

**DOCTORAL INTERNSHIP I  
COUN 626  
Fall 2014  
Syllabus**

**Course and Instructor**

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**Course Number:** COUN 626

**Course Title:** DOCTORAL INTERNSHIP I

**Course Time:** Monday, 6-8:45 p.m.

**Course Location:** Education Building Room 636

**Semester:** Fall 2014

**Credits:** 3 credits

**Course Objectives and Accreditation**

<b>CACREP Standards Addressed in the Course</b>		
III.	<b>Professional Practice</b>	
B.	Complete a minimum of 300 clock hours (120 direct service) of supervised experiences (i.e. counseling/supervision, research, teaching) in counselor education and supervision leading to a total completion of at least 600 clock hours over a minimum of two semesters	
C.	Receive weekly individual and/or triadic supervision by a site supervisor (clinical hours) and program faculty member (teaching hours) and group supervision by program faculty member	
IV.	<b>Doctoral Learning Outcomes</b>	<b>Key Assessment</b>
D.1	Demonstrates a personal philosophy of teaching and learning.	Instruction Observation Ratings
D.2	Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.	Course Syllabus; Power Point Slides; Instruction Observation Ratings

## **Course Description**

The Doctoral Internship experience is the final and most comprehensive professional experience in a student's counseling program. It is an opportunity to synthesize and apply knowledge with supervised training at a site congruent with the student's career goals while counseling clients representative of the ethnic, lifestyle, and demographic diversity in the community. Through the sharing of experiences in both group and individual supervision, students refine previously learned skills in an increasingly autonomous role with clients.

## **Methods of Instruction**

Experiential learning, discussion, reading, supervision

## **Course Objectives**

The six credit, two semester Doctoral Internship is designed to provide the student with an opportunity to practice and expand his/her counseling and teaching skills. Clinical hours are required during both semesters and teaching hours are required during at least one semester. Site Supervisors monitor student activities and provide effective and appropriate feedback with direct supervision. Campus Supervisors serve as a link to the Program and a monitor of student progress through video and/or audio recording, group supervisory sessions, student logs, and possible direct supervision. Campus supervisors also supervise teaching activities.

The internship student will be expected to demonstrate a commitment to implementing and/or expanding the following skills:

- establish and maintain a client caseload;
- apply appropriate intentional counseling and intervention techniques, including consultation, demonstrating multicultural awareness, knowledge and increasing skills;
- establish and maintain effective working relationships with staff, supervisors, and colleagues;
- demonstrate willingness to learn with appropriate follow through to feedback;
- exhibit continued awareness of ethical standards of practice within a defined and consistent decision-making paradigm;
- develop the specialized knowledge and techniques relevant to the requirements of the host site;
- demonstrate ability to explore and use community resources for referrals;
- consistently exhibit personal traits conducive to effective counseling, learning, and professional growth;
- demonstrate enthusiasm for and a commitment to the counseling profession including professional membership and involvement; and
- demonstrate willingness to meet professional obligations, including punctuality of self and requisite documentation.

<b>Technology Skills Addressed in the Course</b>		
	<b>Instructor Application</b>	<b>Student Application</b>
Utilize Blackboard technology		
Word process, including APA formatting	<b>X</b>	<b>X</b>
Use a spreadsheet and a statistical package		
Acquire graphics from the web, digital camera, scanner, or Microsoft media and insert them into a poster or presentation		
Create and deliver a power point presentation		<b>X</b>
Find material on the Web and review Web sites	<b>X</b>	<b>X</b>
Be able to use e-mail, including document attachments	<b>X</b>	<b>X</b>
Be able to sign in and participate in listservs		
Be familiar with computerized testing		
Be able to use digital recording equipment	<b>X</b>	<b>X</b>

### **Student Learning Outcomes (SLOs) Assessed**

The student will demonstrate knowledge, skills, and practices necessary for success as a counselor educator and supervisor via his or her participation in key assessments in this course. DOC SLOs for this course are as follows:

