feelings genuinely with the aim of improving reflectivity and self - awareness.
- a. Unacceptable:
 - i. Showed little evidence of willingness and ability to articulate own feelings.
 - ii. Showed little to no evidence of willingness and ability to recognize and acknowledge the feelings of others.
 - iii. Acted out negative feelings (via unhealthy behaviors) rather than talking about them.
 - iv. Expressions of feeling were inappropriate given professional setting/situation.
 - v. Was unable to control emotional reactions.
 - vi. Was resistant to a discussion of feelings in supervision and/or faculty interactions.
 - b. Acceptable:
 - i. Showed evidence of willingness and ability to express own feelings, but with limited range.
 - ii. Showed evidence of willingness and ability to acknowledge others' feelings, sometimes in an inaccurate way.
 - iii. Expressions of feeling usually appropriate to the setting, responsive to feedback when not.
 - iv. Willing to discuss own feelings in supervision and faculty interactions when directed.
 - c. Optimal:
 - i. Showed consistent willingness and ability to articulate the full range of own feelings.
 - ii. Showed evidence of willingness and accurate ability to acknowledge others' feelings.
 - iii. Expression of own feelings was consistently appropriate to the setting.
 - iv. Initiated appropriate discussion of own feelings in supervision and faculty interactions.
 - v. Consistently able to control emotional reactions.
24. **Attention to ethical and legal considerations:** Demonstrates adherence to ethical guidelines (ACA Code of Ethics) and legal mandates for the counseling profession, including sensitivity to ethical concerns, seeking supervision when experiencing an ethical or legal concern and following appropriate site procedures and policies. This disposition also includes managing professional boundaries, sensitivity to diversity, ensuring client welfare, and maintaining confidentiality.
- a. Unacceptable:
 - i. Engaged in behaviors that violated applicable ethical codes or laws.
 - ii. Engaged in inappropriate or unethical dual relationships.
 - iii. Acted with prejudice toward those of different race, culture, religion, gender, sexual orientation/affection, and other areas of difference than self.

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- iv. Endangered the safety and the wellbeing of clients, peers, faculty, and supervisors.
 - v. Breached established rules or procedures regarding confidentiality.
 - b. Acceptable:
 - i. Behaved ethically and used sound ethical decision-making processes.
 - ii. Was responsive to supervision for occasional personal-professional boundary confusion.
 - iii. Was responsive to feedback on occasional insensitivity to diversity in professional interactions.
 - iv. Used judgment that could have put client, peer, faculty, or supervisor safety and wellbeing at risk.
 - v. Used judgment that could have put client confidentiality at risk.
 - c. Unacceptable:
 - i. Led ethical decision-making processes and taught others appropriate ethical behavior.
 - ii. Maintained clear boundaries with clients, peers, and supervisors.
 - iii. Demonstrated consistent sensitivity to diversity.
 - iv. Satisfactorily ensured client, peer, faculty, or supervisor safety and wellbeing.
 - v. Appropriately safeguarded the confidentiality of clients.
- 25. **Initiative and motivation:** Demonstrates engagement in the learning process and development of counseling skills and knowledge. This includes completing assignments by scheduled due dates and meeting class expectations. This disposition also includes taking initiative in the program, classes, and extracurricular activities.
 - a. Unacceptable:
 - i. Often missed deadlines and classes.
 - ii. Rarely participated in class activities.
 - iii. Often failed to meet minimal expectations in assignments.
 - iv. Displayed little or no initiative and creativity in assignments or supervision.
 - b. Acceptable:
 - i. Missed no more than the allowable number of classes or deadlines.
 - ii. Usually participated in class activities.
 - iii. Met only the minimal expectations in assigned work.
 - iv. Showed some initiative and creativity in assignments.
 - c. Optimal:
 - i. Met all attendance requirements and deadlines.
 - ii. Regularly participated in class activities.
 - iii. Exceeded expectations in assigned work.
 - iv. Consistently displayed initiative and creativity in assigned work.
- 26. **Orientation to multiculturalism and social justice advocacy:** Demonstrates a way of being with classmates, faculty, supervisors, and clients that attends to issues related to culture and social justice. This disposition includes an ability to remain objective about clients and to develop one's self-awareness with regards to multiculturalism. The disposition also includes striving to understand and respect the worldviews of clients, colleagues, and other stakeholders. This also includes being attentive to social justice issues and use of advocacy interventions.
 - a. Unacceptable:
 - i. Showed little to no willingness to increase cultural self-awareness.
 - ii. Unable to remain objective about client needs and values.

