



**Professional Counseling
Practicum & Internship
Handbook
2019-2020**



Counselor Education Program



**Department of Communication
Sciences and Professional Studies**

Professional Counseling Practicum Handbook
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PREFACE

The *Professional Counseling Practicum & Internship Handbook* has been compiled to ensure a smooth transition into your clinical experience. These guidelines reflect the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, the Board of Regents (BoR), *Principles for the Preparation of School Counselors* and the Department of Clinical and Professional Studies policies. The *Handbook* is divided into several parts beginning with an overview of general policies, followed by a section on each of the individual clinical course requirements, and ending with the appendices of appropriate forms.

The Clinical Mental Health Counseling and School Counseling programs at University of West Georgia are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through October 31, 2023.

Professional Counseling Practicum & Internship Handbook

Academic Year 2019-2020

*Department of Clinical and Professional Studies
Counselor Education Program
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SECTION I: GENERAL INFORMATION

A. Introduction

This *Professional Counseling Practicum & Internship Handbook* provides detailed information about the Practicum and Internship in Professional Counseling courses offered by the Department of Clinical and Professional Studies, Counselor Education Program (CEP). These courses include both School and Clinical Mental Health Counseling program candidates. The clinical experiences for each program meet the requirements of the Council for Accreditation of Counseling and Related Programs (CACREP) standards and the Board of Regents (BoR) of the University System of Georgia *Principles for the Preparation of School Counselors*.

Following the policies and procedures described in this *Professional Counseling Handbook* and maintaining close contact with your faculty advisor will help you get a clear focus on your Practicum and Internship goals. Additionally, course instructors/university supervisors will provide a syllabus containing specific details about individual course requirements.

You are encouraged to carefully read this entire *Professional Counseling Practicum & Internship Handbook* soon after your acceptance into the CEP program. Once you have become familiar with the material in the *Handbook*, make an appointment with your advisor to answer any questions. Refer to the *Handbook* as you move through your program. **Watch for revisions of the documents, so that you stay on target with program criteria.**

We wish you great success with your clinical experiences.



B. Checklist and Forms Required

Date Completed	Pre-Enrollment Task
	Academic prerequisites met: CEPD 6131, CEPD 6140, CEPD 6160 and Permission of Department. See Plan of Study for additional courses required to obtain Permission of Department.
	Consult with Faculty Advisor to ensure readiness to apply as evidenced by a completed “Plan of Study”.
	Practicum/Internship application submitted in TK20 to Office of Field Based Preparation.
	Criminal Background Check form printed from TK20, completed, notarized and submitted to the College of Education Office of Field Experience.
	UWG Practicum/Internship course registration completed.

Date Completed	Concurrent-Enrollment Tasks
	Site orientation completed.
	Proposed outline of activities determined with site supervisor. Students are NOT to begin their work until the first day of their Practicum/Internship class.
	Liability insurance declaration page submitted to TK20 and D2L.
	<i>Site Supervisors' Handbook</i> provided to site supervisor.
	Complete weekly documentation of hours in TK20 log.
	Complete various course-based assignments, as outlined in the course syllabus.
	Deliver Case Presentation and upload to TK20.
	Complete Professional Identity and Ethical Practice paper and upload to TK20.
	Complete Elevator Pitch and upload to TK20.
	Midterm and Final Supervisor Field Placement Evaluation, which are completed by site supervisor through TK20.
	Professional Dispositions and Behavior Rubric, which are completed by site supervisor and professor through TK20.
	Student Evaluations of Field Site/Supervisor, which are completed by student in TK20.

