



University
of Vermont

College of Education
and Social Services

PhD in Counselor Education and Supervision

Internship Handbook

2025-2026

Department of Counseling, Human Development & Family Science

Mann Hall, 208 Colchester Avenue Burlington, VT 05405-1757

Phone: 802-656-3888

Fax: 802-656-3173

Email: cslgprog@uvm.edu

TABLE OF CONTENTS

<u>TABLE OF CONTENTS</u>	2
<u>GENERAL INFORMATION</u>	4
Program Coordinator Information.....	4
Overview of Requirements	4
Placement Process	4
Retention and Remedial Procedures	5
Evaluation and Recording Software	6
Liability Insurance	6
Compensation.....	7
Internship Placement Contract and Evaluation	7
<u>CLINICAL COUNSELING INTERNSHIP</u>	8
Description and Requirements	8
<i>Prerequisites</i>	8
<i>Student Responsibilities</i>	8
<i>Site Supervisor Responsibilities</i>	10
<i>Faculty Supervisor Responsibilities</i>	11
Clinical Counseling Contract	13
Clinical Case Note	14
Clinical Counseling Internship Summary of Hours	15
Evaluation of Clinical Counseling Internship Experience	15
<u>LEADERSHIP-ADVOCACY INTERNSHIP</u>	16
Description and Requirements	16
<i>Prerequisites</i>	16
<i>Student Responsibilities</i>	16
<i>Site Supervisor Responsibilities</i>	17
<i>Faculty Supervisor Responsibilities</i>	17
Leadership/Advocacy Internship Contract.....	18
Leadership/Advocacy Internship Summary of Hours	20
Evaluation of Leadership/Advocacy Internship Experience	20
<u>SUPERVISION INTERNSHIP</u>	21
Description and Requirements	21
Prerequisites	21

Internship Handbook, PhD in Counselor Education and Supervision

<i>Student Responsibilities</i>	21
<i>Site Supervisor Responsibilities</i>	22
<i>Faculty Supervisor Responsibilities</i>	23
Supervision Internship Contract.....	24
Supervision Internship Summary of Hours	26
Master's Supervision Session Contract.....	26
Supervision Session Note Form	27
Evaluation of Supervision Internship Experience	28
<u>TEACHING INTERNSHIP</u>	29
Description and Requirements	29
Prerequisites	29
<i>Student Responsibilities</i>	29
<i>Site Supervisor Responsibilities</i>	30
<i>Faculty Supervisor Responsibilities</i>	31
Teaching Internship Contract	31
Teaching Internship Summary of Hours	33
Teaching Session Note Form.....	33
Evaluation of Teaching Internship Experience	34
<u>APPENDICES</u>	35

GENERAL INFORMATION

Program Coordinator Information

Nancy Thacker Darrow, PhD, NCC

Associate Professor

Email: nancy.thacker@uvm.edu

Overview of Requirements

PhD students are required to complete a minimum of 600 hours of internship (in required areas of teaching, supervision, counseling, and an open option that may include leadership/advocacy). Additional internship hours may be accrued to satisfy CNSL elective course requirements (see the [CES Doctoral Handbook](#)). Students must maintain professional liability insurance throughout the program in order to engage practicum and internship (see *Liability Insurance* section below).

For the supervision internship, PhD students will supervise master's degree students in school or CMHC programs who are in either practicum or internship. For the teaching internship, PhD students will teach or co-teach undergraduate or master's level counseling courses for a minimum of one semester. Counseling and leadership/advocacy internships are collaboratively designed by the student and faculty.

PhD students will participate in weekly individual (site) and group supervision of their work while enrolled in CNSL 7991: Doctoral Internship. Clinical counseling practice will be supervised by a licensed professional at the internship site. All other areas of internship practice will be supervised by a CES faculty member unless other approvals are made by the program coordinator in consultation with the student's faculty advisor.

Placement Process

The faculty advisor will assist students through the placement process for all doctoral internship experiences. Prior to internship, students are required to consult with their advisor to identify placement options. The placement process will vary based on area of internship.

Clinical Counseling

Students will meet with their advisor to indicate interest areas and needs to enhance their clinical expertise by at least one month prior to the semester enrolling in clinical counseling internship. In consultation with the practicum and internship coordinator for the counseling master's programs, the advisor will help the student identify possible sites, and the student will follow up with site contacts to interview for an internship position. Once a student has confirmed a site, the student will complete orientation processes with the site contact/supervisor prior to the beginning of the internship course.

Leadership/Advocacy

Students will meet with their advisor to indicate interest areas and needs to enhance their leadership and advocacy practice by at least one month prior to the semester enrolling in leadership/advocacy internship. For any leadership/advocacy internship conducted outside of CES, students are responsible for identifying a site contact or a CES faculty member who can serve as the site supervisor. In these cases, the program coordinator will require the student to gather necessary information about the site and potential supervisor prior to approving the site. The program coordinator is responsible for approving a site and site supervisor, and the program coordinator may consult with the full faculty as needed.

Supervision

Students will be assigned to supervise 4-6 UVM master's students enrolled in CNSL 6630: Counseling Practicum. Once a PhD student has been assigned, they will contact the CES instructor facilitating the master's practicum seminar in which their supervisees are enrolled. The CNSL 6630 instructor will serve as the site supervisor for the PhD student conducting supervision internship.

Teaching

During the term prior to enrolling in teaching internship, students must meet with their advisor to indicate which graduate-level counseling course(s) they are interested in co-teaching. The student will subsequently contact the instructor of record for the course(s) the student is interested in. The instructor of record will determine if the PhD student can co-teach a course with them. Students are responsible for notifying their advisor once they have identified the course and faculty member through which they will complete the teaching internship.

If a PhD student seeks to complete the teaching internship as an instructor of record for an undergraduate counseling-related course or graduate counseling course, the student must inform their advisor by May prior to enrolling in Internship 1 or by November prior to enrolling in Internship 2. The advisor will determine if the course is fitting for the teaching internship, with consultation with the full faculty as needed, and identify a CES faculty member to serve as the site supervisor.

Retention and Remedial Procedures

Students will maintain professional behaviors and dispositions outlined in the CES Doctoral Handbook throughout all internship experiences. In the case students do not uphold standards, students will be subject to gatekeeping and remediation procedures outlined in the CES Doctoral Handbook. Students who receive an unsatisfactory grade in the internship course must repeat the internship experience and course. Per the UVM grading policies, a course may be repeated for credit only when failed and only once.

Students may choose to leave a site or change supervisors. The process to request a change is:

1. Consult with the supervisor to remedy possible conflicts
2. Consult with the internship instructor to remedy possible conflicts and/or request a change
3. Follow up with CES doctoral program coordinator
4. All CES faculty will be consulted as needed

Evaluation and Recording Software

Unless otherwise instructed, students will utilize Microsoft Teams to record direct hours during internship. Students completing clinical internship in a school setting may be advised to use encrypted flash drives or other HIPPA secure devices to audio record sessions; the site supervisor and/or internship instructor must approve of an alternative recording device in these cases.

Students will utilize Microsoft Teams and/or UVM file transfer to transmit and store all documents and recordings related to internship. Internship instructors will also require certain documentation be stored in Exxat Prism for evaluative purposes.

Exxat Prism

Exxat Prism (Exxat) is a data management and assessment software system. The College of Education and Social Services (CESS) has adopted the assessment software system to complete the aforementioned tasks, as well as to enhance the integration of technology into the curriculum in the College. Exxat is utilized in the college as the repository for student records, electronic evaluation of practicum and internship experiences; in some courses students use the system to develop and submit assignments, access course information, build portfolios, and access content after graduation. As a program aligned with CACREP 2024 standards, Exxat is necessary to collect data and documentation of student outcomes required by CACREP. Exxat acts as our information system that helps to organize and analyze this required data.

Liability Insurance

Students must have liability insurance while enrolled as a PhD student. ACA student insurance does not cover PhD students. CACREP requires that all students (including doctoral students) have individual policies. As a result, students will need to purchase their own policy to cover teaching, counseling, and supervision internships, and volunteer experiences. The simplest way to purchase this is through HPSO, which has a partnership with ACA. If students are ACA members (which the program highly recommends), students can log into their ACA account to access a coupon code and link to the policy. Three important notes:

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

- Students MUST add the following to your policy, as this is not automatically included: **Consulting services liability endorsement** (covers teaching and supervision). This requires a separate form:
 - Consulting Service Endorsement Request Form
- The total cost should be around \$150.

Students are required to upload documentation of their professional liability insurance annually in Exxat, and instructors of internship seminar will require proof of documentation at the beginning of each internship course. Students who have not submitted proof of their current insurance will not be permitted to be at their clinical site or engage in internship.

Compensation

Compensation for internship experiences may be available on a case-by-case basis, but it is not guaranteed.

Internship Placement Contract and Evaluation

Students must complete the internship placement contract (see Appendix A), and a placement evaluation (see Appendix B) for each internship they complete.

CLINICAL COUNSELING INTERNSHIP

Description and Requirements

The clinical counseling internship provides PhD students with an opportunity to expand their counseling skills by facilitating recorded therapeutic services in setting of their choice. PhD students concurrently participate in ongoing supervision (group and individual/triadic) through the doctoral internship course. PhD students are expected to expand their current knowledge to learn about issues, theories, and therapeutic techniques that are relevant to their student or client population. Additional goals are to enhance the PhD student's application of advanced clinical skills to assist the development of specialty areas of practice.

Students are required to complete 150 hours of clinical counseling internship, 60 of which are direct service to clients. Students are also required to complete weekly 1-hour individual supervision with the site supervisor and participate in group supervision in CNSL 7991: Doctoral Internship. Students must pass an initial evaluation for clinical competency through prerequisite coursework. Students may be asked to complete additional clinical internship hours during the degree program pending evaluations.

Prerequisites

CNSL 7060 Advanced Counseling Theory & Research, or CNSL 7200 Advanced Group Counseling Theory and Supervision.

Student Responsibilities

Students must follow ACA ethical standards and maintain appropriate boundaries with clients. Dual relationships are not advised, and in most cases, restricted. The PhD student must inform the site supervisor and/or instructor immediately of any prior or existing relationships with clients to avoid a conflict of interest. Students who do not maintain ethical standards are subject to gatekeeping and remedial procedures outlined in the Doctoral Handbook.

School Setting

The following are required of students completing clinical internship in a school setting:

- Once a student is given their school site assignment, they should immediately contact the school site contact (typically the school counselor) to complete the Internship Placement Contract and the Clinical Counseling Contract and inquire about requirements for conducting work in the school. Such requirements typically include fingerprinting, background checks, and appropriate documentation. Both contracts must be completed, signed, and submitted to the UVM Faculty supervisor **by August 15 for Fall placements or December 15 for Spring placements**, who will ensure that it is signed and filed.