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- iii. Little to no effort to understand the cultural worldview of others.
 - iv. Rarely, if ever, demonstrated a social justice perspective.
 - v. Refused to acknowledge marginalization and racism affecting people in our society and community.
 - vi. Engaged in active or passive perpetuation of social privilege.
 - b. Acceptable:
 - i. Expressed willingness to increase cultural self-awareness.
 - ii. Responded to clients' need separate from personal views.
 - iii. Tried to understand the cultural worldview of others and applied it to counseling sessions, conceptualization, or other interactions.
 - iv. Communicated a social justice perspective and engaged in social justice advocacy activities.
 - v. Acknowledged marginalization and racism affecting people in our society and community.
 - c. Optimal:
 - i. Actively pursued opportunities to increase cultural self-awareness.
 - ii. Regularly evaluated personal views to ensure they were not impacting client needs.
 - iii. Consistently tried to understand the cultural worldview of others and apply it to counseling sessions, client conceptualization, or other interactions.
 - iv. Engaged actively in social justice activities and encouraged others to do the same.
 - v. Recognized and acted often to help those impacted by marginalization and racism in our society and community.
27. **Professional wellness and self-care:** Demonstrates the ability to implement strategies to prevent burnout related impairment that may impact clients and counselor competency. This includes using professional self-care strategies to limit the impact of stress on one's professional wellness, and making choices that promote balanced school-life-work interactions.
- a. Unacceptable:
 - i. Showed problematic stress or burnout resulting from limited use of self-care strategies.
 - ii. Demonstrated lack of school-life-work balance or took on too much work.
 - iii. Acted in an inappropriate manner in class, during clinical experiences, or in other interactions due to unmanaged stress or signs of burnout.
 - iv. Did not demonstrate the use of self-care strategies.
 - b. Acceptable:
 - i. Did not show problematic stress or burnout.
 - ii. Usually exhibited a school-life-work balance.
 - iii. Stress and burnout did not negatively impact behavior in class, during clinical experiences, or in other interactions.
 - iv. Demonstrated the use of some self-care strategies to maintain professional wellness.
 - c. Optimal:
 - i. Maintained a high rate of professional wellness, and supported the professional wellness of others in the program.
 - ii. Exhibited a good school-life-work balance and took on an appropriate workload.
 - iii. Modeled for others ways to promote professional wellness.
 - iv. Actively used self-care strategies to maintain professional wellness and encouraged others to use them.

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28. **Humility:** Demonstrates a sense of humility related to own knowledge and expertise, including a modest perspective regarding own counseling skills, ability, and understanding of the profession. This disposition also includes an effort to engage in cultural humility regarding peers, faculty, supervisors, and clients.
- a. Unacceptable:
 - i. Conveyed messages that they did not need to learn new material or skills.
 - ii. Took a rigid perspective on whether new learning mattered.
 - iii. Claimed a sense of mastery or expertise in a situation where it was not the case.
 - iv. Assumed to know cultural factors or characteristics of a peer, faculty, supervisor, or student/client.
 - b. Acceptable:
 - i. Able to approach learning from a position of modesty.
 - ii. Showed a willingness to learn course topics.
 - iii. Admits to gaps in counseling knowledge, skills, or understanding.
 - iv. Held an openness to learn about the culture of peers, faculty, supervisors, and students/clients.
 - c. Optimal:
 - i. Actively expressed the desire to learn and grow knowledge and skills.
 - ii. Constantly put aside prior experience to learn new topics.
 - iii. Acknowledged gaps in counseling knowledge and skills and pursued supervision or new learning.
 - iv. Actively pursued opportunities to learn about the culture of peers, faculty, supervisors, and students/clients.
29. **Professionalism:** Demonstrates professional behavior and integrity with supervisors, peers, and clients, including being respectful, honest, thoughtful, and appropriate within all professional interactions. This disposition also includes effective and appropriate communication verbally, electronically, and in writing with classmates, faculty, and supervisors.
- a. Unacceptable:
 - i. Acted in an unprofessional manner with an instructor, supervisor, or client.
 - ii. Was disrespectful or dishonest.
 - iii. Communicated in an unprofessional manner in verbal or nonverbal form.
 - iv. Reached out to faculty or supervisors abruptly, with short notice, repeatedly over a limited timeframe or in a demanding tone or reached out to multiple faculty/staff with the same issue/question.
 - v. Regularly dressed inappropriately or unprofessional at clinical site or class.
 - b. Acceptable:
 - i. Interactions with faculty or supervisors were professional.
 - ii. Showed respect to peers, faculty, supervisors, and clients.
 - iii. Was honest in all interactions.
 - iv. Exhibited ability to be professional in verbal and/or written communication.
 - v. Communication was responsive.
 - vi. The tone of communication was professional, welcoming, and timely.
 - vii. Dressed professionally at all times.
 - c. Optimal:
 - i. Showed a high rate of professionalism and integrity in interactions.

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- ii. Held a high degree of respect for others and procedures.
 - iii. Communicated with faculty well ahead of pending events or concerns in an effective and appropriate tone.
 - iv. Demonstrated prompt and timely responses.
 - v. Showed flexibility during challenging, lengthy, or delayed communications.
30. **Willingness to seek help:** Demonstrates the ability to seek out help from supervisors, instructors, or other stakeholders that can assist with personal, academic, or professional difficulties. This includes the active pursuit of help when career uncertainty, academic issues, or clinical challenges arise. This disposition also includes a willingness to seek personal counseling and consultation to manage mental health and personal concerns.
- d. Unacceptable:
 - i. Was unwilling to seek out assistance for help to resolve a deficit in understanding, knowledge, or skills.
 - ii. Refused to seek help when asked to by a site supervisor or course instructor.
 - iii. Unwilling to seek training to help with an identified deficit in knowledge or skills.
 - iv. Rejected the idea that personal counseling may help address a personal need.
 - v. Articulated stigma towards help-seeking behavior.
 - e. Acceptable:
 - i. Demonstrated a willingness to get help regarding academic or clinical skill development after being prompted by a course instructor or supervisor.
 - ii. Sought out professional development for knowledge or clinical skills when prompted.
 - iii. Held open mind to getting help to support academic and personal needs.
 - iv. Articulated the benefits of seeking help in times of personal and professional need.
 - f. Optimal:
 - i. Actively sought help for academic and clinical skill development without prompting.
 - ii. Frequently sought out professional development for knowledge or clinical skills on their own without prompting.
 - iii. Regularly sought help when facing difficulties at their clinical site or during program courses.
 - iv. Engaged in personal counseling or mentorship to address a need to prevent potential concerns without prompting.

