# TABLE OF CONTENTS

Candidate Handbook

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Conceptual Framework for the Guidance and Counseling Program</td>
<td>3</td>
</tr>
<tr>
<td>Competencies Required of Guidance and Counseling Candidates</td>
<td>4</td>
</tr>
<tr>
<td>Procedures /Policies for Internship in Guidance and Counseling</td>
<td>7</td>
</tr>
<tr>
<td>Requirements</td>
<td>8</td>
</tr>
<tr>
<td>Grading</td>
<td>8</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>8</td>
</tr>
<tr>
<td>Roles and Responsibilities of the Internship Candidate</td>
<td>11</td>
</tr>
<tr>
<td>Evaluation Instrument</td>
<td>12</td>
</tr>
<tr>
<td>Roles and Responsibilities of the Internship Field Supervisor</td>
<td>13</td>
</tr>
<tr>
<td>Roles and Responsibilities of the Internship University Supervisor</td>
<td>13</td>
</tr>
<tr>
<td>Application for the Internship Candidate</td>
<td>15</td>
</tr>
<tr>
<td>Biographical Sketch and Expectations for the Internship Candidate</td>
<td>16</td>
</tr>
<tr>
<td>Application for Internship Placement</td>
<td>18</td>
</tr>
<tr>
<td>Plan for Internship Candidate by Site Supervisor</td>
<td>19</td>
</tr>
<tr>
<td>Evaluation by Site Supervisor for Internship Candidate</td>
<td>20</td>
</tr>
<tr>
<td>Bibliography</td>
<td>22</td>
</tr>
</tbody>
</table>
Department of Counseling

Candidate Handbook

Introduction

The purpose of the Internship is to provide the Guidance and Counseling Candidate with information about the requirements, policies and procedures for eligible participation in and successful completion of the Internship in Guidance and Counseling.

The Internship is a training vehicle for Guidance and Counseling Candidates who have successfully completed the comprehensive examination and all program course work with the exception of GUCO 561 Seminar in Guidance and Counseling. GUCO 537 Internship in Guidance and Counseling is designed to provide Candidates the opportunity to apply theoretical knowledge in a school setting to develop counseling skills and competencies.

The application of theory in a school setting is executed through the efforts of the Candidate primarily, the field supervisor and the GUCO/university supervisor.
Conceptual Framework for the Guidance and Counseling Program

Program Description

The Guidance and Counseling program of Bowie State University is committed to providing education, training and leadership to its Candidates to develop the most highly skilled, knowledgeable and competent school counselors through the integration of theory and practice and becoming effective practitioners for the 21st Century. Moreover, the thrust of the Guidance and Counseling program is to prepare Candidates to become culturally competent, skilled in counseling diverse populations and counsel persons with special needs, and understanding persons across all cultures within the counseling profession. Candidates are trained to use technology to assist in their skill development and learning, to assess Candidate clients by using multiple forms of assessment, and to meet their own professional needs. Guidance and Counseling Candidates are exposed to and engaged in field-based experiences throughout their training and preparation in becoming reflective practitioners. To understand personal and interpersonal experiences, learning and exposure are integral components of the Guidance and Counseling program.

1. Knowledge of Subject Matter
   
   Theme: Academic Scholar
   
   The Guidance and Counseling program provides a strong foundation in counselor education for preparing Candidates to become academic scholars in the field of guidance/school counseling. Candidates receive preparation in counselor education enabling them to become competent in school counseling knowledge and effective in providing guidance and counseling to Candidates P - 12.

2. Knowledge of Pedagogy
   
   Themes: Effective Practitioner
   
   Technological Applications
   
   Multiple Forms of Assessment

3. Knowledge of Candidates and Society
Themes: Multicultural and Global Perspectives

Special Populations Perspective

4. Development of Skills through Field-Based Experiences
   Theme: Reflective Practitioner

5. Development of Professional Dispositions
   Theme: Personal and Interpersonal Perspective

Competencies Required of Guidance and Counseling Candidates:

1. Academic Scholar (Strong foundation in Guidance and Counseling)

   **Objective:** Demonstrate competence in subject matter knowledge and design learning experiences that are coherent and meaningful for Candidate clients.