- Students will provide therapeutic services with an individual caseload of no fewer than 4 children or adolescents. In addition, PhD student interns may be engaged in group work on site.
- PhD student interns working in schools are required to obtain parental/guardian consent to work with K-12 students and to video record sessions. Parent/guardian consent should be obtained in August, in conjunction with the school counselor.
- Students will maintain clinical documentation for each client or client group.
- Students will maintain a log of hours and submit a summary of hours for approval at the end of the semester.
- Students will complete assessments related to their experience at the site and with the site supervisor.
- Internship course instructors may also require other forms, although this differs depending on the instructor.
- It is important for students to begin counseling with K-12 students as soon as the semester begins in late August or early January, because they need to account for school vacation times and possible student absences and conflicts.
- Counseling work conducted by PhD student interns must be digitally recorded on a secure system (i.e., an encrypted flash drive or through a HIPAA compliant platform) and will be reviewed with the site supervisor and/or course instructor during supervision sessions.

CMHC Setting

The following are required of students completing clinical counseling internship in a clinical mental health setting:

- When students are offered and accept an internship site, they are responsible for completing the Internship Placement Contract and Clinical Counseling Contract. These contracts should be signed by the student, the site-supervisor, the agency administrator if applicable, and then returned to the UVM Faculty supervisor **by August 15 for Fall placements or December 15 for Spring placements**, who will ensure that it is signed and filed.
- At the time of signing the Clinical Counseling Contract, it is a good idea for the student and supervisor to review details regarding the logistics of the placement including start dates, work schedules, vacation time, and office space (students must have a private space to conduct counseling sessions), as well as any additional agency forms or requirements needed.
- Internship placements may begin one week prior to the start of the UVM academic semester, but PhD student interns should not initiate direct counseling services until the UVM semester begins.
- Students will provide therapeutic services with an individual caseload of no fewer than 4 clients. In addition, PhD student interns may be engaged in group work on site.

- Students will maintain clinical documentation for each client or client group.
- Students will maintain a log of hours and submit a summary of hours for approval at the end of the semester.
- Students will complete assessments related to their experience at the site and with the site supervisor.
- Internship course instructors may also require other forms, although this differs depending on the instructor.
- Counseling work conducted by PhD student interns must be digitally recorded on a secure system (i.e., an encrypted flash drive or through a HIPAA compliant platform) and will be reviewed with the site supervisor and/or course instructor during supervision sessions.

Regardless of clinical placement, PhD students will build and/or demonstrate the following skills during clinical counseling internship:

- Demonstrate advanced skills in particular counseling approaches and/or with specific populations (e.g., trauma informed practices, counseling practices with refugees, working with clients/families receiving hospice care, etc.)
- Demonstrate the ability to apply multiple counseling theories that are evidence based
- Able to engage in a theoretically based conceptualization of client issues and needs
- Identify and address systemic factors related to discrimination/oppression for clients
- Engage in ethically and culturally appropriate counseling practices and professional behaviors within the specific field-based setting
- Develop a method or tool for assessing the effectiveness of counseling approaches
- Disseminate information on particular counseling approaches to other professionals or students (i.e., conducts a workshop or training for other providers on a particular counseling theory or approach, teaches a class or course on a particular counseling approach)

Site Supervisor Responsibilities

The site supervisor for clinical counseling internship must meet the following criteria:

- a minimum of a master's degree, preferably in counseling or a related profession;
- active certifications and/or licenses in their geographic location required for practice, preferably in counseling or a related profession;
- a minimum of two years independent professional experience;
- relevant training for in-person and/or distance counseling supervision;
- relevant training in the technology utilized for supervision; and
- knowledge of the program's expectations, requirements, and evaluation procedures for students.

Site supervisors are responsible for providing at least 1-hour weekly supervision with the PhD student intern. At the first meeting with the PhD student and site supervisor, the student should discuss their strengths and levels of expertise as well as identify any specific learning needs the student may have. The site supervisor will also want to discuss the needs of the school or agency, the range of opportunities available for the student, and outline any school or agency policies and procedures regarding internship placement.

Site supervisors are in the role of overseeing the PhD student's direct counseling work on site. In this role, they typically focus on the student's interactions with their clients, as client welfare is of utmost concern. To this end, site supervisors typically find themselves teaching, modeling, and consulting with the PhD student. Supervision often shifts between the various aspects of PhD student development, including the development of technical or clinical counseling skills (as appropriate to the site/client needs); learning more generally about human development, individual needs and difficulties, and about how clients are a part of the cultural, social issues and family systems that surround them; learning about the school, agency, or organization and the process of service delivery that happens in that setting; learning about appropriate professional behavior for counselors; being engaged in continuing professional and personal development; all through a culturally sensitive lens (See Hardy and Bobes, 2016).

If there are concerns about the PhD student intern's skills, professional behaviors, or if personal issues arise that have the potential to affect the student's work on site, it is important that the site supervisor contact the faculty instructor as soon as possible in order to collaboratively create a plan to assist the intern. Particularly when personal issues arise for the intern, arranging appropriate consultation with an outside professional may be most appropriate.

At the end of the semester, site supervisors will be asked to complete an evaluation of the PhD practicum student's skills and professional behavior. It is strongly recommended that site supervisors review their ratings with the PhD student intern so that they can have the experience of learning from the feedback and being aware of strengths and continued skill needs. In addition, site supervisors need to monitor and approve the log of hours that interns complete weekly through Exxat (the system will generate emails with links to the log of hours for approval). There is also a summary of those hours that must be signed each semester by the site supervisor. Signing of such paperwork is done electronically through the UVM Exxat system.

Faculty Supervisor Responsibilities

Faculty supervisors of doctoral clinical counseling internships must have:

- relevant certifications and/or licenses,
- relevant training for in-person and/or distance counseling supervision, and
- relevant training in the technology utilized for supervision.

The faculty supervisor is the instructor of the CNSL 7991 internship course. Faculty supervisors provide at least 1½ hours per week of group supervision on a regular schedule throughout the internship course.

Faculty supervisors are responsible for completing an evaluation of student knowledge and practice. Faculty supervisors provide feedback during regular group supervision meetings and a final evaluation is provided at the end of the semester. Faculty supervisors may schedule individual meetings with a student as needed.

Clinical Counseling Contract



Counselor Education and Supervision PhD Program

Clinical Counseling Internship Contract

Doctoral Intern Name:

Site Name:

Site Supervisor Name:

Site Supervisor Email:

Minimum number of hours to be devoted to internship: 150

Overview

- Complete at least 60 Direct Service Hours ([insert specific activities]) and at least 150 total hours devoted to internship between [insert dates].
- [Insert additional requirements as needed]

Objectives/Activities

- Build and maintain a case load of at least 4 individual clients.
- [Insert additional activities as needed]

Student Responsibilities

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

Site Supervisor Responsibilities

- Collaborate with student on contract expectations and approve the internship contract
- Communicate expectations to the intern
- Ensure that intern has background checks and/or orientation required
- Guide intern in building caseload and establishing work space; ensure that intern understands how their caseload will be developed or referrals will be made; communicate with UVM CES program faculty by midterm if student is under 30 direct hours of clinical service.
- Provide one hour per week of individual and/or triadic supervision

- Conduct two formal evaluation meetings with the intern to discuss midterm and final evaluations
- Clearly communicate any concerns about student performance by midterm.
- Communicate with UVM CES program faculty as needed.
- Notify the UVM faculty supervisor immediately if there are any concerns with the intern or the placement

Faculty Supervisor Responsibilities

- Assist the student in developing the internship contract; approve the contract
- Initiate conversation with Site Supervisor regarding student learning and help correct any difficulties that arise
- Obtain and review evaluation forms completed by the Site Supervisor and logs submitted by the student
- Meet with students in regularly-scheduled group supervision
- In collaboration with Site Supervisor(s), clearly communicate any concerns by midterm.
- In collaboration with Site Supervisor(s), determine whether student earned a pass or fail grade at end of internship
- In collaboration with Site Supervisor(s), determine student eligibility to continue internship in case of an Incomplete Status (an Incomplete is determined by the faculty instructor and given only when students have demonstrated satisfactory performance yet is unable to complete the experience due to circumstances outside their control)
- Ensure all required documentation is uploaded to Exxat Prism; submit final case presentation evaluations through Exxat Prism

Student Personal and Professional Goals

- [Insert goals]

Methods of Evaluation

- Documentation of client service and work time in internship time logs and records
- Review of record keeping/client service documentation
- Observations and/or reports of effectiveness of student work and professionalism
- Frequent verbal feedback
- Skills presentation evaluations reviewed by peers and faculty instructor
- Midterm and final written evaluations by site supervisor and faculty instructor

Student Signature:

Date:

Site Supervisor(s) Signature:

Date:

Faculty Supervisor Signature:

Date:

Clinical Case Note

If clinical site has a template form for clinical case notes, please adhere to their policies. In the case the clinical site does not have a template form, please utilize the DAP note.



Counselor Education and Supervision PhD Program

DAP Note

Doctoral Student Intern Counselor:

Client Initials:

Session #:

Supervisor Sign off (Print Name):

Description (D): Include subjective/objective observations. What did you observe? How does the client present to session (MSE data). Share the main points/themes of what client reports and what session focused on.

Assessment (A): What are you observing in relation to client's engagement, motivation, and stage of change? What notable changes if any do you notice in client (ie. presentation, thought process, accountability, meaning making)? Integrate theoretical language into assessment.

Plan (P): Was any homework assigned to client (formal/informal)? What goals for future sessions were discussed? What are your plan's as the clinician? What from this session will you bring to supervision? Include specific date/time of next session.

Clinical Counseling Internship Summary of Hours

Students are required to maintain an electronic log of their hours in Exxat. At the end of the semester, a summary of hours ([Appendix G](#)) will be completed, signed, and stored in Exxat.

Evaluation of Clinical Counseling Internship Experience

The faculty supervisor, site supervisor, and student will complete the clinical counseling evaluation at midterm and final during the semester in which the clinical counseling internship is completed.

Site Supervisor and Student Self-Evaluation for Clinical Counseling Internship (see [Appendix C](#))

LEADERSHIP AND ADVOCACY INTERNSHIP

Description and Requirements

The leadership and advocacy internship provides PhD students with the opportunity to engage leadership and advocacy activities commonly conducted by counselor educators. Some examples include, but are not limited to, program development, coordinating accreditation, social justice advocacy, conference planning, program evaluation, and emerging leadership programs.

The goal of this internship is to foster the development of student leadership and advocacy skills in the field of counselor education and supervision. Some opportunities may be available in CES, but students are encouraged to research areas for possible leadership and advocacy placements in consultation with their advisor.

Students who elect to complete a leadership and advocacy internship are required to complete 150 hours of leadership and advocacy activities. Students are also required to complete weekly 1-hour individual supervision with the site supervisor and participate in group supervision in CNSL 7991: Doctoral Internship.

Prerequisites

CNSL 7040 Principles of Diversity, Equity & Intersectionality in Counselor Education, CNSL 7050 Leadership in Counselor Education (can be enrolled concurrently with CNSL 7991).