Section IV: Direct Observation of Services

Of the following, which of the following counseling services have you directly observed your supervisee providing at your site this semester?

- Individual counseling
- Group counseling
- Family/couple counseling
- Psychoeducation, group presentation, or guidance
- Direct consultation

(Supervisor will be asked to open comment on any of the services they select.)

You indicated that you have had an opportunity to observe your student engage in individual counseling. Please comment on strengths and recommendations for continued growth. These comments may be focused on skill/delivery or conceptualization and planning.

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Other comments or suggestions for continued growth and development:

Open response.

**Faculty Supervisor Evaluation
of UT Counseling Programs' Doctoral Clinical Internship
(Required via Taskstream)**

Internship Description

*** Site / Experience**

No answer specified

*** Site Supervisor Name**

No answer specified

*** Type of Internship**

Complete evaluation below only for type of internship completed.

- ☐ Counseling
- ☐ Supervision
- ☐ Teaching
- ☐ Leadership & Advocacy

*** Evaluation Timing**

- ☐ Midterm
- ☐ Final

Evaluation

Please rate and comment on interns' strengths and next steps for development related to key areas of performance. Be sure to integrate site supervisor midterm and final evaluations alongside your direct observations of skills presentations and student engagement in supervision.

1 Does not meet expectations – skills are absent, harmful, or ineffective

2 Approaches expectations – skills are emerging; they are executed inconsistently; may have potential for limited effectiveness

3 Meets Expectations –skills are consistently present and well executed; good potential for effective practice

4 Exceeds Expectations – skills are consistently present and engaged with intentionality and excellent precision; very strong potential for effective practice

*** Counseling Evaluation**

	1 - Does Not Meet Expectations	2 - Approaches/Sometimes Meets Expectations	3 - Meets Expectations	4 - Exceeds Expectations
Conceptualizes clients through the lens of counseling theories or models consistent with evidence-based practice				

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Demonstrates
effective use of a
range of counseling
skills and
interventions

Demonstrates
CHORIS in
relationship to clinical
work (e.g., self-
awareness; humility;
openness to client,
peer and supervisor
feedback)

Attends to cultural,
systemic,
developmental, and
ethical considerations
related to counseling

Overall assessment of
intern development

Leadership-Advocacy Internship

Description of the Leadership-Advocacy Internship

The Leadership-Advocacy internship is intended to engage students in leadership and advocacy 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, social justice advocacy, conference planning, and program evaluation.

The purpose of this internship is to gain leadership and advocacy experience in the field of counselor education. Students can select from an existing opportunity or propose their own project. Existing opportunities within our programs include: CoFI leadership and coordination, CACREP data collection and analysis, and CSI leadership. L&A internships can be one or two semesters; for those that are two semesters, students will work with their supervisor to create a plan for both site supervision and participation in the COUN 659 course. Students do not select their own site supervisor but rather submit their proposal to Dr. Gibbons who presents it to faculty. CE faculty will determine the best site supervisor of each project.

These internships can be initiated by faculty or students, and 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).

Pre-Proposal: All students interested in an original L&A internship must submit a pre-proposal the semester before their internship is set to begin (*October 15 for spring semester; March 15 for fall semester*). <https://forms.gle/BWXAqpFAnYTJD5t3A>

Recurring L&A internships are available for MS Admissions and CACREP and accreditation; these do not require an application.

The pre-proposal must include:

- Needs assessment (1-2 paragraphs)
 - Why are you proposing this project? (for existing L&A options: Why are you interested in this project?)
 - What is needed to be accomplished and how did you identify this need?
 - How will the project benefit some aspect of the field of counselor education?
- Brief literature review (500 words maximum)
 - How does the literature support the need for your proposed project?
- Tentative steps
 - What do you hope to accomplish during your internship?
 - What is a tentative monthly timeline for your project?
- Connection to leadership and advocacy (1 paragraph)
 - How is your project directly connected to development of your leadership and advocacy skills?