   **Competencies:**
   
   - Candidates are skilled in responding to verbal and non-verbal behavior of Candidate clients.
   - Candidates have developed specific awareness and knowledge of their individual counseling skills.
   - Candidates have developed specific awareness and knowledge of their group counseling skills.
   - Candidates can identify and assist in the referrals of clients who have various problems i.e., drug abuse or use, physical abuse, sexual abuse, interpersonal conflicts, academic performance, suicidal ideation peer conflicts and the like.
   - Candidates are skilled in using computer assisted guidance programs and assessment tools.

2. Effective Practitioner

   **Objective:** Demonstrate knowledge of general and content-specific counseling and guidance strategies, and use knowledge to develop guidance and counseling approaches in meeting cognitive, emotional and behavioral needs of Candidate learners.

   **Competencies:**
   
   - Candidates have developed specific awareness and knowledge of their individual counseling skills.
   - Candidates have developed specific awareness and knowledge of their group counseling skills.
• Candidates can identify and assist in the referrals of clients who have various problems i.e., drug abuse or use, physical abuse, sexual abuse, interpersonal conflicts, academic performance, suicidal ideation, peer conflicts and the like.
• Candidates are skilled in using computer-assisted guidance programs and assessment tools.
• Candidates are skilled in responding to verbal and non-verbal behavior of Candidate clients.

3. Technological Applications

**Objectives:** Know and use technological applications to enhance pupil learning and to meet professional needs.

**Competencies:**
• Candidates are skilled in using various career inventory software instruments in assisting Candidate clients in developing an understanding of their career interests.
• Candidates are skilled in using statistical software packages in analyzing research data.
• Candidates are skilled in using the Internet in collecting counseling and psychological information.
• Candidates are skilled in using audio and video technological aids in the evaluation of counseling skills.
• Candidates are skilled in using CD-Rom and software applications in accessing counseling and guidance information in assisting Candidate clients.

4. Multiple Forms of Assessment

**Objective:** Show evidence of the use of valid, multiple forms of assessment.

**Competencies:**
• Candidate are skilled in using group intelligence tests, interest and personality inventories, aptitude batteries, achievement tests, mental hygiene instruments, and other tests and measurement devices used in counseling and education in the assessment of Candidate clients.

5. Multicultural and Global Perspectives

**Objectives:** Demonstrate knowledge of the learner's physical, cognitive, emotional and social, and cultural development. Incorporate multicultural and global perspectives in the school and community.

**Competencies:**
• Candidates have developed cross-cultural/multicultural awareness and knowledge of their individual counseling skills.
• Candidates have developed cross-cultural/multicultural awareness and knowledge of their group counseling skills.
• Candidates can identify and assist in the referrals of clients across-cultures who have various problems, i.e., drug abuse or use, physical abuse, sexual abuse, interpersonal conflicts, academic performance, suicidal ideation, peer conflicts and the like.
• Candidates are skilled in using computer-assisted guidance programs and assessment tools that are culturally appropriate and inclusive of the needs of Candidate clients across-cultures.
• Candidates are skilled in responding to verbal and non-verbal behavior of the culturally different Candidate client.

6. Special Populations Perspectives

**Objectives:** Demonstrate knowledge of the educational needs of physically, mentally, and emotionally handicapped learners and provide for their needs.

**Competencies:**
• Candidates use individual and group intelligence tests, interest and personality inventories, aptitude batteries, achievement tests, mental hygiene instruments, and other tests and measurement devices used in counseling and education in meeting the needs of persons with special needs.
• Candidates are skilled in responding to verbal and non-verbal behavior of Candidate clients with special needs.
• Candidates have developed specific awareness and knowledge of their individual counseling skills in assisting persons with special needs.
• Candidates have developed specific awareness and knowledge of their group counseling skills in assisting persons with special needs.
• Candidates can identify and assist in the referrals of clients who have various problems, i.e., drug abuse or use, physical abuse, sexual abuse, interpersonal conflicts, academic performance, suicidal ideation, peer conflicts and the like.
• Candidates are skilled in using computer-assisted guidance programs and assessment tools in assisting and counseling persons with special needs.

7. Reflective Practitioner

**Objective:** Demonstrate competency in counseling, and effectively organize and manage the guidance and counseling office by establishing appropriate objectives and goals using approaches supported by research, best practice, expert opinion and Candidate developmental and learning needs.

