

CHRD 794 Internship Handbook

The ethical codes, principles and standards of the American Counseling Association, American College Personnel Association, American School Counselor Association, and the Commission of Rehabilitation Counselor Certification are reference hereby incorporated within the text of the CHRD Internship Handbook. This handbook answers basic questions regarding internship, the application process and requirements and standards established for the course. Students are encouraged to read this handbook while enrolled in CHRD 786 Counseling Practicum and must read prior to submitting an application for internship. This handbook does not cover any additional requirements or expectations individual faculty members may establish for students under their supervision. From time to time, this handbook will be updated with new information. Students are welcomed to submit suggestions for future revisions.

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Introduction to CHRD Internship

CHRD 794–Internship is an experiential course that allows students to participate in activities and to carry professional responsibilities specific to their respective fields under the direct supervision of a qualified professional. The course was developed with the belief that learning is an active process of constructing knowledge. Therefore, during internship, students are expected to construct new knowledge, practice professionalism, and become reflective decision makers who are cognizant of their strengths and weaknesses.

Students are expected to achieve the following objectives by the end of their internship experience:

- the ability to perceive, respond to, and manage a wide assortment of site-based counseling and/or student affairs related responsibilities;
- knowledge of framework(s) for critically evaluating theoretical orientations and applications of techniques when working with clients and students
- development of theory-based counseling and program models, techniques, and resources
- A framework for critically evaluating the counseling process and accountability methods
- Professional identities as counselors and/or student affairs professionals

Application Deadlines

Application deadlines are based on administrative and academic imperatives and are strictly enforced. Internship applications are due the semester *before* the student plans to enroll in internship.

Semester of Internship	Application Due Date
Fall	July 1
Fall (<i>School Counseling students</i>)	April 1
Spring	November 1
Summer	April 1

Late Applications

If you know your application may be late, contact the appropriate Internship Committee member to make arrangements. Students that submit an application after the deadline has passed and did not discuss the situation with an Internship committee member in advance will be required to attach a written statement to their application explaining why their application was late. NOTE: Applications submitted late take longer in the approval process due to time restraints.

The Internship Committee

The Internship Committee is composed of the CHRD specialization coordinators and the University Center–Rapid City program coordinator; contact them for questions concerning internship.

CHRD Specialization	Coordinator	Email Address
School Counseling	Dr. Hande Briddick	hande.bridnick@sdstate.edu
Clinical Mental Health Counseling	Dr. Chris Briddick	chris.bridnick@sdstate.edu
Rehabilitation and Mental Health Counseling	Dr. Jay Trenhaile	Jay.trenhaile@sdstate.edu
Student Affairs/College Counseling	Dr. Katelyn Romsa	katelyn.romsa@sdstate.edu
University Center–Rapid City	Gregory Howard	gregory.howard@sdstate.edu

Course Prerequisites

Internship is completed during the end of a student's academic program. Students in CACREP accredited specializations must complete the core courses and at least one specialty-specific course before applying for Internship.

Core Courses

- CHRD 601—Introduction to Professional Issues and Ethics I
- CHRD 602—Research and Evaluation
- CHRD 610—Developmental Issues in Counseling
- CHRD 661—Theories of Counseling
- CHRD 701—Professional Issues and Ethics II
- CHRD 731—Multicultural Counseling
- CHRD 736—Appraisal of the Individual
- CHRD 742—Career Counseling and Planning
- CHRD 766—Group Counseling (*grade of B or better*)
- CHRD 785—Pre-Practicum (*grade of B or better*)
- CHRD 786—Counseling Practicum (*grade of B or better*)

Specialty-Specific Courses

Clinical Mental Health Counseling

- CHRD 692 - Special Topics Psychopharmacology
- CHRD 713 - Administration and Management of Mental Health Organizations
- CHRD 723 - Counseling the Family
- CHRD 755 - Clinical Diagnosis & Treatment Planning

Marriage and Family Counseling

- CHRD 692 - Special Topics Psychopharmacology
- CHRD 723 - Counseling the Family
- CHRD 725 - Couples and Advanced Family Counseling
- CHRD 728 - Child and Adolescent Counseling
- CHRD 755 - Clinical Diagnosis
- CHRD 756 - Counseling the Addictive Client

School

- CHRD 721—School Counseling
- CHRD 722—Administration of School Counseling

Student Affairs

- CHRD 770—Student Development: Theory and Practice
- CHRD 771—Student Personnel Services
- CHRD 772—Administration and Leadership in Student Affairs

Rehabilitation and Mental Health Counseling

- CHRD 751—Overview of Rehabilitation
- CHRD 752—Medical and Psychological Aspects of Disability
- CHRD 753—Case Management Principles and Plan Development

Professional Liability Insurance Requirement

All students pursuing the Master of Science in Counseling and Human Resource Development are required to have Professional Liability Insurance through the duration of their program that provides professional liability limits up to \$1,000,000 per claim, up to \$3,000,000 annual aggregate. There are two options for

acquiring this insurance:

1. Faculty strongly encourage that all students become student members of the American Counseling Association for professional development and to acquire free professional liability insurance. ACA's website is counseling.org/Students/.
2. CPH & Associates offers student liability insurance for approximately \$25.00/year; the website is cphins.com. Should students choose this option, be sure your coverage is as stated above.

Mandatory Meeting

Internship students are required to attend one mandatory meeting during the semester. Absence from the meeting will result in lower grades unless granted permission prior to the meeting. University Center–Rapid City students: please contact Moneik Stephens for date and time of meeting.

1. **Mandatory Meeting:** The first Friday of the semester from 9:00 a.m.–12:00 p.m. The purpose of this meeting is to orient students to the overall internship experience and provide critical information regarding graduation deadlines and written and oral exams.

Internship Student Guidelines

To increase the likelihood of a successful Internship experience, students are to follow the guidelines below, set forth by the CHRD program in alignment with CACREP standards:

- **Class Load:** Students should take no more than one additional three-credit hour course while interning. If students wish to take more than one three-credit hour course concurrently with Internship, they must obtain approval in advance from their academic advisor. Three credits of internship is considered half-time.
- **Intensity:** Students must register for a minimum of two credit hours of internship per semester in order to spend enough hours per week in the experiential, field-based component and to receive an accurate understanding of the counseling profession
- **School counseling exception:** As a response to requests by an increasing number of school districts, school counseling interns are given the option to complete their internships within one K-12 academic semester. Interns who choose this option will start their internships before the SDSU semester begins and will continue the internships until the K-12 schools close for the semester. This requires interns in the school counseling specialty to register for six credit hours in one semester.
- **Internship Hours:** All students are required to spend a minimum of 600 hours (6 credits) at their site. School counseling interns are required to complete a minimum of 100 hours at the elementary, middle school, and high school levels as a part of the 600 hours.

Of these 600 hours, 240 must be spent as *direct service* hours including leading groups that require an intern to use his/her clinical skills, i.e. all types of counseling relationships and services (individual, group, and family), classroom guidance, psycho-educational activities, and student advising. The remaining 360 non-direct/administrative hours, are spent on related professional activities, assessment, such as supervision, in-service training, collaboration, etc., that assist students in developing professional roles.

