



## **Professional Counseling Program**

**Department of Counseling, Leadership, Adult  
Education and School Psychology**

# Guidelines for Internship (COUN 5389)



Dear Administrator or Supervisor,

The bearer of this letter is a graduate student majoring in counseling at Texas State. Each student in the counseling program is required to satisfactorily complete a closely supervised internship experience prior to graduation. The intern who gives you this letter is entering his/her internship class (COUN 5389). One of the requirements for this course specifies that the intern must work with a mental health agency, school, and/or other appropriate organization. It has been our experience that interns derive invaluable benefit from the “real world” experience of working under a clinical supervisor in an actual mental health agency or school counseling setting.

We genuinely appreciate the cooperation and willingness of organizations such as yours in helping our interns gain valuable experience outside of the academic setting. Because this experience is so significant in the professional development of our interns, quality on-site supervision is very important. Please note item 4 in the attached *Memorandum of Agreement* for specific information about on-site supervision requirements. Please note that an intern must receive a **minimum** of one hour per week of regularly scheduled supervision. Group supervision is acceptable, but can account for no more than half of all supervised hours. On-site supervisors agree to work with the intern in specifying work assignments and defining tasks/goals. In addition, an on-site supervisor serves as a professional resource for the intern, while evaluating the intern’s work on a continuing basis throughout the supervised experience.

Below are the specific requirements for the student according to their area of specialization. All students are required to accrue hours in face-to-face contact with clients/students. For specific examples of direct and indirect services, see item 5 in the attached *Memorandum of Agreement*. Please note that interns seeking to fulfill the requirements of our marriage/family track must complete at least 61 of the 120 hours of direct services with a couple or family, and interns seeking to fulfill the requirements of our school counseling track must complete all hours in a single semester.

In addition to on-site supervision, each intern also meets with a Texas State faculty member (“University Supervisor”) every other week during the semester. This time is used to discuss clinical, as well as administrative issues in order to ensure that the intern is meeting program requirements. The university supervisor also maintains contact with the on-site supervisor for purposes of support and to evaluate the intern’s performance and progress.

Please review the enclosed material and know that your willingness to work with one or more interns is greatly appreciated. Feel free to contact the counseling program if you have any questions about an intern, the supervised internship course, or about the program in general.

Sincerely,

Practicum and Internship Coordinator  
Professional Counseling Program – Texas State University-San Marcos

Enclosures

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## **Important Internship Information**

### ⊕ *What is required of my supervisor during site-based internship?*

Site supervisors *must be licensed or certified in their mental health field* in one of the following disciplines: LPC, LMFT, Psychologist, LCSW, or Certified School Counselor. Supervisors also must have a minimum of two years of pertinent professional experience in the program area in which the student is completing clinical instruction. This is verified through the site supervisor's *Professional Self-Disclosure for Supervision* required for site approval.

⊕ Be advised that a Supervisor Disclosure form and Internship Activity Proposal must be submitted by each student every semester, for every internship site.

⊕ Due to the complex nature of private practice work, students are discouraged from seeking an internship experience in a private practice setting.

### ⊕ *Can I accrue hours in between semesters?*

The Professional Counseling Program allows students enrolled in COUN 5389: Site-based Internship to accrue clinical hours only during semesters in which they are enrolled. Due to accreditation standards, no hours can be accrued outside established university semester timeframes. In other words, hours can only be accrued between the first class day and last final exam day of each semester.

## **Type of Hours Required for Each Emphasis**

*Note: To meet Program and CACREP standards, the following parameters for COUN 5389, Site-Based Internship, are as follows:*

*\* Phone contact hours can count for no more than one third of total direct hours*

### ➤ **Community Counseling (208.11)**

The internship site is to provide the student the opportunity to include, but not limited to using preventative, developmental, and remedial interventions with appropriate clientele and community interventions.

Over the course of the two, sequential COUN 5389 experiences:

- 120 direct client contact hours (50%) must be in a community agency setting;
- The remaining 120 direct client contact hours (50%) may be in an alternative setting, such as a school.

This allows a student to be in a school setting for both semesters, while working at night or weekends in a community agency setting resulting that over the course of both semesters combined the hours are 50/50 for each setting. Or, it allows a student to do one semester in a school setting and one semester (such as summer) in a community setting, still with the 50/50 split. The student intern must log a total of 600 hours across 2 semesters: 240 direct client contact, 360 indirect hours.

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➤ **Marital, Couple, and Family Counseling (208.12)**

The internship site is to provide the student the opportunity to demonstrate systemic approaches, primarily with couples and families.

