



EASTERN MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF LEADERSHIP & COUNSELING

COUNSELING INTERNSHIP SITE SUPERVISOR MANUAL

College Counseling Internship
Community Counseling Internship
School Counseling Internship

Published: Fall – 2008; Supersedes versions dated 2007, 1997, 1998, 2001, 2004

Dear Prospective Supervisor:

Thank you for considering one of our counselors-in-training for an internship in your professional setting. Your willingness to work with this candidate speaks to your interest in supporting the growth and development of a new professional.

The purpose of this manual is to familiarize you with the essential elements of an internship in counseling through Eastern Michigan University. This manual provides information regarding the standards for an internship experience for our students as required by our national accrediting organization, the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The manual also identifies the qualifications required of all site supervisors. Finally, this document will provide information regarding logistical matters such as assessment of the intern and the internship experience, liability insurance requirements, and the formal “universal affiliation agreement” utilized by Eastern Michigan University.

Should you agree to supervise this counselor-in-training, he/she will contact you in the near future to discuss the university affiliation agreement and other details regarding the internship. If you have any questions or desire additional information, please feel free to contact any member of the counseling faculty. Our specialization tracks and contact information are included in Section 1 of this manual.

Sincerely,

Jaclynn C. Tracy, Ph.D.
Department Head

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Section 1: The Counseling Faculty

The Counseling program faculty at Eastern Michigan University includes 7 full-time individuals who have a continuing commitment to their students, the program, the profession, and their own professional development. Faculty members are involved in professional activities at the state and national levels, including research and publication, conference presentations, and holding offices in professional organizations. Faculty offices are located in the John W. Porter Building, Suite 304. The telephone number for the department secretary and department head is 734.487.0255. Each faculty member can also be reached directly.

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Section 2: Description of Internship

Application for the internship, department permission and approval of the internship site and site supervisor are required prior to registration.

Internship is normally taken at or near the end of the program of study, and prospective interns need to have satisfactorily completed the practicum course before beginning the internship. The practicum course involves a supervised counseling experience that occurs in our on-campus clinic in which our students provide direct counseling services to clients from colleges, the wider community, and area schools for a variety of mental health and personal growth issues. Some students may also participate in a School-based Practicum which involves providing students with mental health counseling in a local school setting. During practicum, students provide both individual and group counseling and may also work with couples and families.

In contrast with the breadth of counseling experiences obtained through the practicum course, the internship is designed to offer a depth of counseling experiences within the student's chosen field of specialization (college, community or school counseling). During internship, students are expected to integrate advanced counseling competencies and knowledge with professional supervision. This professional supervision requires a minimum of one uninterrupted hour per week of individual supervision by the Site Supervisor as well as regularly scheduled group supervision on campus with an EMU faculty supervisor. Specific information regarding the goals of internship and the types of opportunities an intern should have in each respective specialization setting is delineated in Section 4 of this manual.

A minimum of six hundred (600) hours in the internship placement is required. Although all 600 hours must be accrued within the student's chosen field of specialization (college, community or school counseling), all the hours do not need to be accumulated in a single semester or at single site. With the approval of the intern's academic advisor, the internship can be completed over multiple semesters and may be distributed over more than one site, either consecutively or in the same time period. The following course numbers are associated with the clock hours to be completed within a given semester.

Course Numbers:

- COUN 785 (100 clock hours for the semester)
- COUN 786 (200 clock hours for the semester)
- COUN 787 (300 clock hours for the semester)
- COUN 788 (400 clock hours for the semester)
- COUN 789 (600 clock hours for the semester)

Interns who elect to complete internship over more than one semester are required to attend a regular on-campus group supervision seminar conducted by one of the Counseling faculty during the entire period that they are accruing internship hours.

Section 3: CACREP Standards

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards

The CACREP standards (2001) are the guidelines for use in implementing internship. Because Eastern Michigan University's counseling programs are accredited by CACREP, it is essential that both the internship site and the overall internship experience adhere to the following standards.

The CACREP standards require a supervised internship of six hundred clock hours, which include the following:

1. A minimum of 240 hours of direct services with clients appropriate to the program of study;
2. A minimum of one hour per week of individual and/or triadic supervision, throughout the internship, usually performed by the on-site supervisor;
3. A minimum of one and one-half hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member;
4. The opportunity for the counselor-in-training to become familiar with a variety of professional activities other than direct service;
5. The opportunity for the counselor-in-training to develop audio and/or videotapes of the student's interactions with clients appropriate to the specialization for use in supervision;
6. The opportunity for the counselor-in-training to gain supervised experience in the use of a variety of professional resources such as, assessment instruments, computers, print and non-print media, professional literature, research, and information and referral to appropriate providers;
7. A formal evaluation of performance during internship by a program faculty supervisor in consultation with the site supervisor.