C. Enrollment Procedures

Registration

- **Deadlines:** The UWG Registrar's Office determines academic registration deadlines. Information about registration can be found at <http://www.westga.edu/registrar/>. The COE Office of Field Based Preparation determines Practicum/Internship application deadlines. Information about application deadlines and the application process can be found at <http://www.westga.edu/ofe/>.
- **Consultation with Advisor:** Consultation with your advisor before completing your field experience application is critical to the smooth completion of your field experiences, and is a requirement for approval of your field experience application
- **UWG Registration:** Remember, you must also register online with UWG for Practicum/Internship. You will not be able to register unless your field experience application has been submitted to TK20 and approved. Registration information and procedures are administered by the UWG Registrar's Office, which may be accessed at <http://www.westga.edu/registrar/>. Internship courses are considered variable credit (1-6). Consult with your advisor to determine the appropriate number of credits in which to enroll during Internship.
- **Additional Information:** An additional fee beyond tuition will be assessed for Practicum/Internship.

Internship students have two options for completing their internship hours:

Option A	Option B	Option C
Full-Time (600 hours)	Half-Time (300 hours)	Summer CMHC Only (200 hours)
40 hours per week (over 5 days per week for 15 weeks)	20 hours per week for 30 weeks	20 hours per week for 8 weeks
1 Semester	2 Semesters	2 semesters
6 credit hours	3 credit hours	2 credit hours

Considerations for Selecting an Appropriate Site

Selecting your Practicum/Internship site is one of the most important steps for successful completion of your clinical experiences. Consideration of the following factors will aid this process:

Program Sheets & Plan of Study:

Review your Program Sheet and Plan of Study to understand the program requirements. Program sheets are available in the department. You should have completed your Plan of Study with your advisor upon initial enrollment/advisement in the program.

Professional Goals:

Determine your professional interests, needs, and expectations for your clinical/field experiences, considering your professional goals.

Licensure/Certification Requirements:

Become familiar with state or national requirements for counseling licensure and/or certification. Licensure and certification requirements may change without notice. It is your responsibility to stay current with requirements.

Multiple Developmental Levels (School Track):

School Interns are required by the State of Georgia to complete experiences with students from at least 4 different developmental levels: grades P-2, 3-5, Middle School and High School. Be prepared to list specific sites on your application that would fulfill this requirement.

Site Interviews (Clinical Mental Health Track):

Clinical Mental Health Counseling students will probably want to interview with two or three potential sites to determine which offers the best “fit” with you, your working style, your needs and expectations, and your career goals. Suggestions and procedures are highlighted as follows:

Site Approval:

All clinical sites must be approved by the University. Self-placement in an unapproved site will result in receiving zero course credit for the clinical experience and may result in additional administrative consequences. You are NOT permitted to complete any field experience at an unapproved site.

Application for Placement

All students applying for field experience should create and submit an application in TK20. The Office of Field Based Preparation at <http://www.westga.edu/ofe/> provides information and instructions about submitting an application.

A new application must be completed for each semester.

Clinical Mental Health students should consult the list of approved placement sites and directly inquire with the agency where you wish to be placed about potential placement at that site.

School track students should NOT contact potential placement sites prior to approval of your application. List preferred placement sites on the application.

All applicants for Practicum/Internship will be required to submit to a Criminal Background Check. The Office of Field Based Preparation at <http://www.westga.edu/ofe/> provides information about this process. Under no circumstances will any candidate who has not completed the College of Education Criminal Background Check Form be considered for field placements or be permitted to begin field experiences.

Complete the application following the instructions provided.

Preparation for Beginning Practicum/Internship (Following Approval)

Liability Insurance:

All students must obtain professional liability insurance prior to the first day of class for your Practicum/ Internship. Professional liability insurance can be obtained from a number of providers, including professional organizations such as ACA, ASCA, and LPCA.

A copy of the declaration page of your policy is due on the first day of class and must be submitted via TK20. You are required to have liability insurance *before* reporting to your site during Practicum/Internship. **There are no exceptions to this rule.**

*The Counselor Education Program does not make recommendations for the amount of liability coverage you should obtain. When making that decision, consider your personal and professional circumstances and risks. *