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Contract: Once an L&A internship project is accepted and assigned to a site supervisor, the faculty member and student develop a written contract that includes the following sections:

- Needs Assessment: completed before project begins or at start of semester
 - Information on why you are proposing this project
 - What is needed to be accomplished
 - How this need was or will be identified
- Scholarship: completed and discussed throughout semester
 - What will you read and research related to your project
 - Must include readings on leadership and/or advocacy theory as well as readings specific to project (population, organization) – **beyond readings completed for other courses**
- Creation: completed throughout semester
 - What will you create/do
 - What steps will you take to accomplish your tasks
 - What is your timeline over the semester
- Transition: identified before semester begins with any needed training or infrastructure occurring prior to end of semester
 - What will occur when you are finished
 - Who will take over your project/outcome
- Evaluation: completed at end of semester or after project is completed
 - How will you get feedback from stakeholders about your project

When creating the contract, students must identify how their proposed project/activity/effort integrates various aspects of leadership-advocacy as defined by CACREP (2016). Students must select at least two experiential components and at least two conceptual components. These options should be embedded into the contract template described above.

Experiential Options:

- Plan, develop, and/or implement leadership-advocacy and/or leadership-advocacy development in professional and/or counseling organizations
- Develop skills of leadership-advocacy
- Plan, develop, and/or implement leadership-advocacy in counselor education programs
- Provide consultation in leadership-advocacy for others who are planning, developing, and/or implement leadership-advocacy efforts
- Plan, develop, and/or implement leadership-advocacy in crisis or disaster work
- Plan, develop, and/or implement leadership-advocacy in relation to current multicultural and social justice issues

Conceptual Options:

- Increase expertise in theories of leadership-advocacy
- Increase expertise of accreditation standards and processes
- Increase expertise in current topical and political issues in counseling and how these affect the work of counselors and the counseling profession

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- Increase expertise on the role of counselors and counselor educators advocacy work on behalf of the profession
- Increase expertise in models and competencies for advocating for clients at the system and policy levels
- Increase expertise of ethical leadership-advocacy practices
- Increase expertise of culturally relevant leadership-advocacy practices

After 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-Advocacy Internship.

The Site Supervisor completes a written evaluation (found in internship handbook) on the intern's efforts, once at mid-semester and again at the end of the semester for a final review. 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 or complete the internship and earn a passing grade.

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Leadership-Advocacy 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.

- Pre-Proposal: insert what you created for this the prior semester
- Scholarship: completed and discussed throughout semester
 - What will you read and research related to your project
 - Must include readings on leadership and/or advocacy theory as well as readings specific to project (population, organization) – **beyond readings completed for other courses**
- Creation: completed throughout semester
 - What will you create/do
 - What steps will you take to accomplish your tasks
 - What is your timeline over the semester
- Transition: identified before semester begins with any needed training or infrastructure occurring prior to end of semester
 - What will occur when you are finished
 - Who will take over your project/outcome
- Evaluation: completed at end of semester or after project is completed
 - How will you get feedback from stakeholders about your project
- 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-advocacy internship between DATE and DATE”
- Project Overview: Provide a big-picture overview of leadership-advocacy project and purpose
- Applicable Quality Statement: Include a quality statement such as “Meet the legal, ethical, professional behavior, record keeping, and quality work standards of the agency/program/site.” Adapt the statement to your context as needed.

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- *Example: To gain theoretical knowledge and advanced leadership and advocacy skills through engagement in xxx activity for at least 100 total hours between 08/2018 and 11/2018. 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 brief descriptive list of the primary tasks of your internship.

- Break the project down into specific tasks and steps.

You must select at least 2 experiential components and at least 2 conceptual components.

Experiential Options:

- Plan, develop, and/or implement leadership-advocacy and/or leadership-advocacy development in professional and/or counseling organizations
- Develop skills of leadership-advocacy
- Plan, develop, and/or implement leadership-advocacy in counselor education programs
- Provide consultation in leadership-advocacy for others who are planning, developing, and/or implement leadership-advocacy efforts
- Plan, develop, and/or implement leadership-advocacy in crisis or disaster work
- Plan, develop, and/or implement leadership-advocacy in relation to current multicultural and social justice issues

Conceptual Options:

- Increase expertise in theories of leadership-advocacy
- Increase expertise of accreditation standards and processes
- Increase expertise in current topical and political issues in counseling and how these affect the work of counselors and the counseling profession
- Increase expertise on the role of counselors and counselor educators advocacy work on behalf of the profession
- Increase expertise in models and competencies for advocating for clients/students at the system and policy levels
- Increase expertise of ethical leadership-advocacy practices
- Increase expertise of culturally relevant leadership-advocacy practices
- *Example:*
 - Experiential Categories: develop leadership-advocacy in counselor education program by revising the master's level orientation policies and procedures; develop orientation activities that best represent multicultural and social justice sensitivity
 - Conceptual Growth Areas: increase expertise in advocacy work related to orientation processes; increase expertise in culturally relevant leadership-advocacy; consider most appropriate leadership and/or advocacy theory to apply to this work

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- *Proposed Tasks: Survey current students to determine effective and ineffective new student orientation practices. Use survey data to help create new orientation practices. Focus on integrating cultural sensitivity in orientation practices. Revise orientation documents. Develop creative activities that assist incoming students in becoming fully oriented to and comfortable with UT and the master's programs. 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 internship 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-*

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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-advocacy, improve expertise in developing culturally sensitive orientation activities for students, increase comfort in advocating for all students in counselor education.*

Methods of Evaluation

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

- Documentation of work time in internship time logs and records
- Observations and/or reports of effectiveness of intern's work and professionalism
- Regular verbal feedback
- Midterm and final written evaluations, on forms provided in internship handbook
 - *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 _____

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Leadership-Advocacy Internship Log

Intern _____ Semester/Year _____

[illegible]

Total Hours

Student's Signature _____ Date _____

Site Supervisor's Signature _____ Date _____

Evaluation of Leadership-Advocacy 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-advocacy completion of the contract purpose, goals, and objectives. The assessment can also include knowledge, skills, values, and practice along with self-awareness, ethical principles, and responsiveness to leadership-advocacy issues. Students also evaluate placement using the Placement Evaluation (refer to Internship & Practicum Handbook). All internship documentation and evaluations of the intern's experience will be maintained via TaskStream.

