



***Department of Counseling and Psychology
Clinical Mental Health Counseling
Practicum and Internship Handbook***

Revised December 2015

Table of Contents

Introduction	3
.....	4
.....	9
Practicum & Internship Standards.....	12
Professional Practice.....	12
Supervisor Qualifications and Expectations*	12
Mental Health Counseling Program Roles and Responsibilities.....	12
Formatting and Submission of Assignments.....	12
Recording Sessions.....	13
Submitting Video Files.....	13
POLICY ON SECURITY OF MEDIA (VIDEO AND AUDIO).....	14
Documentation	14
APPENDICES.....	16
APPENDIX B	18
Sample Practicum Log.....	18
APPENDIX C	19
Counseling Outcome Evaluation.....	19
APPENDIX D.....	20
Supervision Contract	20
APPENDIX E	22
Practicum/Internship Site Agreement	22
APPENDIX F	24
Student Site Contract.....	24
APPENDIX G.....	25
Student Practicum Site Evaluation (Student Feedback).....	25
APPENDIX H.....	27
APPENDIX I	30

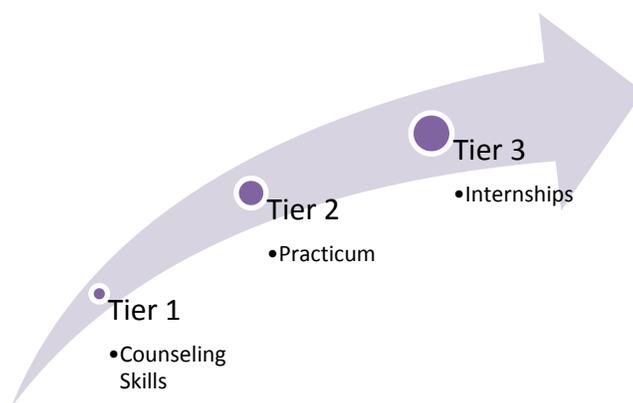
Introduction

Welcome to practicum and internship experience – experiences you may have been both eagerly anticipating and possibly dreading. You have completed courses that have prepared you to take this next step. These next steps in your academic preparation and professional development should be approached with both excitement and trepidation. The work we do has the power both to transform and damage. That is one reason we as a Program go to great lengths to prepare students for these experiences, as well as hold them accountable.

It is your responsibility to your upcoming clients to familiarize yourself with this manual. Talk with your faculty advisor or Practicum/Internship Instructor early on if you have questions or concerns. The handbook contains most, if not all of the information you will need to best prepare for the Practicum and/or Internship experience.

Unlike any other courses you have taken or will take, Practicum and Internship require your clear focus and intentional efforts, both to keep up with the numerous logistical and clinical requirements, as well as to experience the growth and development needed to become a competent, effective counselor. It is no longer about a “grade”; it is about you as a burgeoning professional in the field. Please prepare yourself to commit the time and energy needed to make your experience a success for yourself, but also for your clients. There is no “extra credit” if you “fail” with a client; only potential harm.

Tennessee Tech’s Counseling Skills Development Chart



Tier 1: Counseling Skills (COUN 6360): Learning the basic counseling skills for helping through role-plays.

Tier 2: Practicum (COUN 6800): Learning how to implement counseling techniques with real

clients primarily through shadowing professionals and co-facilitating. In addition, practicum includes faculty and on-site supervision.

Tier 3: Internship I & II (COUN 6820 & 6821): Performing counseling techniques with real clients under faculty and on-site supervision.

Practicum

What is Practicum?

Practicum is a structured opportunity in the context of a 3-credit graduate course to practice basic counseling skills with real clients who have real concerns. For most counseling students, Practicum represents the first contact of this type students will have experienced. Therefore, practicum is the time for students to hone their basic attending skills (e.g. eye contact, reflection, empathy, paraphrasing, clarifying, etc.). It is also a time to broach more advanced attending skills, such as confronting, pointing out discrepancies, using silence, etc. to move clients to explore their lives and challenge their ineffective ways of being.

In addition, our goal at TTU is that practicums will allow a student to observe and document how working professionals perform their job responsibilities. In doing so, students will participate to a limited extent tasks under supervision by program professors and on-site staff.

General characteristics of practicum include:

- Shadowing one or more assigned employees who will guide the on-site experience.
- Observing and correlating practices in the field with theories and methods previously studied.
- Recording data or assisting with tasks as directed by on-site personnel.
- Completing practicum course assignments.

REMEMBER: Practicum is NOT, however, the time to implement sophisticated theoretical concepts or techniques, “fix” clients, or delve into acute or pervasive psychopathology!

Participation at the practicum site is typically two or three times per week for a few hours per session. No remuneration is expected for a practicum, but it does qualify for academic credit.

Practicum Requirements

Students are required to complete supervised practicum experiences that total a minimum of 100 clock hours. The Clinical Mental Health Counseling Program follows the standards laid out by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009). Practicum includes all of the following:

1. Direct service with clients include experience in individual counseling and group counseling;

2. Indirect Hours:
 - a. One (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;
 - b. One and one half (1½) hours per week of group supervision that is provided on a regular schedule over the course of the student’s practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and
 - c. Practicum-related paperwork, e.g. sessions notes, client research, professional readings, etc.
3. Evaluation of the student’s performance throughout the practicum including a formal evaluation at the midterm and end of the practicum experience.

Hours- Direct*	40
Hours- Indirect*	60
Total Practicum Hours	100
Location	Community-Based
Supervision- At Practicum Site	1 hour per week
Group Supervision at TTU	1.5 hours per week
Class Limit	6

* Direct hours are clinical contacts; Indirect hours include class time, site and campus supervision, notes, etc.

Practicum Experiences

One course meets all of the CACREP requirements for practicum experiences: COUN 6800: Practicum in Counseling. COUN 6800 hours may only be accrued during the semester in which the student is enrolled in this course and under the direct supervision of Department faculty.

Students must earn at least 100 clock hours (at least 40 direct contact hours) of practicum experiences in COUN 6800 and receive credit for the course before they will be permitted to enroll in Internship.

Currently, Practicum students still have the option meet with volunteer clients provided by the course instructor or to work in an agency setting. Both options carry strengths and weaknesses. Potential clients may NEVER be friends, family, classmates, or others representing a multiple relationship.

Liability Insurance

Each practicum student is required to purchase professional liability insurance. Not only is liability insurance a professional practice and responsibility, it is also necessary to provide protection to the student counselor in the event of a lawsuit. Students may obtain liability insurance through a variety of organizations at a low student rate. Recommended providers include Healthcare Providers Service Organization (HPSO; www.hpso.com). Students must present a copy of their Certificate of Insurance to their Practicum/Internship instructor prior to beginning practicum. The policy must provide for a minimum coverage amount of \$1,000,000/\$3,000,000 (\$1,000,000/\$5,000,000 preferred).