Internship Student Responsibilities

1. Perform all internship duties in a professional, legal, and ethical manner.
2. Work cooperatively with site staff to establish activities and tasks. Approach and conduct assigned tasks with a positive and professional attitude. Interns are to increase the range and depth of their responsibilities over the course of the internship.
3. Interns must complete a minimum of 600 hours, including 240 clock hours of direct service hours:
 - a. School counseling interns are required to complete a minimum of 100 hours at the elementary, middle school, and high school levels as they meet the 600-hours requirement.
 - b. Clinical Mental Health counseling interns are required to complete their internship in two semesters—no exceptions.
 - c. Students that are seeking dual specializations cannot complete both internships at the same site supervised by the same site supervisor.
 - d. Direct service or contact is defined as interaction with client/students in which the intern uses clinical skills, such as individual, family and group counseling, classroom guidance, academic

- advising, and other psycho-educational activities.
- e. All students must receive supervision of both individual and group counseling experiences through audio/video recordings and/or live supervision.
4. Document your activities by completing and submitting weekly internship logs to your university supervisor.
5. Meet with your site supervisor to review and complete the midterm and final internship evaluations each semester.
 - a. Submit the original, signed evaluations to your university supervisor. All documentation, midterm evaluations, logs, final evaluations, and any other documentation required by Site or University Supervisors, must be submitted to the university supervisor before finals week or grades will be delayed. NOTE: During summer, a date will be set and announced during group supervision by which all students must submit documentation since SDSU does not define "finals week" during the summer months.
6. Participate in a minimum of 1 hour of individual supervision with your site supervisor and one and 1 ½ hours of group supervision with your university supervisor. Interns are responsible for documenting this supervision each week.
7. Attend and participate in the mandatory Internship Meetings.
8. Keep the site supervisor and university supervisor informed of any problems or concerns that arise during the internship and seek assistance in managing them.
9. Inform clients of your role as a Counseling Intern at the site to ensure that clients understand the nature of supervision and limits of confidentiality (e.g., the site Supervisor has the right and obligation to review your work).
10. Become knowledgeable of and follow the policies and procedures of the internship sites.
11. Follow site and university policies and procedures regarding audio or video recording.

Required Documentation

Before a grade is assigned, the intern must complete and submit the documents below to the university supervisor:

1. Weekly Internship Logs
2. Midterm Evaluation (completed by intern and site supervisor)
3. Final Evaluation (completed by intern and site supervisor)
4. Intern Evaluation of Site Supervisor (completed by intern)

All of these documents are accessible online on our webpage, sdstate.edu/counseling-and-human-development/internship-forms. Additional information about internship documentation is provided at the first mandatory meeting and in the syllabus.

Supervision

Interns receive individual and group supervision on a regular basis and need to keep their site and university supervisors informed of their activities by discussing any questions, concerns, or problems. The intern is responsible for initiating additional meetings if needed.

The site or university Supervisor may ask interns to make audio or video recordings of sessions, and/or maintain journals of their work for review. Students are expected to comply within the legal and ethical standards as well as agency or institutional policies and procedures regarding the recording of sessions. Failure to adhere to these standards, procedures, and policies may result in a lowered grade or failure of the course.

Individual Supervision

Interns must document receiving one (1) hour each week of individual supervision by their approved site supervisor. If the site supervisor is absent, another practicing professional who meets the required qualifications may provide individual supervision.

Site Supervisor Responsibilities

- Determine whether the experience provided to prospective interns at the site is appropriate and will assist interns in their professional growth.

- Provide a minimum of 1 hour of individual supervision with the intern each week and additional consultation and assistance as needed.
- Orient interns to the procedures and policies of the agency or institution (e.g., responsibilities, schedule, payment, assignment of clients, emergencies, record keeping, confidentiality, release of information, etc.).
- Provide ongoing evaluation and feedback to interns regarding their performance, as well as any concerns or problems to the university supervisor.
- Provide interns with a variety of experiences to enhance their understanding of: individual, family, and group counseling; consultation; administrative responsibilities; record keeping; program development and implementation; professional development; networking; and public relations, etc.
- Meet with the university supervisor and intern once per semester and other times if needed.
- Review and complete the midterm and final internship evaluations with the intern and provide the intern with a clear assessment of their performance before submitting the review to the university supervisor.

Group Supervision

Interns must document participating in an average of one and one-half (1 ½) hours per week of group supervision throughout the internship. Group supervision will take place on the SDSU campus, at the University Center in Sioux Falls, or at the University Center in Rapid City with a CHRD faculty member. Group supervision days/times are announced each semester. If interns cannot attend their assigned group supervision sessions, they must make up that time by attending another group supervision section.

University Supervisor Responsibilities

- Represent SDSU and the Counseling and Human Development Department: CHRD program in providing group supervision to counseling interns, visiting and maintaining contact with internship sites/site supervisor.
- Establish clear and reasonable expectations for students.
- Meet with interns and site supervisors once per semester and maintain communication to evaluate the internship experience.
- Be available to interns and site supervisors to assist with any problems or issues that may arise.
- Collect/ review student documents, *including but not limited to*, internship logs, evaluations, etc.
- Inform interns of their progression in internship.
- Consult with site supervisors to determine the final grade for internship students and
- Submit grades after the intern completes all the required hours and submits all course documentation

The learning standards starting on page 9, based on each specialty, must be successfully completed:

DISTANCE COUNSELING SUPERVISION AGREEMENT

Below is the Distance Counseling Supervision Agreement form for students attending Group supervisions via distance.

The intern and supervisor agree to the following:

1. To hold distance supervision in a secure location and ensure client confidentiality:
 - A secure location is one in which the supervisee is behind a closed door and no other individuals are able to hear the supervisee's speech or the audio and video displayed from the video conferencing. This may include:
 - A private office space at your internship location
 - A private location in the intern's home
 - A private study room at the library
 - A private space reserved at a non-profit organization
 - Refrain from using client identifying information including names, ages, and any other data that could reveal client's identity
 - NOTE: A violation of requirement number one may result in a lower final grade for the internship and an inability to continue utilizing distance supervision.

2. To hold a professional timeframe and location for supervision to occur. This timeframe is when you are free from distractions and outside requests and includes:
 - Ability to keep auditory and visual interactions from being seen or heard beyond designated participants
 - Adequate Lighting
 - Comfortable Seating
 - Camera/Hardware on stable flat surface
 - Camera at same level as person's eyes
3. To make supervisor aware of technical difficulties that arise during session
 - Supervision is your time to grow, learn, and develop. If there are challenges impeding these processes, technologically related or not, please make your supervisor aware as soon as possible.
4. To maintain adequate and efficient technology / equipment, including:
 - Ear buds or headphones for protecting confidentiality of clients and peer interns
 - High Bandwidth \geq 384 kbps in both downlink and uplink directions
 - Computers have up to date antivirus software
 - Personal firewall installed
 - Ethernet connections
 - Functioning microphone
5. To make two on-campus visits each semester to facilitate face-to-face connectedness and present course assignment(s).

We agree, to the best of our ability, to uphold the directives specified in this Distance Counseling Supervision Agreement and to conduct our professional behavior according to the ethical principles of our professional association.

Supervisee: _____ Date: _____

Supervisor: _____ Date: _____

SDSU Clinical Mental Health Counseling Internship Evaluation

Scales Evaluation Guidelines

****adapted from Counseling Competencies Scale**

Exceeds Expectations / Demonstrates Competencies (8) = the counseling student demonstrates strong (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).

Meets Expectations / Demonstrates Competencies (6) = the counseling student demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). A beginning professional counselor should be at this level at the conclusion of his/her practicum and/or internship.

Counseling students NOT scoring at level Six (6) or Above receive a remediation plan created together by site supervisor and internship class instructor. Remediation plan will be reviewed and approved by Department Chair, Dr. Jay Trenhaile and SDSU CHRD Internship Committee.

Near Expectations / Developing towards Competencies (4) = the counseling student demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final practicum evaluation (be it practicum or internship) have not demonstrated the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in these areas.