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**Instructor/Faculty Supervisor Evaluation
of UT Counseling Programs' Doctoral Leadership-Advocacy Intern**
(Required via TaskStream)

*** Leadership & Advocacy Evaluation**

	1 - Does Not Meet Expectations	2 - Approaches/Sometimes Meets Expectations	3 - Meets Expectations	4 - Exceeds Expectations
Conceptualizes L&A practice through the lens of established L&A theories or models				
Demonstrates effective use of a range of L&A practices				
Demonstrates CHORIS in relationship to L&A (e.g., self- awareness; humility; openness to partner, peer, and supervisor feedback)				
Attends to cultural, systemic, developmental, and ethical considerations related to L&A				
Overall assessment of intern development				

*** Primary Strengths and Areas of Progress**

No answer specified

*** Primary Limitations and Areas Needing Improvement**

No answer specified

*** Other Comments**

No answer specified

Site Supervisor's Evaluation of Leadership-Advocacy Internship

<https://tiny.utk.edu/CEDocInternEval>

Description of L&A Project _____

1- DOES NOT MEET EXPECTATIONS: does not enhance project and may lead to negative unintended outcomes.

2- APPROACHES EXPECTATIONS: acceptable at times, but may be inconsistent; has potential for limited effectiveness.

3- MEETS EXPECTATIONS: used intentionally with some precision; has potential for effective outcome

4- EXCEEDS EXPECTATIONS: consistently present, and usually used intentionally with excellent precision; has potential for advanced outcome

NA- Skill not applicable at this time or has not been introduced.

Contextualization

Utilizes professional literature and resources to deepen understanding of the L&A project

Collaborates with relevant parties to assess, design, implement, and/or evaluate the L&A project as needed

Contextualizes the L&A project within a broad scope of an organization's mission and vision

Applies leadership or advocacy theories or models to the L&A project

Considers systemic (micro to macro context) impacts related to the L&A project

Enactment

Demonstrates a clear vision for the L&A project

Develops clear goals, objectives, and action steps to guide the L&A project

Approaches the L&A project with innovation and creativity

Develops L&A project deliverables in a timely manner

Seeks and utilizes feedback from relevant parties to guide the L&A project process

Deals with difficulties or setbacks appropriately

Demonstrates use of MSJCCs throughout the L&A process and within the L&A deliverables

Advocates appropriately within context of the L&A project setting

Produces L&A project deliverables of high quality

Evaluates strengths and limitations of L&A project deliverables to formulate transition plans or next steps

Insert CHORIS BLOCK

Please comment on strengths

Please comment on recommendations for growth

Other

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.

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). All

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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.

	Minimum Requirement for Master's Practicum Counselor-in-Training	Minimum Requirement for Master's Intern
Formal case presentations	One recording with formal written conceptualizations as specified by instructor per master's practicum student to be presented during group supervision	Two recordings with formal written conceptualizations as specified by instructor per master's intern to be presented during group supervision
Additional tapes for review	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	Minimum eight (fall)/ six (spring) 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
<u>Doctoral Supervisors</u>		
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	Fall: Minimum 2 individual and 10 triadic sessions with each intern Spring: Minimum 2 individual and 6 triadic sessions with each intern

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Video-Audio Learning Tool (VALT)

Students must use VALT for all supervision and clinical work that does not take place in a faculty office. All supervision and on-campus counseling sessions should take place in a CTC room using VALT as the taping mechanism.

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.

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Supervision 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 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

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- 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:
 - *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)

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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 Intern: _____ Semester/Year: _____

Student's Signature _____ Date _____

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Sample Supervision Internship Log

(Doctoral interns complete this log tracking their supervision with master's practicum student or intern)

Intern: Berry Humbell

Semester/Year: 2014

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

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8/20/14	<i>Supervision notes (i.e., observations, suggestions, goals)</i>	<i>1</i>				
8/27/14	<i>Observed Counselor C conduct play therapy session.</i>	<i>1</i>				
8/27/14	<i>Processed and debriefed with Counselor C.</i>	<i>1.5</i>				
8/27/14	<i>Supervision notes (i.e., observations, suggestions, goals)</i>	<i>.50</i>				
Totals		<i>25.5</i>	<i>1</i>			

Verification by Site Supervisor(s)

Date

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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):

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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 _____

Adapted from Bernard, J. M., & Goodyear, R. K. (2004). *Fundamentals of clinical supervision*. Boston: Pearson.

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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-yan, 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

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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

Site Supervisor Signature _____ Date _____

Adapted from Bernard, J. M., & Goodyear, R. K. (2004). Fundamentals of clinical supervision. Boston: Pearson.