Over the course of the two, sequential COUN 5389 experiences:

- Each semester, 60 direct client contact hours (50% each semester) must be in community setting;
- The remaining 60 direct client contact hours (50% each semester) may be in an alternative setting, such as a school.

Regardless of the setting, each semester:

- 61 of the students direct client contact hours must be with couples and/or family units.
- The remaining 59 direct client contact hours may be with individual clients, working from a systemic perspective.

The student intern must log a total of 600 hours across 2 semesters: 240 direct client contact hours, and 360 indirect hours.

➤ **School Counseling (201.21)**

The internship site for one semester of COUN 5389 is to be in a PK-12 school counseling setting through the school counseling program at the school. The site supervisor should be a certified school counselor with a minimum of 2 years professional school counseling experience. The student intern will have the opportunity to demonstrate individual and group counseling approaches to enhance the personal, academic, and career success of K-12 students as well as demonstrate competence in consultation with parents and school staff, and coordination of the school counseling program.

- A total of 240 direct client contact hours should include individual and group counseling of students, classroom guidance presentations, consultation services to parents and teachers.
- The student intern must log a total of 600 hours: 240 direct client contact, 360 indirect hours.

➤ **Student Affairs (208.14) (MA only)**

The internship site for the one semester of COUN 5389 is to provide the student the opportunity to include, but not limited to using preventative, developmental, and remedial interventions with appropriate clientele and community interventions.

- 120 direct client contact hours must be in a university or community agency setting.
  - Including COUN 5388, the student intern must log a total of 300 hours across 2 semesters: 240 direct client contact, 360 indirect hours.
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## MEMORANDUM OF AGREEMENT

In carrying out the terms of supervision of a master's level intern in the counseling program at Texas State, the following is understood and agreed to by the undersigned:

1. \_\_\_\_\_ will serve as a graduate-level intern from the professional counseling program at Texas State. The internship site is located at (physical address) \_\_\_\_\_  
\_\_\_\_\_
  2. The internship will begin on \_\_\_\_\_, and end on \_\_\_\_\_, for an approximate total of \_\_\_\_\_ hours.
  3. \_\_\_\_\_ (include credentials) will serve as internship supervisor for the above-named intern for the above-stated period. Supervisor's phone number and email address: \_\_\_\_\_
  4. The on-site supervisor will be responsible for:
    - A. Providing a Professional Disclosure Statement for Supervision;
    - B. Providing individual supervision for at least 1 hour per week;
    - C. Providing supervision on an emergency basis, as needed;
    - D. Providing evaluative feedback to the intern as necessary;
    - E. Providing the ability to video/audio tape sessions;
    - F. Completing a final written evaluation at the end of the internship.
  5. Internship activities appropriate for professional practice in counseling:
    - A. Direct Services – All interns will provide at least 120 hours of face-to-face services each semester (240 in one semester for school counseling), including:
      1. individual, group, couples, family, and/or play therapy;
      2. parent, teacher, administrator consultation;
      3. group guidance activities.
    - B. Indirect Services – All interns will provide the remaining 180 hours required each semester (360 hours in one semester for school counseling) in professionally relevant activities such as:
      1. workshops, in-service trainings, staffings, supervision;
      2. documentation, referrals, reviewing video/audio tapes, reading;
      3. consultation with other professionals;
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4. appropriate test administration and interpretation.
6. The counseling program will designate a faculty member to serve as the “University Supervisor.” There will typically be an on-site meeting during the course of the semester, as well as another form of contact with the site supervisor. This meeting is designed to introduce the university supervisor to the supervisor and the facility and to discuss goals for the semester. The university supervisor will also meet with the intern in a group format (class) every other week for an average of 3 hours. Additional meetings may be scheduled as needed.
7. The intern is responsible for the following:
  - A. adhering to the administrative policies, rules, standards, schedules and practices of the facility/school;
  - B. providing all necessary and appropriate supplies where required or when not provided by the facility/school;
  - C. arranging for his/her own transportation;
  - D. arranging a schedule for weekly supervision with the on-site supervisor;
  - G. purchasing and maintaining professional liability insurance;
  - H. adhering to all applicable ethical codes.
8. It is understood and agreed to by and between the parties that the on-site supervisor has the right to terminate the field experience of the intern if, in the judgment of the on-site supervisor, the intern’s professional performance and development are below the requirements set by the site. Also, it is understood and agreed to by and between all parties that the counseling program at Texas State has the right to terminate the field experience of the intern for reasons concerning the performance of the intern and/or the internship site. Such action will not be taken until the concerns have been discussed with the relevant and pertinent individuals.
9. It is understood and agreed to that the aforementioned parties may revise or modify this agreement and/or the activity plan by mutual agreement only through written amendment.