Procedure for Progression to Clinical Placement

Placement in a clinical site represents the culmination of successful completion of the necessary academic work and the achievement of the basic skills needed to work with clients. The following criteria must be met in order to qualify:

For **Practicum** placement:

1. Completion of 12 semester hours of counseling requirements with a **B** or better in
 - a. COUN 6300 Introduction to Counseling: Foundations, Ethics, and Legal Issues
 - b. COUN 6360 Counseling Skills
 - c. COUN 6362 Counseling Theories & Techniques
 - d. COUN 6320 Group [pre- or co-requisite]
2. Display of appropriate disposition(s) as defined by the contract you signed upon entering the CMHC Program.

Approved Sites and Supervisors: (CACREP Standard 3.C)

Please refer to Appendix I for list of approved sites.

Procedure for Procuring a Site

Students are required to complete supervised Internship experiences that total a minimum of 600 clock hours. The Clinical Mental Health Counseling Program follows the standards laid out by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009). Practicum includes all of the following:

1. Direct service with clients include experience in individual counseling and group counseling;
2. Indirect Hours:
 - a. One (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;
 - b. One and one half (1½) hours per week of group supervision that is provided on a regular schedule over the course of the student’s practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and
 - c. Practicum-related paperwork, e.g. sessions notes, client research, professional readings, etc.
3. Evaluation of the student’s performance throughout the practicum including a formal evaluation at the midterm and end of the practicum experience.

Hours- Direct*	40
Hours- Indirect*	60
Total Practicum Hours	100
Location	Community-Based
Supervision- At Practicum Site	1 hour per week
Group Supervision at TTU	1.5 hours per week
Class Limit	6

* Direct hours are clinical contacts; Indirect hours include class time, site and campus supervision, notes, etc.

Site Supervisor Qualifications

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.

INTERNSHIP

What Is Internship?

Internship I & II (COUN 6820 & 6821): Performing counseling techniques with real clients under faculty and on-site supervision.

The following content is from Best Counseling Degrees and I think we could rewrite it as many things are stated well. <http://www.bestcounselingdegrees.net/faq/what-is-the-difference-between-a-practicum-and-an-internship/>

THE INTERNSHIP EXPERIENCE

As compared to practicums, internships take on the characteristics of a real job focusing on **independent application of skills and knowledge in the workplace setting**. Students are placed with on-site professionals who manage their workload and oversee their performance much as an administrator in an actual employment setting would. Additionally, program instructors visit the student two to three times during the internship to evaluate their progress and performance.

A major difference between a practicum and a internship involves the degree of expected involvement of the student with hands-on work. The expansion of task expectations can be demonstrated using the previous examples from the education and medical fields. Compared to a practicum student, student teaching interns would not only assist with lesson planning but collaborate with their supervising teachers to create and instruct whole-group lessons independently. In a similar fashion, nursing interns would go beyond mere charting of vital signs.

They would be expected to understand and independently perform evaluation procedures on multiple patients, then accurately record their results and consult with their nursing supervisor about them.

Internships are usually considered to be full-time experiences, following the work schedule of the assigned placement. They also receive academic credit, and in some cases, may provide a stipend for services rendered.

As an avenue for preparing graduates for careers, academic practicum and internship experiences are valuable tools for learning. They not only afford students opportunities to demonstrate their knowledge and practice their skills in real world settings but prepare students for the realities of the workplace. By understanding the differences between a practicum and an internship, students have the advantage of being better prepared to navigate the curriculum of the degree programs they are pursuing.

Internship Requirements

1. Completion of Practicum and all Practicum pre-requisites with a grade of “B” or better
2. Complete a minimum of CMHC core courses prior to Internship, or as co-requisites
3. Display of appropriate disposition(s) as defined by the contract you signed upon entering the Counseling Program.

Procedures for Registering for Clinical Courses

1. Attend the Practicum/Internship Clinical meeting on Wednesday during the 4th week of the Fall or Spring semester.
2. Students will fill-out and submit the Internship Application form at this meeting.
3. An electronic copy of the CMHC Practicum/Internship Manual, which includes all the required forms, will be made available to all students.
4. Students must have **liability insurance** from ACA during the time they are taking Practicum or Internship. Students must join ACA to receive liability insurance at the discounted rate, if they so choose. It is recommended this be done as soon as possible. Forms are available through ACA website (www.counseling.org).
5. Students must obtain a current Tennessee Bureau of Investigation (TBI) **background check** and submit to the CMHC program prior to being approved for an internship site. Note that some sites will want to arrange this through their HR department, but in most cases, students are responsible for paying this cost.
6. A current list of community sites will be distributed at the clinical meeting for clinical mental health counseling. The list of current sites approved through the department can be found in **Appendix I**.
7. Once a site has been identified, a student must arrange to contact and meet with the designated site supervisor for an **interview**.
8. Once the student has been offered an internship position and accepted, the final Internship Agreement and Supervisor Contract must be completed. These must be completed prior to the beginning of the semester in which the student plans to enroll in internship. See **Appendix** for appropriate forms.
9. To work at a site that has not been used before by Tech students: provide the name of the agency or school, phone number, and the contact person to the appropriate Internship Coordinator (Mental Health Counseling). The Practicum/Internship Coordinator will contact the site and make sure it meets all program requirements. The Internship Coordinator will then inform you if the site has been approved.
10. A demonstration of **professional behavior** throughout this process is stressed. Should circumstances arise that might prevent you from fulfilling a clinical placement after an agreement has been signed, it is the student's responsibility to inform the site and site supervisor directly. Also, inform the appropriate Clinical Coordinator.

Site Supervisor Qualifications

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.

Student Responsibilities

Counseling practicum and internship students will adhere to the following guidelines.

1. Complete the duties assigned to them at the practicum or internship site in accordance with University, departmental, and cooperating agency policies and procedures, as well as the ethics, statutes, and laws governing the professional practice of counseling.
2. Know and meet practicum and internship expectations, guidelines, and procedures as outlined in the Practicum & Internship Handbook for the Mental Health Counseling Program, and other programmatic resources, e.g., the Graduate Student Handbook.
3. Know and meet all practicum and internship deadlines.
4. Ensure that the practicum and internship documentation is accurate, current, complete, and secure (double-locked).
5. Meet with the site supervisor for individual supervision as directed.
6. Practicum students will meet for 1 hour of individual supervision per week with the university supervisor and participate in a minimum of 1.5 hours of group supervision per week.
7. All practicum/internship students must be registered for COUN 6800/6821/6821, respectively, for the semester in which they are working in a practicum setting.
8. Practicum and internship students will provide video taped counseling sessions for review in group supervision and individual supervision with the university supervisor and as directed by their site supervisor.
9. The clinical experience will commence at the beginning of the semester when students have completed and submitted all required documentation and have registered for the practicum (COUN 6800) or appropriate internship course (COUN 6820 or COUN 6821).
11. Students are responsible for knowing and meeting the specific requirements for certification and licensure they wish to pursue.
12. **Accept responsibility for knowing and understanding that failure to act within these guidelines may result in one or more of the following:** receive an unsatisfactory grade for practicum/internship, removal from the site, and possible termination from the program.