<b>Student Learning Outcomes</b>	<b>CACREP</b>	<b>Key Assessment</b>
Demonstrates a personal philosophy of teaching and learning.	D.1	Instruction Observation Ratings
Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.	D.2	Course Syllabus; Power Point Slides; Instruction Observation Ratings

### **Text and Required Reading**

Kottler, J (2010). *On Being a Therapist*. John Willey, San Francisco: CA

West, J. D.; Osborn, C. J.; & Bubenzer, D. L. (Eds.) (2003). *Leaders and legacies: Contributions to the profession of counseling*. New York: Brunner-Routledge. [ISBN: 0415944589]

## Course Content

### DOCUMENTED HOURS

Each student must be prepared to commit a minimum of 300 clock hours each semester to the Internship experience including:

a <u>minimum</u> of 120 hours of Direct Service with clients ( <b>40% of 300 total intern hours to be Direct Service</b> , e.g., one to one, group, couples, or families work; classroom/office hours)	120 hours
a <u>minimum</u> of 1 hour individual Site Supervision per week	15 hours
a <u>minimum</u> of 3 hours of Group Supervision every other week (accomplished with meetings every other week, and consistent <u>attendance is mandatory</u> )	24 hours
additional hours spent in teaching supervision (1 hour per week if applicable) peer or supervisor observations; case study preparation, presentation (other than during Group Supervision), and evaluation; analysis of recorded sessions and log update; staff meetings and orientation; consultation; research on behalf of clients; developmental program or curriculum unit preparation and evaluation; preparation for teaching, non-credit workshop/continuing education; professional conferences; other activities approved in advance by Site or Campus Supervisor	141 hours
	<hr/> 300 hours

**DUE: COMPLETED, VERIFIED LOGS TO Campus Supervisor  
NO LATER THAN 6:00 p.m. Monday, December 16, 2014**

### Suggestions for Getting the Most from the Course

1. Read the contents of this syllabus. Ask necessary questions the first part of class, rather than later.
2. You are responsible for maintaining weekly and summary logs of activities and contact hours. You are also responsible for notifying your Site Supervisor of dates for evaluations and providing him or her with the necessary forms in a timely manner.
3. Each Group Supervision meeting has an agenda. Time is set aside to process site problems or professional issues that are beneficial to air in a group setting. Please arrange campus supervisor consultation as needed. Your campus supervisor can usually arrange to get to your site if warranted. Your first line of resource is the Site Supervisor of course, but the key to a positive field experience is communication and early response.

**Academic Requirements and Evaluation**

**Key assessments (applicable only when teaching a course):**

- **Course Syllabus (IV.D.2)**

For this assignment, create a course syllabus including CACREP standards addressed in course, course description, course objectives, technology skills addressed in the course, methods of instruction, required texts, academic requirements and evaluation, disability and academic integrity statement, and course schedule. The assignment is due the first week of the semester (before the first day of class).

**GRADING RUBRIC (IV.D.2)**

	1	2	3	
DLO IV.D. 2	Student did not demonstrate course design appropriate to course objectives	Student demonstrated course design appropriate to course objectives	Student demonstrated excelled in demonstrating course design appropriate to course objectives	
DLO IV. D.2	Student did not demonstrate course evaluation methods appropriate to course objectives	Student demonstrated course evaluation appropriate to course objectives	Student excelled in demonstrating course evaluation appropriate to course objectives	
	Syllabus did not include all content areas required by CACREP	Student revised to include all content areas required by CACREP	Syllabus included all content areas required by CACREP and did not require revision	

- **Power Point Slides (IV.D.2)**

For this assignment, create power point slides that will be used for instruction of your course. This assignment is due one week before you teach.