**Competencies:**
• Candidates have developed specific awareness and knowledge of their individual counseling skills.
• Candidates have developed specific awareness and knowledge of their group counseling skills.
8. Personal and Interpersonal Perspective

**Objectives:** Support the norms, standards and values of the educational community. Show respect for the diversity of learners and serve the needs of all learners to achieve their maximum potential. Demonstrate positive relationships with colleagues, parents, businesses, and social service agencies. Present evidence of a commitment of life-long learning.

**Competencies:**
- Candidates have developed specific awareness and knowledge of their individual counseling skills.
- Candidates have developed specific awareness and knowledge of their group counseling skills.
- Candidates can identify and assist in the referrals of clients having various problems, i.e., drug abuse or use, physical abuse, sexual abuse, interpersonal conflicts, academic performance, suicidal ideation, peer conflicts and the like.
- Candidates are skilled in using computer-assisted guidance programs and assessment tools.
- Candidates are skilled in responding to verbal and non-verbal behavior of Candidate clients.

Procedure and Policies for Internship in Guidance and Counseling

GU CO 537: Internship in GUCO, is designed and designated for those Candidates who are enrolled in the Masters of Education degree (M.Ed.) program. Candidates must complete all courses in their program of study prior to entering GU CO 537 with the exception of GU CO 561: Seminar in Guidance and Counseling. Candidates must have also passed the Comprehensive/Qualifying Examination prior to enrolling in GU CO 537.

The Guidance and Counseling (GU CO) program at Bowie State University was developed to meet the needs of its degree-seeking Candidates. In so doing, the GU CO program adheres to the Maryland State Department of Education's Certification requirements and the
Council for Accreditation of Counseling and Related Educational Programs (CACREP) guidelines and standards.

- If the Candidate is unable to complete the hours under GUO 537, the Candidate MUST register for GUO 605 Internship Advisement, to be able to finish these courses. GUO 605 is one (1) credit hour.

Requirements

All Candidates in the Guidance and Counseling program must attend an Internship one (1) semester prior to enrollments in GUO 537. Candidates failing to attend the Internship Orientation one semester prior to enrollment in GUO 537 will not be permitted to complete the course. During the Internship Orientation, Candidates must complete all required Placement Applications and documents. Please note, all Internship placement arrangements and procedures must be executed by the Internship Coordinator(s). Dates for the Internship Orientation will be published in the university’s class schedule and posted on the Guidance and Counseling and Counseling Psychology Bulletin Board located in the CLT building. Internship Orientation will be held on the second Tuesday of October for Candidates enrolling in GUO 537: Internship in Guidance and Counseling for Spring semester, and by the third Wednesday of April for those enrolling for Fall semester. Internship in Guidance and Counseling must be successfully completed prior to enrollment in GUO 537: Internship in Guidance and Counseling.

Grading

Candidates will receive either a Passing (P) or Failing (F) Grade for the Internship in Guidance and Counseling. Successful completion of 600 hours, a satisfactory evaluation from the field supervisor and the university supervisor, and a grade of Pass (P) in Internship are required.

Mission Statement

The Guidance and Counseling program is committed to providing education, training and leadership to its Candidates to develop the most highly skilled, knowledgeable and competent
school counselor through the integration of theory and practice. Moreover, the thrust of the Guidance and Counseling program is to prepare the Guidance and Counseling Candidate to become culturally competent, skilled in counseling diverse populations and understanding persons across all cultures within the counseling profession.

The graduate program in Guidance and Counseling in the Department of Education prepares Candidates to become certified school/guidance counselors in P-12 schools. The goal of the program is to prepare future counselors who become competent professionals as school counselors in meeting the needs of a multicultural and diverse school-age population in the 21st century.