Student Responsibilities

Students may collaboratively identify a leadership/advocacy site and develop tasks and responsibilities for the internship with the site supervisor or the advisor. The advisor, in consultation with the program coordinator, must approve the site and site supervisor prior to students beginning internship activities. Once a site and site supervisor have been identified, the student is responsible for completing the Leadership and Advocacy Internship Contract with the site supervisor and gathering necessary signatures.

The PhD student will maintain a timelog of their leadership and advocacy activities. The student will participate in weekly individual and group supervision.

Students will develop and demonstrate the following learning objectives during the leadership and advocacy internship:

- Participate in a leadership position within a community or professional organization related to mental health care
- Engage in a needs assessment of the population being served by that community organization that includes the voices of the target population

- Engage in activities (on the individual, systemic and policy level) that address systemic obstacles to equity for marginalized populations
- Actively engage in advocacy efforts on behalf of marginalized populations to address identified needs
- Demonstrate leadership skills in responding to crises (individual, family, community, national/global)
- Demonstrate the ability to support and advocate for other providers within the organization

Site Supervisor Responsibilities

The site supervisor of the leadership and advocacy internship will be either a field-based supervisor with graduate-level training and expertise in the field, or a CES faculty member. The site supervisor will provide 1 hour of weekly supervision during the duration of the PhD student's leadership and advocacy activities in internship. During supervision, the site supervisor should consider the student's needs to develop leadership and advocacy skills and consult on applicable tasks. The site supervisor is responsible for overseeing the PhD student's ethical practice of leadership and advocacy.

At the end of the semester, site supervisors will be asked to complete an evaluation of the PhD student's leadership/advocacy skills and professional behavior. It is strongly recommended that site supervisors review their ratings with the PhD student so that they can have the experience of learning from the feedback and being aware of strengths and continued skill needs. In addition, site supervisors need to monitor and approve the log of hours that interns complete weekly through Exxat (the system will generate emails with links to the log of hours for approval). There is also a summary of those hours that must be signed each semester by the site supervisor. Signing of such paperwork is done electronically through the UVM Exxat system.

Faculty Supervisor Responsibilities

Faculty supervisors of doctoral leadership and advocacy internships must have:

- a doctorate in counselor education or a graduate degree and specialized expertise to advance the student's knowledge and skills;
- knowledge of the program's expectations, requirements, and evaluation procedures for students

The faculty supervisor is the instructor of the CNSL 7991 internship course. Faculty supervisors provide at least 1½ hours per week of group supervision on a regular schedule throughout the internship course.

Faculty supervisors are responsible for completing an evaluation of student knowledge and practice. Faculty supervisors provide feedback during regular group supervision meetings and a

final evaluation is provided at the end of the semester. Faculty supervisors may schedule individual meetings with a student as needed.

Leadership/Advocacy Internship Contract



Counselor Education and Supervision PhD Program

Leadership/Advocacy Internship Contract

Doctoral Intern Name:

Site Name:

Site Supervisor Name:

Site Supervisor Email:

Minimum number of hours to be devoted to internship: 150

Overview

- Complete at least 150 total hours devoted to internship between [insert dates].
- [Insert additional requirements as needed]

Objectives/Activities

- [Insert activities]

Student Responsibilities

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

Site Supervisor Responsibilities

- Collaborate with student on contract expectations and approve the internship contract
- Communicate expectations to the intern
- Ensure that intern has background checks and/or orientation required
- Guide intern in conducting leadership/advocacy activities and establishing work space
- Provide one hour per week of individual and/or triadic supervision
- Conduct two formal evaluation meetings with the intern to discuss midterm and final evaluations

- Clearly communicate any concerns about student performance by midterm.
- Communicate with UVM CES Program faculty as needed.
- Notify the UVM faculty supervisor immediately if there are any concerns with the intern or the placement

Faculty Supervisor Responsibilities

- Assist the student in developing the internship contract; approve the contract
- Initiate conversation with Site Supervisor regarding student learning and help correct any difficulties that arise. *For placements within the UVM Counselor Education and Supervision Program:* If both supervisors are core faculty members within the program, they will discuss student learning as needed during regularly scheduled faculty meetings.
- Obtain and review evaluation forms completed by the Site Supervisor and logs submitted by the student
- Meet with students in regularly-scheduled group supervision
- In collaboration with Site Supervisor(s), clearly communicate any concerns by midterm.
- In collaboration with Site Supervisor(s), determine whether student earned a pass or fail grade at end of internship
- In collaboration with Site Supervisor(s), determine student eligibility to continue internship in case of an Incomplete Status (an Incomplete is determined by the faculty instructor and given only when students have demonstrated satisfactory performance yet is unable to complete the experience due to circumstances outside their control).
- Ensure all required documentation is uploaded to Exxat Prism; submit final case presentation evaluations through Exxat Prism

Student Personal and Professional Goals

- [Insert goals]

Methods of Evaluation

- Documentation of leadership/advocacy service and work time in internship time logs and records
- Review of record keeping documentation
- Observations and/or reports of effectiveness of student work and professionalism
- Frequent verbal feedback
- Skills presentation evaluations reviewed by peers and faculty instructor
- Midterm and final written evaluations by site supervisor and faculty instructor

Student Signature:

Date:

Site Supervisor(s) Signature:

Date:

Faculty Supervisor Signature:

Date:

Leadership/Advocacy Internship Summary of Hours

Students are required to maintain an electronic log of their hours in Exxat. At the end of the semester, a summary of hours (Appendix G) will be completed.

Evaluation of Leadership/Advocacy Internship Experience

The faculty supervisor, site supervisor, and student will complete the clinical counseling evaluation at midterm and final during the semester in which the leadership/advocacy internship is completed.

Site Supervisor and Student Self-Evaluation for Leadership/Advocacy Internship (see Appendix D)

SUPERVISION INTERNSHIP

Description and Requirements

The supervision internship provides PhD students with experience in supervising master's students who are completing practicum. The goal of this internship is to equip PhD students with necessary clinical supervisory skills to support students and professionals in the practice of counseling. During this internship, students will apply theories and techniques of clinical supervision and demonstrate knowledge, skills, and dispositions aligned with ethical and professional standards of clinical supervision.

Students are required to complete 150 hours of supervision internship during Internship 2 (see Program of Study). Students are also required to complete 1-hour weekly individual supervision with the site supervisor and participate in group supervision in CNSL 7991: Doctoral Internship.

Prerequisites

CNSL 7210 Clinical Supervision Theory & Practice

Student Responsibilities

PhD students are responsible for meeting with the site supervisor to review and sign the Supervision Internship Contract. Students are also responsible for coordinating a weekly time to meet with their site supervisor for supervision of the PhD student's supervision practice.

PhD students are responsible for coordinating and scheduling weekly supervision with each of their supervisees. The PhD student will provide 1-hour of individual supervision weekly for the duration of the semester, or while the supervisee is conducting direct service hours in practicum. Supervision sessions can be conducted in the Counseling Lab space in Mann Hall or virtually via Microsoft Teams. PhD students will complete the Master's Supervision Session Contract with their master's student supervisee that details requirements, benefits and risks, credentials, faculty supervisor contact information, and obtains consent to record supervision sessions. The PhD student will record all supervision sessions and document each supervision session via the Supervision Session Form. Students are responsible for sharing their supervision session recordings and notes with the site and faculty supervisors as agreed upon in the Supervision Internship Contract.

PhD students are required to share their supervision practice during CNSL 7991 and to provide peer feedback to others completing supervision internship. Faculty supervisors will provide specific requirements and expectations.

Students will develop and demonstrate the following learning objectives during the supervision internship:

- Demonstrate knowledge of different models of supervision
- Demonstrate an ability to provide clinical supervision to master's level Counseling students in a manner that is strength based and matches the developmental needs of the student regarding their clinical and professional skills
- Demonstrate an awareness of their own and their supervisee's intersecting identities and how that affects the supervisory relationship
- Engage in ethical and professional behavior within the supervisory role, maintaining appropriate boundaries, confidentiality, adhering to ACA principles, and completing necessary paperwork
- Demonstrate an ability to evaluate a supervisee's level of competence and whether they have met the required skills to continue forward in the program

Site Supervisor Responsibilities

The site supervisor for the supervision internship is the instructor of CNSL 6630 Counseling Practicum, the MS course section in which the PhD student's supervisees are enrolled. The site supervisor is responsible for providing 1-hour of weekly supervision. During supervision, the site supervisor will review the PhD student's recorded sessions and notes on a regular basis. Site supervisors are responsible for communicating to the PhD student what they require in preparation for each weekly supervision of supervision meeting. These requirements can be outlined in the Supervision Internship Contract.

The site supervisor for the supervision internship is also responsible for overseeing the wellbeing of the master's student being supervised by the PhD student, and the clients being served by the master's student. The site supervisor upholds ethical gatekeeping practices as defined by the relevant professional and ethical standards.

During supervision, site supervisors should attend to the PhD student's use of supervision theory or models and ethical applications of supervisory techniques. Site supervisors should attend to the PhD student's awareness of power and privilege inherent to the supervisory relationship. Site supervisors should also attend to the PhD student's assessment skills and developmentally appropriate applications.

At the end of the semester, site supervisors will be asked to complete an evaluation of the PhD student's supervisory skills and professional behavior. It is strongly recommended that site supervisors review their ratings with the PhD student so that they have the experience of learning from the feedback and being aware of strengths and continued skill needs. In addition, site supervisors need to monitor and approve the log of hours that interns complete weekly through Exxat (the system will generate emails with links to the log of hours for approval). There is also

a summary of those hours that must be signed each semester by the site supervisor. Signing of such paperwork is done electronically through the UVM Exxat system.

Faculty Supervisor Responsibilities

Faculty supervisors of doctoral supervision internships must have:

- a doctorate in counselor education or a graduate degree and specialized expertise to advance the student's knowledge and skills;
- knowledge of the program's expectations, requirements, and evaluation procedures for students

The faculty supervisor is the instructor of the CNSL 7991 internship course. Faculty supervisors provide at least 1½ hours per week of group supervision on a regular schedule throughout the internship course.

Faculty supervisors are responsible for completing an evaluation of student knowledge and practice. Faculty supervisors provide feedback during regular group supervision meetings and a final evaluation is provided at the end of the semester. Faculty supervisors may schedule individual meetings with a student as needed.