Professional Behavior

Students are expected to comport themselves with the highest level of professional behavior. Students in Practicum and Internship set their personal, professional, and academic schedules to coordinate with the needs of their clinical site, not the other way around. Please respect the time and effort of those involved in setting up your placement, whether it is on campus or in the

community. Be on time, dress appropriately, and communicate in a timely and professional manner.

Log of Hours

Each student will complete an on-going log of accumulated hours attained through the practicum or internship experience (see Appendix). The log sheet requires students to provide a detailed list of hours accumulated in various activities during the clinical experience, along with appropriate signatures for verification.

Evaluation Process and Evaluation Forms

The student will complete a mid-semester self-evaluation form. This self-evaluation will be followed by a conference with the practicum supervisor to assess work toward goals that were established at the beginning of the semester.

A formal evaluation from the practicum supervisor will be conducted at the end of the semester. During the final week of the internship experience, students will complete the following:

- an evaluation of their overall performance
- an evaluation of their practicum site
- A final meeting with their practicum supervisor

These forms should be submitted to practicum supervisor. Copies of all evaluation forms are provided in the Appendix of this manual.

Client Evaluation of Counseling Student

Students will follow the directions provided in the practicum course for providing clients with session evaluation forms and session-to-session evaluation forms. These forms serve primarily to provide practicum students with ongoing feedback about client progress.

Practicum & Internship Standards

Professional Practice

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

Supervisor Qualifications and Expectations*

- A. Program faculty members serving as individual or group practicum/internship supervisors must have the following:
 1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.
 2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.
 3. Relevant supervision training and experience.
- B. Site supervisors must have the following qualifications:
 1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
 2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
 3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
 4. Working knowledge of MHC Program requirements and standards
 5. Attend Site Supervisor Orientation
 6. Provide weekly supervision
 7. Will be on-site and available for supervision and consultation
 8. Report any concerns about student performance or well-being immediately to Practicum supervisor

Mental Health Counseling Program Roles and Responsibilities

1. Provide an orientation for Site Supervisors at least once a year
2. Provide assistance, consultation, and professional development opportunities to Site Supervisors

* Council for the Accreditation of Counseling and Related Educational Programs, Standards, 2009

Technical Considerations for Practicum

Formatting and Submission of Assignments

Assignments are your professional responsibility; therefore, they should reflect your best work. Spell checking, grammar checking and formatting are expected. Unless otherwise noted, **all** assignments **must** include a cover page and should be typed in 12 point font with 1 inch margins following APA Style. Cover page must have watermark "Confidential" on it. In most

cases, assignments are to be submitted electronically through iLearn. iLearn is on a secure server, affording a greater level of protection of client confidentiality. Work submitted should NEVER contain client name- first or last. Refer to client as “client” or by client initials. This helps to ensure confidentiality on a campus our size.

Files should be titled with **your** last name-course-assignment; example *STUDENT-COUN6800-Self-Evaluation 1*. No assignments will be accepted through email unless specified by the instructor.

Writing assignments will be considered late if not submitted on the date due by 5:00pm

Recording Sessions

It is highly recommended that students purchase their own video camera that saves files as MP4 or .wmv formats. Students may find it effective to share between two or three students.

Students are required to then transfer the file to a DVD or encrypted USB drive to submit. It is **imperative** that you test your equipment (battery, memory, recording function, etc.) prior to each session. Mistakes in these steps may result in loss of credit for session (no video = no session). These videos protect you and your client as much as they instruct me about your progress.

The cameras in FB 304 require high speed, high capacity SD cards in order to record properly. Students are strongly recommended to check out a camera from the Learning Resource Center (Bartoo Hall) or a Flip camera from the Media Center (Volpe Library), if unable to purchase their own camera. Please note that if you choose to submit your videos on an encrypted USB drive, plan on leaving the device with the instructor for at least one week (so you may need 2-3).

Submitting Video Files

Students must conduct their counseling sessions in the space provided on campus (currently only in the Media Center recording studios). Video cameras have been supplied for these rooms, and require an SD card for transferring files. Students are responsible for becoming acquainted with the counseling rooms, equipment, and appropriate permissions and schedules, as well obtaining the appropriate media for recordings.

When saving and labeling sessions for submission, please name the file: **your** last name, client initials, session #, date. For example: *STUDENT-Client initials-Session-3-Feb 14 2012*. It is imperative that you follow these formatting guidelines to receive credit for and consideration of you work, due to the logistics involved with a practicum course. When submitting self-evaluations, be certain to label the paper with client initials and session number as a page header, but not on the cover page. Tapes of sessions must be submitted in the class following the week in which the sessions were conducted.

Never attempt to email a counseling video file!

Please be vigilant in protecting your paper and electronic records.

- Maintain written records in a locked bag or cabinet and kept in a locked room
- Password protect folders and files on your computer
- Delete and confirm deletion of all files, especially on checked out or departmental equipment

POLICY ON SECURITY OF MEDIA (VIDEO AND AUDIO)

Video Media Format

Students must submit video assignments in a digital format (e.g., DVD or USB drive). Students are responsible to ensure that all videos they bring to supervision or submit to meet course requirements are compatible with the video playback equipment and software available to their course instructors or supervisors. No deadline or grade consequence will be waived for inability to provide an assignment in an appropriate format. Students should be certain that the videos they submit or bring to supervision are acceptable to their course instructors or supervisors in advance of course due dates and supervisory meetings.

Audio

If course instructors allow audio recordings for supervision or course requirements, students are responsible to ensure that the audio media they submit or bring to supervision can be played using equipment available to the instructor or supervisor.

Video and Audio Security

Videos or audio recordings of counseling sessions in MHC classes will meet HIPAA standards for security. This standard states that a video or audio recording must, at all times, be in a double lock security situation.

For example, if you store a tape in a locked file cabinet (lock 1) in a room that has a locked door (lock 2), you have met the double lock requirement.

Transporting a video to and from practicum, internship or other classroom sites represents a potentially challenging situation. For example, a video in a locked car (lock 1) does not constitute double lock security. Ways of creating a double lock security situation include storing the tape in a locked portable file cabinet or brief case within the car (lock 2). All students will be required to sign a statement acknowledging that they understand and agree to comply with this Audio and Video Security policy.

Video Lifetime and Destroying Procedures

At the conclusion of each semester, all video and audio recordings will be erased.

Documentation

Liability Insurance

Photocopy of current liability insurance* (See Course Outline for Due Date)

*Students must provide copies of these documents prior to providing counseling!

Informed Consent

Signed form for each client

See template in Appendix that students must adapt and use

Practicum Log

Students will complete and submit, both at the Mid-Term Evaluation summary and attend a Final Evaluation meeting, a log of their Practicum/Internship hours, both direct and indirect

Direct hours – these are simply the actual hours you were with your client (50 minutes = 1 hour)

Indirect hours – these are all the other hours you invest in practicum work, including group and individual supervision time, reading for this course, writing case notes and other papers, etc.