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.

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**Instructor/Faculty Supervisor Evaluation
 of UT Counseling Program's Doctoral Supervision Intern**
 (Required via TaskStream)

*** Supervision Evaluation**

	1 - Does Not Meet Expectations	2 - Approaches/Sometimes Meets Expectations	3 - Meets Expectations	4 - Exceeds Expectations
Conceptualizes supervisees through the lens of established supervision theories or models				
Demonstrates effective use of a range of supervision skills and interventions				
Demonstrates CHORIS in relationship to supervision (e.g., self-awareness, humility, openness to supervisee, peer, and supervisor feedback)				
Attends to cultural, systemic, developmental, and ethical considerations related to supervision				
Overall assessment of intern development				

Site Supervisor Evaluation of Intern Conducting Supervision Internship

<https://tiny.utk.edu/CEDocInternEval>

Adapted from L. DiAnne Borders

Internship Placement (e.g., COUN 559, triadic supervisor for 6 students)

Please use the following scale to rate the student's supervision skills.

1- DOES NOT MEET EXPECTATIONS: Does not enhance supervision and may be ineffective or harmful to supervisee or client.

2- APPROACHES EXPECTATIONS: Sometimes enhances supervision but is inconsistent across time or supervisees; has potential for limited effectiveness.

3- MEETS EXPECTATIONS: Is used intentionally, with some precision; is effective for the supervisee.

4- EXCEEDS EXPECTATIONS: Is consistently present, and usually used intentionally with excellent precision; is an advanced facilitation for the supervisee.

NA- Skill not applicable at this time or has not been introduced.

Facilitation Skills

Establishes supervisory relationships that are safe, trusting, and open

Uses facilitative supervision skills effectively

Responds to supervisee emotions effectively

Responds to supervisee resistance/reactance effectively

Maintains boundaries and uses self-disclosure appropriately

Has appropriate pacing and management of time during sessions

Gives appropriate attention to process issues (e.g., parallel process, transference, countertransference)

Attends to cultural influences and issues (related to client and supervisee)

Intervention Skills

Engages in collaborative goal-setting with supervisee

Uses supervisor roles (e.g., teacher, counselor, consultant) effectively and appropriately

Attends to supervision foci (i.e., skills, conceptualization, personalization) effectively and appropriately

Uses supervisory interventions in an appropriate, intentional, and effective manner (e.g., role-playing, scaffolding, IPR).

Provides structure and feedback appropriate to the supervisee's developmental needs

Provides constructive formative feedback including strengths and areas for growth

Conceptualization Skills

Articulates individual philosophy of supervision appropriate to own developmental and experience level

Appropriately considers supervisee's developmental level and needs

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Constructs accurate conceptualization of supervisee (e.g., learning needs, counseling style, interaction style,

Strengths, and areas for growth)

Demonstrates intentionality in selection of supervisory interventions

Formulates constructive summative evaluations including strengths and areas for growth

Professionalism Skills

Adheres to ethical and legal guidelines for supervision practice

Follows due process guidelines as needed

Completes documentation (e.g., review of supervisee critiques, supervision case notes) in a timely and accurate manner

CHORIS BLOCK

Please comment on strengths

Please comment on recommendations for growth

Other

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Short Supervisory Relationship Questionnaire (S-SRQ)

Your supervisees will also complete this survey, which will be uploaded as part of your comps portfolio and KPI for supervision.

The following statements describe some of the ways a person may feel about his/her supervisor. To what extent do you agree or disagree with each of the following statements about your relationship with your supervisor? Please tick the column which matches your opinion most closely.	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
SAFE BASE SUBSCALE							
1. My supervisor was approachable							
2. My supervisor was respectful of my views and ideas							
3. My supervisor gave me feedback in a way that felt safe							
4. My supervisor was enthusiastic about supervising me							
5. I felt able to openly discuss my concerns with my supervisor							
6. My supervisor was non-judgemental in supervision							
7. My supervisor was open-minded in supervision							
8. My supervisor gave me positive feedback on my performance							
9. My supervisor had a collaborative approach in supervision							
REFLECTIVE EDUCATION SUBSCALE							
10. My supervisor encouraged me to reflect on my practice							
11. My supervisor paid attention to my unspoken feelings and anxieties							
12. My supervisor drew flexibly from a number of theoretical models							
13. My supervisor paid close attention to the process of supervision							
14. My supervisor helped me identify my own learning/training needs							
STRUCTURE SUBSCALE							
15. Supervision sessions were focused							
16. Supervision sessions were structured							
17. My supervision sessions were disorganised							
18. My supervisor made sure that our supervision sessions were kept free from interruptions							

Scoring Key: Items 1-16 and Item 18 scored 1 (Strongly Disagree) to 7 (Strongly Agree);
Item 17 scored 7 (Strongly Disagree) to 1 (Strongly Agree)

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.

Teaching internship 1: you will co-teach a graduate-level course with a faculty instructor
After Teaching internship 1 but before internship 2: complete a series of asynchronous online modules from TLI: <https://teaching.utk.edu/certificate-curriculum/>

- Course-based assessment (3 modules)
- Inclusive teaching (5 modules)
- Experiential learning (5 modules)

Teaching internship 2: you will solo teach an undergraduate course as instructor of record. These can include (but are not limited to): COUN 202, 480, 333, 460

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.