Below Expectations / Insufficient / Unacceptable (2) = the counseling student demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation (practicum or internship) have not demonstrated the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

Please use the following rating scale to score the Standard Competency Areas

Exceeds Expectations/ Demonstrates Competencies (8)	Meets Expectations/ Demonstrates Competencies (6)	Near Expectation/ Developing towards Competencies (4)	Below Expectations/ Insufficient/ Unacceptable (2)
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#	Primary Area of Competency	Score
	F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	
F1-b	The multiple professional roles and functions of counselor across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	
F1-c	Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	
F1-i	Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	
F1-l	Self-care strategies appropriate to the counselor role	
F1-m	The role of counseling supervision in the profession	

#	Primary Area of Competency	Score
	F.2 SOCIAL AND CULTURAL DIVERSITY	
F2-c	Multicultural counseling competencies	
F2-e	The effects of power and privilege for counselors and clients	
F2-h	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	

#	Primary Area of Competency	Score
	F.3 HUMAN GROWTH AND DEVELOPMENT	
F3-a	Theories of individual and family development across the lifespan	

#	Primary Area of Competency	Score
	F.4 CAREER DEVELOPMENT	
F4-a	Theories and models of career development, counseling, and decision making	

#	Primary Area of Competency	Score
	F.5 COUNSELING AND HELPING RELATIONSHIPS	
F5-b	A systems approach to conceptualizing clients	
F5-f	Counselor characteristics and behaviors that influence the counseling process	
F5-g	Essential interviewing, counseling, and case conceptualization skills	
F5-h	Developmentally relevant counseling treatment or intervention plans	
F5-i	Development of measurable outcomes for clients	
F5-j	Evidence-based counseling strategies and techniques for prevention and intervention	

F5-k	Strategies to promote client understanding of and access to a variety of community-based resources	
F5-l	Suicide prevention models and strategies	
F5-m	Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First-Aid	
F5-n	Processes for aiding students in developing a personal model of counseling	

#	Primary Area of Competency	Score
	F.6 GROUP COUNSELING AND GROUP WORK	
F6-b	Dynamics associated with group process and development	

#	Primary Area of Competency	Score
	F.7 ASSESSMENT AND TESTING	
F7-b	Methods of effectively preparing for and conducting initial assessment meetings	
F7-c	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	
F7-d	Procedures for identifying trauma and abuse and for reporting abuse	
F7-e	Use of assessments for diagnostic and intervention planning purposes	
F7-m	Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	

#	Primary Area of Competency	Score
	F.8 RESEARCH AND PROGRAM EVALUATION	
F8-b	Identification of evidence-based counseling practices	

#	Primary Area of Competency	Score
	C.2 CONTEXTUAL DIMENSIONS	
C2-a	Roles and settings of clinical mental health counselors	
C2-c	Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	
C2-d	Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i>	
C2-j	Cultural factors relevant to clinical mental health counseling	
C2-l	Legal and ethical considerations specific to clinical mental health counseling	
C2-m	Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	

#	Primary Area of Competency	Score
	C.3 PRACTICE	

C3-a	Intake interview, mental status evaluation, biopsychosocial history, mental health history and psychological assessment for treatment planning and caseload management	
C3-b	Techniques and interventions for prevention and treatment of a broad range of mental health issues	
C3-d	Strategies for interfacing with integrated behavioral health care professionals	
C3-e	Strategies to advocate for persons with mental health issues	

#	Primary Area of Competency	Score
	INTERPERSONAL COMPETENCIES	
	Effective interpersonal communication skills with clients and colleagues	
	Effective oral and written communication style	
	Appropriate leadership and effective organizational abilities	
	Ability to handle stressful situations in a professional manner	
	Appropriate professional boundaries with clients and colleagues	
	Ability to handle feedback, successes, failures, confrontations, and disappointments in a professional manner	

#	Primary Area of Competency	Score
	SUPERVISEE COMPETENCIES	
	Cooperative attitude with supervisor	
	Ability to transfer suggestions from supervisor into professional practice	
	Initiative in setting and pursuing personal and professional goals for the internship experience	
	Supervisee is willing to take appropriate initiative in the work setting	

Narrative Feedback from Supervising Instructor

Please note the counseling student's areas of strength, which you have observed:

Please note the counseling student's areas that warrant improvement, which you have observed:

Please comment on the counseling student's general performance during his/her clinical experience to this point:

_____	_____
Counseling Student's Name (print)	Date
_____	_____
Counseling Student's Signature	Date
_____	_____
Site Supervisor's Name (print)	Date

Site Supervisor's Name Signature

Date

University Supervisor's Signature

Date

SDSU College Counseling/Student Affairs Internship Evaluation

Scales Evaluation Guidelines

****adapted from Counseling Competencies Scale**

Exceeds Expectations / Demonstrates Competencies (8) = the counseling student demonstrates **strong** (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).

Meets Expectations / Demonstrates Competencies (6) = the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). A beginning professional counselor should be at this level at the conclusion of his/her practicum and/or internship.

Counseling students NOT scoring at level Six (6) or Above receive a remediation plan created together by site supervisor and internship class instructor. Remediation plan will be reviewed and approved by Department Chair, Dr. Jay Trenhaile and SDSU CHRD Internship Committee.

Near Expectations / Developing towards Competencies (4) = the counseling student demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final practicum evaluation (be it practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in these areas.

Below Expectations / Insufficient / Unacceptable (2) = the counseling student demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation (practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

Please use the following rating scale to score the Standard Competency Areas

Exceeds Expectations/ Demonstrates Competencies (8)	Meets Expectations/ Demonstrates Competencies (6)	Near Expectation/ Developing towards Competencies (4)	Below Expectations/ Insufficient/ Unacceptable (2)
---	---	---	--

#	Primary Area of Competency	Score
	F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	
F1-b	The multiple professional roles and functions of counselor across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	
F1-c	Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	

F1-i	Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	
F1-l	Self-care strategies appropriate to the counselor role	
F1-m	The role of counseling supervision in the profession	

#	Primary Area of Competency	Score
	F.2 SOCIAL AND CULTURAL DIVERSITY	
F2-c	Multicultural counseling competencies	
F2-e	The effects of power and privilege for counselors and clients	
F2-h	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	

#	Primary Area of Competency	Score
	F.3 HUMAN GROWTH AND DEVELOPMENT	
F3-a	Theories of individual and family development across the lifespan	

#	Primary Area of Competency	Score
	F.4 CAREER DEVELOPMENT	
F4-a	Theories and models of career development, counseling, and decision making	

#	Primary Area of Competency	Score
	F.5 COUNSELING AND HELPING RELATIONSHIPS	
F5-b	A systems approach to conceptualizing clients	
F5-f	Counselor characteristics and behaviors that influence the counseling process	
F5-g	Essential interviewing, counseling, and case conceptualization skills	
F5-h	Developmentally relevant counseling treatment or intervention plans	
F5-i	Development of measurable outcomes for clients	
F5-j	Evidence-based counseling strategies and techniques for prevention and intervention	
F5-k	Strategies to promote client understanding of and access to a variety of community-based resources	
F5-l	Suicide prevention models and strategies	
F5-m	Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First-Aid	
F5-n	Processes for aiding students in developing a personal model of counseling	

#	Primary Area of Competency	Score
	F.6 GROUP COUNSELING AND GROUP WORK	
F6-b	Dynamics associated with group process and development	

#	Primary Area of Competency	Score
	F.7 ASSESSMENT AND TESTING	
F7-b	Methods of effectively preparing for and conducting initial assessment meetings	
F7-c	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	
F7-d	Procedures for identifying trauma and abuse and for reporting abuse	
F7-e	Use of assessments for diagnostic and intervention planning purposes	
F7-m	Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	

#	Primary Area of Competency	Score
	F.8 RESEARCH AND PROGRAM EVALUATION	
F8-b	Identification of evidence-based counseling practices	

#	Primary Area of Competency	Score
	E.2 CONTEXTUAL DIMENSIONS	
E2-f	Signs and symptoms of substance abuse in individuals in higher education	
	E.3 PRACTICE	
E3-a	Collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings	
E3-b	Strategies to assist individuals in higher education settings with personal/social development	
E3-c	Interventions related to a broad range of mental health issues for individuals in higher education settings	

#	Primary Area of Competency	Score
	INTERPERSONAL COMPETENCIES	
	Effective interpersonal communication skills with students and/or clients and colleagues	
	Effective oral and written communication style	
	Appropriate leadership and effective organizational abilities	
	Ability to handle stressful situations in a professional manner	
	Appropriate professional boundaries with students and/or clients and colleagues	
	Ability to handle feedback, successes, failures, confrontations, and disappointments in a professional manner	

#	Primary Area of Competency	Score
	SUPERVISEE COMPETENCIES	

	Cooperative attitude with supervisor	
	Ability to transfer suggestions from supervisor into professional practice	
	Initiative in setting and pursuing personal and professional goals for the internship experience	

Narrative Feedback from Supervising Instructor

Please note the counseling/student affairs student's areas of strength that you have observed:

Please note the counseling/student affairs student's areas that warrant improvement, which you have observed:

Please comment on the counseling/student affairs student's general performance during his/her internship experience to this point:

_____	_____
<i>Counseling Student's Name (print)</i>	<i>Date</i>
_____	_____
<i>Counseling Student's Signature</i>	<i>Date</i>
_____	_____
<i>Site Supervisor's Name (print)</i>	<i>Date</i>
_____	_____
<i>Site Supervisor's Name Signature</i>	<i>Date</i>
_____	_____
<i>University Supervisor's Signature</i>	<i>Date</i>

SDSU Marriage & Family Counseling Internship Evaluation

Scales Evaluation Guidelines

****adapted from Counseling Competencies Scale**

Exceeds Expectations / Demonstrates Competencies (8) = the counseling student demonstrates **strong** (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).