Recommended Professional Affiliation

Join a counseling or other appropriate professional-related listserv (free)

Join a counseling or other appropriate professional association as a student member (reduced rate)

APPENDICES

APPENDIX A

INFORMED CONSENT FOR COUNSELING SERVICES

Counseling is an intentional relationship with a skilled facilitator, whereby clients identify and implement previously unknown or unutilized resources for personal growth.

- **Confidentiality:** I understand that all information disclosed within sessions is confidential and may not be revealed to anyone outside the actual session without my written permission. The only exceptions are as follows:
 - a) If I present an imminent threat of harm to myself or others
 - b) When there is indication of abuse and/or neglect of a minor
 - c) When there is a court order to release confidential information
 - d) I am aware that my counselor _____ is a student in the Mental Health Counseling Program, working with a small practicum class and faculty supervisor; as such, material from my session may be reviewed or discussed with persons in that group as needed to provide treatment recommendations.
- **Audio and video-taping:** I understand that my interviews may be video or audio tape recorded for the purpose of continued graduate student training and clinical supervision. The tapes are treated confidentially and are erased after they are reviewed. Any concern I have about taping will be addressed to my student counselor. I will never be taped without my permission.
- **Risks and Benefits:** I understand that there is a possibility of risks and benefits which may occur in counseling. Counseling may involve the risk of remembering unpleasant events and arouse strong emotional feelings. Counseling can impact relationships with significant others. The benefits from counseling may be in improved ability to relate with others; a clearer understanding of self, values, goals; and evidence of making healthy choices that lead to increased productivity and well-being.
- **Referrals:** I understand that sessions may not fully meet my needs and as a result, a referral may be necessitated to more appropriately meet my needs and goals.
- **Questions:** I have the right to ask any questions about the counseling process (i.e., student qualifications, time limits, philosophy of promotion change, techniques utilized, etc.) or any other question with the counselor.
- **Right to refuse treatment:** I realize I have the right not to engage in any treatment procedure to terminate counseling at any point.

I, _____ understand these rights and responsibilities.
Client's Printed Name

Client's Signature Date

Counselor Initials

APPENDIX C

Counseling Outcome Evaluation
 (Completed by Client at Final Session*)

Submit to Practicum Supervisor

Counselor’s name: _____ Date: _____

Number of Sessions: _____

We would appreciate you taking a moment to offer us feedback on your experience receiving counseling from the Practicum student:

Please **circle** the number at the right that best describes your counseling experience. Circle **N/A** if it does not apply.

Not Applicable - N/A	Strongly Agree - 5	Agree - 4	Neither Agree or Disagree - 3	Disagree - 2	Strongly Disagree - 1
-----------------------------	---------------------------	------------------	--------------------------------------	---------------------	------------------------------

1. My relationship with my counselor was good	N/A	5	4	3	2	1
2. I would recommend my counselor to friends	N/A	5	4	3	2	1
3. Counseling has helped me	N/A	5	4	3	2	1
4. I can better talk about my thoughts and feelings	N/A	5	4	3	2	1
5. I felt my counselor understood me fully	N/A	5	4	3	2	1
6. I can better identify my feelings	N/A	5	4	3	2	1
7. I can better understand things that bother me	N/A	5	4	3	2	1
8. I feel I can better handle my feelings and behaviors	N/A	5	4	3	2	1
9. I feel less stressed and/or overwhelmed	N/A	5	4	3	2	1
10. Counseling has helped me improve my relationships with others	N/A	5	4	3	2	1
11. I have a more positive view of myself	N/A	5	4	3	2	1
12. Counseling helped me to stay in school	N/A	5	4	3	2	1
13. I am satisfied with my counseling experience	N/A	5	4	3	2	1
14. If needed, I am more likely to seek counseling in the future	N/A	5	4	3	2	1

Comments:

What did you like most about your counselor?

How could your counselor do better to help you and others?

Any additional comments:

*Counseling student to provide client with a secure envelope to submit form, sealed and signed across seal

APPENDIX D

Supervision Contract

As the cooperating counseling professional who will have direct responsibility for this practicum or internship student, I will be responsible for:

Assistance in Developing the Practicum or Internship Agreement

I will meet with the practicum or internship student to discuss and complete the practicum or internship agreement. During this meeting, I will collaborate with the student in developing their goals for the clinical experience (i.e. what they want to learn, strengthen, gain, etc). I will provide suggestions and guidance in terms of realistic goals and activities that can be completed within the time constraints of this clinical experience.

Orientation

I will provide an orientation to the practicum or internship site/position. This orientation will include general information about the site, an overview of the administrative structure, and the role of the counseling office within the overall helping community. I will also make sure to introduce the practicum or internship student to other staff at the site and individuals in other areas with whom the student will interact.

Supervision

I will spend a minimum of one hour a week in direct supervision of the practicum or internship student. Initially, sessions may cover such topics as review of the practicum or internship agreement, orientation to the workplace, and start-up work on outlined activities. As the clinical experience progresses, I will spend time reviewing the student's progress in meeting the specific requirements of the agreement, consultation concerning on-going caseload, discussion of professional concerns as they affect the workings of the site, or other relevant topics. I will provide the practicum or internship student with constructive feedback on his or her performance and share insights and experience with the student for the practicing professional.

Role Modeling

I will serve as a professional role model for the practicum or internship student in job performance, personal growth, and professional and ethical behavior. As a site supervisor it is expected that I possess appropriate training, knowledge, and experience in a recognized helping profession, preferably counseling.

Recording

I will assist in facilitating the practicum or internship students need to tape as part of their clinical training. I understand that this process facilitates the professional development of students and assists in quality control of services delivered to clients. I will help students identify clients that will be amenable to audio or video taping of sessions for training and university supervision purposes. I will review audio or video recordings as is appropriate and needed during our weekly one hour supervision sessions.

Site Visits

I recognize that site visits are required for all internship students by the university course instructor. I will meet with the instructor to review student performance and any concerns. As a practicum site, I realize contact may be by phone or a site visit, to be determined, based on need, by the university course instructor.

Evaluation

I will provide on-going feedback to the student concerning his or her performance of agreed upon duties, as well as his or her overall performance and behavior at the practicum or internship site. I will participate in the practicum or internship student’s mid-semester self-evaluation. I will setup a conference with the student to assess his or her work toward goals that were established at the beginning of the semester. I will conduct a formal final evaluation with the student at the end of the semester and submit to the practicum/internship instructor at UNCC a copy of this final evaluation after reviewing it with the student.

Student/Date

Supervisor/Date

Instructor/Date

APPENDIX E

Practicum/Internship Site Agreement

Student Name _____ Phone _____

Address _____

Semester/Year _____

Practicum/Internship location _____

Site supervisor _____

Title Phone _____

Email address _____

Address _____

Degree: _____ Field: ____ Years of Counseling Experience: _____

Practicum/Internship Experience Summary

On the next page **concisely** outline the proposed practicum or internship experience. The agreement should make clear the chief responsibilities of the student. You may take advantage, however, of new opportunities when they arise, after consulting with your instructor and your site supervisor.