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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.

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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

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- 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:
 - *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)

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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

[illegible]

Site Supervisor's Signature _____ Date _____

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Sample Teaching Internship Log

Intern T. Ching Smylife

Semester/Year Spring 2014

Date	Description of Activity	Time (hours)
1/6/14	Develop course goals & objectives, create grading system, develop class syllabus, ensure ordered texts are in bookstore, contact and schedule guest speakers	8
1/7/14	Finalize class schedule, create grading rubrics, develop teaching outlines, put extra reading assignments on reserve at library, reserve LCD projector for semester	8
1/8/14	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	8
1/13/14	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	4
1/13/14	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	4
1/15/14	Prepare for class, review second lesson, teach third lesson, respond to questions, clarify small group project	3.5
1/15/14	Prepare for class, review third lesson, grade students' small group project presentations, discuss research paper topics, met with three students following class	5.5
1/20/14	Prepare for class, review small group projects, teach fourth lesson, clarify research paper expectations, provide handouts & brief overview of APA citation and reference list format	3.0
1/22/14	Prepare for class, review fourth lesson, teach fifth lesson, collect research papers, grade research papers, tabulate data	12
1/25/14	Prepare for class, hand back research papers, review results and class data, review fifth lesson, teach sixth lesson, review for mid-term exam	3.5
2/27/14	Proctor mid-term exam, grade exams, plot exam data	6.5
2/29/14	Prepare for class, review mid-term exam, review results, respond to questions and comments, review sixth lesson, teach lesson seven	3.0
3-4/14		
4/27/14	Distribute course evaluation – Form C, collect post-course survey data, review for final exam	2
4/29/14	Give final exam and distribute all graded assignments, conduct closing activity	2

Total Hours 73

 Site Supervisor(s) Signature

 Date

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/~saais/>. 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.

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Instructor/Faculty Supervisor Evaluation of UT Counseling Programs' Doctoral Teaching Internship

(Required via TaskStream)

*** Teaching Evaluation**

	1 - Does Not Meet Expectations	2 - Approaches/Sometimes Meets Expectations	3 - Meets Expectations	4 - Exceeds Expectations
Conceptualizes teaching practice through the lens of established teaching and learning theories or models				
Demonstrates effective use of a range of teaching practices (e.g., instruction, facilitation, evaluation)				
Demonstrates CHORIS in relationship to teaching (e.g., self-awareness; humility; openness to student, peer, and supervisor feedback)				
Attends to cultural, systemic, developmental, and ethical considerations related to teaching				
Overall assessment of intern development				

Site Supervisor Evaluation of Teaching Intern

<https://tiny.utk.edu/CEDocInternEval>

Please respond to each item:

- **Reliability**
 - Ineffective - Instructor does not maintain communication with students outside normal class time.
 - Improvement Needed - Instructor maintains infrequent and untimely communication with students outside normal class time and office hours
 - Effective - Instructor maintains appropriate and timely (i.e., within two business days) communication with students outside normal class time and office hours.
 - Exemplary - Instructor maintains habitual and timely communication with students outside normal class time and office hours.
- **Transparency**
 - Ineffective - Instructor does not communicate information about course assignments, objectives, assessments with students.
 - Improvement Needed - Instructor communicates information about course assignments, objectives, assessments with students, but detail and timeliness are lacking.
 - Effective - Instructor communicates information about course assignments, objectives, assessments with students, but either detail or timeliness are lacking.
 - Exemplary - Instructor communicates detailed, up-to-date information about course assignments, objectives, assessments with students.
- **Enthusiasm for Student Success**
 - Ineffective - Instructor demonstrates no commitment to improve student learning and retention.
 - Improvement Needed - Instructor demonstrates some commitment to improve student learning and retention.
 - Effective - Instructor demonstrates a commitment to improve student learning and retention
 - Exemplary - Instructor demonstrates a strong commitment to improve student learning and retention.
- **Instructional Rigor**
 - Ineffective - Instructor delivers content that does not challenge students; provides no opportunities for higher order thinking processes.
 - Improvement Needed - Instructor delivers content that is challenging to some students; rarely provides opportunities for higher order thinking processes to ensure students interact with the content in a deep and meaningful way.
 - Effective - Instructor delivers content that is challenging to most students; provides some opportunities for higher order thinking processes to ensure students interact with the content in a deep and meaningful way.
 - Exemplary - Instructor delivers content that is challenging to each student; provides many opportunities for higher order thinking processes to ensure students interact with the content in a deep and meaningful way
- **Student Engagement**
 - Ineffective - Instructor does not immerse students in the content to attract their attention to deep and meaningful learning.