Site Contact

- **School Concentration:** You must not attempt contact with your placement site until you have been officially notified of approval. However, if you are requesting your worksite (a school **in the same county** does not qualify as a **worksite**, it must be the **same school**) as your placement for Practicum/Internship, it is your responsibility to make arrangements with the appropriate supervisor at your site and secure permission from the administration. Some school systems will require you to take a leave of absence while completing your Practicum/Internship. You must investigate your school/school system policies and procedures that may apply. You may not begin your work (even indirect hours) at the site prior to attending the **first class session of your Practicum/Internship classes that semester.**
- **Clinical Mental Health Concentration:** Before the semester begins Clinical Mental Health Counseling students are encouraged to consult with their site supervisor to make the necessary preparations for beginning work with clients as soon as Practicum class begins. You may not begin your work (even indirect hours) at the site prior to attending the **first class session of your Practicum/Internship class that semester.**

D. What to Expect During Practicum/Internship

Grades

The University supervisor officially determines the final grade. Grades earned are Satisfactory or Unsatisfactory. The determination of the grade is the result of considerable collaboration by the University supervisor and on-site supervising counselor.

Factors to be considered in assigning grades may include the following:

Observed professional performance, behaviors, skills, and attitudes of the student by the university supervisor during group and/or individual supervision;
Site supervisor observations;
Completion of assignments and any other activities;
Professional ethics and conduct;
Interpersonal skills;
Counseling skills;
Field Experience Evaluations by the university supervisor and the site supervisor

Supervision

During your clinical/field experiences you will receive supervision and feedback from your site supervisor and faculty supervisor as required by CACREP, our accrediting agency. As you read in the previous section, who you are as a person greatly influences your effectiveness as a counselor. Therefore, there will be times when the supervision and feedback you receive will address your personal qualities as well as your use of counseling skills. To take full advantage of supervision, it is critical that you prepare for the supervision session. The following sections provide information about these important areas: *receiving feedback, giving feedback, and preparing for supervision.*

Receiving Feedback: Probably at no other time in your counseling career will you work under such close supervision as you will in Practicum/Internship courses. You are urged to take advantage of this unique opportunity by making the personal decision to be non-defensive and open to supervision and feedback. Steps that will facilitate your participation in the supervision process include:

- **Focus Yourself:** Before your supervision sessions take time to focus on the goal to become the most effective counselor you can be.
- **Actively Listen and Hear:** Make it a priority to really hear the feedback offered to you, even when you may perceive the comments to be critical.
- **Examine Yourself:** Consider the validity of the feedback; remain open to new ideas that may challenge old perceptions.

- **Embrace What Resonates:** Be willing to grow and change as you learn more about yourself through the supervision process.
- **Value Yourself:** Sometimes Practicum/Internship students are most critical of themselves; be kind and gentle to yourself.

Giving Feedback: Another critical aspect of supervision is the feedback you can offer to other Practicum/Internship students. This is an important opportunity to demonstrate the ability to give honest and accurate feedback in a tactful and sensitive manner. It is often tempting to give non-specific feedback such as, “You did a good job” or “I thought you were a little off target.” However, such global statements do not provide useful information. Helpful feedback has several critical qualities.

Helpful Feedback...

- has both positive and critical components
- is objective and behaviorally oriented
- is free from judgment, and
- happens when you risk sharing your observation

Preparing for Supervision Sessions: Being prepared for supervision sessions enables you to take the greatest advantage of this component of your clinical/field experiences. In addition to the openness described above, minimum preparation *before* supervision sessions includes:

- **Paperwork.** Complete all required paperwork prior to class/supervision
- **Review of Recordings.** Listen to and/or watch recordings of your counseling sessions and cue the recording to portions on which you want feedback. Be sure that recordings are clearly audible and that the equipment you will use to play the recording is operating correctly. Practicum students must present a minimum of 10 session recordings in university supervision per semester.
- **Supervision Questions.** Write down the specific questions you have for the supervisor.

Professional Considerations

Personal Challenges: During clinical experiences, you will likely encounter clients/supervisors who will “push your buttons.” This is a normal and desirable process that challenges you to grow by facing and acknowledging unresolved issues that may block your effectiveness as a counselor. Although encountering these issues may be painful at first, openness to the experience is an important quality to develop.