The agreement should cover the duties that you will perform. List each of the duties and indicate an approximate time that will be devoted to each. A practicum or internship student should have the opportunity to engage in the activities that are performed by a staff member of the site.

After the practicum or internship agreement is completed and signed by the student, site supervisor, and practicum or internship supervisor, copies for the site supervisor and student should be made. The original is to be given to the university supervisor.

When developing the practicum or internship agreement, the student and site supervisor should keep in mind the basic clinical requirements for the program. If this is a practicum, the total experience should equal **100 hours**, with a minimum of **40 hours** of direct client contact. For an internship, the total experience for each semester should equal **300 hours**, with a minimum of **120 hours** of direct client contact. Typically, direct client contact comes in four different forms, (a) individual counseling, (b) group counseling, (c) psycho-educational groups or classroom guidance, and (d) parent or family meetings. All other activities are considered non-direct hours.

Practicum or Internship Agreement Outline: [NOTE: It is essential that this page detail specific activities student will be engaged in to accomplish required experiences and hours]

Student/Date _____

Site Supervisor/Date _____

University Supervisor/Date _____

APPENDIX F

Student Site Contract

I, _____, agree to adhere to the following guidelines during my Practicum/Internship.

1. **Confidentiality.** I will at all times make every effort to protect the identity of my clients/students and their information. As an intern, I will never discuss client/student cases in public settings outside of class nor will ever discuss cases with persons who are not authorized and associated with my clinical training.
2. **Recognition of Qualifications.** I will recognize the limitations of my training and abilities and will consult and seek assistance from my supervisor and university instructor in such cases where a clinical situation is beyond my level of knowledge and ability.
3. **Record Keeping.** I will accurately and reliably maintain written records [case notes, hourly logs, etc] as required by my university program. I will also accurately and reliably maintain any written records as required by my site and by state and federal law.
4. **Dual Relationships and Sexual Misconduct.** I will follow the ethical guidelines as set forth by the American Counseling Association [ACA] and the American School Counseling Association [ASCA] regarding multiple relationships with persons with whom I am working as a counselor. Under no circumstances will I ever form a sexual or romantic relationship with clients/students or their family members. I will refrain from sexual harassment and be sensitive of others regarding sexual matters.
5. **Clinical Recordings.** I verify by my signature that any recordings [CD, video, digital] that I submit as part of my clinical course requirements have been completed during the semester that I am registered for Practicum or Internship with clients/students I am currently working with at my site. These recordings are submitted solely for this course and will be erased upon completion. Further, I will ensure that these recordings are never emailed or left unprotected on any media.
6. **Self-awareness and Monitoring.** I will monitor my emotional and physical status during my clinical experience and be aware of any conditions that might adversely impact my ability to serve my clients/students or placement site. If such conditions arise, I will inform my placement supervisor and university instructor.

By signing below, I agree to adhere to these guidelines listed above as well as those of the Counseling Profession, state and federal laws, and my specific placement site.

Student signature: _____ Date: _____

Site Supervisor: _____ Date: _____

University Instructor: _____ Date: _____

[adapted from Baird, B.N. (2008) The internship, practicum, and field placement handbook: A guide for helping professionals [5th ed.]

APPENDIX G

Student Practicum Site Evaluation (Student Feedback) Clinical Mental Health Counseling Program

Student Counselor: _____ Placement period: _____

Name of agency/organization: _____

Address of placement: _____

Placement phone: _____ Email: _____

Name and license of supervisor: _____

Purpose: The purpose of the practicum evaluation is to gather information about your experience in completing the field placement requirement. The information you provide will be used in assessing the degree to which the placement meets program requirements. We thank you for your time and effort in completing this survey as the field placement experience is an essential part of students' training.

Instructions: Please circle the response that best describes your evaluation of the agency/organization and your supervisor.

Rating Scale: 1-poor 2-fair 3-average 4-above average 5-superior

Agency/Organization Characteristics					
Orientation to the organization was helpful					
Provides sufficient opportunity to learn about policies and rules					
Student is encouraged to engage in in-service trainings					
Provides adequate office space and supplies to student intern					
Opportunities for learning and reviewing required paperwork are sufficient					
Activities are conducive to acquiring and strengthening counseling skills					
Student is encouraged to observe/shadow various counseling interventions					
Environment is conducive to developing student's learning					
Site duties for student meet program requirements					
Provides ample opportunity to increase understanding of and observe counseling with clients of diverse populations					
Agency personnel were receptive to my participation in the organization					
Supervision					
Supervisor provides at least 1 hour weekly of individual supervision from a licensed supervisor with required credentials					
Supervisor provides weekly group supervision from a licensed supervisor with required credentials					
Supervisor demonstrates professional clinical/counseling practices and adherence to the ACA Code of Ethics					
Supervisor demonstrates and shares knowledge of different counseling modalities, connecting theory to practice					
Supervisor demonstrates flexibility in teaching different counseling approaches to student intern depending on the situation					
Supervisor was respectful and receptive to my questions					
Supervisor demonstrates openness to others' opinions and value					
Expectations of student are appropriate					
Overall Experience					

Would you recommend this placement site to other students? yes no

Strengths of site:

Weaknesses of site:

Do you have any suggestions to improve this site as an practicum placement?

Additional Comments:

APPENDIX H

Counseling Competencies Scale (CCS)

Contributing Authors (2008)

The *Counseling Competencies Scale* (CCS) assesses counseling students' skills development and professional competencies. Additionally, the CCS provides counseling students with direct feedback regarding their counseling skills and professional dispositions (dominant qualities), offering the students practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (8)** = the counseling student demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).
- **Meets Expectations / Demonstrates Competencies (6)** = the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). A beginning professional counselor should be at this level at the conclusion of his/her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (4)** = the counseling student demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final practicum evaluation (be it practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in these areas.
- **Below Expectations / Insufficient / Unacceptable (2)** = the counseling student demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation (practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

CACREP (2009) Standards – Section III: Professional Practice:

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

CACREP (2009) Standards – Section III: Professional Practice: Standard F. Students must complete **supervised practicum experiences that total a minimum of 100 clock hours** over a minimum 10-week academic term. Each student's practicum includes all of the following:

1. At least **40 clock hours of direct service with actual clients** that contributes to the development of counseling skills. ,
2. Weekly interaction that averages of **one (1) hour per week of individual** and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of **1 ½ hours per week of group supervision** that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

Part I (Primary Counseling Skills – CACREP Standards [2009] #5 [Helping Relationships] & #7 [Assessment])