Supervision Internship Contract



Counselor Education and Supervision PhD Program

Supervision Internship Contract

Doctoral Intern Name:

Site Name:

Site Supervisor Name:

Site Supervisor Email:

Minimum number of hours to be devoted to internship: 150

Overview

- Complete at least 150 total hours devoted to supervising CNSL 6630 practicum students between [insert dates].
- Provide weekly individual or triadic supervision to practicum student supervisees, participate in group supervision, and provide written and verbal feedback to supervisees.
- Meet the legal, ethical, and professional behavior, record keeping, quality work standards, and REACH dispositions of the Counselor Education and Supervision program at UVM.
- [Insert additional requirements as needed]

Objectives/Activities

- [Insert activities]

Student Responsibilities

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

Site Supervisor Responsibilities

- Collaborate with student on contract expectations and approve the internship contract
- Communicate expectations to the intern
- Ensure that intern has background checks and/or orientation required
- Guide intern in conducting supervision activities and establishing work space
- Provide one hour per week of individual and/or triadic supervision

- Conduct two formal evaluation meetings with the intern to discuss midterm and final evaluations
- Clearly communicate any concerns about student performance by midterm.
- Communicate with UVM CES Program faculty as needed.
- Notify the UVM faculty supervisor immediately if there are any concerns with the intern or the placement

Faculty Supervisor Responsibilities

- Assist the student in developing the internship contract; approve the contract
- Initiate conversation with Site Supervisor regarding student learning and help correct any difficulties that arise. *For placements within the UVM Counselor Education and Supervision Program:* If both supervisors are core faculty members within the program, they will discuss student learning as needed during regularly scheduled faculty meetings.
- Obtain and review evaluation forms completed by the Site Supervisor and logs submitted by the student
- Meet with students in regularly-scheduled group supervision
- In collaboration with Site Supervisor(s), clearly communicate any concerns by midterm.
- In collaboration with Site Supervisor(s), determine whether student earned a pass or fail grade at end of internship.
- In collaboration with Site Supervisor(s), determine student eligibility to continue internship in case of an Incomplete Status (an Incomplete is determined by the faculty instructor and given only when students have demonstrated satisfactory performance yet is unable to complete the experience due to circumstances outside their control).
- Ensure all required documentation is uploaded to Exxat Prism; submit final case presentation evaluations through Exxat Prism

Student Personal and Professional Goals

- [Insert goals]

Methods of Evaluation

- Documentation of supervision and work time in internship time logs and records
- Review of record keeping documentation
- Observations and/or reports of effectiveness of student work and professionalism
- Frequent verbal feedback
- Skills presentation evaluations reviewed by peers and faculty instructor
- Midterm and final written evaluations by site supervisor and faculty instructor

Student Signature:

Date:

Site Supervisor(s) Signature:

Date:

Faculty Supervisor Signature:

Date:

Supervision Internship Summary of Hours

Students are required to maintain an electronic log of their hours in Exxat. At the end of the semester, a summary of hours ([Appendix G](#)) will be completed.

Master's Supervision Session Contract



Counselor Education and Supervision PhD Program

Master's Student Supervision Session Contract

Hello! My name is [insert], and I am a doctoral student in the Counselor Education and Supervision program at the University of Vermont. [State your education, credentials, and areas of clinical experience.]

As a part of my doctoral training, I am required to complete a 150-hour supervision internship. For my internship, [Name, email] is my site supervisor, and [Name, email] is my course instructor. I will provide individual/triadic supervision, for one-hour sessions, weekly from [insert dates]. I will be recording our supervision sessions for my own development as a supervisor. The recorded videos will only be viewed by my site supervisor and course instructor, along with a small group of my peers in my internship course. Videos will be deleted at the end of the current semester. I adhere to the ACA Code of Ethics as I supervise. [You may insert additional competencies or ethical guidelines that you choose to follow in your practice.]

The information supervisees share with me will be strictly confidential with the following exceptions: my supervisors need to be aware of the nature of the issues presented in supervision to provide the best care to the supervisee; or, the supervisee shares information that implies danger to self or others, including abuse and/or neglect of children and/or elderly.

I, _____ (Master's student supervisee), acknowledge that I have read the disclosure and consent to supervision, and my signature indicates that I agree to its requirements.

Supervisee (Master's Student)

Date

Supervisor (Doctoral Student Intern)

Date

Supervision Session Note Form

Supervision session note forms should be stored in OneDrive.



Counselor Education and Supervision PhD Program

Supervision Session Note

Supervisor (doctoral intern):

Date:

Supervisee (master's student):

Session #:

Individual or Group Supervision Session (please specify):

First name(s) of clients discussed:

Pre-session goals for the supervision session:

Extent to which pre-session goals were met:

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

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

List supervision interventions, including a rationale for each (i.e., interventions used to support supervisee's clinical skills):

Goals for next supervision session:

Supervisor (Doctoral Intern) Signature:

Date:

Site Supervisor of Doctoral Intern Only

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

Progress:

Concerns:

Site Supervisor Signature:

Date:

Evaluation of Supervision Internship Experience

The faculty supervisor, site supervisor, and student will complete the clinical counseling evaluation at midterm and final during the semester in which the supervision internship is completed.

Site Supervisor and Student Self-Evaluation for Supervision Internship (see Appendix E)

TEACHING INTERNSHIP

Description and Requirements

The teaching internship provides PhD students with experiences in teaching counseling courses at the undergraduate or master's level. The goal of the internship is to provide supervised teaching experience that prepares PhD students to: a) develop their philosophy of teaching through application of teaching theories and techniques, b) demonstrate effective teaching practices aligned to ethical and professional standards, and c) understand the role of consultation in teaching practice through supervision and modeling from a CES faculty member.

Students are required to complete 150 hours of teaching internship. Students are also required to complete weekly 1-hour individual supervision with the site supervisor and participate in group supervision in CNSL 7991: Doctoral Internship.

Prerequisites

EDHI 6850 Teaching and Learning in Higher Education, CNSL 7040 Principles of Diversity, Equity & Intersectionality in Counselor Education (can be taken concurrently with COUN 7991)

Student Responsibilities

During the spring semester prior to Internship 1, PhD students are responsible for contacting the faculty of record for the graduate-level course(s) in which they seek to complete their teaching internship. With approval from the instructor of record (site supervisor), students are responsible for completing the Teaching Internship Contract and obtaining signatures from the site supervisor and faculty supervisor within the first week of the teaching internship. In the case a PhD student elects to complete teaching internship in an undergraduate counseling-related course, the student will engage the process above, but in consultation with the program coordinator rather than an instructor of record.

The PhD student will lead instruction for at least two class periods over the course of the semester. The students will record each class session they lead and complete a Teaching Session Form. PhD students will gather written approval from undergraduate or master's students in the course to record the teaching session. PhD students will maintain a timelog of their activities. Students will participate in weekly individual and group supervision.

With support from the site supervisor, students will develop and demonstrate the following learning objectives during the teaching internship:

- Develop (or co-develop) a syllabus that comprehensively covers the assigned teaching area, with relevant readings, pertinent class topics, and assignments that effectively evaluate students' knowledge and skill in the area

- Demonstrate teaching methods that facilitate students' engagement and critical analysis of the topic
- Engage in teaching strategies that model respect, promote equity and the inclusion of diverse voices within the classroom
- Demonstrates an ability to provide teaching through multiple modalities, including in-person, remote and hybrid and effectively incorporates technology
- Demonstrates an ability to support different learning styles within the classroom incorporating principles of universal design
- Effectively assesses student competencies

Site Supervisor Responsibilities

The site supervisor for the teaching internship is the instructor of record for the graduate-level counseling course in which the PhD student is completing their teaching internship. If a PhD student is completing the teaching internship as an instructor of record for an undergraduate counseling-related course, the program coordinator will identify a CES faculty member to serve as the site supervisor. For PhD students completing internship through graduate-level co-teaching, site supervisors are also responsible for co-constructing the tasks and responsibilities the PhD student will take on (e.g., leading class discussion, assignment development, grading, etc.). The site supervisor must agree to the PhD student leading at least two class periods that will be recorded.

The site supervisor is responsible for providing 1-hour of weekly supervision. During supervision, the site supervisor should attend to the PhD student's use of pedagogical theory and ethical applications of pedagogical techniques. Site supervisors should also attend to the student's development of a personal philosophy of teaching, use of technological supports, and developmental and cultural attunement in the classroom. Site supervisors who are co-teaching should also foster collaboration with the PhD student in the classroom, setting guidelines and boundaries for engagement as needed.

At the end of the semester, site supervisors will be asked to complete an evaluation of the PhD student's supervisory skills and professional behavior. It is strongly recommended that site supervisors review their ratings with the PhD student so that they can have the experience of learning from the feedback and being aware of strengths and continued skill needs. In addition, site supervisors need to monitor and approve the log of hours that interns complete weekly through Exxat (the system will generate emails with links to the log of hours for approval). There is also a summary of those hours that must be signed each semester by the site supervisor. Signing of such paperwork is done electronically through the UVM Exxat system.

Faculty Supervisor Responsibilities

Faculty supervisors of doctoral teaching internships must have:

- a doctorate in counselor education or a graduate degree and specialized expertise to advance the student's knowledge and skills;
- knowledge of the program's expectations, requirements, and evaluation procedures for students

The faculty supervisor is the instructor of the CNSL 7991 internship course. Faculty supervisors provide at least 1½ hours per week of group supervision on a regular schedule throughout the internship course.

Faculty supervisors are responsible for completing an evaluation of student knowledge and practice. Faculty supervisors provide feedback during regular group supervision meetings and a final evaluation is provided at the end of the semester. Faculty supervisors may schedule individual meetings with a student as needed.

Teaching Internship Contract



Counselor Education and Supervision PhD Program

Teaching Internship Contract

Doctoral Intern Name:

Site Name:

Site Supervisor Name:

Site Supervisor Email:

Minimum number of hours to be devoted to internship: 150

Overview

- Complete at least 150 total hours devoted to internship between [insert dates].
- [Insert additional requirements as needed]

Objectives/Activities

- Develop and deliver lesson plans for at least 2 independent class sessions.
- [Insert activities]

Student Responsibilities

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

- Conduct criminal background check and drug screening as required
- Complete and log required internship hours
- Complete all course assignments (per syllabus)
- Engage in one hour weekly individual/triadic supervision with site-supervisor
- Facilitate Site Supervisor's evaluation of your work at midterm and final
- Submit all required documentation

Site Supervisor Responsibilities

- Collaborate with student on contract expectations and approve the internship contract
- Communicate expectations to the intern
- Ensure that intern has background checks and/or orientation required
- Guide intern in conducting leadership/advocacy activities and establishing work space
- Provide one hour per week of individual and/or triadic supervision
- Conduct two formal evaluation meetings with the intern to discuss midterm and final evaluations
- Clearly communicate any concerns about student performance by midterm.
- Communicate with UVM CES Program faculty as needed
- Notify the UVM faculty supervisor immediately if there are any concerns with the intern or the placement

Faculty Supervisor Responsibilities

- Assist the student in developing the internship contract; approve the contract
- Initiate conversation with Site Supervisor regarding student learning and help correct any difficulties that arise. *For placements within the UVM Counselor Education and Supervision Program:* If both supervisors are core faculty members within the program, they will discuss student learning as needed during regularly scheduled faculty meetings.
- Obtain and review evaluation forms completed by the Site Supervisor and logs submitted by the student
- Meet with students in regularly-scheduled group supervision
- In collaboration with Site Supervisor(s), clearly communicate any concerns by midterm.
- In collaboration with Site Supervisor(s), determine whether student earned a pass or fail grade at end of internship.
- In collaboration with Site Supervisor(s), determine student eligibility to continue internship in case of an Incomplete Status (an Incomplete is determined by the faculty instructor and given only when students have demonstrated satisfactory performance yet is unable to complete the experience due to circumstances outside their control).
- Ensure all required documentation is uploaded to Exxat Prism; submit final case presentation evaluations through Exxat Prism

Student Personal and Professional Goals

- [Insert goals]

Methods of Evaluation

- Documentation of teaching and work time in internship time logs and records
- Review of record keeping documentation

- Observations and/or reports of effectiveness of student work and professionalism
- Frequent verbal feedback
- Skills presentation evaluations reviewed by peers and faculty instructor
- Midterm and final written evaluations by site supervisor and faculty instructor

Student Signature:

Date:

Site Supervisor(s) Signature:

Date:

Faculty Supervisor Signature:

Date:

Teaching Internship Summary of Hours

Students are required to maintain an electronic log of their hours in Exxat. At the end of the semester, a summary of hours ([Appendix G](#)) will be completed.