Meets Expectations / Demonstrates Competencies (6) = the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). A beginning professional counselor should be at this level at the conclusion of his/her practicum and/or internship.

Counseling students NOT scoring at level Six (6) or Above receive a remediation plan created together by site supervisor and internship class instructor. Remediation plan will be reviewed and approved by Department Chair, Dr. Jay Trenhaile and SDSU CHRD Internship Committee.

Near Expectations / Developing towards Competencies (4) = the counseling student demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final practicum evaluation (be it practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in these areas.

Below Expectations / Insufficient / Unacceptable (2) = the counseling student demonstrates **limited** or **no**

evidence of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation (practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

Please use the following rating scale to score the Standard Competency Areas

Exceeds Expectations/ Demonstrates Competencies (8)	Meets Expectations/ Demonstrates Competencies (6)	Near Expectation/ Developing towards Competencies (4)	Below Expectations/ Insufficient/ Unacceptable (2)
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#	Primary Area of Competency	Score
	F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	
F1-b	The multiple professional roles and functions of counselor across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	
F1-c	Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	
F1-i	Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	
F1-l	Self-care strategies appropriate to the counselor role	
F1-m	The role of counseling supervision in the profession	

#	Primary Area of Competency	Score
	F.2 SOCIAL AND CULTURAL DIVERSITY	
F2-c	Multicultural counseling competencies	
F2-e	The effects of power and privilege for counselors and clients	
F2-h	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	

#	Primary Area of Competency	Score
	F.3 HUMAN GROWTH AND DEVELOPMENT	
F3-a	Theories of individual and family development across the lifespan	

#	Primary Area of Competency	Score
	F.4 CAREER DEVELOPMENT	
F4-a	Theories and models of career development, counseling, and decision making	

#	Primary Area of Competency	Score
	F.5 COUNSELING AND HELPING RELATIONSHIPS	
F5-b	A systems approach to conceptualizing clients	

F5-f	Counselor characteristics and behaviors that influence the counseling process	
F5-g	Essential interviewing, counseling, and case conceptualization skills	
F5-h	Developmentally relevant counseling treatment or intervention plans	
F5-i	Development of measurable outcomes for clients	
F5-j	Evidence-based counseling strategies and techniques for prevention and intervention	
F5-k	Strategies to promote client understanding of and access to a variety of community-based resources	
F5-l	Suicide prevention models and strategies	
F5-m	Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First-Aid	
F5-n	Processes for aiding students in developing a personal model of counseling	
#	Primary Area of Competency	Score
	F.6 GROUP COUNSELING AND GROUP WORK	
F6-b	Dynamics associated with group process and development	

#	Primary Area of Competency	Score
	F.7 ASSESSMENT AND TESTING	
F7-b	Methods of effectively preparing for and conducting initial assessment meetings	
F7-c	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	
F7-d	Procedures for identifying trauma and abuse and for reporting abuse	
F7-e	Use of assessments for diagnostic and intervention planning purposes	
F7-m	Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	

#	Primary Area of Competency	Score
	F.8 RESEARCH AND PROGRAM EVALUATION	
F8-b	Identification of evidence-based counseling practices	

#	Primary Area of Competency	Score
	F.1 FOUNDATIONS	
F1-b	Theories and models of family systems and dynamics	
F1-c	Theories and models of marriage, couple, and family counseling	

#	Primary Area of Competency	Score
	F.2 CONTEXTUAL DIMENSIONS	
F2-a	Roles and settings of marriage, couple, and family counselors	
F2-b	Structures of marriages, couples, and families	

F2-c	Family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments	
F2-d	Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of the Diseases (ICD)	
F2-e	Human sexuality and its effect on couple and family functioning	
F2-f	Aging and intergenerational influences and related family concerns	
F2-g	Impact of crisis and trauma on marriages, couples, and families	
F2-h	Impact of addiction on marriages, couples, and families	
F2-i	Impact of interpersonal violence on marriages, couples, and families	
F2-j	Impact of unemployment, underemployment, and changes in socioeconomic standing on marriages, couples, and families	
F2-k	Interactions of career, life, and gender roles on marriages, couples, and families	
F2-l	Physical, mental health, and psychopharmacological factors affecting marriages, couples, and families	
F2-m	Cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration	
F2-n	Professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling	
F2-o	Ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling	
F2-p	Record keeping, third party reimbursement, and other practice and management considerations in marriage, couple, and family counseling	

#	Primary Area of Competency	Score
	F.3 PRACTICE	
F3-a	Assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective	
F3-b	Fostering family wellness	
F3-c	Techniques and interventions of marriage, couple, and family counseling	
F3-d	Conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling	
F3-e	Strategies for interfacing with the legal system relevant to marriage, couple, and family counseling	

#	Primary Area of Competency	Score
	INTERPERSONAL COMPETENCIES	
	Effective interpersonal communication skills with students and/or clients and colleagues	
	Effective oral and written communication style	
	Appropriate leadership and effective organizational abilities	

	Ability to handle stressful situations in a professional manner	
	Appropriate professional boundaries with students and/or clients and colleagues	
	Ability to handle feedback, successes, failures, confrontations, and disappointments in a professional manner	

#	Primary Area of Competency	Score
	SUPERVISEE COMPETENCIES	
	Cooperative attitude with supervisor	
	Ability to transfer suggestions from supervisor into professional practice	
	Initiative in setting and pursuing personal and professional goals for the internship experience	

Narrative Feedback from Supervising Instructor

Please note the counseling student's areas of strength, which you have observed:

Please note the counseling student's areas that warrant improvement, which you have observed:

Please comment on the counseling student's general performance during his/her clinical experience to this point:

_____	_____
<i>Counseling Student's Name (print)</i>	<i>Date</i>
_____	_____
<i>Counseling Student's Signature</i>	<i>Date</i>
_____	_____
<i>Site Supervisor's Name (print)</i>	<i>Date</i>
_____	_____
<i>Site Supervisor's Name Signature</i>	<i>Date</i>
_____	_____
<i>University Supervisor's Signature</i>	<i>Date</i>

Rehabilitation & Mental Health Counseling Final Internship Evaluation

Scales Evaluation Guidelines

****adapted from Counseling Competencies Scale**

Exceeds Expectations / Demonstrates Competencies (8) = the counseling student demonstrates **strong** (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).

Meets Expectations / Demonstrates Competencies (6) = the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). A beginning professional counselor should be at this level at the conclusion of his/her practicum and/or internship.

Counseling students NOT scoring at level Six (6) or Above receive a remediation plan created together by

site supervisor and internship class instructor. Remediation plan will be reviewed and approved by Department Chair, Dr. Jay Trenhaile and SDSU CHRD Internship Committee.

Near Expectations / Developing towards Competencies (4) = the counseling student demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final practicum evaluation (be it practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in these areas.