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations / Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
1.A		Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, etc.	Student demonstrates effective nonverbal communication skills, conveying connectiveness & empathy (85%).	Student demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).	Student demonstrates inconsistency in his/her nonverbal communication skills.	Student demonstrates limited nonverbal communication skills.
1.B		Encouragers	Includes Minimal Encouragers & Door Openers such as "Tell me more about..."	Student demonstrates appropriate use of encouragers, which supports the development of a therapeutic relationship (85%).	Student demonstrates appropriate use of encouragers for the majority of counseling sessions (70%).	Student demonstrates inconsistency in his/her use of appropriate encouragers.	Student demonstrates limited ability to use appropriate encouragers.
1.C		Questions	Use of Appropriate Open & Close Questioning (e.g. avoidance of double questions)	Student demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Student demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Student demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods.	Student uses open-ended questions sparingly & with limited effectiveness.
1.D		Reflecting _a	Basic Reflection of Content-Paraphrasing, Summarizing, etc.	Student demonstrates appropriate use of paraphrasing & summarizing as the primary therapeutic approach (85%).	Student demonstrates appropriate use of paraphrasing & summarizing, appropriately & consistently (70%).	Student demonstrates paraphrasing & summarizing inconsistently & inaccurately.	Student demonstrated limited proficiency in paraphrasing & summarizing.
1.E		Reflecting _b	Reflection of Feelings	Student demonstrates appropriate use of reflection of feelings as the primary therapeutic approach (85%).	Student demonstrates appropriate use of reflection of feelings appropriately & consistently (70%).	Student demonstrates reflection of feelings inconsistently & inaccurately.	Student demonstrated limited proficiency in reflecting feelings.
1.F		Advanced Reflection ("Depth")	Advanced Reflection of Feelings, Reflection of Values, Meanings, Core Beliefs (takes counseling to a deeper level)	Student demonstrates consistent and advanced therapeutic skills & promotes discussions of greater depth in counseling sessions (85%).	Student demonstrates ability to appropriately use advanced counseling skills, supporting increased exploration in counseling sessions (70%).	Student demonstrates inconsistent & inaccurate ability to use advanced counseling skills; sessions appear sluggish.	Student demonstrates limited ability to use advanced counseling skills; sessions appear superficial.
1.G		Confrontation	Counselor challenges client to recognize & evaluate inconsistencies.	Student demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion; Good balance of challenge & support (85%).	Student demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion (not confront, but appears hesitant) (70%).	Student demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion. Confrontation is minimal.	Student demonstrates limited ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion. Confrontation is lacking.
1.H		Goal Setting	Counselor collaborates with client to establish realistic, appropriate, & attainable therapeutic goal	Student demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85%).	Student demonstrates ability to establish collaborative & appropriate therapeutic goals with client (70%).	Student demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	Student demonstrates limited ability to establish collaborative & appropriate therapeutic goals with client.
1.I		Focus of Counseling	Counselor focuses (or refocuses) client on his/her therapeutic goal – i.e. purposeful counseling	Student demonstrates consistent ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment (85%).	Student demonstrates ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment (70%).	Student demonstrates inconsistent ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment.	Student demonstrates limited ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment.
1.J		Facilitate Therapeutic Environment _a	Counselor expresses appropriate empathy & care. Counselor is "present" and open to client.	Student demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Student demonstrates ability to be empathic & uses appropriate responses (70%).	Student demonstrates inconsistent ability to be empathic & use appropriate responses.	Student demonstrates limited ability to be empathic & uses appropriate responses.
1.K		Facilitate Therapeutic Environment _b	Counselor expresses appropriate respect & unconditional positive regard	Student demonstrates consistent ability to be respectful, accepting, & caring with clients (85%).	Student demonstrates ability to be respectful, accepting, & caring with clients (70%).	Student demonstrates inconsistent ability to be respectful, accepting, & caring.	Student demonstrates limited ability to be respectful, accepting, & caring.

_____ : Total Score (out of a possible 88 points)

Part 2 (Professional Dispositions – CACREP Standards [2009] #1 [Professional Orientation & Ethical Practice] #2 [Social & Cultural Diversity], #3 [Human Growth & Development], & #5 [Helping Relationships])

#	Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations / Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
2.A		Professional Ethics	The student adheres to the ethical guidelines of the ACA, ASCA, & IAMFC.	Student demonstrates consistent advanced (i.e., exploration & deliberation) ethical behavior & judgments.	Student demonstrates consistent ethical behavior & judgments (70%).	Student demonstrates ethical behavior & judgments, but on a concrete level with a basic decision-making process.	Student demonstrates limited ethical behavior & judgments, and a limited decision-making process.
2.B		Professionalism	Student behaves in a professional manner towards supervisors, peers, & clients (includes appropriate dress & attitudes)	Student is consistently respectful, thoughtful, & appropriate within all professional interactions.	Student is respectful, thoughtful, & appropriate within all professional interactions.	Student is inconsistently respectful, thoughtful, & appropriate within professional interactions.	Student is limitedly respectful, thoughtful, & appropriate within professional interactions.
2.C		Self-awareness & Self-understanding	Student demonstrates an awareness of his/her own belief systems, values, needs & limitations (herein called "beliefs") and the effect of "self" on his/her work with clients.	Student demonstrates significant & consistent awareness & appreciation of his/her belief system & the influence of his/her beliefs on the counseling process.	Student demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process.	Student demonstrates inconsistent awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process.	Student demonstrates limited awareness of his/her belief system and appears closed to increasing his/her insight.
2.D		Emotional stability & Self-control	Student demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.	Student demonstrates consistent emotional resiliency & appropriateness in interpersonal interactions.	Student demonstrates emotional stability & appropriateness in interpersonal interactions.	Student demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions.	Student demonstrates limited emotional stability & appropriateness in interpersonal interactions.
2.E		Motivated to Learn & Grow / Initiative	Student is engaged in the learning & development of his/her counseling competencies.	Student demonstrates consistent enthusiasm for his/her professional and personal growth & development.	Student demonstrates enthusiasm for his/her professional and personal growth & development.	Student demonstrates inconsistent enthusiasm for his/her professional and personal growth & development.	Student demonstrates limited enthusiasm for his/her professional and personal growth & development.
2.F		Multicultural Competencies	Student demonstrated awareness, appreciation, & respect of cultural difference (e.g., races, spirituality, sexual orientation, SES, etc)	Student demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills).
2.G		Openness to Feedback	Student responds non-defensively & alters behavior in accordance with supervisory feedback	Student demonstrates consistent openness to supervisory feedback & implements suggested changes.	Student demonstrates openness to supervisory feedback & implements suggested changes.	Student demonstrates openness to supervisory feedback, but does not implement suggested changes.	Student is not open to supervisory feedback & does not implement suggested changes.
2.H		Professional & Personal Boundaries	Student recognizes the boundaries of her/his, competencies & maintains appropriate boundaries with supervisors, peers, & clients	Student demonstrates consistently strong & appropriate boundaries & appreciates his/her limitations.	Student demonstrates appropriate boundaries & appreciates his/her limitations.	Student demonstrates inappropriate boundaries, but has limited appreciation of his/her limitations.	Student demonstrates inappropriate boundaries & has limited appreciation of his/her limitations.
2.I		Flexibility & Adaptability	Student demonstrates ability to flex to changing circumstance, unexpected events, & new situations	Student demonstrates consistently strong ability to adapt & "reads & flexes" appropriately.	Student demonstrates ability to adapt & "reads & flexes" appropriately.	Student demonstrated an inconsistent ability to adapt & flex to his/her clients.	Student demonstrates a limited ability to adapt & flex to his/her clients.
2.J		Congruence & Genuineness	Student demonstrates self-acceptance ("comfortable in one's own skin") & appropriate self-confidence.	Student demonstrates consistent ability to be genuine & accepting of self & others	Student demonstrates ability to be genuine & accepting of self & others	Student demonstrates inconsistent ability to be genuine & accepting of self & others.	Student demonstrates a limited ability to be genuine & accepting of self & others (incongruent).