**GRADING RUBRIC (IV.D.2)**

	1	2	3	
<b>IV.D.2</b>	Student did not utilize a PowerPoint presentation	PowerPoint was adequate	PowerPoint was well developed	
<b>IV.D.2</b>	PowerPoint was not well designed in terms of visual display	PowerPoint was adequately designed in terms of visual display	PowerPoint was well developed in terms of visual display	
<b>IV.D.2</b>	Information on PowerPoint was not accurate	Information on PowerPoint was accurate	Information on PowerPoint was accurate and exceeded what book provides	

- **Instruction Observation Ratings (IV.D.1-D.2)**

You will be observed a minimum of 5 times during the semester. **It is your responsibility to arrange these course observations with your campus supervisor.**

**GRADING RUBRIC (IV.D.1-D.2)**

	1	2	3	
<b>DLO IV.D.2</b>	Student did not demonstrate course delivery appropriate to course objectives	Student demonstrated course delivery appropriate to course objectives	Student excelled in demonstrating course delivery appropriate to course objectives	
<b>DLO IV. D.1</b>	Student did not demonstrate a personal philosophy of teaching and learning.	Student demonstrated a personal philosophy of teaching and learning.	Student excelled in demonstrating a personal philosophy of teaching and learning.	
	Presentation style was not engaging	Presentation style some adequately engaging	Presentation style was very engaging	
	Student did not	Student seemed	Student seemed	

	seem prepared	adequately prepared	well prepared	
	Student did not prepare a handout	Handout provided adequate information	Handout was informative and well put together	

**Other Requirements:**

**Two (2) Demonstration Videos of Skills**

Orally provide the necessary background (max. 10 minutes), including target skill(s).

Play cued recorded session (max. 10 minutes from the tape of the entire session).

Engage discussion of skill(s), difficulties, strengths, etc. (max. 10 minutes).

A copy of the appropriate signed permission to record and completed “Self-assessment” to be submitted to Campus Supervisor prior to the demonstration. Recorded segments should be selected to not reveal your client’s identity.

**3. Readings and Paper**

Each week you will have assigned readings due from Kottler’s *On Being a Therapist*. Please come prepared to each class ready to discuss the chapters due (see course calendar for schedule of assigned readings).

Read West et al. and write a **two page paper** discussing what makes an effective leaders. Your professional leadership style and your goals for continuing your growth and development as a leader.

**Evaluation Criteria**

Pass/Fail grades for COUN 626 Doctoral Internship will be based on the following criteria: punctual and consistent attendance; completion of assignments; evidence of professional enthusiasm and demeanor; completion of required number of clock hours; accurate maintenance of advanced practicum/internship/field experience log; and formal evaluations by Site Supervisors, Campus Coordinators, and Program Advisors (as applicable).

A “Pass” grade indicates that in addition to completing all the course requirements, including record keeping in a timely and professional manner, the Student Counselor/Instructor demonstrates strong to excellent counseling/teaching skills, consistently exhibits appropriate standards of professional and personal behavior, demonstrates a willingness to learn and to incorporate feedback into his/her work, is cooperative and resourceful in her/his work environment, and is committed to the counseling profession.

Read the above carefully as it includes **timely** attendance at group and individual supervision and on site as well as assignments and paperwork; a work ethic that is productive, consistent, team oriented, and sensitive to others, and an aura of professionalism in speech, dress, and manner that indicates motivation to learn and a positive attitude towards counseling. Campus Coordinators and Site Supervisors expect to review student progress regularly, and you may expect prompt feedback of any concerns along with avenues by which you address those concerns.

Please refer to the *BSU Graduate Catalog* and the *Master of Arts in School Student Handbook* for additional explanation and detail of BSU grievance procedure, Program requirements, internship forms, and Program retention policy.

### Disability and Academic Integrity Statements

#### **Disability Statement:**

To request academic accommodations for a disability, contact the Disability Resource Center by phone, (208) 426-1583, or email, [drcinfo@boisestate.edu](mailto:drcinfo@boisestate.edu). Students are required to meet with a Disability Specialist prior to receiving accommodations and may be required to provide documentation to clarify accommodation requests. Information about a disability is confidential. More information on the accommodation process can be found at <http://drc.boisestate.edu>

#### **Academic Integrity Statement:**

Academic misconduct or dishonesty including cheating and plagiarism is unacceptable and appropriate penalties will be imposed.