**This agreement shall be effective when executed by all parties.**

On-site supervisor (or administrator) at facility/school	Date: _____
Counseling intern – Texas State University-San Marcos	Date: _____
University Supervisor – Texas State University-San Marcos	Date: _____

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# PROFESSIONAL DISCLOSURE STATEMENT FOR SUPERVISION

*(Sample Format)*

- I. Qualifications and Experience of Supervisor
    1. Information regarding highest degree earned;
    2. Amount of experience and training in clinical supervision;
    3. Amount of experience and training as counselor, as well as in other professional roles;
    4. Areas of specialization (e.g., anger management, substance abuse, etc.)
  
  - II. Theoretical View of Supervision
    1. Nature, course and purpose of supervision;
    2. Theoretical model of supervision used;
    3. Potential techniques to be implemented
  
  - III. Process of Evaluation
    1. Necessity and purpose of feedback;
    2. Method, form and frequency of feedback;
    3. Separation between supervision and personal counseling
  
  - IV. Supervision Arrangements
    1. Meeting times, frequency, location, etc.;
    2. Cancellation policy;
    3. Emergency contact information
  
  - V. Legal and Ethical Considerations Relevant to Clinical Supervision
    1. Due Process
    2. Documentation
    3. Confidentiality
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## SITE-BASED INTERNSHIP

- A ***Proposed Internship Activity Plan*** must be presented to the university supervisor prior to beginning the site-based internship experience. The plan should include:
  - each of the required activities of the internship, and should include an estimate of the amount of time (in hours) to be spent in each activity category;
  - specific topics or activities to be accomplished;
  - to whom the services will be provided, how the target persons will be identified and obtained;
  - and the approximate amount of time expected to be spent in each activity.

In the case of school guidance programs, specific topics for presentation should be provided. Copies of materials, lesson plans and/or sources of materials or other instructional aids should be included. **Note** – *in cases where these data or resources are not yet available, special arrangements to provide these data must be made with the university supervisor.*

- Internship log activities must be maintained throughout the internship experience. At the end of the semester, a completed ***Intern Activity Sheet*** must be turned in with the final ***Internship Log*** (located on last page). This log will help the intern keep record of the activities he/she is involved in on a daily basis, such as:
    - Direct Services (face-to-face):
      - i. individual counseling;
      - ii. group counseling;
      - iii. family counseling;
      - iv. couples counseling;
      - v. play therapy;
      - vi. group guidance;
      - vii. parent/teacher consultation;
      - viii. intake sessions;
      - ix. ARD, 504, GT, LEP, etc. meetings.
    - Indirect Services:
      - i. training, workshops, staffings, inservice, conferences, supervision;
      - ii. consultation with other professionals;
      - iii. system support activities;
      - iv. reading literature related to internship, documentation and reviewing audio/visual tapes.
  - University instructors will also complete the required licensure documentation forms for students pursuing LPC and LMFT licensure, as well as those pursuing RPT registration.
  - An ***Evaluation of Intern*** form must be completed by the site supervisor and submitted to the university supervisor at the end of the internship.
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## EVALUATION OF INTERN (Community Counseling and/or Marital, Couple and Family Counseling)

In order to provide interns with feedback regarding their professional competencies and to keep the department informed as to the level at which our interns are performing in various internship placements, we request that on-site supervisors complete this form for this semester's internship. The completed form is to be discussed with the intern and then returned to the university supervisor at the intern's final class meeting. Your cooperation and effort are greatly appreciated in this matter.

Intern's Name: \_\_\_\_\_ Semester: \_\_\_\_\_  
 Agency/School: \_\_\_\_\_ On-site Supervisor: \_\_\_\_\_

**Please use the following 5-point scale to assess this intern's counseling skills at the end of the semester at your internship site.**

- 1** – Poor for an intern of his/her training and experience
- 3** – Average for an intern of his/her training and experience
- 5** – Excellent for an intern of his/her training and experience

Ability to conceptualize and understand client dynamics	1	2	3	4	5	N/A
Theoretical understanding of counseling	1	2	3	4	5	N/A
Listening skills	1	2	3	4	5	N/A
Accuracy of clinical perceptions	1	2	3	4	5	N/A
Communication skills	1	2	3	4	5	N/A
Sensitivity to client concerns	1	2	3	4	5	N/A
Assessment skills	1	2	3	4	5	N/A
Self-understanding and awareness	1	2	3	4	5	N/A
Openness to supervision/feedback	1	2	3	4	5	N/A
Openness to evaluation	1	2	3	4	5	N/A
Quality of interaction with colleagues	1	2	3	4	5	N/A
Professional demeanor	1	2	3	4	5	N/A
Knowledge and practice of the Code of Ethics	1	2	3	4	5	N/A
<b>Overall rating of intern's counseling performance</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>





## EVALUATION OF INTERN (SCHOOL COUNSELING)

In order to provide interns with feedback regarding their professional competencies and to keep the department informed as to the level at which our interns are performing in various internship placements, we request that on-site supervisors complete this form for this semester's internship. The completed form is to be discussed with the intern and then returned to the university supervisor at the intern's final class meeting. Your cooperation and effort are greatly appreciated in this matter.