It is equally essential for you to become aware of your own biases, attitudes, values, and beliefs and how they affect the counseling process. Rigidity in these areas can seriously inhibit your

effectiveness as a counselor. Acknowledging and accepting your deeply ingrained viewpoints and the limits they place on your work, as a counselor is a critical aspect of your professional development. Review your notes from your multicultural course on bias and prejudice when necessary.

Many students choose to invest in their professional futures by participating in personal counseling. In addition to personal counseling resources available in your own community, you may contact the UWG Counseling Center (678-839-6428) for information about free counseling services available to students.

Code of Ethics: A professional ethical code is the set of guidelines that governs professional behavior. Standards of practice are statements of minimum behavior by which professionals are expected to abide. ACA publishes the *Code of Ethics and Standards of Practice* that “establishes principles that define the ethical behavior of association members.” ACA members are required to adhere to the ethical responsibilities outlined in this publication. For SCCs, ASCA also publishes *Ethical Standards for School Counseling*.

As a Practicum/Internship STUDENT, you are required to meet your professional obligations regarding ethical practice. Therefore, without exception, you are expected to meet the minimum responsibilities outlined below:

Minimum Ethical Obligations:

- Secure the *Code of Ethics and Standards of Practice* available online at the ACA website (www.counseling.org). Students will also need to secure the *Ethical Standards for School Counselors* from their website www.schoolcounselor.org
- Read and become thoroughly familiar with the applicable ethical codes
- Abide by the ethical behavior and standards of practice endorsed by ACA/ASCA.
- Learn and abide by an ethical decision making model.
- Bring your general, non-emergency ethical questions to supervision.
- Immediately consult with your faculty supervisor and/or site supervisor when emergency ethical dilemmas arise (i.e., suicide, homicide, child abuse, etc.).
- Become familiar with and abide by policies and procedures established by your Practicum site.
- Adhere to the code of ethics and laws of the state in which you conduct your Practicum/Internship.
- **Please Note: Failure to adhere to professional codes of ethics, standards of practice, and state laws may result in disciplinary action and/or dismissal from the program.**

Confidentiality: Under the guidance of the site supervisor, you may have access to client/student records. It is important that this information be used in a professional manner and remain confidential. Federal law protects the confidentiality of these records either through HIPAA or FERPA. **Under no circumstances is information to be released to or discussed with any unauthorized person.** Take care in copying any information from records. Check with the site supervisor prior to making copies.

Self-Care: Many students fulfill numerous roles, such as student, spouse/significant other, parent, child, employee, and community/professional leader. Sometimes it is difficult to find time to care for oneself in the midst of such a hectic day-to-day life. Yet, self-care is critical to meeting life's demands as well as effectively responding to the obligations of your chosen profession and avoiding burnout. **Obviously, this list of recommended areas of self-care is limited. Use these suggestions as starting points for developing your own self-care plan.**

Consider developing and implementing workable strategies to meet your needs in areas like those suggested below:

- **Physical:** Good nutrition, adequate rest, and moderate exercise
- **Social:** Enhancing supportive relationships
- **Peer Relationships:** Creating a circle of peers who understand your work
- **Spiritual:** Nurturing your faith and religious/spiritual beliefs
- **Recreation:** Playing and having fun
- **Humor:** Finding humor, particularly during challenging times
- **Letting Go:** Remember, you cannot “fix” your clients, take away their pain, or make their decisions

Please Note: If you postpone your Practicum or Internship, you must submit a new application for the semester you plan to take the course

SECTION II: PRACTICUM

A. Practicum Objectives

The general goal of Practicum is for students to master skills learned in previous courses by demonstrating rational analytical thinking and flexible decision-making when working with clients. You will engage in individual counseling and group experiences with actual clients in a school or clinical mental health setting. You are urged to engage clients of culturally diverse populations, both genders, and various age groups. General performance objectives for this course are included here. (*Individual instructors may modify this list and/or instructors may modify the means of recording this activity*).