The Master of Education (M. Ed.) program in Guidance and Counseling provides a basic understanding of individuals as cultural, economic, physical, psychological and social beings (a) by incorporating multicultural and global perspectives of people in the school, community and the world, (b) by assisting Candidates in developing knowledge of counseling theory and practice through classroom and field experiences that are meaningful for their professional growth and development of skills as reflective practitioners, (c) by demonstrating an understanding of a personal and interpersonal perspective through supporting and upholding the ethical and legal standards of the counseling profession, standards and values of the educational community; further by showing respect for the diversity of all persons, serving the needs of all Candidates in helping them to achieve their maximal potential, and (d) by becoming effective practitioners through using technological applications to enhance Candidates' awareness of educational, career, emotional, social, cultural, psychological/cognitive and physical development. The program integrates the theoretical with the practical by combining academic preparation in the area of behavioral sciences as well as related areas of counseling and research with practical experiences relevant to a diverse and multicultural school-age population.

The program in Guidance and Counseling, in accordance with the Department of Counseling's mission, advocates equality of opportunity for all Candidates. It is designed to educate counselors in understanding and applying various counseling methods and techniques to aid a multicultural and diverse school-age Candidate population with educational, vocational, and personal concerns. This broad approach will permit the counselor to develop a repertoire of methods and select the most appropriate for the particular problem and the specific Candidate.
The counselor will accomplish this repertoire of methods in keeping with the Department of Counseling's mission and themes by becoming an academic scholar, effective practitioner and using technological applications; demonstrating an understanding of multicultural and global perspectives of Candidates, special populations, and personal and interpersonal perspectives. Through this program, the counselor obtains a variety of conceptual approaches to counseling and the understanding of social and psychological factors in influencing human development and behavior.
Roles and Responsibilities of the Internship Candidate
(48 Hour M. Ed., program)

- Candidates are responsible for attending an Internship Orientation one (1) semester prior to enrollment in GU CO 537: Internship in Guidance and Counseling including the completion of application for Internship.
- Candidates are required to obtain Candidate liability insurance coverage unless they are covered by liability insurance provided by their place of employment.
- Candidates are required to complete a minimum of 600 hours at an approved Maryland State Department of Education (MSDE) public or private school Internship site.
- Candidates in corporation and planning with their field supervisor must develop a written plan/learning contract of various school guidance/counseling activities that they will be engaged in and a tentative schedule. The plan/learning contract must be signed by the Candidate and field supervisor and submitted by the second scheduled class meeting.
- Candidates are responsible for providing the Internship Instructor with the name, address, and telephone number of their Internship supervisor, and directions to Internship school site.
- Candidates are required to maintain a comprehensive counseling journal/log reflecting on all of their Internship related activities.
- Candidates are responsible for maintaining scheduled Internship site hours unless the Internship site supervisor modifies them.
- Candidates are required to complete classroom guidance activities as partial fulfillment of their Internship course requirements.
- Candidates are required to dress professionally/appropriately for Internship site experience.
- Candidates are required to attend all Internship classes at Bowie State University.
- Candidates are responsible for completing individual counseling or co-counseling with Candidate clients.
- Candidates are responsible for completing group counseling with Candidate clients.
• Candidates are responsible for competing one 20-30 minute counseling audio taped interview/session with a Candidate, P - 12, and submit the labeled tape with their name and date of the counseling session to their Internship instructor.

• Candidates are responsible for competing one 20-30 minute counseling video taped interview/session with a Candidate, P - 12, and submit the labeled tape with their name and date of the counseling session to their Internship instructor.

• Candidates are responsible for providing their site supervisor with a Bowie State University Counseling Internship Candidate Evaluation Form and ensuring that it is forwarded to their Internship instructor at the completion of their Internship. *

• Candidates are required to complete ten (10) hours of Professional Development Activities.

• Candidates are responsible for attaining knowledge and understanding of school climate and culture.

• Candidates are responsible for developing a working understanding of their school site's organization and procedures.

• Candidates are responsible for completing all requirements of Internship course as stated in the course syllabus.

• Candidates are responsible for adhering to the American Counseling Association's Code of Ethics and Standards of Practice.