Section 4: Program Descriptions

College Counseling

The College Counseling Program is designed to prepare individuals who wish to work as professional counselors in institutions of higher education. In addition to core coursework in counseling, specialized coursework focuses on student services in higher education, student development, diagnosis and treatment planning, ethical, legal, and professional issues in college counseling, as well as other areas selected by the student.

The college counseling program meets the requirements for limited licensure as a professional counselor (LLPC) in the State of Michigan.

Community Counseling

The Community Counseling Program is intended for students seeking employment in community agency settings. Examples of settings in which students complete internships and ultimately seek employment include community mental health, substance abuse treatment, domestic violence, sexual assault, women's centers, etc. In addition to core coursework in counseling, specialized coursework focuses on community resources, ethical, legal & professional issues in community counseling, and other areas selected by the student.

The community counseling program meets the requirements for limited licensure as a professional counselor (LLPC) in the State of Michigan.

School Counseling

The School Counseling Program provides competencies for entry-level positions as school counselors in elementary, middle, and high school educational settings. In addition to core coursework in counseling, specialized coursework focuses on counseling in schools, organization of school counseling programs, ethical, legal and professional issues in school counseling, as well as other areas selected by the student.

If an intern holds the Preliminary Employment Authorization as a School Counselor (PEASC), he or she may be legally employed as a school counselor prior to internship and may count hours on the job toward the internship requirements. Upon completion of the internship and master's degree, students with valid Michigan teaching certificates are then eligible to apply for the NT Guidance Counselor Endorsement. Non-teacher certified students are eligible to apply for the School Counselor License (SCL).

The school counseling program also meets the requirements for limited licensure as a professional counselor (LLPC) in the State of Michigan.

Section 5: Goals of the Internship

During the internship experience, the counselor-in-training should learn and experience, under supervision, a wide array of the duties and responsibilities of a professional counselor who is employed at the site. In addition, the intern may have specific professional goals to fulfill during the internship experience. Though the goals of individual interns will vary, the internship requirements outlined by the intern's program must also be addressed. A listing of the program goals specific to each chosen specialization are delineated below.

College Counseling

Areas of experience recommended for students in this program include:

1. Issues and problems in higher education;
2. The purpose and function of counseling in higher education;
3. Legal and ethical practices in higher education, including relationships between students and their institutions;
4. Models for designing, managing, and evaluating student affairs programs, including information management and computer application in higher education;
5. The purpose and use of professional standards for program development; and
6. Implications of socio-cultural, demographic, and lifestyle diversity relevant to college counseling.

A plan to meet these goals will be developed jointly with the site supervisor and the College Counseling student, with the assistance of the faculty supervisor as necessary. This learning agreement will probably include such activities as:

1. Conducting individual counseling sessions with clients representative of the socio-cultural, demographic, and lifestyle diversity of the campus community;
2. Conducting career planning activities for college students;
3. Designing and leading counseling groups applicable to college populations;
4. Exploring preventive methods and procedures designed to deter harmful habits and to promote healthful living (e.g., interventions for eating disorders, chemical dependence, stress management);
5. Experiencing additional knowledge and skill-building opportunities including, but not limited to:
 - a. Methods and procedures to promote positive interpersonal relationships
 - b. Consultation skills related to organizational behavior and the promotion of organizational change; and
6. Using consultation skills related to organizational behavior and the promotion of organizational change.

Community Counseling

Areas of experience recommended for students in this program include:

1. Exploring the roles of community counselors in a variety of practice settings and relationships between counselors and other professionals in these settings;
2. Learning about organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;
3. Understanding the theories and techniques of conducting a community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems;
4. Experiencing general principles of community intervention, consultation, education, and outreach; characteristics of human service programs and networks (public, private, and volunteer) in local communities;
5. Learning about client characteristics of individuals served by institutions and agencies offering community counseling services, including a wide array of socio-cultural, demographic, and lifestyle diversity
6. Learning about the effects of socioeconomic status, unemployment, aging, chronic illness, developmental transitions, and interpersonal, family, and community violence on clients
7. Understanding the principles of program development and service delivery for a clientele based on assumptions of normal development, including, but not limited to prevention, implementation of support groups, peer facilitation, training, parent education, career information and counseling, and encouragement of self-help;
8. Exploring effective strategies for promoting client understanding of and access to community resources;
9. Learning the principles of conducting an intake interview and mental health history for planning counseling interventions; and
10. Practicing effective strategies for client advocacy in public policy and government-relations issues.