### Course Calendar

Session	Topic
9/9	<b>Introduction/Orientation</b> Welcome, paperwork, expectations, schedule presentations
9/23	<b>Group Supervision</b> Case presentations <b>*Kottler chs. 1-3 discussion</b>
10/7	<b>Group Supervision</b> Case presentations <b>*Kottler ch. 4 &amp; 5 discussion</b>
10/21	<b>Group Supervision</b> Case presentations <b>*Kottler ch. 6 discussion</b>
11/4	<b>Group Supervision</b> Case presentations <b>**Mid term evals due!</b> <b>*Kottler ch. 7 discussion</b>
11/18	<b>Group Supervision</b> Case presentations <b>*Kottler chs. 8 &amp; 9 discussion</b>
12/2	<b>Group Supervision</b> Case presentations <b>*Kottler ch. 10 discussion</b>

12/9      **Group Supervision**  
Case presentations  
**\*Kottler Chs. 11 & 12 discussion**

12/16      **DUE:**

1. 2 Page Leadership Style Paper
2. Student evaluations of Group Supervisor (turn in to administrative assistant)
3. Student evaluations of site supervisor (turn in to Course Instructor).
4. Student evaluations of Campus Supervisor if applicable (turn in to administrative assistant)
5. Site supervisor's Final Evaluation of student (turn in to Course Instructor).

**4. Summary Log and Weekly Logs (signed by site supervisor)**

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## Case Conceptualization Framework:

**Counselor's Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Identifying data: age, sex, race, marital/family status, school and/or job status, living situation, etc
2. Presenting problem: client's words and from counselor's point of view; prioritize problems
3. History of presenting problem: duration of presenting problem; precipitating events for seeking counseling, (sudden or insidious), previous problem solving and resources used
4. Cultural considerations: How does the counselor's cultural lens impact on her/his view of the client or of the client's presenting issue? What cultural factors are most significant in understanding the client and the world in which the client lives?
5. Previous counseling or help seeking: attitudes about that, results
6. Medical concerns: illnesses/ problems; medications
7. Alcohol and drug use
8. Social history physical, social, emotional, spiritual; support systems
9. Family history: past and present relationship with family, problems and strengths of family
10. Mental status: affect: appropriate, blunted, constricted  
judgment: intact, impaired  
oriented or disoriented  
thought process: intact, flight of ideas  
mood: anxious, depressed  
memory: intact, impaired  
speech- normal, loud, soft, pressured  
suicidal or homicidal ideation  
attitude: cooperative, angry
11. Symptomatology: frequency, duration, intensity of symptoms  
Depression as evidenced by \_\_\_\_\_  
Anxiety as evidenced by \_\_\_\_\_  
Stress as evidenced by \_\_\_\_\_
12. Impairment in functioning: school, social relations, family, job  
Current functioning as compared to past year
13. Strengths, assets:
14. Your counseling approach (e.g., techniques, strategies, interventions). Please include at least 3 references that support you are using best practices in the field.

15. Discuss counseling approaches and skills in addition to what you discussed above that you used with your client. Include at least one reference to support that these approaches were used appropriately (IV.H.2).

BOISE STATE UNIVERSITY  
Department of Counselor Education  
**Supervisor Evaluation of Counselor-in-Training**

DOCTORAL INTERNSHIP: COUN\_\_\_\_\_

FORMATIVE/MIDTERM EVALUATION

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Site: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Please evaluate the Doctoral Intern's skills based on the following criteria for an emerging **doctoral level professional**. For each item, rate the skills or performance based on a five-point scale: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, and 5 = Excellent. If the particular skill was not observed or required, check NA. Comments are requested throughout this evaluation. Thank you.

**A. PROCESS AND SKILLS:**

1. Opens counseling session effectively 1 2 3 4 5 NA
2. Demonstrates professional confidentiality 1 2 3 4 5 NA
3. Maintains a helpful counseling relationship 1 2 3 4 5 NA
4. Maintains expected on-site documentation 1 2 3 4 5 NA
5. Refrains from being judgmental 1 2 3 4 5 NA
6. Exhibits individual counseling skills 1 2 3 4 5 NA
7. Exhibits group facilitation skills 1 2 3 4 5 NA
8. Exhibits effective listening skills 1 2 3 4 5 NA
9. Uses open-ended questions/responses 1 2 3 4 5 NA
10. Uses effective confrontation and probes 1 2 3 4 5 NA
11. Uses meaningful clarification and prompts 1 2 3 4 5 NA
12. Demonstrates problem identification skills 1 2 3 4 5 NA
13. Assists clients through goal setting/problem solving 1 2 3 4 5 NA
14. Maintains client focus on topic 1 2 3 4 5 NA