**Evaluation Instrument**

• Candidates are evaluated using the following instruments and procedures:

  • Counseling Audio Tapes
  • Counseling Videos
  • Role Playing
  • Journals
  • Group Presentations
  • Site Observations
  • Site Supervisor's written and oral evaluations
Roles and Responsibilities of the Internship Field Supervisor

The field supervisor should be trained and experienced in school guidance and counseling and hold at least a master’s degree in school or guidance counseling. It is the responsibility of the field supervisor to oversee the functions, activities, and actions of the Internship Candidates. The field supervisor will provide opportunities for the Internship Candidate to participate in a broad range of school guidance activities and experiences. It is further the responsibility of the field supervisor to:

- To develop in cooperation with the Internship Candidate a written Internship Plan
- To provide guidance and supervision to the Candidate in executing various activities included in the Internship Plan
- To provide on-going feedback to the Candidate on his/her performance
- To provide periodic feedback on Candidate’s performance to the appropriate university Internship professor during site visits by the professor or by telephone
- To submit to the appropriate Internship professor a written evaluation of the Candidate’s performance at the conclusion of the Internship experience

Roles and Responsibilities of the Internship University Supervisor

GUO 537: Internship in Guidance and Counseling

The Bowie State University’s Internship Supervisor/Coordinator is responsible for conducting a Internship, the administrative coordination and subsequent placement of eligible Internship Candidates at available school sites upon receipt of the Application for Internship Placement and accompanying documents. It is the responsibility of the university supervisor to assist Candidate’s in successfully completing the Internship experience. To this end, the university’s supervisor/coordinator will be responsible for executing the following objectives:

- Providing communication and feedback concerning the roles, functions and responsibilities of Internship Candidates in meeting the educational, career and social/interpersonal need of Candidates
- Providing communications to the on-site field supervisor regarding Internship Candidates’ performances as trainees
- Provide time for one-on-one supervision and feedback to all supervised Candidates
- Providing classroom instruction on legal and ethical standards and problem solving activities, development of counseling skills, application of theory in the counseling setting, interview techniques and skills, school climate, school organization and procedures
- Provide instruction and feedback on classroom guidance, individual and group counseling, on assessing the needs of Candidates, staff and the community
- Provide feedback on parental consultation and sensitivity to parental concerns
Addendum

BOWIE STATE UNIVERSITY
The School of Education
Department of Counseling

Dear: _______________________________

We are grateful that you have agreed to work with the Bowie State University Counseling Program as an Internship Site Supervisor. The purpose of the Internship experience is to provide Candidates the opportunity to gain and demonstrate their knowledge of various counseling theories, concepts, techniques, and strategies in a school under the super-vision of a professional guidance counselor. Candidates in our Guidance and Counseling Internship field placements are required to complete a 600-hour Internship. Those Candidates completing a 600-hour Internship must have 250 to 300 hours in direct service to clients.

All Internship Candidates have professional liability insurance coverage unless the Candidate is covered by liability insurance provided by your facility. This agreement in no way implies a liability of your organization with respect to future certification, professional success, or career development of the Candidate.

We look forward to working closely with you and hope that the placement of our Candidate in your facility will be mutually advantageous.

We look forward to meeting with you to discuss our Candidate's Internship activities. If you have any additional questions, please do not hesitate to contact us at the following number (301) 860-3233 or 3140.

Enclosed you will find the Evaluation Form which is to be completed by you at the end of the Internship experience. Please place this form in a sealed envelope and return it to the Internship Candidate.

Thank you again for your willingness to participate and cooperate with us in the professional development of our Internship Candidate.

Sincerely,

Bowie State University Professor

Enclosures: Evaluation Form Plan for Counseling Internship
cc: Candidate, Candidate File, Advisor
APPLICATION FOR GUO 537: INTERNSHIP IN GUIDANCE AND COUNSELING (M. Ed.)

NAME: ______________________________________________________________
ADDRESS:  __________________________________________________________
SS#: _____________________________________
DATE: _______________________
PHONE#: (H)_________________ (W)____________ (C) ________________
Please check one: Adlerian Track ___________ or Eclectic Track __________
Indicate the year next to the Fall semester that you will enroll in Internship in GUO:
Fall ______

Please place a check mark next to each course that you have completed in the Guidance and Counseling program.