A plan to meet these goals will be developed jointly with the site supervisor and the Community Counseling student, with the assistance of the faculty supervisor as necessary. This learning agreement will probably include such activities as:

1. Opportunities for individual and group counseling under supervision with a diverse client pool that represents the socio-cultural, demographic, and lifestyle diversity of the community;
2. Opportunities to observe and participate in case presentations and discussions;
3. Opportunities to interact with site professionals concerning helping people, the profession, and the operation of a community agency;
4. Opportunities to participate in learning seminars and workshops that are provided for site personnel; and

5. Opportunities to learn about the support, management, and operation of a community agency.

School Counseling

Areas of experience recommended for students in this program include:

1. **Guidance Counseling Curriculum:** Designing and implementing a school-wide curriculum of classroom guidance lessons that address the academic development, career development, and personal/social development needs of students;
2. **Individual Planning:** Participating in activities that are designed to help all students plan for their individual academic and career futures;
3. **Responsive Services:** Providing individual and group counseling as well as other activities intended to meet immediate needs and concerns of students; and
4. **Systems Support:** Engaging in management activities that help to establish, maintain, and enhance the total guidance and counseling program.

A plan to meet these goals will be developed jointly with the site supervisor and the School Counseling student, with the assistance of the faculty supervisor as necessary. This learning agreement will probably include such activities as:

1. Designing and delivering classroom guidance lessons that address the academic development, career development, and personal/social development needs of students
2. Developing educational/employability plans, interpreting test and inventory results, and assisting students with school to work transition planning;
3. Conducting individual counseling sessions with students representative of the socio-cultural, demographic, and lifestyle diversity of the school community;
4. Being involved in in-service training activities, counseling staff meetings, case conferences, and consultations with teachers; and
5. Assisting with the collection and analysis of data regarding student achievement, needs assessments, and counseling program evaluations.

Section 6: The Internship Expectations

During the first three weeks of the internship, interns are expected to discuss their professional goals and activities with their internship site supervisor. This information then becomes part of the intern's learning agreement. These learning agreements should address the breadth of goals and experiences reflected in Section 5 for the intern's chosen field of specialization.

Interns are expected to keep a well-documented weekly log and semester tally sheet that shows the amount of time of direct client service and other specific functions performed on and off-site. As a site supervisor, it is important that you review and sign each weekly log sheet for accuracy and ensure that the intern's logged hours reflect attention to each aspect of the learning agreement.

Assessment is a key part of the on-going learning experience for the intern and the supervisors. If difficulties arise at any time, the faculty supervisor should be contacted as soon as possible so that the issues can be resolved. In addition to these as-needed contacts, EMU has several points at which contact with the faculty supervisor will occur for all interns. Specifically, these contacts consist of:

- Site Contact by EMU Faculty Member
 - Usually conducted after 200-225 clock hours of the intern's experience but may be conducted simultaneously with the Site Supervisor Evaluation
 - Will involve a physical site visit or a conference call to "meet" with you and the intern (depending upon location of internship site)
- Site Supervisor Evaluation
 - Conducted midway through the internship, after approximately 300 clock hours of the intern's experience
- Certification of Internship Completion
 - Conducted at the conclusion of internship, after at least 600 clock hours
 - Includes signatures on intern's summary logs

Forms associated with each of these contacts are included in the appendices of this manual.

At the end of the internship, the intern will submit a final report that addresses components such as the internship site and description, goals and activities, a comprehensive summary of the internship activities and experience, a self-assessment of the intern's own performance, and an overall assessment of the internship experience in the particular placement.

Section 7: Role of EMU Faculty

EMU faculty members are involved in several aspects of the internship process. The faculty as a whole, the faculty advisor, and the faculty group supervisor to interns each has unique roles.

The Faculty as a Whole:

Prior to seeking an internship, each student must apply to the EMU Counseling Faculty for permission. The faculty as a whole will consider each student's application, with attention to successful completion of prerequisite coursework and overall readiness to begin internship.