- Develop and effectively use procedures for meeting with clients/students in individual and group settings.
- Establish an appropriately safe and accepting atmosphere for clients/students.
- Demonstrate an appropriate respectful, genuine, empathic attitude with clients/students.
- Demonstrate an understanding of the client/student's presenting problem.
- Articulate the client/student's problems.
- Elicit appropriate information from clients/students.
- Recognize, understand, distinguish differences among, and transmit understanding of cognition, affect, and behavior presented by clients/students.
- Demonstrate understanding of the theme(s) in issues presented by the client/student.
- Plan effective counseling strategies to meet the client/student's needs.
- Demonstrate ability to assess the counseling process and appropriately modify.
- Distinguish client/student needs from one's own needs.
- Examine one's self (i.e., values, beliefs, strengths, limitations) in the counselor-client/student and counselor-supervisor relationships.
- Demonstrate ability to effectively participate in the supervision process.
- Consult with parents/families (as applicable) and related professionals as appropriate to the client/student's functioning in areas such as academic, social skills, cognitive abilities, and physical ability.
- Adhere to and demonstrate an understanding of ethical and legal responsibilities of counselors.
- Demonstrate working knowledge of cultural and ethnic diversity.
- Demonstrate a working knowledge of community resources.
- Formulate and describe a personal theory and style of counseling.
- Demonstrate leadership by taking responsibilities for tasks assigned within the goal statements, providing appropriate feedback during individual and group supervision, and taking charge of the appropriate material for the case study presentation

Supervision

You are expected to *fully participate* in Practicum supervision sessions. As previously stated, extensive supervision is provided by the University supervisor, your on-site supervisor, peer supervisors, and/or other means as established by your University supervisor. Supervision by your Practicum instructor and/or *designees (e.g., you may be assigned an Ed.S. supervisor when applicable)* will most likely take place on the UWG campus, however, in some cases, and with the approval of the program coordinator, supervision may be required at some other meeting site. The table below details the time requirements for Practicum supervision. Be sure you schedule sufficient blocks of time for this important activity.

1-hour	Weekly site supervision with site supervisor
1-hour	Weekly on-campus individual/triadic supervision with faculty or advanced peer. Supervisor (i.e., Ed.S. or Ed.D. student). This may require an additional trip to campus for the PRACTICUM STUDENT. A minimum of 10 audio/video recordings must be presented.
1 ½ hours	Weekly on-campus group supervision, which will usually occur during the regularly scheduled class time.

Direct and Indirect Services. During Practicum, you will be engaged in counseling and/or guidance sessions with clients/students as well as other Practicum-related activities. Practicum activities include, but are not limited to the following:

- Individual and group counseling
- Working with parents/families
- Guidance curriculum in the areas of academic success, career preparedness, and social-emotional growth.
- Collaboration
- Consultation
- Coordination
- Advocacy and leadership
- Supervision
- Professional development
- Program management and development
- Assessment and effective use of data
- Mentoring with site supervisor

Examples of Appropriate Direct Service Activities

Individual counseling
Group counseling
Marriage or couple counseling
Family counseling
Substance abuse counseling
Career counseling
Leading or co-leading psychoeducation or support groups
Classroom guidance lessons
Administering standardized tests in counseling
Conducting prescreen activities and diagnostic assessments
Using counseling interviews to assess mental status and risk for suicide, homicide or violence
Co-counseling direct client counseling activities

Examples of Appropriate Indirect Activities

Individual and group supervision
Analyzing, interpreting and reporting results from standardized tests in counseling
Recording diagnostic impressions
Developing treatment plans
Maintaining client records
Preparing reports on clients/students or assigned topics
Consultation
Participating in case staffings and treatment team meetings
Making referrals
Participating in in-service training
Participating in agency/school administrative meetings
Learning agency/school philosophy, goals, organizational structure, policies and procedures
Completing assigned research, program development or evaluation tasks
Using agency/school resources such as records, psychological and psychiatric consultations, library and training media
Completing individual study assigned by supervisor
Visiting and observing other agencies, schools, programs or facilities as assigned by supervisor
Observing live or recorded demonstrations of techniques and procedures
Engaging in case management functions