Level One
___ PSYC 502 Principles and Philosophy of Counseling 3
___ PSYC 503 Mental Hygiene 3
___ EDUC 507 Human Growth & Development (Adv.) 3
___ GUOC 533 Multicultural Counseling 3

Level Two
___ SPED 511 Special Education Perspective 3
___ GUOC 508 Career Counseling and Development 3
___ PSYC 534 Counseling Theory and Practice 3
or
___ PSYC 530 Adlerian Theory and Practice 3
___ PSYC 580 Legal & Ethical Issues 3
___ GUOC 510 Appraisal, Assessment & Evaluation 3

Level Three
___ EDUC 506 Introduction To Research 3
___ GUOC 531 Group Counseling 3

Level Four
___ GUOC 540 Counseling Children and Adolescents 3
___ PSYC 544 Psychodynamics of Psychopathology I (DSM4) 3

Level Five
___ GUOC 536 Practicum in Guidance and Counseling 3
___ GUOC 561 Seminar in Guidance and Counseling 3
___ GUOC 537 Internship in Guidance and Counseling 3

Total credit hours completed to date: _____

Please list any additional courses you have completed in the Graduate Counseling programs:
Bowie State University
The School of Education
Department of Counseling

Biographical Sketch and Expectations of Counseling Internship Experience

A. Biographical Sketch

Name: ___________________________________________

Current Address: ______________________________________________________________________

Telephone Number (Home): _____________ (Work): _____________

Program of Study: Guidance and Counseling

Number of Hours Completed: _______

Teaching Experience

I have _____ years of teaching experience in an elementary school setting, a middle school setting, a high
school setting. My teaching experience was completed in the city/town of in the state of:
____________________________________.

Counseling Experience

I have _____ years of counseling experience in a public school setting or ____ in a private setting in the
following areas:

___ Individual Counseling   ___ Group Counseling
___ Marital Counseling       ___ Family Counseling
___ Art Therapy              ___ Counseling Children
___ Working with the mentally retarded ___ Multicultural Counseling
___ Drug and Alcohol Counseling ___ Academic Counseling
___ Career Counseling        ___ Other:

_________________________________________
AWARDS, RECOGNITIONS AND HONORS INCLUDE:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

PROFESSIONAL MEMBERSHIPS INCLUDE:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

B. EXPECTATIONS OF COUNSELING INTERNSHIP EXPERIENCE

As a Internship Candidate, I wish to obtain experience in the following areas:

1. Group Counseling
2. Classroom Group Guidance
3. Individual Counseling
4. Career Workshops/Career Days
5. Special programs for Candidates (i.e. drug and alcohol counseling, male and female issues)
6. Create and develop workshops and seminars
7. Administrative activities
8. Candidate Mediation
9. Counseling/Teacher workshops or meeting
10. Candidate/Parent Conferences
11. Self-esteem workshops and projects
12. Conflict Resolution
13. Developing a counselor resource bank
14. Professional Development workshops/activities
15. Collaborative Partnerships
16. Developing and participating in activities for at-risk Candidates
17. Developing programs and participating in activities for Candidates with special needs
18. Multicultural Counseling
19. List any additional areas: _____________________________________________________
APPLICATION FOR GUIDANCE AND COUNSELING INTERNSHIP PLACEMENT
(School Placement)

Date: ____________

Candidate's Name: _______________________________________________________________

Candidate's Address: _______________________________________________________________

Telephone: (H)_____________    (W)_______________     (C)_______________

Email Address: ___________________________________________   Social Security #: _______________

Semester of Placement/County: _______________________________________________________

Present School Assignment (if applicable): __________________________________________

Internship School Requested: ____________________________________________________

__________________________________________________________
Signature of Dean/Faculty Coordinator

---------------------------------------------------------------------------------------------------------------------

CONFIRMATION

Approved _______   School Assigned: ________________________________________________

Disapproved _______  Counselor Assigned: _____________________________________________

Person at school to whom to report: _________________________________________________

Comment: ___________________________________________________________________________

Approved: _________________________________________  Date: ____________________

__________________________________________________________
Supervisor of Guidance

Bowie State University Internship Supervisor: __________________________________________
BOWIE STATE UNIVERSITY
THE SCHOOL OF EDUCATION
DEPARTMENT OF COUNSELING

PLAN AND EXPECTATIONS FOR COUNSELING INTERNSHIP

THIS FORM IS TO BE COMPLETED JOINTLY BY THE INTERNSHIP SUPERVISOR AND INTERNSHIP CANDIDATE AFTER CONFIRMATION HAS BEEN RECEIVED OF ASSIGNMENT