Faculty Advisor:

The faculty advisor is an integral part of all aspects of the internship process. The advisor may facilitate informal meetings with advisees in preparation for seeking and selecting an internship site. The faculty advisor will explain to students the requirements for internship sites and site supervisors, the types of activities in which interns should participate, and the application procedure. Ultimately, the faculty advisor must approve the site and site supervisor for each advisee prior to registration for internship. The overall goal of the faculty advisor is to support the counselor-in-training and facilitate a positive internship experience.

Faculty Group Supervisor:

In accordance with CACREP standards, all interns are required to meet on campus for group supervision for a minimum of one and one-half hours per week, scheduled regularly throughout the semester. A member of the program faculty conducts this group supervision and is the on-campus supervisor. This faculty group supervisor facilitates group supervision meetings and is responsible for monitoring and/or scheduling any site contacts required during the semester.

In the event that you have any concerns about the performance or behavior of an intern, please be sure to contact your intern's faculty group supervisor immediately. Contact information can be found on page 4 of this manual.

Section 8: Role of the Site Supervisor

The Site Supervisor is a person who has expressed a willingness to supervise and serve as a mentor for a developing professional. The Site Supervisor is the key person at the agency or educational setting who facilitates and supervises all of the activities in which the intern will be participating.

Criteria Requirements for Site Supervisors

According to the CACREP standards, site supervisors must meet the following criteria:

1. A minimum of a master's degree in counseling or a closely related field and appropriate certifications and/or licenses;
2. A minimum of two (2) years of closely related professional experience;
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.

Responsibilities of Site Supervisors

As the site supervisor, you have four important responsibilities:

1. To ensure the safety of your intern's clients;
2. To facilitate the growth and professional development of your intern;
3. To evaluate your intern's competencies and progress;
4. To monitor your intern's completion of EMU requirements;

Checklist of Site Supervisor Tasks

- ✓ Have the director of the agency or educational setting read, sign, and return the affiliation agreement to EMU.
- ✓ Provide one hour each week of uninterrupted face-to-face supervision to the intern. During this time, you will want to discuss the intern's activities and client needs. This is essential for monitoring client safety, facilitating the growth and professional development of your intern; and for gathering information that will be necessary to evaluate your intern's competencies and progress.
- ✓ Monitor and sign the intern's weekly log and final summary log.
- ✓ Provide official evaluative feedback to EMU about the intern's performance at any of the below times:
 - At any point you have a concern, please contact us immediately!
 - After approximately 200-250 hours –Site Contact by EMU Faculty Member;
 - After approximately 300 hours – Site Supervisor Evaluation;
 - After at least 600 hours – Certification of Internship Completion.

Appendices

Necessary program forms

- 1) Administrative forms
 - a) Affiliation Agreement Form
 - b) Site Supervisor Information form (a current resume/vita is sufficient to replace this)

- 2) Program track specific forms (to be signed on a weekly and semester basis)
 - a) College counseling
 - i) College Counseling internship weekly log
 - ii) College Counseling internship summary log
 - b) Community Counseling
 - i) Counseling internship weekly log
 - ii) Counseling internship Summary Log
 - c) School counseling
 - i) Counseling internship weekly log
 - ii) Counseling internship summary log

- 3) Evaluation forms
 - a) Counseling Internship Site Supervisor Evaluation (to be completed midway through the internship)
 - b) Certification of Internship (to be completed on completion of internship)

AFFILIATION AGREEMENT REQUEST FORM

**COUNSELING PRACTICE
THE COUNSELING INTERNSHIP**

This form is to be completed by the student and submitted to the department prior to beginning internship.

Date: _____

Intern: _____

Proposed length of internship: _____ weeks From: ____/____/____

To: ____/____/____

NAME OF AFFILIATING INSTITUTION: _____

Contact person: _____

(Authorized to sign legal agreements)

Title: _____

Department: _____

Address: _____

City, State, Zip: _____

Phone: _____ Email: _____

COUN Faculty Advisor Signature

For COUN Department Use:

Affiliation agreement currently in effect – expires: ____/____/____

For Office of Legal Affairs Use:

____ New EMU Contract

____ New Agency Contract

____ Renew EMU Contract – Expires: ____/____/____

____ Student Scheduled to Start: ____/____/____

____ Other: _____

SITE SUPERVISOR INFORMATION SHEET

(A CURRENT VITA/RESUME MAY BE ATTACHED IN LIEU OF COMPLETION OF THIS FORM)