Teaching Session Note Form

Teaching session note forms should be stored in OneDrive.



Counselor Education and Supervision PhD Program

Teaching Session Note

Doctoral Student Intern Name:

Date:

Session #:

Class Name:

(Note: This form is for use in individual/triadic supervision of teaching and therefore should be completed weekly. For classes that are co-taught, doctoral students may include learning objectives and evaluative methods that were co-created.)

Learning Objectives of Teaching Session:

Evaluation of Objectives (How did you assess student learning? To what degree were your learning objectives for the class session met?):

Teaching Interventions Used:

Goals for Next Teaching Session:

Doctoral Intern Signature:

Date:

Site Supervisor of Doctoral Intern Only

Note any progress or concerns based on review of doctoral supervisee's teaching.

- Progress:
- Concerns:

Site Supervisor Signature:

Date:

Evaluation of Teaching Internship Experience


The faculty supervisor, site supervisor, and student will complete the clinical counseling evaluation at midterm and final during the semester in which the teaching internship is completed.

Site Supervisor and Student Self-Evaluation for Teaching Internship (See Appendix F)

APPENDICES

Appendix A

Internship Placement Contract

 University of Vermont		FORM #1	
<i>Counselor Education and Supervision PhD Program</i>			
INTERNSHIP PLACEMENT CONTRACT			
<i>The following constitutes an agreement among the doctoral intern, site-supervisor, and UVM faculty supervisor. This agreement specifies each person's responsibilities in fulfilling the CES Program on-site requirements of the internship. This form is to be completed by the site-supervisor and intern, and submitted to the UVM supervisor with a copy of the site-supervisor's credentials/resume. Original is kept in the student's permanent file. Submit by August 15 or December 15, prior to start of the internship semester.</i>			
PLEASE PRINT CLEARLY			
Student Name:			
Student Home and/or Cell Phone:			
Placement Agency/School Name:			
Agency/School Phone:			
(If school, indicate elementary, middle or high school level.) Please check one.	ELEMENTARY	MIDDLE	HIGH SCHOOL
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placement/Agency Mailing Address:			
Name of Agency Administrator/School Principal:			
Site-supervisor Name:			
Site-supervisor's licensure/certification Type and Number. (Resume*)			
Site-supervisor Day Phone:			
Site-supervisor E-Mail Address:			
APPROX # HOURS AT SITE PER WEEK:	YEAR	DATE FROM	DATE TO
SEMESTERS AT THIS SITE (PLEASE CHECK ALL THAT APPLY):	FALL	SPRING	SUMMER
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STUDENT RESPONSIBILITIES: I have read and accept the responsibilities and expectations as outlined in the Internship Handbook.			
<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="position: absolute; top: 0; left: 0; right: 0; bottom: 0; border: 1px solid black;"></div> </div>		<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="position: absolute; top: 0; left: 0; right: 0; bottom: 0; border: 1px solid black;"></div> </div>	
Student Signature	Date	UVM Faculty Supervisor Signature	Date
<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="position: absolute; top: 0; left: 0; right: 0; bottom: 0; border: 1px solid black;"></div> </div>		<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="position: absolute; top: 0; left: 0; right: 0; bottom: 0; border: 1px solid black;"></div> </div>	
Site-Supervisor Signature	Date	Agency Administrator/School Principal Signature	Date
* Please attach a current, short-form resume to be placed on permanent file in the CES Program electronic record system, University of Vermont, 101A Mann Hall, 208 Colchester Avenue, Burlington, VT 05405-1757. PHONE: 802-656-3888, FAX: 802-656-3173, EMAIL: cslgprog@uvm.edu .			
Distribution: Original in Student's Permanent File, copies: UVM Faculty Supervisor, Site-supervisor, Student			
08/01/2025			

*Fillable PDF available in CNSL 7991 course materials

Appendix B
Internship Placement Evaluation



Counselor Education and Supervision PhD Program

Student Evaluation of Internship Site

For the purpose of helping us provide quality experiences for current and future students, we ask you, the student, to fill out this evaluation at the end of each semester.

Student's Name: _____ Date: _____

Field Site: _____ Semester & Year: ____

Describe your primary activities on site:

In what the ways did the site contribute to your learning?

*What were your major frustrations with the site?

*Describe the quality of supervision provided by your site supervisor?

What advice are you willing to offer that will help a student get the most out of an internship at this site in the future?

(Note: *The student may choose to omit these items and direct their feedback to the CHDF department chair who oversees CES program faculty, rather than reflecting their constructive feedback within this form.)

Appendix C



Counselor Education and Supervision PhD Program

Clinical Counseling Internship Evaluation

Student Name:

Semester/Year:

Counselor Education and Supervision PhD students are expected to demonstrate competency across four different areas of assessment: 1) Foundational and Advanced Intervention Skills, 2) Professional Dispositions, 3) Conceptualization and Treatment Planning Skills, and 4) Professional Skills. Students are expected to fall within the range of 4 - 5 on the Likert scale by the end of the clinical counseling internship experience. We understand that students will progress at different paces and some skills will come more naturally than others. We are not asking for perfection, but for evidence of growth throughout the internship, as well as the capacity to integrate feedback received during the internship. Students who receive three or more 3's on a checklist, or a 1-2 on any item may be placed on remediation to assess and directly attend to areas where they are not progressing at the expected level. Failure to respond to remediation terms may result in a student not passing the clinical internship requirement, and either needing to retake the internship course or being dismissed from the program.

- 1 – Skill is absent or is demonstrated in an inappropriate way
- 2 – Skill demonstration is inconsistent & below expectations
- 3 – Skill demonstration is nearing expectations/developing toward competencies
- 4 – Skill demonstration meets expectations & competencies
- 5 – Skill demonstration exceeds expectations of competencies

I. Helping Relationships – Foundational & Advanced Counseling Skills						
#	Skill	1	2	3	4	5

Internship Handbook, PhD in Counselor Education and Supervision

1.	Foundational Skills: core conditions, validation, nonverbals, feeling reflections, paraphrases, meaning making & questions	Does not use foundational skills when appropriate or uses them in overly formulaic or robotic way that does not support the client or build rapport.	Struggles to demonstrate use of foundational skills or uses foundational skills exclusively without integration of advanced interventions or theory.	Demonstrates inconsistent/emergent ability to utilize foundational skills. May prioritize attempts at complex interventions at times where foundational skills may be more appropriate.	Demonstrates ability to utilize all of the foundational skills effectively and with appropriate timing. (70%)	Demonstrates consistent ability to utilize all of the foundational skills effectively and with appropriate timing. (85%)
2.	Identifying Patterns: Points out themes in client's words or content that has occurred as a pattern across one or multiple sessions	Does not identify or point out themes, and patterns, over one or multiple sessions	Demonstrates minimal ability in identifying themes and patterns. Misses clear opportunities to point out themes and patterns.	Demonstrates inconsistent/emergent ability to identify themes and patterns, with some degree of effectiveness.	Demonstrates ability in identifying themes and patterns in most of sessions and effectively articulating them. (70%)	Demonstrates consistent ability to identify patterns & effectively articulate these as meaningful interventions (85%)
3.	Advanced Empathy: Identifying emotions or dynamics happening covertly or beneath the surface.	Does not demonstrate the ability to identify emotions or dynamics happening covertly or beneath the surface	Demonstrates limited ability in accurately identifying underlying emotions or dynamics	Demonstrates inconsistent/emergent ability to identify emotions or dynamics happening covertly or beneath the surface over one or multiple sessions	Demonstrates effective use of advanced empathy (70%)	Demonstrates consistent & effective use of advanced empathy (85%)
4.	Self-Disclosure: Shares internal experience with client in a way that that is therapeutic & keeps focus on the client	Does not demonstrate appropriate self-disclosure	Demonstrates limited ability to self-disclose appropriately	Demonstrates inconsistent/emergent ability to self-disclose appropriately	Uses self-disclosure cautiously & only as appropriate (70%)	Uses self-disclosure cautiously & only as appropriate (85%)
5.	Immediacy: Naming client's non-verbal behaviors or tone of voice that seem to hold significance	Does not demonstrate ability to empathically point out client's nonverbal behavior or possible significance in vocal tone	Demonstrates limited ability to point out client's non-verbal behavior or possible significance in vocal tone	Demonstrates inconsistent/emergent use of immediacy, pointing out non-verbal behaviors and vocal tone which might hold significance	Demonstrates effective use of immediacy to point out non-verbal/covert dynamics that help increase client awareness (70%)	Demonstrates effective use of immediacy to point out non-verbal/covert dynamics that help increase client awareness (85%)

Internship Handbook, PhD in Counselor Education and Supervision

6.	Empathic Confrontation: Pointing out inconsistencies, defenses, or offering feedback	Does not demonstrate awareness and ability in use empathic confrontation	Demonstrates limited awareness and ability in using empathic confrontation	Demonstrates inconsistent/emergent use of empathic confrontation	Offers client feedback and/or points out inconsistencies or defenses from a nonjudgmental stance (70%)	Offers client feedback and/or points out inconsistencies or defenses from a nonjudgmental stance delivered in a skillful way(85%)
7.	Risk Assessment: Assesses for current & past risk of suicidality, self-harm, or danger to self or others.	Does not demonstrate ability to assesses current & past risk of suicidality, self-harm, or danger to self or others	Demonstrates limited ability to assess risk	Demonstrates inconsistent/emergent ability engaging in procedures for assessing risk of current & past risk of suicidality, harm to self or others, and aggressive behavior	Demonstrates ability to engage in procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (70%)	Demonstrates consistent ability to engage in procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (85%)
8.	Advocacy: Engages in advocacy efforts to disrupt the intersecting systems of oppression that negatively affect the student/client.	Does not consider or engage in advocacy opportunities when clear opportunities to do so exist, and may resist the importance or professional duty to do so.	Struggles to consider advocacy and/or integrate advocacy efforts into roles, when clear opportunities to do so are present or pointed out.	Demonstrates an emerging understanding of the importance of community resources & may inconsistently bring these into session or make minimal attempts to advocate for client.	Demonstrates understanding of the role of advocacy in counseling and acts on this awareness to disrupt systems of oppression that negatively affect the student/client/community. Does so in a way that is warranted and appropriate within their scope of practice (70%)	Demonstrates clear understanding of the role of advocacy in counseling and acts on this awareness to disrupt systems of oppression that negatively affect the student/client/community. Does so in a way that is warranted and appropriate within their scope of practice (85%)
9.	Contextualizing: Integrates knowledge of client's developmental & cultural context into conceptualization & intervention	Does not demonstrate ability to engage in conceptualizing or integrating client's culture, intersectionality, development, or cultural context in one or multiple sessions	Demonstrates limited ability to conceptualize client's cultural context and development	Demonstrates emergent ability to integrate or conceptualize intervention of client's developmental and cultural context through a critically conscious lens in one or multiple sessions	Demonstrates knowledge & skills appropriate to the client's developmental/ cultural context (70%)	Consistently demonstrates knowledge & skills appropriate to the client's developmental/ cultural context (85%)