Intern's Name: \_\_\_\_\_ Semester: \_\_\_\_\_

School: \_\_\_\_\_ On-site Supervisor: \_\_\_\_\_

**Please use the following 5-point scale to assess this intern's counseling skills at the end of the semester at your internship site.**

- 1** – Poor for an intern of his/her training and experience
- 3** – Average for an intern of his/her training and experience
- 5** – Excellent for an intern of his/her training and experience

### Program Planning

Organizes counseling program by assessing needs, setting goals, & formulating action plan

1      2      3      4      5      N/A

Provides accountability standards for school counseling program (evaluation, use of data, etc.)

1      2      3      4      5      N/A

Initiates and coordinates school wide guidance

1      2      3      4      5      N/A

Seeks input from teachers, administrators, and others in planning the school counseling program

1      2      3      4      5      N/A

Manages time effectively and provides services for all students in a timely manner

1      2      3      4      5      N/A

### Counseling

Demonstrates knowledge of counseling theories by selecting appropriate models & techniques for individual and group counseling

1      2      3      4      5      N/A

Uses appropriate counseling processes for individual and group sessions to meet developmental, preventative, and remedial needs of students

1      2      3      4      5      N/A

Follows up individual and group counseling to monitor student progress

1 2 3 4 5 N/A

Demonstrates basic counseling skills (therapeutic relationship, empathy, reflection, etc.)

1 2 3 4 5 N/A

**Consultation and Coordination**

Demonstrates knowledge of consulting processes and techniques with students, parents, teachers, and administrators

1 2 3 4 5 N/A

Assists parents and teachers in understanding and responding to developmental needs of students

1 2 3 4 5 N/A

Advocates for all students

1 2 3 4 5 N/A

Makes appropriate referrals of students to school and community programs

1 2 3 4 5 N/A

Presents instructional/informational programs to parents, teachers, community (teacher inservice, parent education, etc.)

1 2 3 4 5 N/A

Shares information about students appropriately and in confidential manner with school personnel, parents, and community agencies

1 2 3 4 5 N/A

Interprets testing results and other student data accurately for individual planning

1 2 3 4 5 N/A

**Professional Practices**

Adheres to ethical standards of the counseling profession

1 2 3 4 5 N/A

Follows laws, policies, and procedures which govern school programs

1 2 3 4 5 N/A

Openness to supervision/feedback and evaluation

1 2 3 4 5 N/A

Quality of interaction with colleagues

1 2 3 4 5 N/A

Professional demeanor

1 2 3 4 5 N/A

**Overall rating of intern's counseling performance**

1 2 3 4 5 N/A





**\*\* An online Internship Evaluation must be completed by each student, via TRACS before the end of each semester.**

## INTERN EVALUATION OF SITE

1)	Intern's Name: _____	Phone #: _____
	Date: _____	Email: _____
2)	Internship site: _____	
	Internship site address: _____	
	Name, number and email of site contact person: _____	
	_____	
3)	This evaluation describes my experience at the above-named site during the following term of my internship experience (check only one):	
	First ____	Second ____ Third ____ Fourth ____ More ____
4)	Was this your final term at this site?      ____ Yes      ____ No	