Below Expectations / Insufficient / Unacceptable (2) = the counseling student demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation (practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

Please use the following rating scale to score the Standard Competency Areas

Exceeds Expectations/ Demonstrates Competencies (8)	Meets Expectations/ Demonstrates Competencies (6)	Near Expectation/ Developing towards Competencies (4)	Below Expectations/ Insufficient/ Unacceptable (2)
--	--	--	---

#	Primary Area of Competency	Score
	F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	
F1-b	The multiple professional roles and functions of counselor across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	
F1-c	Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	
F1-i	Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	
F1-l	Self-care strategies appropriate to the counselor role	
F1-m	The role of counseling supervision in the profession	

#	Primary Area of Competency	Score
	F.2 SOCIAL AND CULTURAL DIVERSITY	
F2-c	Multicultural counseling competencies	
F2-e	The effects of power and privilege for counselors and clients	
F2-h	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	

#	Primary Area of Competency	Score
	F.3 HUMAN GROWTH AND DEVELOPMENT	
F3-a	Theories of individual and family development across the lifespan	

#	Primary Area of Competency	Score
	F.4 CAREER DEVELOPMENT	
F4-a	Theories and models of career development, counseling, and decision making	

#	Primary Area of Competency	Score
	F.5 COUNSELING AND HELPING RELATIONSHIPS	
F5-b	A systems approach to conceptualizing clients	
F5-f	Counselor characteristics and behaviors that influence the counseling process	
F5-g	Essential interviewing, counseling, and case conceptualization skills	
F5-h	Developmentally relevant counseling treatment or intervention plans	
F5-i	Development of measurable outcomes for clients	
F5-j	Evidence-based counseling strategies and techniques for prevention and intervention	
F5-k	Strategies to promote client understanding of and access to a variety of community-based resources	
F5-l	Suicide prevention models and strategies	
F5-m	Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First-Aid	
F5-n	Processes for aiding students in developing a personal model of counseling	

#	Primary Area of Competency	Score
	F.6 GROUP COUNSELING AND GROUP WORK	
F6-b	Dynamics associated with group process and development	

#	Primary Area of Competency	Score
	F.7 ASSESSMENT AND TESTING	
F7-b	Methods of effectively preparing for and conducting initial assessment meetings	
F7-c	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	
F7-d	Procedures for identifying trauma and abuse and for reporting abuse	
F7-e	Use of assessments for diagnostic and intervention planning purposes	
F7-m	Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	

#	Primary Area of Competency	Score
	F.8 RESEARCH AND PROGRAM EVALUATION	
F8-b	Identification of evidence-based counseling practices	

#	Primary Area of Competency	Score
	D.2 CONTEXTUAL DIMENSIONS	

D2-a	Roles and settings of rehabilitation counselors	
D2-b	Relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment terms	
D2-c	Rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs	
D2-f	Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)	
D2-g	Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	
D2-h	Impact of crisis and trauma on individuals with disabilities	
D2-i	Impact of biological and neurological mechanisms on disability	
D2-j	Effects of co-occurring disabilities on the client and the family	
D2-k	Effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients' life and career development	
D2-m	Effects of the onset, progression, and expected duration of disability on clients' holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)	
D2-o	Role of family, social networks, and community in the provision of services for and treatment of people with disabilities	
D2-p	Environmental, attitudinal, and individual barriers for people with disabilities	
D2-q	Assistive technology to reduce or eliminate barriers and functional limitations	
D2-s	Cultural factors relevant to rehabilitation counseling	
D2-u	Record keeping, third part reimbursement, and other practice and management issues in rehabilitation counseling	
D2-v	Professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling	
D2-w	Legal and ethical considerations specific to clinical rehabilitation counseling	

#	Primary Area of Competency	Score
	D.3 PRACTICE	
D3-a	Diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs	
D3-b	Career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening	
D3-c	Strategies to advocate for persons with disabilities	

D3-d	Strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams	
D3-e	Strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations	

#	Primary Area of Competency	Score
	INTERPERSONAL COMPETENCIES	
	Effective interpersonal communication skills with students and/or clients and colleagues	
	Effective oral and written communication style	
	Appropriate leadership and effective organizational abilities	
	Ability to handle stressful situations in a professional manner	
	Appropriate professional boundaries with students and/or clients and colleagues	
	Ability to handle feedback, successes, failures, confrontations, and disappointments in a professional manner	

#	Primary Area of Competency	Score
	SUPERVISEE COMPETENCIES	
	Cooperative attitude with supervisor	
	Ability to transfer suggestions from supervisor into professional practice	
	Initiative in setting and pursuing personal and professional goals for the internship experience	

Narrative Feedback from Supervising Instructor

Please note the counseling student's areas of strength, which you have observed:

Please note the counseling student's areas that warrant improvement, which you have observed:

Please comment on the counseling student's general performance during his/her clinical experience to this point:

Counseling Student's Name (print)

Date

Counseling Student's Signature

Date

Site Supervisor's Name (print)

Date

Site Supervisor's Name Signature

Date

University Supervisor's Signature

Date

SDSU School Counseling Internship Evaluation

Scales Evaluation Guidelines

****adapted from Counseling Competencies Scale**

Exceeds Expectations / Demonstrates Competencies (8) = the counseling student demonstrates **strong** (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).

Meets Expectations / Demonstrates Competencies (6) = the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). A beginning professional counselor should be at this level at the conclusion of his/her practicum and/or internship.

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Near Expectations / Developing towards Competencies (4) = the counseling student demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final practicum evaluation (be it practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in these areas.

Below Expectations / Insufficient / Unacceptable (2) = the counseling student demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation (practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

Please use the following rating scale to score the Standard Competency Areas

<p>Exceeds Expectations/ Demonstrates Competencies</p> <p>(8)</p>	<p>Meets Expectations/ Demonstrates Competencies</p> <p>(6)</p>	<p>Near Expectation/ Developing towards Competencies</p> <p>(4)</p>	<p>Below Expectations/ Insufficient/ Unacceptable</p> <p>(2)</p>
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#	Primary Area of Competency	Score
	F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	
F1-b	The multiple professional roles and functions of counselor across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	
F1-c	Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	
F1-i	Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	
F1-l	Self-care strategies appropriate to the counselor role	
F1-m	The role of counseling supervision in the profession	

#	Primary Area of Competency	Score
	F.2 SOCIAL AND CULTURAL DIVERSITY	
F2-c	Multicultural counseling competencies	
F2-e	The effects of power and privilege for counselors and clients	
F2-h	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	

#	Primary Area of Competency	Score
	F.3 HUMAN GROWTH AND DEVELOPMENT	
F3-a	Theories of individual and family development across the lifespan	

#	Primary Area of Competency	Score
	F.4 CAREER DEVELOPMENT	
F4-a	Theories and models of career development, counseling, and decision making	

#	Primary Area of Competency	Score
	F.5 COUNSELING AND HELPING RELATIONSHIPS	
F5-b	A systems approach to conceptualizing clients	
F5-f	Counselor characteristics and behaviors that influence the counseling process	
F5-g	Essential interviewing, counseling, and case conceptualization skills	
F5-h	Developmentally relevant counseling treatment or intervention plans	
F5-i	Development of measurable outcomes for clients	
F5-j	Evidence-based counseling strategies and techniques for prevention and intervention	
F5-k	Strategies to promote client understanding of and access to a variety of community-based resources	
F5-l	Suicide prevention models and strategies	
F5-m	Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First-Aid	
F5-n	Processes for aiding students in developing a personal model of counseling	

#	Primary Area of Competency	Score
	F.6 GOUP COUNSELING AND GROUP WORK	
F6-b	Dynamics associated with group process and development	

#	Primary Area of Competency	Score
	F.7 ASSESSMENT AND TESTING	
F7-b	Methods of effectively preparing for and conducting initial assessment meetings	
F7-c	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	
F7-d	Procedures for identifying trauma and abuse and for reporting abuse	
F7-e	Use of assessments for diagnostic and intervention planning purposes	
F7-m	Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	

#	Primary Area of Competency	Score
	F.8 RESEARCH AND PROGRAM EVALUATION	
F8-b	Identification of evidence-based counseling practices	

#	Primary Area of Competency	Score
	G.2 CONTEXTUAL DIMENSIONS	
G2-a	School counselor roles as leaders, advocates, and systems change agents in P-12 schools	
G2-b	School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	
G2-d	School counselor roles in school leadership and multidisciplinary teams	
G2-e	School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	
G2-f	Competencies to advocate for school counselor roles	
G2-h	Common medications that affect learning, behavior, and mood in children and adolescents	
G2-i	Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	
G2-k	Community resources and referral sources	
G2-l	Professional organizations, preparation standards, and credentials relevant to the practice of school counseling	
G2-m	Legislation and government policy relevant to school counseling	
G2-n	Legal and ethical considerations specific to school counseling	