15. Exhibits productive use of silence 1 2 3 4 5 NA
16. Ends counseling session effectively 1 2 3 4 5 NA
17. Refers clients in informed manner 1 2 3 4 5 NA
18. Facilitates productive consultation 1 2 3 4 5 NA
19. Exhibits effective classroom presentation skills 1 2 3 4 5 NA
20. Demonstrates collegial strategies within school climate 1 2 3 4 5 NA
21. Applies report criteria in line with policies 1 2 3 4 5 NA

## **B. DISPOSITIONS AND PROFESSIONAL BEHAVIOR**

1. Evidences enthusiasm and commitment to the profession 1 2 3 4 5 NA
2. Practices ethical behavior and decision-making 1 2 3 4 5 NA
3. Maintains client confidentiality 1 2 3 4 5 NA
4. Demonstrates good working relationship with staff 1 2 3 4 5 NA
5. Consults with administrator as needed 1 2 3 4 5 NA
6. Accepts and uses constructive supervision 1 2 3 4 5 NA
7. Takes initiative to gain new skills and knowledge 1 2 3 4 5 NA
8. Exhibits reasonable self-confidence 1 2 3 4 5 NA
9. Is punctual 1 2 3 4 5 NA
10. Demonstrates effective communication skills 1 2 3 4 5 NA
11. Promotes respect of all cultures and persons 1 2 3 4 5 NA
12. Is conscientious 1 2 3 4 5 NA
13. Demonstrates responsibility with tasks and deadlines 1 2 3 4 5 NA
14. Exhibits appropriate site dress and demeanor 1 2 3 4 5 NA
15. Advocates for clients and profession 1 2 3 4 5 NA

**Please score the following three items on a 3 point scale, where 1 = does not meet acceptable criteria, 2 = sufficiently meets criteria, and 3 = excels in meeting criteria**

## **C. COUNSELOR EDUCATION DEPARTMENT PROGRAM GOALS**



**BOISE STATE UNIVERSITY**  
**COUNSELOR EDUCATION DEPARTMENT**  
**DOCTORAL INTERNSHIP**  
**EVALUATION OF SITE SUPERVISION**

DOCTORAL COUNSELING INTERN: \_\_\_\_\_ DATE: \_\_\_\_\_

ON-SITE SUPERVISOR: \_\_\_\_\_

COURSE # AND TITLE: \_\_\_\_\_

**For each item, rate your Supervisor's skills on a five-point scale: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = excellent. If the particular skill was not observed or required, check NA. Open-ended comments on each item are encouraged and appreciated.**

**A. SUPERVISION SKILLS**

1. Demonstrates knowledge of various counseling theories, techniques, and interventions 1 2 3 4 5 NA
2. Performs supervisory functions as teacher, counselor, or consultant as appropriate 1 2 3 4 5 NA
3. Encourages Supervisee to explore alternatives when responding to clients 1 2 3 4 5 NA
4. Establishes and maintains good rapport with Supervisee 1 2 3 4 5 NA
5. Appropriately challenges and supports Supervisee's professional development 1 2 3 4 5 NA
6. Provides clear and useful suggestions 1 2 3 4 5 NA
7. Is sensitive to individual differences 1 2 3 4 5 NA
8. Demonstrates flexibility in the supervisory relationship 1 2 3 4 5 NA
9. Assists Supervisee in conceptualizing cases 1 2 3 4 5 NA
10. Appropriately uses supervisory relationship to demonstrate principles of counseling 1 2 3 4 5 NA
11. Gives timely and helpful feedback to Supervisee regarding facilitative and non-facilitative counseling behavior 1 2 3 4 5 NA