Internship Handbook, PhD in Counselor Education and Supervision

10.	Broaching: Directly addressing the topics of identity & oppression as it relates to the client & the counseling relationship	Does not demonstrate ability to address topics of identity & oppression in relation to counselor and client relationship	Demonstrates limited ability to directly address topics of identity, and oppression with client	Demonstrates inconsistent/ emergent ability to broach topics of identity and oppression with client as it relates to client and counselor relationship	Demonstrates the ability to broach topics of identity & oppression (70%)	Demonstrates the ability to broach topics of identity & oppression (85%)
11.	Group Facilitation: Utilizes group counseling skills effectively and in a way that is responsive and appropriate for the population/setting/ topic.	Demonstrates a notable lack of understanding and ability to run groups effectively in a way that matches group members needs or focus/purpose of the group.	Struggles to demonstrate effective group skills and may struggle to conceptually understand the role and skills available as a group facilitator.	Demonstrates inconsistent/emergent ability to run group. May struggle to engage assertively or may work too hard to assert control over group in a way that does engender rapport or connection.	Demonstrates the ability to effectively run group counseling sessions based on supervisor's report or observation (70%)	Demonstrates the ability to effectively and skillfully run group counseling sessions based on supervisor's report or observation (85%)

Comments:

II. Conceptualization & Intervention Planning Skills						
#	Skill	1	2	3	4	5
1.	Conceptualization: Verbal & written demonstration of client & presenting issue based on a synthesis of information (intake, assessments, history, session content).	Demonstrates an inability & impairment to utilize forms of client data to articulate a coherent understanding of client & presenting issues.	Struggles across contexts to demonstrate a consistent & coherent ability to organize client information into an informed understanding of client & presenting issues.	Demonstrates an inconsistent/emergent ability to organize client information into a somewhat informed understanding of client & presenting issues.	Demonstrates the ability across most contexts to coherently organize client information into a mainly informed, nuanced understanding of client & presenting issues (70%)	Demonstrates the consistent ability across all contexts to coherently organize client information into informed, nuanced understanding of client & presenting issues (85%)

Internship Handbook, PhD in Counselor Education and Supervision

2.	Wellness Orientation: Emphasizes client's strengths, holistic wellness & prevention.	Does not demonstrate awareness of wellness orientation, with a lack of understanding of client strengths from a holistic and preventative stance	Demonstrates limited capacity to implement a holistic and prevention approach with focus on client strengths, while engaging in a wellness orientation	Demonstrates inconsistent/emergent ability to engage in a wellness orientation with holistic approaches focused on client's strengths and prevention	Demonstrates ability to engage in a wellness orientation, implementing holistic and strength-based approaches with clients (70%)	Consistently demonstrates ability to engage in a wellness orientation, implementing holistic and strength-based approaches with clients (85%)
3.	Theory Integration: Construct & articulate theoretical conceptualization of client.	Demonstrates inability to conceptualize and integrate theoretical interventions with client	Demonstrates limited ability to implement theory integration both verbally and in writing frameworks	Demonstrates inconsistent/ emergent ability to conceptualize, articulate, and integrate theoretical understanding of client both in a written and verbal framework	Demonstrates ability to conceptualize theory, construct and articulate theory conceptualization in a verbal and written framework (70%)	Demonstrates the consistent ability to conceptualize theory, construct & articulate insightful & appropriate theoretical conceptualization of client issues, verbally & in writing (85%)
4.	Treatment Goals: Can identify appropriate goals congruent with the theoretical conceptualization & diagnostic considerations	Does not demonstrate ability to identify and implement treatment goals conceptualized with client and are consistent with considered diagnosis	Demonstrates limited ability to identify appropriate treatment goals, integrating a theoretical conceptualization with considered diagnosis	Demonstrates inconsistent/emergent ability to identify, conceptualize, and integrate appropriate goals for treatment	Demonstrates ability to develop & implement treatment goals that are theoretically & diagnostically informed, & align with client's identified needs (70%)	Demonstrates consistent ability to develop & implement treatment goals that are theoretically & diagnostically informed, & align with client's identified needs (85%)

Internship Handbook, PhD in Counselor Education and Supervision

5.	Identity contextualization: Integration of how counselor/client intersecting identity development effects the counseling process, conceptualization, & treatment goals.	Does not demonstrate ability to integrate identity contextualization	Demonstrates limited ability to integrate identity contextualization	Demonstrates inconsistent/emergent ability to integrate identity contextualization	Demonstrates ability to effectively integrates one's own, as well as the client/student's, intersecting identity development across the lifespan into case conceptualization & treatment planning (70%)	Demonstrates consistent ability to effectively integrates one's own, as well as the client/student's, intersecting identity development across the lifespan into case conceptualization & treatment planning (85%)
6.	Systemic Conceptualization: Capacity to think systemically about how external influences affect client/student functioning & apply to case conceptualization.	Does not demonstrate the ability to consider or conceptualize external systemic influences impacting the clients internal experience and functioning	Demonstrates limited ability to conceptualize external systemic influences impacting client's internal experience and functioning	Demonstrates inconsistent/emergent ability to conceptualize external systemic factors influencing client's internal experience and functioning	Demonstrates the ability to identify systemic & environmental factors that affect client/student functioning (70%)	Consistently demonstrates the ability to identify systemic & environmental factors that affect client/student functioning (85%)
7.	Group Development: Ability to utilize current literature and available expertise on group curriculum development to construct an ethical and culturally appropriate strategy for facilitating groups.	Does not demonstrate the ability to effectively develop a group curriculum. May develop plan that has the potential to do harm or likely be ineffective for the population/setting	Demonstrates notable misunderstanding of how to effectively develop a group curriculum. May be resistant to feedback from supervisor or participants	Demonstrates some understanding of how to develop an effective group curriculum, with issues that may relate to appropriate fit for population/setting or other conceptualization issues	Demonstrates ethical and culturally relevant strategies for designing and facilitating groups that matches populations needs (70%)	Demonstrates ethical and culturally relevant strategies for designing and facilitating groups that matches populations needs (85%)

Internship Handbook, PhD in Counselor Education and Supervision

8.	Theory Utilization: Demonstration of ability to both integrate theory into interventions, as well as the ability to articulate theoretical rationale and conceptualization verbally and in writing.	Fails to demonstrate understanding and articulation of theory verbally or in writing.	Struggles to demonstrate understanding and articulation of their chosen counseling theory. Descriptions are superficial or fragmented.	Demonstrates inconsistent/emergent ability to articulate counseling theory. Articulation may require more depth or may struggle in one domain of writing or verbal articulation.	Demonstrates ability to articulate counseling theory with consistency and fidelity to the theoretical protocols (70%)	Demonstrates consistent ability to articulate counseling theory with consistency and fidelity to the theoretical protocols (85%)
9.	Research Integration: Uses current literature and research to inform conceptualization, intervention, and personalization into written and verbal presentations, as well as in session.	Fails to integrate research into conceptualization and treatment planning.	Struggles to integrate research into conceptualization and treatment planning.	Demonstrates inconsistent/emergent ability to demonstrate understanding and utilize research in conceptualization and treatment planning.	Uses current literature and research to inform conceptualization, intervention, and personalization into written and verbal presentations, as well as in session (85%)	Effectively uses current literature and research to inform conceptualization, intervention, and personalization into written and verbal presentations, as well as in session (85%)
10.	Systemic Conceptualization: Expands beyond micro level of conceptualization to integrate understanding of how client's culture, environment, and other socio-political factors affect clients' experience. Conceptualization is further demonstrated through ability to integrate this awareness into session.	Fails to implement a systemic conceptualization of client's experience. Demonstrates disinterest or fundamental misunderstanding of its importance.	Struggles to understand and implement a systemic conceptualization of client's experience. May demonstrate a lack of interest or understanding of its importance.	Demonstrates inconsistent/emergent ability to conceptualize systemically. May integrate in a fragmented or superficial way.	Demonstrates ability to conceptualize beyond micro level of understanding of how client's culture, environment, and other socio-political factors affect clients' experience (70%)	Demonstrates consistent ability to conceptualize beyond micro level of understanding of how client's culture, environment, and other socio-political factors affect clients' experience (85%).

Comments:

Internship Handbook, PhD in Counselor Education and Supervision

III. Dispositions						
#	Skill	1	2	3	4	5
1.	Respect: Engages with others in a manner that demonstrates kindness, consideration, & UPR	Does not demonstrate engagement with others with respect, kindness, consideration, or UPR	Demonstrates limited ability to engage with others with consideration, respect, kindness, or UPR	Demonstrates inconsistent ability to engage with others with consideration, respect and UPR	Demonstrates ability to engage with others with kindness, respect, and UPR (70%)	Demonstrates consistent engagement with others that is kind, considerate, & conveys UPR (85%)
2.	Empathy: Capacity to recognize other perspectives nonjudgmentally, attune to them & access compassion for others' experiences.	Does not demonstrate ability to engage in empathy	Demonstrates limited ability to engage in empathy, through nonjudgmental attunement, accessing compassion and the experience of others	Demonstrates inconsistent ability to engage in warmth, recognizing other perspectives nonjudgmentally, with UPR and compassion for others	Demonstrates ability to access & act with warmth & regard, particularly when navigating challenging situations or conflict	Demonstrates consistent ability to access & act with warmth & regard, particularly when navigating challenging situations or conflict (85%)
3.	Self-Awareness: Recognition & ability to regulate own bodily sensations, thoughts, feelings, & actions & how these impact others.	Does not demonstrate awareness of self-reflective behavior including ability to self-regulate emotions, with awareness of action and impact to others	Demonstrates limited ability to self-regulate emotions, with self-reflection and awareness of thoughts, with understanding of how their actions and behavior impacts others	Demonstrates inconsistent/emergent ability to self-regulate emotions, with self-reflection and awareness of thoughts, with understanding of how their actions and behavior impacts others	Demonstrates insight into own intrapersonal/interpersonal style & one's role in interpersonal dynamics (70%)	Demonstrates insight into own intrapersonal/interpersonal style & one's role in interpersonal dynamics (85%)
4.	Curiosity: Openness, & active pursuit to new ideas, & alternative perspectives.	Demonstrates lack of openness or interest in learning process and/or to other perspectives.	Demonstrates minimal or inconsistent engagement with learning & openness to other perspectives.	Demonstrates inconsistent/emergent engagement and openness with curiosity of differing perspectives and ideas	Demonstrates ability to engage in openness, with interest in differing perspectives and ideas	Demonstrates consistent engagement with learning, & openness to other perspectives (85%)