: Total Score (out of a possible 80 points)

Part 3 (Professional Behaviors – CACREP Standards [2009] #1 [Professional Orientation & Ethical Practice], #3 [Human Growth & Development], & #5 [Helping Relationships], #7 [Assessment], & #8 [Research & Program Evaluation])

#	Score	Primary Professional Behavior(s)	Specific Professional Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations / Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
3.A		Attendance	Student attends all course meetings & clinical practice activities in their entirety (engaged & prompt).	Student attends all class meetings & supervision sessions in their entirety & is engaged in the learning process.	Student misses one class meeting &/or supervision session & is engaged in the learning process.	Student misses two class meetings &/or supervision sessions & is engaged in the learning process.	Student misses more than two class meetings &/or supervision sessions & is not engaged in the learning process.
3.B		Knowledge & Adherence to Site Policies	Student demonstrates an understanding & appreciation for all counseling site policies & procedures	Student demonstrates consistent adherence to all counseling site policies & procedures.	Student demonstrates adherence to all counseling site policies & procedures.	Student demonstrates inconsistent adherence to all counseling site policies & procedures.	Student demonstrates limited adherence to all counseling site policies & procedures.
3.C		Record Keeping	Student completes all weekly record keeping activities correctly & promptly (e.g., case notes, psychological reports, TX plan).	Student completes all required record keeping & documentation in a thorough & comprehensive fashion.	Student completes all required record keeping & documentation in a competent fashion.	Student completes all required record keeping & documentation in an inconsistent & in a questionable fashion.	Student completes required record keeping & documentation inconsistently & in a poor fashion.
3.D		Knowledge of professional literature	Student researches therapeutic intervention strategies that have been supported in the literature & research.	Student demonstrates strong knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Student demonstrates knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Student demonstrates inconsistent knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Student demonstrates limited knowledge of supported therapeutic approaches grounded in the counseling literature & research.
3.E		Application of Theory to Practice	Student demonstrates knowledge of counseling theory & its application in his/her practice.	Student demonstrates a strong understanding of the counseling (approach) that guides his/her therapeutic work with clients.	Student demonstrates an understanding of the counseling (approach) that guides his/her therapeutic work with clients.	Student demonstrates inconsistent understanding of the role of counseling theory in his/her therapeutic work.	Student demonstrates limited understanding of counseling theory & its role in his/her therapeutic work with clients.
3.F		Case Conceptualization	Student is able to effectively present & summarize client history & demonstrates an appreciation of the multiple influences on a client's level of functioning.	Student demonstrates a strong & comprehensive case conceptualization, appreciating the multiple influences on a client's level of functioning.	Student demonstrates a comprehensive case conceptualization, appreciating the multiple influences on a client's level of functioning.	Student demonstrates basic case conceptualization, appreciating only the influences a client presents in session on his/her level of functioning.	Student demonstrates a limited case conceptualization & does not appreciate the influence of systemic factors on the client's level of functioning.
3.G		Seeks Consultation	Student seeks consultation & supervision in appropriate service delivery	Student consistently seeks appropriate consultation & supervision to support the delivery of counseling services.	Student seeks appropriate consultation & supervision to support the delivery of counseling services.	Student inconsistently seeks consultation & supervision to support the delivery of counseling services.	Student seeks limited consultation & supervision to support the delivery of counseling services.
3.H		Psychosocial & Treatment Planning	Student demonstrates ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan (e.g., goals are relevant, attainable, & measurable)	Student demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates an inconsistent ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates a limited ability to construct a comprehensive & appropriate psychosocial report & treatment plan.
3.I		Appraisal	Student demonstrates ability to appropriately administer, score, & interpret clinical assessments	Student demonstrates a strong ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates the ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates an inconsistent ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates a limited ability to appropriately administer, score, & interpret assessment instruments.
3.J		Task Completion	Student completes all assigned tasks in an ethical & effective fashion (e.g., individual & group counseling, supervision, reports)	Student consistently completes all assigned tasks in a comprehensive & thorough fashion.	Student completes all assigned tasks in a comprehensive fashion.	Student completes assigned tasks in an inconsistent fashion.	Student does not complete all assigned tasks & those tasks that are completed are not done in a competent fashion.

: Total Score (out of a possible 80 points)

Narrative Feedback from Supervising Instructor

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

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

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

Counseling Student's Name (print)

Date

Supervising Instructor's Name (print)

Date

Date CCS was reviewed with Counseling Student –

Counseling Student's Signature

Date

Supervising Instructor's Signature

Date

* Note. If Supervising Instructor is concerned about the Counseling Student's progress, he or she should complete the Counseling Depth Scale (Young, 2007) to provide additional feedback to the Counseling Student.

APPENDIX I

Approved Practicum and Internship Sites

Bradford Health Services

1330 Neal St
Cookeville, TN 38501

Branches Counseling

John Crody
(931) 644-0139
johncrodyipc@yahoo.com
117 Washington Avenue
Cookeville, TN 38501

CADAS

Scholze Center - Jeremy Humphrey
423-643-1666
Jeremy.humphrey@cadass.org
207 Spears Ave
Chattanooga, TN 37405

Camelot

c/o Andrea Jones, VP
663 South Jefferson Avenue
Cookeville, TN 38501

Centerstone

Jessica Gann
3666 South Meade Drive
Cookeville, TN 38506

Centerstone

c/o Cynthia Roe Young
1803 N. Jackson Street
Tullahoma, TN 37388

Christian Counseling Center of Cumberland County

Carol Donalson
348 Taylor St., Suite 105
Crossville, TN 38555

Generations

Judy Johnson
jjohnson@generationsgaiter.com
1101 Neal Street Suite 101
Cookeville, TN 38501

Health Connect

Sparta –
Cookeville –

Infinite Possibilities

c/o April Norrod, LPC
552 E 10th St,
Cookeville 38501

Life Care Family Services

Myrna Kemp, Administrator
665 South Jefferson Avenue
Cookeville, TN 38501

Mental Health Cooperative

c/o Michael L. Kirshner
418 N Willow Ave
Cookeville, TN 38501

Personal Growth and Learning Center

Dr. Carole Lovell
509 North Cedar Avenue
Cookeville, TN 38501

Plateau Mental Health Center/Volunteer Behavioral Health Center

Richard Gillespie
(931) 432-4123 ext 129
1200 South Willow Avenue
Cookeville, TN 38506