12. Challenges Supervisee when appropriate and as appropriate 1 2 3 4 5 NA

13. Assists Supervisee in planning effective client goals/objectives 1 2 3 4 5 NA

14. Can identify and communicate Supervisee's professional and personal strengths and weaknesses 1 2 3 4 5 NA

15. Is available on a regular basis for supervision/consultation 1 2 3 4 5 NA

**B. SUPERVISOR EFFECTIVENESS**

1. Your overall satisfaction with Clinical Supervisor 1 2 3 4 5 NA

2. Competence of Supervisor at giving useful supervision 1 2 3 4 5 NA

3. Interactions with Supervisor contribute to your counseling abilities and knowledge 1 2 3 4 5  
NA

4. Interactions with Supervisor assist you to help your clients change, grow, or improve 1 2 3 4 5  
NA

5. Interactions with Supervisor contribute to increasing your self-confidence as a counselor 1 2 3  
4 5 NA

**C. OVERALL SATISFACTION WITH SITE 1 2 3 4 5 NA**

**D. COMMENTS:**

**BOISE STATE UNIVERSITY  
COLLEGE OF EDUCATION  
COUNSELOR EDUCATION DEPARTMENT**

**RELEASE OF INFORMATION/PERMISSION FOR DOCTORAL INTERN TO CONSULT**

(PLEASE print or type the information in the appropriate blank.)

I, \_\_\_\_\_, hereby give my permission for my  
Doctoral Counseling Intern, \_\_\_\_\_, to  
share information regarding my counseling  
with \_\_\_\_\_ (Site Supervisor) of

\_\_\_\_\_ and \_\_\_\_\_ (Campus  
Supervisor) of Boise State University for the purpose of individual and group supervision and  
evaluation of the above named Counselor Intern. I realize that this Release applies only to the  
above individual/organization and that any additional release of information to a different  
individual/organization must be authorized by me on a separate release. I realize that the above  
named Counselor Intern has report requirements in situations where a danger to myself or  
others is believed to exist.

Signed:

\_\_\_\_\_  
(Client) (Date)

\_\_\_\_\_  
(Parent/Guardian if required) (Date)

\_\_\_\_\_  
(Witness) (Date)

Unless otherwise specified, this Release expires upon the Counselor Intern's graduation from or  
departure from the Boise State University Counselor Education Program.

**BOISE STATE UNIVERSITY  
COLLEGE OF EDUCATION  
COUNSELOR EDUCATION DEPARTMENT**

**PERMISSION TO RECORD/OBSERVE**

I, \_\_\_\_\_, hereby give my permission for the use of recording devices, including audio and video devices during my counseling sessions with \_\_\_\_\_ at \_\_\_\_\_ (specify site by name). I understand any information obtained during counseling sessions through these means will be used solely for the purpose of supervision and that otherwise this information will be kept strictly confidential as allowed by law. This authorization will expire on \_\_\_\_\_ (date) or when I terminate my counseling with the above named counselor. I also understand that any recorded material will be erased upon the counselor intern's graduation from or departure from the Boise State University Counselor Education Program.

Signed:

\_\_\_\_\_  
(Client) (Date)

\_\_\_\_\_  
(Parent or Guardian) (Date)

**BOISE STATE UNIVERSITY  
COLLEGE OF EDUCATION  
COUNSELOR EDUCATION DEPARTMENT**

**INTERNSHIP AGREEMENT COUN\_\_\_\_\_**

THIS AGREEMENT, by and between

1. Boise State University, College of Education, Counselor Education Department  
Education, Boise, Idaho 83725-1721 (208) 426-1219

AND

2. Agency:  
Address:  
Phone:

AND

3. Doctoral Intern Name:  
Student Number:  
Address:  
Phone:

FOR THE PURPOSE OF PROVIDING AN INTERNSHIP EXPERIENCE IN COUNSELOR EDUCATION AND SUPERVISION FOR THE ABOVE NAMED STUDENT FOR:

COUN 626 or 628 (circle one): Doctoral Counseling Internship, 3 credits

BEGIN WORK: \_\_\_\_\_ END WORK: \_\_\_\_\_

Minimum contact hours: \_\_\_\_\_ (with minimum 40% direct service hours)