Internship Handbook, PhD in Counselor Education and Supervision

5.	Cultural Humility: Way of being that involves maintaining an interpersonal stance that is other-oriented & characterized by respect for others & a lack of superiority about one's own stance & identity, acknowledging power imbalances & seeking to balance them.	Demonstrates a lack of cultural humility & the presence of superiority, judgment, or rigidity about others' identity and/or lived experience	Demonstrates limited ability to engage in cultural humility and may display defensiveness or indifference when asked to do so.	Demonstrates inconsistent/emergent ability to engage in cultural humility	Demonstrates ability to engage in cultural humility across contexts (70%)	Demonstrates consistent culturally humble way of being across contexts (85%)
6.	Emotional Regulation: Congruence between mood & affect & the ability to self-regulate in relationship across roles.	Does not demonstrate ability to engage in awareness of emotional regulation with impact toward others	Demonstrates limited and inconsistent ability to engage in emotional regulation	Demonstrates inconsistent/emerging ability to engage in emotional regulation in interpersonal relationships, with clients, and peers	Demonstrates congruence between mood & affect & the ability to self-regulate in relationship with faculty, supervisors, peers, & clients (70%)	Demonstrates congruence between mood & affect & the ability to self-regulate in relationship with faculty, supervisors, peers, & clients (85%)
7.	Receptivity: Capacity to receive, understand, & integrate feedback. Ability to ask for clarification when feedback is perceived as unclear or inaccurate.	Does not demonstrate the ability to receive constructive feedback, with understanding and receptivity. Does not engage in curiosity asking for clarification as needed when information is inaccurate	Demonstrates limited receptivity to receive constructive feedback, with understanding and receptivity. Does not engage in curiosity asking for clarification as needed when information is inaccurate	Demonstrates inconsistent/emergent ability to receive feedback with thoughtful integration and understanding	Appropriately participates in feedback exchange with peers & supervisor as evidenced by observation in supervision & evidence of implementation of feedback in session. Demonstrates ability to respectfully ask for clarity when feedback doesn't make sense (70%)	Appropriately and consistently participates in feedback exchange with peers & supervisor as evidenced by observation in supervision & evidence of implementation of feedback in session. Demonstrates ability to respectfully ask for clarity when feedback doesn't make sense (85%)
8.	Professional & Personal Boundaries: Understanding & demonstration of appropriate	Does not demonstrate appropriate boundaries on a personal and	Demonstrates limited ability and awareness of personal and	Demonstrates inconsistent personal and professional	Demonstrates ability to implement and maintain exhibits appropriate	Understands & consistently exhibits appropriate professional boundaries

Internship Handbook, PhD in Counselor Education and Supervision

	professional boundaries. Recognition of personal limitations.	professional level, with awareness of personal development and learning	professional boundaries, limited accountability and engagement in	boundaries with awareness of supervision support for personal and professional limitation and needs for growth	professional boundaries across contexts. Recognizes personal limitations & seeks additional supervision when unsure of how to proceed (70%)	across contexts. Recognizes personal limitations & seeks additional supervision when unsure of how to proceed (85%)
9.	Integrity & Accountability: Engages in an honest and respectful manner across contexts, and takes responsibility for one's own learning & development	Does not demonstrate honesty and/or accountability over one's actions and learning	Demonstrates limited ability to engage in self-awareness of personal responsibility and may struggle to communicate honestly in certain contexts.	Demonstrates inconsistent ability to engage in honesty & accountability.	Demonstrate accountability & honesty in own learning & development (70%)	Demonstrates consistent accountability & honesty in own learning & development (85%)
10.	Flexibility & Adaptability: Ability to adapt to changing circumstances, unexpected events, or new situations.	Does not demonstrate flexibility and adaptability	Demonstrates limited ability flexibility and adaptability	Demonstrates inconsistent flexibility and adaptability	Demonstrates ability to adapt and engage in flexibility when change occurs, unexpected circumstances and events, and unfamiliar situations (70%)	Demonstrate consistent ability to adapt and engage in flexibility when change occurs, unexpected circumstances and events, and unfamiliar situations (85%)

Comments:

IV. Professional Skills						
	Skill	1	2	3	4	5
1.	Adherence to Ethical Standards: Knowledge of & ability to abide by ACA ethical & legal standards.	Does not demonstrate ability to adhere to ethical and legal standards	Demonstrates limited ability to adhere to ethical and legal standards	Demonstrates inconsistent ability to adhere to ethical and legal standards	Demonstrates ethical behavior & judgments and the ability to adhere to ethical and legal standards	Demonstrates consistent ethical behavior & judgments and the ability to clearly adhere to ethical and legal standards.

Internship Handbook, PhD in Counselor Education and Supervision

2.	Adherence to University/Site Policies: Understanding & adherence to counseling program & site policies & procedures	Does not demonstrate ability adhering to University/Site policies, processes, and procedures	Demonstrates limited ability to adhering to University/Site policies, processes, and procedures	Demonstrates inconsistent/emergent ability adhering to University/Site policies, processes, and procedures	Demonstrates ability adhering to University/Site policies and procedures with understanding and engagement	Demonstrates consistent adherence to <i>all</i> counseling site policies & procedures, including strong attendance & engagement.
3.	Record management: Client records completed correctly & professionally, & stored & maintained in secure manner, including video/audio recordings.	Does not demonstrate the ability to manage, store, and maintain records securely, with correct and professionally focused completion	Demonstrates limited ability to securely manage, store, and maintain records, with correct and professionally focused completion	Demonstrates inconsistent/emergent ability to securely manage, store, and maintain records with correct and professionally focused completion	Demonstrates ability to complete required records, with secure methods of storing and maintaining, in a professionally focused manner	Completes <i>all</i> required record keeping, documentation, & assigned tasks in a thorough, timely, & comprehensive fashion
4.	Timeliness: Student is on time to class supervision, & counseling sessions	Student is consistently late to class or sessions, and/or submits assignments late on multiple occasions. Student does not communicate appropriately about lateness.	Student has had multiple incidences of being late or submitting assignments late, with lack of communication.	Student is usually on time & submits assignments on time, with some inconsistencies. Student may struggle to communicate tardiness ahead of time.	Student is typically on time across contexts, and/or almost always turns assignments in on time.	Student is consistently on time across contexts, timely in submitting assignments, & communicative when extensions or tardiness is necessary.
5.	Confidentiality: Protects client confidentiality; understands & knows how to articulate the limits of confidentiality.	Demonstrates a disinterest or fundamental misunderstanding of confidentiality & its limits. Fails to effectively articulate limits to clients.	Struggles to demonstrate understanding & terms of confidentiality. Struggles to articulate or has forgotten to articulate limits of confidentiality to clients.	Made minor mistakes or had confusion around confidentiality, without violating client privacy. Working toward clearly articulating limits of confidentiality.	Engages in protocol to protect client confidentiality. Demonstrates an understanding of confidentiality & typically articulate limits of confidentiality	Consistently engages in protocol to protect client confidentiality. Demonstrates clear understanding of confidentiality & effectively articulates the limits of confidentiality

Internship Handbook, PhD in Counselor Education and Supervision

6.	Collaboration & Consultation: Works collaboratively with peers, supervisors, & others in client's system. Recognizes own limitations & consults/makes referrals as needed	Does not demonstrate ability to collaborate with peers, supervisor, and others in client's system and environment	Demonstrates limited ability to work collaboratively with peers, supervisor, and others in client's system and environment	Demonstrates inconsistent ability to work collaboratively with peers, supervisor, and others in client's system and environment	Demonstrates ability to work collaboratively with peers, supervisor, and others in client's system and environment, with critical self-reflection of personal limitations/role/responsibilities, seeking consultation as needed	Effectively and consistently collaborates with peers, supervisors, & others in client's system, with critical self-reflection of personal limitations/role/responsibilities, seeking consultation as needed
----	---	---	--	---	---	---

Comments:

Summative Feedback (required):

Please describe the supervisee's overall strengths across the domains:

Please describes skills/tasks/dispositions where student may struggle or need additional focus on to better meet expectations:

Any additional feedback:

Please indicate your role: Site Supervisor or Student

Name (Printed):

Signature:

Date:

Appendix D



Counselor Education and Supervision PhD Program

Leadership/Advocacy Internship Evaluation

Supervisors complete based on the intern's contract goal and objective accomplishments, timeliness, effort, quality and thoroughness of work.

Student Name:

Semester/Year:

Midterm or Final (indicate):

Supervisor Name:

Students are expected to fall within the range of 4 - 5 on the Likert scale by the end of the leadership/advocacy internship experience. We understand that students will progress at different paces and some skills will come more naturally than others. We are not asking for perfection, but for evidence of growth throughout the internship, as well as the capacity to integrate feedback received during the internship. Students who receive three or more 3's, or who receive a 1-2 on any item, may be placed on remediation to assess and directly attend to areas where they are not progressing at the expected level. Failure to respond to remediation terms may result in a student not passing the leadership/advocacy internship requirement, and either needing to retake the internship course or being dismissed from the program. Some items may only be evaluated at final, pending the nature of internship goals; in that case, a rating of N/A at midterm is appropriate.

- 1 – Effort is absent or is demonstrated in an inappropriate way
- 2 – Effort is inconsistent & below expectations
- 3 – Effort is nearing expectations/developing toward competencies
- 4 – Effort meets expectations & competencies
- 5 – Effort exceeds expectations of competencies

Internship Activity	N/A	1	2	3	4	5
Goal 1						
Goal 2						
Goal 3						
Goal 4						
Goal 5						
Dispositions – Respect						
Dispositions – Empathy						
Dispositions – Awareness						

Internship Handbook, PhD in Counselor Education and Supervision

Dispositions – Curiosity						
Dispositions – Cultural Humility						
Overall timeliness						
Overall effort						
Overall quality						
Overall thoroughness of work						

Comments (required):

Please indicate your role: Site Supervisor or Student

Name (Printed):

Signature:

Date:

Appendix E



Counselor Education and Supervision PhD Program

Supervision Internship Evaluation

Student Name:

Semester/Year:

Midterm or Final (indicate):

Supervisor Name:

Please indicate your role: Site Supervisor or Student

Students are expected to fall within the range of 4 - 5 on the Likert scale by the end of the supervision internship experience. We understand that students will progress at different paces and some skills will come more naturally than others. We are not asking for perfection, but for evidence of growth throughout the internship, as well as the capacity to integrate feedback received during the internship. Students who receive three or more 3's, or who receive a 1-2 on any item, may be placed on remediation to assess and directly attend to areas where they are not progressing at the expected level. Failure to respond to remediation terms may result in a student not passing the supervision internship requirement, and either needing to retake the internship course or being dismissed from the program.