### ENVIRONMENT/CLIMATE

*Check the appropriate blank*

- 5) During which week of this semester did you reach 40% of your total direct contact hours?  
First \_\_\_\_;      Second \_\_\_\_;      Third \_\_\_\_;      Fourth \_\_\_\_;      Fifth or later \_\_\_\_;  
I never reached 40% of my direct contact hours this semester \_\_\_\_;
- 6) Types of client/student problems with which you worked this semester (check all that apply):  
\_\_\_\_ Academic concerns (e.g., scholarship/financial aid, academic/career planning, scheduling, testing/placement, graduation issues, etc.)  
\_\_\_\_ Adjustment disorders (e.g., adjusting to divorce, adjusting to a new school, job or community, grief, transition issues, etc.)  
\_\_\_\_ Adult-child conflicts (including parent-child & student-teacher conflicts)  
\_\_\_\_ Anger/Conflict management & resolution problems  
\_\_\_\_ Anxiety disorders of adulthood (e.g., panic disorder, social phobia, PTSD, etc.)  
\_\_\_\_ Anxiety disorders of childhood and adolescence  
\_\_\_\_ Bipolar disorders (including cyclothymia)  
\_\_\_\_ Psychotic disorders (e.g., schizophrenia, paranoia, etc.)  
\_\_\_\_ Depressive disorders of childhood and adolescence  
\_\_\_\_ Depressive disorders of adulthood  
\_\_\_\_ Developmental disorders (e.g., academic skills disorders, other learning disabilities, mental retardation)  
\_\_\_\_ Disruptive behaviors (e.g., "hyperactivity", conduct disorder, disruptive classroom behavior, etc.)  
\_\_\_\_ Dissociative disorders (e.g., fugue, depersonalization, etc.)  
\_\_\_\_ Eating disorders (e.g., anorexia, bulimia, severe dieting, excessive exercise, etc.)  
\_\_\_\_ Emotional abuse  
\_\_\_\_ Legal problems (e.g., gang related problems)  
\_\_\_\_ Physical abuse and related problems  
\_\_\_\_ Psychoactive substance dependence disorders (e.g., alcohol, cocaine, etc.)

**ENVIRONMENT/CLIMATE (cont'd)**

Circle the appropriate number.	Seldom	Often	Usually	N/A
7) Interns are treated respectfully by the clients/students.	1	2	3	N/A
8) The intern feels the staff supports intern involvement in the agency/school.	1	2	3	N/A
9) Physical facilities are available for intern use (e.g., office, office supplies, etc.)	1	2	3	N/A
10) The intern feels that the administration at the internship site supports the training program.	1	2	3	N/A
11) Interns receive clerical support.	1	2	3	N/A
12) The intern feels there is camaraderie among staff at the internship site.	1	2	3	N/A
13) Staff members act professionally and ethically toward clients/students at all times.	1	2	3	N/A
14) Staff members act professionally and ethically toward interns at all times.	1	2	3	N/A
15) Staff members act professionally and ethically toward each other at all times.	1	2	3	N/A

Comments or recommendations on environment/climate at internship site: \_\_\_\_\_

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**ENVIRONMENT/CLIMATE (cont'd)**

Circle the appropriate number.	Seldom	Often	Usually	N/A
16) The site provides appropriate references, books and materials.	1	2	3	N/A
17) This site is consistent in its treatment programming.	1	2	3	N/A
18) The site provides an adequate forum for discussing treatment related issues.	1	2	3	N/A
19) The site gives interns adequate guidance on ethical issues.	1	2	3	N/A
20) There are sufficient clients for interns.	1	2	3	N/A
21) The site appropriately uses various therapeutic techniques and approaches.	1	2	3	N/A
22) Client/student problems are appropriate to the intern's level of training.	1	2	3	N/A
23) The on-site supervisor helps the intern set goals for supervision and facilitated the intern's professional development.	1	2	3	N/A
24) The professional staff is readily accessible to the intern.	1	2	3	N/A
25) The staff maintains regular contact with the intern.	1	2	3	N/A

Comments or recommendations on environment/climate at internship site: \_\_\_\_\_

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Student Name:

Week of:

Practicum/University Supervisor:

Group/Site Supervisor:



## Practicum & Internship Weekly Log

For each activity, list the total number of hours engaged in that activity for each day. For special activities (i.e. seminars, workshops, etc.), list the title as well as the hours spent. For Internship, the site supervisor must sign off on each weekly log. Total activity hours per week, as well as cumulatively, across every row.

FIELD SITE		MON	TUE	WED	THUR	FRI	SAT	SUN	WEEKLY TOTAL	PREVIOUS WEEK	CUMULATIVE TOTAL
<b>Direct</b>	<b>Enter Date:</b>										
	♦ Client(s)-Individual *Intake sessions										
	♦ Client(s)-PlayTherapy										
	♦ Client(s)-Couple										
	♦ Client(s)-Family										
	♦ Client(s)-Group/ Classroom Guidance										
<b>Cumulative Direct Hours</b>											
<b>Indirect</b>	♦ Group Supervision										
	♦ Individual Supervision										
	♦ Observation ♦ Consultation										
	♦ Workshops or Seminars Attended										
	♦ Reading/research										
	♦ Making referrals ♦ Systems Support										
	♦ Recordkeeping										
	♦ Other:										
<b>Cumulative Indirect hours</b>											
<b>Direct &amp; Indirect Hours –Total</b>											

(Internship) Site-based Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_