The doctoral student will be working primarily with the following clients, be specific (e.g. grades, ages, Pathology, etc.):

IT IS MUTUALLY AGREED

A. THAT the above named agency will provide the following services and supervision from a Doctoral degree or above experienced counselor:

1. Supervision to be performed by:

Name: \_\_\_\_\_

Degree held: \_\_\_\_\_ Major Field of Study: \_\_\_\_\_

Degree held: \_\_\_\_\_ Major Field of Study: \_\_\_\_\_

Degree held: \_\_\_\_\_ Major Field of Study: \_\_\_\_\_

Current Licensure/Certifications:

Relevant Work Experience (minimum two years in similar capacity required):

Supervisor email address: \_\_\_\_\_

Supervisor phone number: \_\_\_\_\_

2. Orientation to the agency and definition in writing of specific doctoral student duties.
3. Weekly review of the doctoral student's performance via a minimum of a one-hour individual meeting with the student and review of the student's weekly internship log (Supervisor signature indicates agreement with log entries) resulting in a supervision/intern hourly ratio of 1:20 minimum.
4. Supervision of the student to be done in accordance with the guidelines established by the agency or as determined by regular personnel, keeping in mind the American Counseling Association guidelines for supervisors.

B. THAT the Doctoral Counselor Intern will:

1. Be at the agreed upon location(s) on the following days at the following times (be specific):
  
2. Follow through with the assigned specific duties and responsibilities according to agency policy, in an ethical and professional manner:

3. Attend regularly scheduled group supervision meetings.
4. Keep a current log of internship hours, including weekly summaries, which will be reviewed and signed by the Site Supervisor and available on demand to Site and Campus Supervisors.

C. THAT Boise State University, through its Counselor Education Department, will:

1. advise the doctoral student as to Program requirements involved in the internship;

2. provide regular group supervision meetings to discuss common problems and experiences as well as to assist the student in case study presentation and other areas of concern;
3. maintain periodic contact with the Site Supervisor to discuss the student's progress, including no less than one on-site visit by the student's Campus Supervisor; and
4. maintain appropriate records for registration and grading.

It is the expectation of all three parties involved that the above conditions be met. Should it become apparent that they are not being met by any of the parties, it is imperative that all three parties discuss the concerns and arrive at solutions at the earliest possible date.

THE FOLLOWING SIGNATURES VERIFY AGREEMENT TO THE ABOVE STATED CONDITIONS:

Doctoral Counselor Intern \_\_\_\_\_ Date \_\_\_\_\_

Site Supervisor \_\_\_\_\_ Date \_\_\_\_\_

School/Agency authorizing authority/Title \_\_\_\_\_ Date \_\_\_\_\_

Campus Supervisor \_\_\_\_\_ Date \_\_\_\_\_

College of Education authorizing authority/title \_\_\_\_\_ Date \_\_\_\_\_

The original of this signed agreement must be submitted to the Campus Supervisor PRIOR to any work at the internship site.

**BOISE STATE UNIVERSITY  
COUNSELOR EDUCATION DEPARTMENT**

**DOCTORAL INTERNSHIP  
EVALUATION OF SITE**

**DOCTORAL COUNSELING INTERN** \_\_\_\_\_ **DATE** \_\_\_\_\_

**INTERNSHIP SITE** \_\_\_\_\_

**COURSE # AND TITLE** \_\_\_\_\_

For each item, rate your Supervisor's skills on a five-point scale: **1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = excellent.** If the particular skill was not observed or required, check NA. Open-ended comments on each item are encouraged and appreciated.

1. Availability of on-site supervision	1	2	3	4	5	NA
2. Supervision quality and usefulness	1	2	3	4	5	NA
3. Opportunity to obtain hours	1	2	3	4	5	NA
4. Experience relevant to career goals	1	2	3	4	5	NA
5. Quality of orientation to site	1	2	3	4	5	NA
6. Opportunity to provide feedback	1	2	3	4	5	NA
7. Exposure to doctoral level professional roles	1	2	3	4	5	NA
8. Overall satisfaction with the site	1	2	3	4	5	NA

**COMMENTS:**