Date: _____ Intern: _____

Dr. Ms. Mr. Mrs.: _____
Last First

Address: _____

City: _____ State: _____ Zip: _____

Work Phone: _____ Home Phone: _____

Fax: _____ Email: _____

Present Position Title: _____

Certification/License: _____

Expiration Date: _____

Have you supervised EMU counseling interns in the past? Yes No

If yes, when and whom? _____

Name of present EMU intern: _____

EDUCATION (Begin with most recent)

Institution, Location	Degree	Year

Other Educational related Experiences: (Begin with most recent):

1. _____

2. _____

3. _____

PROFESSIONAL EXPERIENCE (Begin with most recent)

Employer	
Employer Address	
Dates of Employment	
Position Title	
Position Responsibilities	

Employer	
Employer Address	
Dates of Employment	
Position Title	
Position Responsibilities	

Employer	
Employer Address	
Dates of Employment	
Position Title	
Position Responsibilities	

PROFESSIONAL AFFILIATIONS/MEMBERSHIPS:

1. _____
2. _____
3. _____

Supervisor Signature: _____

Date: _____

College Counseling Internship Weekly Log

Name: _____ Beginning & Ending Dates: _____ to _____

Record the number of hours spent in each activity each week. Have the site supervisor sign the completed form.
Submit the completed form to the faculty internship supervisor.

Activities	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours
Direct Services								
Individual Advising								
Individual Counseling								
Group Advising/ Activities								
Group Counseling								
Total Direct Service Hours								
Planning, Presentations and Systems Support								
Program Development								
Proposal/ Grant writing								
Documentation/ Report writing								
Consulting for Campus programs								
Presenting Educational Workshops								
Committee/ Advisory Boards								
Program Management and Operation								
Professional Development								
Campus Outreach								
Individual Supervision								
Group Supervision								
Other								
Other								
Total Indirect Service Hours								
All Hours								

Signature of Intern

Date

Signature of Site Supervisor

Date



College Counseling Internship Summary Log

Name: _____ Beginning & Ending Dates: _____ to _____

Record the number of hours spent in each activity. Have the site supervisor sign the completed form. Submit the completed form to the faculty internship supervisor at the end of the semester.

Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total Hours
Direct Services																
Individual Advising																
Individual Counseling																
Group Advising/ Activities																
Group Counseling																
Total Direct Service Hours																
Planning, Presentations and Systems Support																
Program Planning																
Staff Planning & Meetings																
Documentation/ Report writing																
Consulting for Individual & Campus programs																
Presenting Educational Workshops																
Committee/ Advisory Boards																
Program Management and Operation																
Professional Development																
Campus Outreach																
Individual Supervision																
Group Supervision																
Proposal/ Grant writing																
Other																
Total indirect Service Hours																
All Hours																

Signature of Intern

Date

Signature of Site Supervisor

Date

Signature of Faculty Supervisor

Date



Community Counseling Internship Weekly Log

Name: _____ Beginning & Ending Dates: _____ to _____

Record the number of hours spent in each activity each week. Have the site supervisor sign the completed form.
Submit the completed form to the faculty internship supervisor.

Activities	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours
Direct Services								
Intake/ Assessments								
Individual Counseling								
Group Counseling								
Couples/Family Counseling								
Total Hours								
Planning, Presentations and Systems Support								
Program Development								
Proposal/ Grant writing								
Documentation/ Report writing								
Case Conference/ Teaming/ Consulting								
Presenting Educational Workshops								
Committee/ Advisory Boards								
Professional Development								
Staff Development/ Training								
Individual Supervision								
Group Supervision								
Other								
Other								
Total Hours								
All Hours								

Signature of Intern

Date

Signature of Site Supervisor

Date



School Counseling Internship Summary Log

Name: _____ Beginning & Ending Dates: _____ to _____

Record the number of hours spent in each activity. Have the site supervisor sign the completed form. Submit the completed form to the faculty internship supervisor at the end of the semester.

Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total Hours	
Curriculum Guidance																	
Classroom Activities*																	
Group Activities*																	
Planning Activities																	
Individual Planning																	
Individual Advisement*																	
Individual Assessment*																	
Placement*																	
Career Exploration*																	
Planning Activities																	
Responsive Services																	
Consultation*																	
Group Counseling *																	
Individual Counseling*																	
Crisis Counseling*																	
Referral*																	
Planning Activities																	
System Support																	
Research																	
Staff/Community Development																	
Professional Development																	
Committee/Advisory																	
Program Mgmt./Operation																	
Planning Activities																	
Non-Guidance Activities (No more than 10% of hours may be used in non-guidance duties)																	
Building Duties																	
Scheduling																	
Substitute Teaching																	
Supervision																	
Individual Supervision																	
Group Supervision																	
Group by EMU Faculty																	
																Direct Service Hours	
																Non-Direct Hours	
																Total Hours	

Signature of Intern	Date	Signature of Site Supervisor	Date
		Signature of Faculty Supervisor	Date

* Courses denoted with an asterisk are considered direct service hours.



THE COUNSELING INTERNSHIP

SITE CONTACT BY EMU FACULTY SUPERVISOR

Site Supervisor: _____ Counseling Intern: _____
EMU Faculty Supervisor: _____ Semester/ Year: _____

This evaluation is based on a contact between the site supervisor, the counseling intern, and the campus faculty supervisor. This meeting occurred after the counseling intern had completed 300 clock hours.

Comment on the following aspects of the intern and internship:

Site policies and procedures	
Dependability and reliability	
Basic therapeutic skills	
Case conceptualization, treatment and intervention skills	
Supervision and feedback	
Ethical standards	
Creativity and innovation	
Areas performed well	
Areas for future focus	
Contributions of intern to site	

_____ Signature of Intern	_____ Date	_____ Signature of Site Supervisor	_____ Date
		_____ Signature of Faculty Supervisor	_____ Date



THE COUNSELING INTERNSHIP SITE SUPERVISOR EVALUATION

Counseling Intern Name: _____

Semester/Year: _____ **Student ID:** _____

College (CLCL) Community (CCSL) School (SCSL)

Supervisor Name: _____ **Date:** _____

Site Name: _____

Site Address: _____

Standards: CACREP III.H		Advanced (3)	Target (2)	Developing (1)	Unsatisfactory (0)
Advanced: Consistently demonstrates on an outstanding basis					
Target: Demonstrates congruent with intern level					
Developing: Demonstrates unevenly or inconsistently					
Unsatisfactory: Does not demonstrate					
1	Demonstrates the ability to establish effective therapeutic relationships with clients				
2	Is able to gather pertinent information about clients in order to clarify problems, diagnose as appropriate, and conceptualize client presentation.				
3	Is able to appropriately use assessment instruments as part of the counseling process				
4	Demonstrates knowledge about a variety of counseling theories and ways to appropriately develop strategies and utilize interventions.				
5	Demonstrates the knowledge and skills necessary to work sensitively with diverse clients as well as advocate effectively on their behalf.				
6	Works effectively with clients in groups				
7	Is able to effectively assist clients with career/ lifestyle concerns				
8	Has knowledge of developmental theories and their impact on lifespan development.				
9	Demonstrates a motivation and willingness to perform professional responsibilities				
10	Applies knowledge about program development and evaluation				
11	Is knowledgeable about ethical and legal issues in the counseling profession and knows how to apply and adhere to professional and legal standards.				
12	Demonstrates the ability to work cooperatively with colleagues and develop positive interpersonal relationships				
13	Demonstrates awareness and ongoing reflection on personal and professional strengths and limitations.				
14	Demonstrates openness to feedback and supervision				
15	Is well –prepared to work in this field				



CERTIFICATION OF COUNSELING INTERNSHIP

Intern's Name: _____

Internship Site:

Name of site

Street Address

City/State/Zip

Phone Number

Site Supervisor of Record: _____

Highest Degree: _____

License and/or Certification: _____

Dates of Internship: From: ___ / ___ / ___ To: ___ / ___ / ___ = _____ Weeks

Hours of: ___ Direct Client Contact
 ___ Individual Supervision – on site
 ___ Group Supervision – EMU Campus
 ___ Other activities

Total Hours: _____

This is to certify that the above named intern has satisfactorily completed the counseling internship under my supervision.

Attach a one page summary which provides a comprehensive description of the intern’s responsibilities and activities during the internship; as well as discussion of the intern’s performance.

_____ Signature of Intern	_____ Date	_____ Signature of Site Supervisor	_____ Date
		_____ Signature of Faculty Supervisor	_____ Date



NARRATIVE

Please provide a comprehensive description of the intern's responsibilities and activities during the counseling internship:

Please provide a comprehensive statement on the intern's performance:

Signature and Degree of Site Supervisor

Date