- 1 – Skill is absent or is demonstrated in an inappropriate way
- 2 – Skill demonstration is inconsistent & below expectations
- 3 – Skill demonstration is nearing expectations/developing toward competencies
- 4 – Skill demonstration meets expectations & competencies
- 5 – Skill demonstration exceeds expectations of competencies

Supervisory Skills and Abilities						
#	Skill	1	2	3	4	5
1	The student demonstrates the ability to establish relationships in such a manner that a supervisory working alliance can be created.					
2	The student creates appropriate structure: setting the boundaries of the supervisory frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.					

Internship Handbook, PhD in Counselor Education and Supervision

3	The student understands content: understanding the primary elements of the supervisee's story					
4	The student understands context: understanding the uniqueness of the supervisee's story elements and their underlying meanings					
5	The student responds to feelings: identifying supervisee affect and addressing those feelings in a facilitative manner					
6	The student demonstrates congruence: genuineness; external behavior consistent with internal affect					
7	The student establishes and communicates empathy: taking the perspective of the supervisee without over identifying and communicating this experience to the supervisee					
8	The student uses non-verbal communication: demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc. in supervision					
9	The student demonstrates immediacy: staying in the here and now in supervision					
10	The student demonstrates timing: responding at the optimal moment in supervision					
11	The student demonstrates intentionality: responding with a clear understanding of the supervisee's therapeutic intentions					
12	The student uses self-disclosure: skillful and carefully-considered for a specific supervisory purpose					
13	The student demonstrates an awareness of power differences in the supervisory relationship and manages these differences effectively					
14	The student collaborates with the supervisee to establish clear supervision goals					
15	The student facilitates movement towards supervision goals					
16	The student demonstrates the capacity to match appropriate interventions to the presenting supervisory profile in a theoretically consistent manner					

Internship Handbook, PhD in Counselor Education and Supervision

17	The student establishes a warm, respectful environment					
18	The student demonstrates analysis and resolution of ethical and legal dilemmas					
19	The student respects cultural, individual, and role differences					

Professional Responsibility

#	Skill	1	2	3	4	5
1	The student conducts self in an ethical manner promoting confidence in the counseling profession					
2	The student relates to peers, professors, and supervisees in a manner consistent with ACA stated professional standards					
3	The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships					
4	The student demonstrates application of legal requirements relevant to counseling training and practice					

Competence

#	Skill	1	2	3	4	5
1	The student recognizes the boundaries of their particular competencies and the limitations of their expertise					
2	The student takes responsibility for their areas of growth					
3	The student takes responsibility for assuring client welfare when encountering the boundaries of their expertise					
4	The student demonstrates basic cognitive, affective, and sensory skills to respond effectively to supervisees					
5	The student provides only those services and applies only those techniques for which they are qualified by education, training, and experience					

Professional Dispositions

Internship Handbook, PhD in Counselor Education and Supervision

#	Skill	1	2	3	4	5
1	Respect: Demonstrates ability to hold an unconditional regard for others through communication and interactions. Honors professional boundaries and ethical guidelines for the profession. Maintains integrity across professional roles.					
2	Empathy: Demonstrates ability to foster collaboration with peers and colleagues. Accepts mistakes and avoids placing blame on others. Recognizes role and maintains warmth and regard when navigating challenging situations or conflict.					
3	Awareness: Demonstrates ability to recognize and manage own thoughts, feelings, and actions and how these impact relationships with others. Maintains professional self-care to enhance wellness and prevent burnout that may impact competency.					
4	Curiosity: Demonstrates active pursuit of learning. Sustains openness to receiving feedback and integrates feedback, alternate perspectives, and new ideas into thinking and behaviors. Recognizes learning is a life-long process.					
5	Cultural Humility: Demonstrates a personal lifelong commitment to openness, self-evaluation and self-critique. Recognizes power imbalances and takes action to redress those imbalances and to develop partnerships with people and groups who advocate for others. Fosters affirmation of other's cultural beliefs, identities, and values. Holds institutions, even one's own, accountable.					

Strengths:

Limitations/Growth Areas:

Overall Comments

Internship Handbook, PhD in Counselor Education and Supervision

Student Signature _____ Date _____

Site Supervisor(s) Signature _____ Date _____

Adapted from Kerl, S. B., Garcia, J. L., McCullough, C. S., & Maxwell, M. E. (2002). Systematic evaluation of professional performance: Legally supported procedure and process. *Counselor Education and Supervision*, 41, 321-334.

Appendix F



Counselor Education and Supervision PhD Program

Teaching Internship Evaluation

Student Name:

Semester/Year:

Midterm or Final (indicate):

Supervisor Name:

Please indicate your role: Site Supervisor or Student

Students are expected to fall within the range of 4 - 5 on the Likert scale by the end of the supervision internship experience. We understand that students will progress at different paces and some skills will come more naturally than others. We are not asking for perfection, but for evidence of growth throughout the internship, as well as the capacity to integrate feedback received during the internship. Students who receive three or more 3's on a checklist, or a 1-2 on any item may be placed on remediation to assess and directly attend to areas where they are not progressing at the expected level. Failure to respond to remediation terms may result in a student not passing the supervision internship requirement, and either needing to retake the internship course or being dismissed from the program.

- 1 – Skill is absent or is demonstrated in an inappropriate way
- 2 – Skill demonstration is inconsistent & below expectations
- 3 – Skill demonstration is nearing expectations/developing toward competencies
- 4 – Skill demonstration meets expectations & competencies
- 5 – Skill demonstration exceeds expectations of competencies

Planning						
#	Skill	1	2	3	4	5
1	Establishes appropriate instructional goals and objectives					
2	Plans instruction and student evaluation based on an in depth understanding of the content, student needs, curriculum standards, and the community					
3	Adapts instructional opportunities for diverse learners					

Internship Handbook, PhD in Counselor Education and Supervision

4	Organizes course content effectively and presents concepts in a sequential manner					
5	The student responds to feelings: identifying supervisee affect and addressing those feelings in a facilitative manner					
6	The student demonstrates analysis and resolution of ethical and legal dilemmas					
7	The student respects cultural, individual, and role differences					

Professional Responsibility						
#	Skill	1	2	3	4	5
1	The student conducts self in an ethical manner promoting confidence in the counseling profession					
2	The student relates to peers, professors, and supervisees in a manner consistent with ACA stated professional standards					
3	The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships					
4	The student demonstrates application of legal requirements relevant to counseling training and practice					

Teaching Interventions						
#	Skill	1	2	3	4	5
1	Demonstrates a deep understanding of the central content, concepts, assumptions, structures, and pedagogy of the content area					
2	Uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students					
3	Shows the ability to present alternative explanations when needed					
4	Uses examples and illustrations effectively in the classroom					
5	Makes proper use of class time					
6	Effectively engages learners					

Assessment and Evaluation						
#	Skill	1	2	3	4	5
1	Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions					
2	Communicates student achievement and progress to students and appropriate others					
3	Reflects on teaching practice through careful examination of classroom evaluation and assessments					
4	Provides evaluative and grading information and techniques to students					

Learning Environment						
#	Skill	1	2	3	4	5
1	Creates a classroom culture that develops student intellectual capacity in the content area					
2	Manages classroom resources effectively					
3	Encourages students to express themselves					
4	Shows enthusiasm when lecturing and leading class discussions					
5	Presents clear explanations and answers to questions asked by students					

Professional Growth and Communication						
#	Skill	1	2	3	4	5
1	Collaborates with colleagues and appropriate others					
2	Engages in high-quality, on-going professional development to strengthen knowledge and skill in the content of the teaching assignment					
3	Performs professional responsibilities effectively and in a timely manner					
4	Communicates clearly and correctly with students, peers, supervisors, and other stakeholders					
5	Communicates with students with a good clarity of voice					

Professional Dispositions						
#	Skill	1	2	3	4	5
1	Respect: Demonstrates ability to hold an unconditional regard for others through					

Internship Handbook, PhD in Counselor Education and Supervision

	communication and interactions. Honors professional boundaries and ethical guidelines for the profession. Maintains integrity across professional roles.					
2	Empathy: Demonstrates ability to foster collaboration with peers and colleagues. Accepts mistakes and avoids placing blame on others. Recognizes role and maintains warmth and regard when navigating challenging situations or conflict.					
3	Awareness: Demonstrates ability to recognize and manage own thoughts, feelings, and actions and how these impact relationships with others. Maintains professional self-care to enhance wellness and prevent burnout that may impact competency.					
4	Curiosity: Demonstrates active pursuit of learning. Sustains openness to receiving feedback and integrates feedback, alternate perspectives, and new ideas into thinking and behaviors. Recognizes learning is a life-long process.					
5	Cultural Humility: Demonstrates a personal lifelong commitment to openness, self-evaluation and self-critique. Recognizes power imbalances and takes action to redress those imbalances and to develop partnerships with people and groups who advocate for others. Fosters affirmation of other's cultural beliefs, identities, and values. Holds institutions, even one's own, accountable.					

Strengths:

Limitations/Growth Areas:

Overall Comments

Student Signature _____ Date _____

Site Supervisor(s) Signature _____ Date _____

Appendix G



Counselor Education and Supervision PhD Program
Summary of Hours Templates

Clinical Counseling Internship Hours Summary

Doctoral Student Name: _____

Site: _____

Semester/Year: _____

Direct Hours:

(Students will copy the Exxat TimeLog report of hours reflecting direct hours here)

Total Number of Direct Hours _____

Indirect Hours:

(Students will copy the Exxat TimeLog report of hours reflecting indirect hours here)

Total Number of Indirect Hours _____

Total of Cumulative Hours _____

Doctoral Student's Signature _____ Date _____

Site Supervisor's Signature _____ Date _____

UVM Faculty Supervisor's Signature: _____ Date _____

Leadership/Advocacy Internship Summary of Hours

Doctoral Student Name: _____

Site: _____

Semester/Year: _____

(Students will copy the Exxat TimeLog report of hours here.)

Total Hours: _____

Doctoral Student's Signature _____ Date _____

Site Supervisor's Signature _____ Date _____

UVM Faculty Supervisor's Signature: _____ Date _____

Supervision Internship Summary of Hours

Doctoral Student Name: _____

Site: _____

Semester/Year: _____

(Students will copy the Exxat TimeLog report of hours here. You must ensure your report differentiates individual vs. group supervision direct hours from indirect hours.)

Total Hours: _____

Doctoral Student's Signature _____ Date _____

Site Supervisor's Signature _____ Date _____

UVM Faculty Supervisor's Signature: _____ Date _____

Teaching Internship Summary of Hours

Doctoral Student Name: _____

Site: _____

Semester/Year: _____

(Students will copy the Exxat TimeLog report of hours here. You must ensure your report indicates time in direct teaching (i.e., leading or co-leading class) vs. indirect teaching activities (e.g., planning, grading.)

Total Hours: _____

Doctoral Student's Signature _____ Date _____

Site Supervisor's Signature _____ Date _____

UVM Faculty Supervisor's Signature: _____ Date _____