#	Primary Area of Competency	Score
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G.3 PRACTICE		
G3-c	Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	
G3-d	Interventions to promote academic development	
G3-e	Use of developmentally appropriate career counseling interventions and assessments	
G3-f	Techniques of personal/social counseling in school settings	
G3-g	Strategies to facilitate school and postsecondary transitions	
G3-h	Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	
G3-i	Approaches to increase promotion and graduation rates	
G3-j	Interventions to promote college and career readiness	
G3-k	Strategies to promote equity in student achievement and college access	
G3-l	Techniques to foster collaboration and teamwork within schools	
G3-m	Strategies for implementing and coordinating peer intervention programs	
G3-n	Use of accountability data to inform decision making	

#	Primary Area of Competency	Score
INTERPERSONAL COMPETENCIES		
	Effective interpersonal communication skills with students and/or clients and colleagues	
	Effective oral and written communication style	
	Appropriate leadership and effective organizational abilities	
	Ability to handle stressful situations in a professional manner	
	Appropriate professional boundaries with students and/or clients and colleagues	
	Ability to handle feedback, successes, failures, confrontations, and disappointments in a professional manner	

#	Primary Area of Competency	Score
SUPERVISEE COMPETENCIES		
	Positive attitude toward supervisor and supervision	
	Openness to constructive feedback	
	Ability to implement suggestions from supervisor into professional practice	
	Initiative in setting and pursuing personal and professional goals for the internship experience	

Narrative Feedback from Supervising Instructor

Please note the counseling/student affairs student's areas of strength that you have observed:

Please note the counseling/student affairs student's areas that warrant improvement, which you have observed:

Please comment on the counseling/student affairs student's general performance during his/her internship experience to this point:

Counseling Student's Name (print)

Date

Counseling Student's Signature

Date

Site Supervisor's Name (print)

Date

Site Supervisor's Name Signature

Date

University Supervisor's Signature

Date

The Internship Application Process

Find a Site

Students are responsible for finding potential sites that provide learning opportunities appropriate for master's-level students. Students should begin looking for sites while they are enrolled in CHRD 786 Counseling Practicum. Following the steps below can help you find a site within your specialization/location of interest:

1. Search online as a start. Many agencies, institutions, and schools have websites, or there are sites with mental health directories: [SD Kids Mental Health](#), [Minnesota Help](#), or school directories, such as the [SD Department of Education](#). You can also look in the phone book. Please keep the following in mind when searching for a site:
 - A. Try to avoid internship sites located geographically far from SDSU. Long-distance internships are approved on a case-by-case basis and only when communication and planning among all parties can assure the Internship Committee that supervision will be satisfactory.
2. Paid Internships: Students are permitted to seek paid internships as long as they have closely followed all the procedures above. Paid internships requiring the intern to be assigned the full weight of professional duties without the protection of student status or the support of close supervision will not be approved. Students should be aware they are not yet full professionals and that it is unethical to act in that capacity until they are.
3. Interning With a Current Employer: Students are not permitted to label pre-existing paid positions as counseling internships. To gain approval, the internship must include:
 - A. additional responsibilities that are not associated with current job duties and responsibilities;
 - B. be clearly defined as a counseling internship; and
 - C. adhere to all CHRD 794 Counseling Internship requirements.
 - D. Students who have established relationships with their proposed supervisors, or who are concerned about conflicting interests with their supervisors, are strongly

encouraged to discuss such issues with an Internship Committee member.

Meet with Advisor

Once you have located a couple potential sites, discuss them with your academic advisor to determine whether the sites under consideration are appropriate—your advisor might also know of someone there that could serve as a site supervisor. NOTE: The academic advisor offers ideas and support, but *does not* grant approval of the internship. The internship site is not officially approved until the Internship Committee has granted approval of the site and site supervisor.

Contact Potential Site

After you have decided on your site, it is time to contact the site to inquire about internship possibilities and set up a meeting. Many places in the area have worked with SDSU interns and may be aware of the process. Options for contacting the site include:

- Written Correspondence (email or mail): Send a cover letter and résumé to the site's contact person requesting an opportunity to discuss internship possibilities.
- Call the site and introduce yourself; for example: "Hello, my name is _____ and I am a graduate student at South Dakota State University majoring in Counseling and Human Resource Development specializing in Clinical Mental Health Counseling. I am looking for an internship site for the fall and spring semesters and was wondering if your agency had internship opportunities and if so, could I schedule a time to meet with someone to discuss these possibilities?"
 - If they say "no", then thank them for their time and try another site.
 - If they say "yes", then schedule a meeting time that will work. NOTE: Approach this meeting as if it is an employment interview. Pay particular attention to professional presentation of self and experiences, as they are of utmost importance in such meetings.

Meeting with Potential Site Supervisor:

1. Ask questions to learn about the expectations the site has of interns, the professional responsibilities typically assigned to interns, and learning opportunities the site is willing to create.
2. Obtain the name, address, and telephone number of individual(s) to be the potential site supervisor(s). Perhaps the most important factor that accounts for a successful internship experience is working with a highly qualified site supervisor who is enthusiastic about supervising new professionals. The Site Supervisor must be interested in and available to provide adequate supervision and consultation to interns. CACREP require that interns will receive a minimum of one hour of individual supervision every week. To be approved, the Site Supervisor must:
 - a. be a master's-level professional in a counseling or related profession;
 - b. have a minimum of two years of pertinent professional experience in the program area in which the student is enrolled;
 - c. be appropriately certified/licensed within that setting. For example, in clinical mental health and college counseling site supervisors must be licensed as a professional counselor (LPC); school counselors must be a certified school counselor, and rehabilitation counselors must be CRC. Site supervisors for Administration of Student Affairs 36-hour interns do not need to be licensed or certified.
 - d. have relevant training in counseling supervision.

Complete and Submit the Internship Application

If the meeting went well and you have identified your potential site and a qualified site supervisor, it is time to complete the internship application online on our "[Internship](#)" webpage under 'Internship Forms'. The applications must be typed and completed in its entirety and with your most current contact information.

After you have completed the application, you will need to obtain your advisor's signature. The purpose of getting your advisor's signature is so they can look over your application and point out anything that needs to be corrected before your final submission to the committee. You are now ready to submit your application to the CHRD office in Wenona Hall 312 by the appropriate deadline (see table on page 3).

The CHRD department will contact you, via the email address you provided on your application, about the status of your internship and any additional requirements. Your application will either be:

1. Approved; you will need to turn in a completed the supervision agreement that has you and your

site supervisor's signature to the CHRD office in Wenona Hall 110. This agreement will be an attachment in your notification email. Once the completed agreement is received by CHRD, the CHRD secretary will register you for internship for the semesters and credits stated on your internship application. Interns cannot begin logging hours until they are registered as this signifies the application requirements have been met.

2. Pending; there is some questions about your application or unfulfilled requirements and the Internship Committee requires clarification.
3. Denied; the application is not approved because it is not in alignment with the CHRD internship standards.

NOTICE

- Students should bear in mind all of the aforementioned criteria when preparing their internship applications. The committee reserves the right to require a student to revise her or his internship plan. Various factors (such as the student's academic performance, particularly in clinical courses, his/her professional growth, etc.) are considered when the student is asked to modify the internship plan.
- If your proposed site/supervisor requires an exception, you must type up an explanation and attach it to the application. CHRD realizes there are many types of exceptions; however, exceptions that could disrupt the educational experience or learning outcome for the intern are rarely granted.
- Internship sites new to the SDSU Counseling and Human Development Department will receive a South Dakota State University Agreement with Counseling Entity in the mail. The department will ask the site supervisor to acquire official authorization necessary from the agency, school, or institution's administration for the counseling intern to work in the setting under their supervision.