Senior Perspectives

Ten Broeck

Executive Director
1 Medical Center Boulevard
Cookeville, TN 38501

TTU Counseling Center

Trish Smith, Director
Roaden University Center (RUC) 307
Cookeville, TN 38505

Youth Villages

Lauren Cook & Allison Howard
1420 Neal St., Suite 202
Cookeville, TN 38501
Cook – (931) 261-5975
Howard (931) 260-5369

APPENDIX J

Sample PROGRESS NOTES (C.A.P.)*

Client _____ Date _____

Counselor Trainee _____

Practicum Supervisor Signature _____

CONTENT: Subjective and Objective Description of the Client’s presenting problem:

ASSESSMENT: (ex. progress toward goals, symptom reduction/increase and mental status)

<p>Mental Status:</p> <p>Appearance</p> <p><input type="checkbox"/> Well-groomed</p> <p><input type="checkbox"/> Casual</p> <p><input type="checkbox"/> Good Hygiene</p> <p><input type="checkbox"/> Disheveled</p> <p><input type="checkbox"/> Body Odor</p> <p><input type="checkbox"/> Unusual</p> <p>Motor Activity</p> <p><input type="checkbox"/> Relaxed</p> <p><input type="checkbox"/> Restless</p> <p><input type="checkbox"/> Sedate</p> <p><input type="checkbox"/> Threatening</p> <p><input type="checkbox"/> Other _____</p> <p>Interpersonal</p> <p><input type="checkbox"/> Cooperative</p> <p><input type="checkbox"/> Oppositional</p>	<p><input type="checkbox"/> Defensive</p> <p><input type="checkbox"/> Withdrawn</p> <p>Mood</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Normal/Stable</p> <p><input type="checkbox"/> Anxious</p> <p><input type="checkbox"/> Depressed</p> <p><input type="checkbox"/> Angry</p> <p><input type="checkbox"/> Euphoric</p> <p><input type="checkbox"/> Irritable</p> <p><input type="checkbox"/> Elevated</p> <p>Affect</p> <p><input type="checkbox"/> Normal Expression</p> <p><input type="checkbox"/> Blunted</p> <p><input type="checkbox"/> Restricted</p> <p><input type="checkbox"/> Flat</p> <p><input type="checkbox"/> Labile</p>	<p>Attention/Concentration</p> <p><input type="checkbox"/> Distractible</p> <p><input type="checkbox"/> Hyper vigilant</p> <p><input type="checkbox"/> Poor</p> <p>Speech</p> <p><input type="checkbox"/> Normal</p> <p><input type="checkbox"/> Pressured</p> <p><input type="checkbox"/> Slow</p> <p><input type="checkbox"/> Incoherent</p> <p><input type="checkbox"/> Circumstantial</p> <p>Thought Process</p> <p><input type="checkbox"/> Normal</p> <p><input type="checkbox"/> Suicidal Ideation</p> <p><input type="checkbox"/> Homicidal Ideation</p> <p><input type="checkbox"/> Other _____</p> <p>Thought Content</p> <p><input type="checkbox"/> Normal</p>	<p><input type="checkbox"/> Hallucinations</p> <p><input type="checkbox"/> Delusions</p> <p><input type="checkbox"/> Ideas of reference</p> <p><input type="checkbox"/> Obsessions</p> <p><input type="checkbox"/> Grandiosity</p> <p><input type="checkbox"/> Flight of Ideas</p> <p><input type="checkbox"/> Loose Associations</p> <p>Judgment</p> <p><input type="checkbox"/> Good</p> <p><input type="checkbox"/> Fair</p> <p><input type="checkbox"/> Poor</p> <p><input type="checkbox"/> Impulsive</p> <p>Insight</p> <p><input type="checkbox"/> Good</p> <p><input type="checkbox"/> Fair</p> <p><input type="checkbox"/> Poor</p> <p><input type="checkbox"/> Other _____</p>
---	--	--	--

PLAN for the next session including homework assignment:

*Students must use this electronic template for submitting notes on iLearn and Tk20

APPENDIX K

PRACTICUM/INTERNSHIP SITE VISITATION FORM

Site Name: _____ Date: _____
Candidate Name: _____ Student ID: _____
Semester: Fall or Spring 20____ Course: COUN 6800 6820 6821
Site Supervisor Name: _____
The supervisor: _____

- a. conducts supervision sessions with student yes no
Comments: _____
- b. views video recordings of sessions or live supervision yes no
Comments: _____
- c. completes written evaluations yes no
Comments: _____
- d. is able to provide adequate space for counseling yes no
Comments: _____
- e. other: yes no
Comments: _____

The supervisor recommends the following:

The supervisor assesses the counseling student as progressing on a 1-10 scale (progress rated as:
1-not at all, 10-very well, and 5-on schedule):

1 2 3 4 5 6 7 8 9 10

The supervisor would like assistance with:

Site Supervisor Signature/Date

Faculty Instructor Signature/Date

FOR FACULTY ONLY:

Faculty Grade of Site:

Target

Acceptable

Unacceptable

Comments/Concerns:

APPENDIX L

Questions for Potential Practicum/Internship Supervisors

Here are some potential questions about the organization and for the supervisor during your interview. Most are general but a few are specific to our program.

What is the organization's overall mission and goals?

What potential projects/programs is there that may suit your skill set while meeting the goals of the practicum and assisting with the mission of the organization?

How many people work at the site?

How many people volunteer at the site?

What are the dynamics like amongst those that work at the site?

Would you have your own working space?

What time is the organization open for you to fulfill the required 10-12 hours/week?

What prep time, if any, is needed to prepare you to work at this site (i.e. CORI/SORI check, drug test, etc.)?

Will they allow recordings of the session (if necessary, the video can show only you and not the client)? If not, do they allow live supervision or audio recordings?

Ask Your Potential Supervisor:

What is their role at the organization?

How long has s/he been employed at the organization or been involved in this type of work?

How do they describe their leadership style?

Any other questions you have of your potential supervisor's work style and habits.

Do they have any, or perhaps other, questions for you?

Cover the Specific Requirements of Being a Practicum/Internship Supervisor:

Provide one-hour per week of direct supervision

Must be a LPC or LPC-MHSP or have a related helping professional identity

One meeting on-site with the practicum professor

Time to work with you to develop a Learning Contract

Provide mid-semester (October/March) and end-of-semester evaluations (December/May)

Support for your professional development and practicum goals.

Final thoughts

In addition, contact your potential supervisor approximately a day in advance to confirm your interview date and time. Send a hand written thank you note to your main contact person at the site the day after your interview. Whether this ends up being your practicum or internship site or not, it is a networking opportunity for the future!