Candidate's Name ___________________________________ SS# ___________________________

Address _____________________________________________________________________________

Telephone # (H) _____________ (W)_____________  Semester of Placement ____________

Internship Placement Site ________________________________________________

Address _____________________________________________________________________________

Telephone # ______________ Field Supervisor _______________________________________

PLAN FOR COUNSELING INTERNSHIP

The Candidate should plan with the Field Supervisor the various activities he/she will be engaged in and the tentative schedule. It is expected that the Candidate will have an opportunity to counsel individually and perhaps in groups, to participate in, or possibly help conduct, workshops or other learning activities (if offered), and to gain some familiarity with the administration of your agency. As a bare minimum, the Candidate is expected to spend 600 hours (of which 250 hours must be in direct service to clients) during the semester at the institution.

Please summarize the planned activities below:

1. Individual counseling or co-counseling (Type of clients, ages, frequency of sessions, and the like)
2. Group or family counseling
3. Participation in workshops, seminars, and the like.
4. Administrative activities
5. Arrangements for supervision
6. Tentative Schedule

Approved:

Date ________________ 1. Field Supervisor _______________________________________

2. BSU Advisor or Internship Professor ________________________________

3. Candidate ______________________________________________________

Submit a copy of this completed form on the first day of Internship class to your Internship Professor.
COUNSELING INTERNSHIP CANDIDATE EVALUATION

BY INTERNSHIP SITE SUPERVISOR

Internship Candidate _______________________________ Date ____________________________

Agency or Institution _______________________________________________________________

Internship Site Supervisor ________________________ Phone ___________________________

If a school placement, indicate level:
   Elementary _____ Middle _____ Jr-Sr High _____

Number of individual clients seen ____
Total number of individual sessions ____
Number of group counseling groups led or co-led ____
Number of sessions ____
Number of couples or families seen ____
Number of sessions ____
Number of intake meetings, conferences, workshops, training sessions or other groups ____
Number of individual supervisory sessions____
Number of group supervisor sessions ____
Number of total hours spent in Internship Placement ____

Please indicate other activities:

Please indicate your assessment of the Candidate in regard to the following (if possible, compare with other Internship Candidates you have worked with). Clarifying comments will be appreciated. Use the following 5-point scale:

1. Unsatisfactory
2. Minimally effective
3. Fair
4. Good
5. Very good
N/A - not applicable if did not engage in activity

I. Individual Counseling

_____ A. Establishing empathy and rapport
_____ B. Reflective listening
_____ C. Getting essential information
_____ D. Hypotheses testing
_____ E. Confrontation
_____ F. Re-education
_____ G. Encouragement
_____ H. Planning next session
II. Group Counseling
Comments:

III. Relationships with supervisors and colleagues
Comments:

IV. Participation in supervisory and other meetings
Comments:

Will you please comment on what you perceived to be the Candidate's:

A. Area needing improvement

B. Strengths

Internship Site Supervisor

Date

TO INTERNSHIP SUPERVISOR:
You may want to exercise your option of discussing this evaluation with the Candidate. After completing this form and perhaps discussing it with the Candidate, will you please enclose it in a sealed envelope with your signature over the sealed flap and give to the Candidate to return to the instructor. Your supervisory help has been a significant contribution to the training and education of this Candidate. Thank you for supervising the Candidate's Internship and for completing this evaluation.
Bibliography and selected resources

BIBLIOGRAPHY

Contemporary References


**Classic References**


**Suggested Professional Journals and Periodicals**

- Journal of Counseling & Development
- Journal of Multicultural Counseling and Development
- Counseling Today
- School Counselor
- Counselor Education and Supervision
- Educational Psychological Measurement
- Educational Research Bulletin
- Educational Researcher
- Elementary School Guidance and Counseling
- Journal of Educational Research
- National Educational Association Research Bulletin
- Review of Educational Research
Internet (WWW Sites)

ACA:  www.counseling.org  
NBCC: www.nbcc.org  
APA:  www.apa.com  

Ethnic Diversity Web Sites

www.afrinet.net/-griot  
www.igc.apc.org/acon (Asian)  
www.latinolink.com  
www.fal.cc.mn.us/natnet/ (native American)  
www.heather.cs.ucdavis.edu (minority)