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- Improvement Needed - Instructor sometimes immerses students in the content to attract their attention to deep and meaningful learning.
 - Effective - Instructor usually immerses students in the content to attract their attention to deep and meaningful learning.
 - Exemplary - Instructor actively immerses students in the content to attract their attention to deep and meaningful learning.
- Cognitive Engagement
 - Ineffective - Instructor does not use effective instructional strategies to facilitate student ownership of learning.
 - Improvement Needed - Instructor sometimes uses effective instructional strategies to facilitate student ownership of learning.
 - Effective - Instructor usually uses effective instructional strategies to facilitate student ownership of learning.
 - Exemplary - Instructor almost always uses effective instructional strategies to facilitate student ownership of learning.
- Time Management
 - Ineffective - Instructor often delivers irrelevant content, assignments, and/or assessments.
 - Improvement Needed - Instructor delivers relevant content, assignments, and assessments, but in an illogical order and insufficient pace.
 - Effective - Instructor delivers relevant content, assignments, and assessments; the order and pacing is mostly logical.
 - Exemplary - Instructor delivers relevant content, assignments, and assessments in a logical order and pace.
- Instructional Flexibility
 - Ineffective - Instructor fails to adjust content, assignment, and assessment delivery to fit the needs and pacing of student learning.
 - Improvement Needed - Instructor rarely adjusts content, assignment, and assessment delivery to fit the needs and pacing of student learning.
 - Effective - Instructor generally adjusts content, assignment, and assessment delivery to fit the needs and pacing of student learning.
 - Exemplary - Instructor mostly adjusts content, assignment, and assessment delivery to fit the needs and pacing of student learning, when appropriate
- Curricular Rigor
 - Ineffective - Instructor introduces content and topics that are unfit for the student- level and lack any incentive to conduct higher order thinking.
 - Improvement Needed - Instructor introduces content and topics that are not usually fitting for the student-level, nor incentivize higher order thinking.
 - Effective - Instructor introduces relevant content and topics that are sometimes not fitting for the student-level or challenging to entice higher order thinking.
 - Exemplary - Instructor introduces relevant content and topics that are both fitting for the student level and challenging to entice higher order thinking
- Assessment Plan
 - Ineffective - Instructor does not have an assessment plan that relates to the content of the course(s).

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- Improvement Needed - Instructor lacks a detailed assessment plan that includes appropriate formative and summative assessments as it relates to the content of the course(s).
 - Effective - Instructor has an assessment plan that includes appropriate formative and summative assessments as it relates to the content of the course(s).
 - Exemplary - Instructor has a detailed assessment plan that includes appropriate and innovative formative and summative assessments as it relates to the content of the course(s).
- Student Progress Monitoring
 - Ineffective - Instructor lacks a system of detailing and evaluating student learning as it relates to the content of the course(s).
 - Improvement Needed - Instructor maintains a system of detailing and evaluating student learning as it relates to the content of the course(s), but lacks logic and efficiency.
 - Effective - Instructor maintains a mostly effective and efficient system of detailing and evaluating student learning as it relates to the content of the course(s)
 - Exemplary - Instructor maintains a very effective and efficient system of detailing and evaluating
- Actionable Feedback
 - Ineffective - Instructor does not provide feedback to students in a timely manner.
 - Improvement Needed - Instructor provides some feedback to students in a timely manner, but the feedback is usually not specific nor actionable.
 - Effective - Instructor mostly provides specific, actionable feedback to students in a timely manner.
 - Exemplary - Instructor constantly provides specific, actionable feedback to students in a timely manner.
- Evidence-based Improvement
 - Ineffective - Instructor makes unjustifiable instructional changes to the course(s), or no changes despite a clear and evident need for change.
 - Improvement Needed - Instructor makes instructional changes to the course(s) based on measurable assessments, but usually lacks justifiable evidence.
 - Effective - Instructor mostly makes justifiable instructional changes to the course(s) based on measurable assessments.
 - Exemplary - Instructor always makes justifiable instructional changes to the course(s) based on measurable assessments.
- Reflective Practices
 - Ineffective - Instructor does not practice structured reflection of his/her teaching.
 - Improvement Needed - Instructor practices some structured reflection of his/her teaching to ensure instruction is at its best.
 - Effective - Instructor usually practices structured reflection of his/her teaching to ensure instruction is at its best.
 - Exemplary - Instructor practices continuous, structured reflection of his/her teaching to ensure instruction is at its best
- Professional Development
 - Ineffective - Instructor attends no professional development opportunities (e.g. workshops, conferences, presentations, webinars, etc.) in recent years focused on areas of best teaching practices.

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- Improvement Needed - Instructor has attended some professional development opportunities (e.g. workshops, conferences, presentations, webinars, etc.) in recent years focused on areas of best teaching practices.
 - Effective - Instructor attends professional development opportunities (e.g. workshops, conferences, presentations, webinars, etc.) focused on areas of best teaching practices once or twice per year.
 - Exemplary - Instructor regularly attends professional development opportunities (e.g. workshops, conferences, presentations, webinars, etc.) focused on areas of best teaching practices several times per year.
- Peer Collaboration
 - Ineffective - Instructor is not known to collaborate with peers to conceptualize effective teaching strategies to improve student learning in the classroom.
 - Improvement Needed - Instructor has been known, on occasion, to collaborate with peers to conceptualize effective teaching strategies to improve student learning in the classroom.
 - Effective - Instructor often collaborates with peers to conceptualize effective teaching strategies to improve student learning in the classroom.
 - Exemplary - Instructor routinely collaborates with peers to conceptualize effective teaching strategies to improve student learning in the classroom.
- Strengths
- Growth edges
- Other
- CHORIS