Grading

University supervisors determine grades based upon two primary criteria:

1. Performance at the internship: the site supervisor's evaluation of the intern plays a significant role in assessing a student's performance.
2. Performance in the internship class: students' fulfillment of course requirements and expectations as listed in the syllabus is used to assess the student's performance in group supervision class.

Grade Definitions

- An "A" grade stands for outstanding graduate-level academic achievement, comprehensive understanding of the counseling/student affairs profession, and effective application of learned material. Contributions to the internship site are exceptional, constructive, and positive, and further enhance professional development. The student's interactions with clients and staff demonstrate a high level of professionalism, knowledge, and skills characteristic of an advanced graduate student. Involvement in group supervision is reliable and productive. The student is actively involved in structuring the learning experience, participates meaningfully, behaves professionally, and demonstrates performance well above average and is, in fact, "excellent."
- A "B" grade represents highly competent graduate-level academic achievement and the successful application of learned material. Contributions to the internship site are constructive and positive. The student's interactions with clients and staff typically demonstrate an expected level of professionalism, knowledge, and skills of an advanced graduate student. The student is actively involved in structuring the learning experience, participates meaningfully, and behaves professionally. The student is successful and is in no way "average," but rather "above average." Most graduate students perform at this level.
- A "C" grade is earned by those students who perform below the required level. While a "C" is often, at the undergraduate level, considered "average," our CACREP approved programs with its high performance standards and faculty expectations, does not consider this grade indicative of acceptable course mastery. Students who receive a "C" have not met the expectations of either the faculty, or of the site supervisors, or both. (Note: a "C" is considered acceptable in the non-clinical courses; however, an overall 3.0 GPA must be maintained.)
- A "D" or "F" grade may be given to students who in some way not only fail to perform at the minimum required level, but who in some way violate the core standards of the profession. Such violations may occur either through knowing disregard for accepted professional standards or

through unacceptable ignorance of such standards. Students who are dismissed from their internship sites because their conduct is determined unfit by their site supervisors may be given such grades and are required to begin the internship process again.

- An "IP" grade will be given to students who are acceptably progressing in internship, but have not yet completed the required weeks at the site, accumulated the required contact hours, or gained the supervision hours necessary to earn a final grade. Students who are in their first semesters who have not completed 300 total hours that include 120 hours of direct service time will receive this grade. Students will also be assigned an "IP" if they have failed to submit the required documentation to their University Supervisor. This can affect the final grade. Timely paperwork is a reflection of professionalism.

Student Evaluation, Review and Remediation Policy

Students are responsible for meeting all requirements of South Dakota State University, the College of Education and Human Sciences, and the Counseling and Human Development Program. More specifically:

1. Students must maintain satisfactory academic standing.
2. Students must adhere to the Academic Ethics Policies identified in the SDSU Student Conduct Handbook, the content of which is by this reference hereby incorporated within.
3. Students must maintain the standard of care as outlined in the [ACA ethical standards](#) and the [CRCC ethical standards](#); the content of which is by the reference hereby incorporated in.
4. Students must demonstrate functional competence in fulfilling the professional tasks and duties of the discipline.
5. Students are limited to two attempts to pass clinical courses; Group, Pre-Practicum, and Practicum require a 'B' to pass.

Student Evaluation

Evaluation is an ongoing process that begins with admission to the program and continues through a final comprehensive review. Students are periodically reviewed and evaluated on: interpersonal and intrapersonal functioning, personal insight, judgment, sensitivity, ethical behavior, attitude, and other qualities essential to becoming an effective professional counselor or student affairs professional. Accumulation of credits and satisfactory grades do not a guarantee successful completion of the CHRD program. Faculty strongly emphasizes confidentiality of student evaluations among students and in faculty meetings. However, faculty cannot control information students may share with other students in a Practicum or Group experience.

Faculty take a serious view of professional obligation of mentoring students, providing assistance, supporting student's professional development, and student's graduation. However, in certain instances, a student's ability to function at the level expected is called into question. When this occurs, faculty members act in accordance with the standards of the profession. If a faculty member thinks a particular student needs remedial help; he/she will attempt to develop an informal plan with the student to address the problem. If either the student or faculty member thinks the plan is not helpful and/or has not taken care of the concern, the particular situation will either be brought to the attention of the department head or discussed during the student review conference. This information is privileged communication and will be kept confidential among the regular and adjunct faculty. It may happen that a formal remedial plan is created at which time the Dean of the Graduate School will be informed.

Student Review Conference

In addition to the evaluation that takes place as part of each course, faculty members meet once each semester to discuss the progress of all students currently enrolled in the program in regard to Professional Dispositions. All students in the program receive a letter describing their current status (e.g., good standing, good standing with minor conditions, such as plan of study needed) or statement of specific concerns (e.g. inappropriate behavior, etc.). As mentioned earlier, if an informal plan has not sufficiently addressed a student's remedial needs, the student review conference is used to discuss alternatives to address the issue.

The conference is intended to help resolve any problem that might hinder students' academic success or impede their ability to provide competent counseling services. One objective of the meeting is to determine a formal individualized written plan of action, if needed, that is satisfactory for the student and for the Department.

The nature of the problem and the individualized written plan for addressing the problem (including recommended remedial assistance as needed) are discussed with the student and faculty member. When mutual understanding is reached, copies of the plan are given to the student and placed in the student's file. In some cases, the student may be asked to take a leave of absence from the program or to terminate involvement with the program. In all formal individualized written plans, the Department Chair and the Dean of the Graduate School are informed, and due process is observed to protect student rights and University responsibilities. In situations where action is deemed necessary, the CHRD remediation policy will be followed when carrying out the remedial plan.

Remediation Policy

In view of the seriousness of situations involving remediation, CHRD faculty has established this process:

- Step 1: A faculty member will raise the concern pertaining to the student during the student review conference or bring it directly to the Department Chair. The faculty and/or Chair will discuss options in executive session of the student review conference, to determine if a formal individualized written plan of action is necessary.

- Step 2: The nature of the problem and the formal individualized plan for addressing the problem (including recommended remedial assistance as needed) are written and discussed with the student to ensure mutual understanding.
- Step 3: If the student agrees to the written plan, it is then placed in the student's departmental and graduate file. In some cases, the student may be asked to take a leave of absence from the program or to terminate involvement with the program. In all formal individualized written plans, the Department Chair and the Dean of the Graduate School are informed, and due process is observed to protect the student rights and University responsibilities.
- Step 4: Once the plan has been successfully completed, a formal document stating the student has fully complied with the remediation plan and is considered in "good standing" in the program will be written and placed in the student's departmental and graduate file. If the student does not successfully address the items specified in the remediation plan he or she will be advised to leave the program.

Exams

All students must successfully pass the written and oral exams before they can graduate from the CHRD program. The exams are completed during the semester the student plans to graduate and are offered during the fall, spring, and summer semesters.

Students will meet with their advisor at the beginning of their last semester to determine the areas covered by the examination and for suggested study guides, such as [The Encyclopedia of Counseling](#) by Rosenthal. The written examination must be passed satisfactorily at least ten days prior to taking the oral examination. Graduate School deadline dates for the completion of the written and oral examinations are posted by the Graduate School each semester.

Counselor Preparation Comprehensive Examination (CPCE)

The CPCE is a written exam taken by students pursuing the Master's of Science in CHRD specializing in clinical mental health counseling, rehabilitation and mental health counseling, school counseling, and student personnel counseling. *(NOTE: Rehabilitation and Mental Health Counseling only take this exam if they have not successfully passed the CRC Exam. The CRC exam can be taken when 75% of coursework is completed; rehab students will not be permitted to take the oral exam until he/she has successfully passed the CRC or CPCE).*

The CPCE covers the eight common core areas of CACREP as defined by their Standards of Preparation and consists of 160 items with 20 items per core area. The time limit for the exam is four hours. Examinations are scored by the Center for Credentialing & Education, Inc. (CCE). Students receive a score in each of the eight CACREP core areas and a cumulative score. Exam results are received by the department approximately three weeks from the date of the exam. The student's advisor will contact the student with their exam result.

The eight CACREP Standards and corresponding sample questions:

[Human Growth and Development Studies—an understanding of the nature and needs of individuals at all developmental levels.](#)

Erikson described independence as an important issue in the second year of life and identified this stage of development as

- A. autonomy versus shame and doubt
- B. concrete operations versus object permanence
- C. motor versus mind development
- D. self-versus other differentiation

[Social and Cultural Foundations—an understanding of issues and trends in a multicultural and diverse society.](#)

Cultural identity development models typically start with the _____ stage.

- A. dissonance
- B. immersion
- C. conformity
- D. introspective

[Helping Relationships—an understanding of counseling and consultation processes.](#)

According to Rogers, accurate empathy is most appropriately defined as _____

- A. Objective reflection to help identify the client's feelings.
- B. Non-judgmental acceptance of the client's reality.
- C. Recognition of the client's most prominent emotions.
- D. Subjective understanding of the client in here-and-now.

Group Work—an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

A group leader can best enhance a group member's participation by

- A. Encouraging social interactions between members outside of group time
- B. Requiring a commitment that group members not drop out
- C. Stressing that substantial self-disclosure is expected
- D. Modeling appropriate behaviors for the group

Career and Lifestyle Development—an understanding of career development and other related life factors.

A basic assumption of the trait-and-factor approach to vocational counseling is that

- A. career decisions should be based on evident needs
- B. familiar factors influence vocational choice
- C. developmental constructs are of paramount importance
- D. there is one best career goal for everyone

Appraisal—an understanding of individual and group approaches to assessment and evaluation.

A primary benefit of converting raw scores to standard scores is that it facilitates

- A. simplicity in interpretation of test results
- B. interpretation of the results relative to a normal distribution
- C. summarizing and organizing other qualitative data
- D. statistical analyses having greater quantitative accuracy

Research and Program Evaluation—an understanding of research methods, basic statistics and ethical and legal considerations.

The research design which manipulates the independent variable and a between-conditions comparison with no random assignment of subjects to conditions is known as

- A. quasi-experimental.
- B. single subject.
- C. time-series.
- D. true experimental.

Professional Orientation—an understanding of counseling history, roles, organization structure, ethics and credentials.

During the late 1970s and early 1980s, members of the American Personnel and Guidance Association (APGA) became aware that the words personnel and guidance did not accurately define or reflect their work. Therefore in 1983 APGA changed its name to the

- A. Association for Counselor Education and Supervision.
- B. American Association for Counseling Development.
- C. American Mental Health Counselors Association.
- D. Association of Counseling and Related Educational Professions

Answers to sample questions: 1. A; 2.C; 3. D; 4. D; 5. D; 6. B; 7. A; 8. B

Certified Rehabilitation Counselor Exam (CRC)

The Certified Counselor Exam is administered by the Commission on Rehabilitation Counselor Certification (CRCC) and taken by Rehabilitation and Mental Health Counseling students that have completed at least 75% of their Plan of Study and seeking the Certified Rehabilitation Counselor (CRC) certification. Students that complete this exam before their final semester will not be required to take the CPCE exam (NOTE: students are required to take either the CRC or CPCE before they will be allowed to take the oral exam during their final semester). The student is solely responsible for registering for this exam as SDSU and CHRD are not involved with the application process. The CRC examination is administered three times a year.

~~The CRC exam consists of 175 multiple-choice questions administered during an allotted 3 ½ hours within an~~
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8-day testing window. Candidates should set aside four hours, which includes time for check-in, instructions, and a practice session on the computer in order for candidates to become familiar with the computer system. The application fee for all application categories is \$385. The fee covers both application and examination fees.

Traditional Written Exam

This exam is for students pursuing a Master's of Education degree in Administration of Student Affairs. The exam is a series of six essay questions written by the student's advisor in the areas delineated by the National Board of Certified Counselors (NBCC): Student Development Theory, Research, Multicultural Issues, Career Development, Professional Orientation, and Administration & Leadership. Each essay should be approximately two double-spaced pages in length.

Students should demonstrate the ability to answer questions based on evidence drawn from a professional knowledge base they have gained through the program as well as internship experience. The essays will be evaluated by several criteria: depth, thoroughness, clarity of ideas, and ability to integrate theory and practice. Content, writing style, grammar, sentence structure, punctuation, and spelling are also considered when written exams are assessed. The student's advisor will contact the student with their exam result.

Students should schedule individual appointments with their advisors well in advance in order to discuss how to prepare for this essay exam. A laptop for the exam will be provided by the department.

The exam has a time limit of five hours and does not have an associated cost.

Oral Exam

All students completing a thesis must pass a comprehensive oral examination during their internship group supervision class. The oral exam is administered by the internship instructor. The student will work closely with their advisor to develop a case study presentation.

Students will be examined over their ability to integrate and apply knowledge in their internship settings and their readiness for entrance into the counseling profession. Students under degree Option A will defend their thesis and Option B students will defend their work on a research problem in a different process outside of internship class.

Oral Exam Format: Case Presentation (with suggested minute guidelines – approximately 30 minutes total)

1. Introduction: describe your background, what brought you to the CHRD program and future professional goals (1 – 2 minutes)
2. Case Study: discuss in depth your work with a client; bring copies on one research-based article related to the case study and discuss why you selected that article to share (8 – 10 minutes)
3. Theory Presentation: present on a theory of change and how it informs and supports your work in the case study. The Theory Presentation must also include: 1) a brief history; 2) basic assumptions; 3) stages of counseling; 4) techniques/interventions that are most commonly used; 5) suitability of the theory to various settings; 6) a critique of strengths and weaknesses; 7) multicultural applications; and 8) research regarding effectiveness of this approach (3 – 4 minutes)
4. Discussion: faculty and students will ask questions about the theory presentation and case study (9 - 10 minutes)
5. Feedback (3 – 5 minutes)

Be sure to include the following in your theory presentation: Brief history; basic assumptions; stages of counseling; techniques/interventions that are most commonly used; suitability of the theory to various settings; critique of strengths and weaknesses; multicultural applications; and research regarding effectiveness of this approach.

Avoid disclosing identifying information when talking about cases; overloading slides with information; and reading slides.

National Counselor Exam (NCE)

The National Certified Counselor Exam (NCE) is offered to Masters of Science students every October and

April semester; this exam is optional for Rehabilitation students. Students are eligible to take this exam through CHRD, at a student rate of \$335.00 six months before or after they graduate. CHRD does not administer the exam.

Sign up deadlines for taking the National Counselor Exam - the spring deadline is around December 15 and the fall deadline is around June 12. Students are reminded to check spam and junk and/or to add @nbcc.org to their accepted address list.

When students opt to take the NCE, they are applying for the voluntary national credential, NCC. The NCC credential is accredited by the National Commission for certifying agencies for the National Board for Certified Counselors, Inc (NBCC) and Affiliates.

If a student fails the NCE, they will have to contact the NBCC directly to retake the exam without a student discount. It is highly recommended that the student has completed the majority of their classes and has successfully passed the written and oral exams before taking the NCE Exam.

Graduation

It is the student's responsibility to make certain that he/she has fulfilled all graduation requirements (i.e. successfully complete all coursework stated on Plan of Study, pass written and oral exams) and to obtain and complete the Graduation Application.

SDSU's Formal Graduation Commencement is during the spring semester only; summer and fall graduates are invited to the spring ceremony preceding their graduation. Students graduating in the summer you have the option to participate in the spring formal commencement. To participate, summer graduates must have their oral exams scheduled and complete a Commencement Participation Request form. Please contact the Graduate School for more information.

Policy on Second Specializations for Returning Graduates

Returning graduates of the CHRD program wishing to pursue a second specialization may be permitted to do so upon successfully re-screening with the specialization coordinator as a participant in the prospective student screening and interview. Returning graduates are required to submit a resume, disclosure statement, and goal statement by April 1 (fall) or October 1 (spring). Once a decision to admit is made, the returning graduate will be asked to pay and complete a criminal background check. If the returning graduate successfully passes the criminal background check, he/she will be admitted to the program to complete the specialization-specific courses required. If any coursework is older than 6 years, it will need to be validated by the specialty coordinator.