Confidentiality

Under the guidance of the on-site supervisor, the PRACTICUM/INTERNSHIP STUDENT may have access to client/student records. It is important that this information be used in a professional manner and remain confidential. The PRACTICUM/INTERNSHIP STUDENT is reminded that federal law protects the confidentiality of these records either through HIPAA or FERPA, respectively. **Under no circumstances is information to be released to or discussed with any unauthorized person.** Take care in copying any information from records. Check with the site supervisor prior to making copies. **Do not use identifying information on recordings or paperwork except where absolutely necessary.** Exceptions, of course, are the consent forms that require full signatures. Also, be very aware that you may not discuss your clients/students in any way that might identify them to any unauthorized person.

Audio/Video recording:

ALL sessions with clients/students are to be video or audio recorded. You will need to obtain quality recording equipment (either your own, from your site or from the COE TechHUB).

Informed Consent:

Consent to record forms must be signed by the student or parent/guardian prior to any recorded Practicum session. If you remember to put audio/video on the consent form both types of recording will be covered. Keep a copy of each consent form in the client/student's records

Practicum Goals

Another important Practicum preparation activity involves the formulation of goals to define your efforts during the semester. It is required that you prepare a goal statement to give to your instructor at the first class meeting. Be sure the goals you establish are feasible, measurable, and stated in behavioral terms. Include a plan ("how-to") for accomplishing each goal. Discuss your goals with your site supervisor and obtain his/her signature to indicate agreement. A sample goal statement is below.

Clinical Mental Health Counseling – Practicum Goal Statement - Sample

Demonstrate Challenging Skills with Clients:

I will be alert to incongruities in clients' verbal and nonverbal behaviors and point these out while in the session.

Analyze client-counselor interactions from one theoretical perspective:

I will identify the theoretical approach I use in counseling sessions and develop a rationale for my choice. Also, I will analyze the effectiveness of the approach I use by noting client progress in developing/increasing coping skills.

Initiate Supervision:

I will prepare questions for my supervision sessions and ask for help when I have questions between supervision meetings. My university & site supervisor will be able to evaluate this goal by my preparation & presentation of client concerns during the weekly supervision sessions.

Record of Hours Worked

Track the time spent on Practicum activities. Record your practicum hours in TK20 on a weekly basis. Remember to make a copy of your hours for your personal records. The TK20 record of hours will become part of your CEP permanent file.

Student Assessments

Evaluations of your performance as a Practicum student will be conducted via written and/or verbal feedback. Continuous verbal feedback will be provided during supervision sessions. Additionally, a formal written evaluation is expected from your site supervisor at the middle and at the end of the semester.

Assessments by Students

You are required to complete an evaluation of your Practicum site and your Practicum supervision. You may be required to submit to your instructor periodic self-evaluations. Additionally, the faculty supervisor may have other assessments that will be explained in class.

Work Location

Practicum students are not permitted to meet with clients in clients' homes or at any other location outside of the agency unless the site supervisor accompanies the practicum student.

Practicum Minimum Hourly Requirements

School and Clinical Mental Health Counseling Practicum students are required to complete a total of *150 clock hours* of Practicum experiences. In a typical 15-week semester, this requirement translates to about 10 hours per week.

B. Practicum Hours (Unless Placed at the UWG Counseling Center)

Practicum students must engage in individual and group counseling with clients from diverse backgrounds. Students also will meet in a small group for 1-½ hours weekly with the faculty supervisor. During this time a variety of activities will occur, including discussion of on-site issues, presentation of case studies/recordings, discussion of ethical issues, peer supervision and teaching. Also, students will meet individually with the faculty instructor or her/his designate for one hour each week. During this time students will discuss personal counseling goals and general concerns as well as present recordings of client/student counseling sessions for review.

CLINICAL MENTAL HEALTH & SCHOOL COUNSELING PRACTICUM

<u>PRACTICUM ACTIVITIES</u>	<u>PER SEMESTER</u>	<u>TOTAL %</u>
TOTAL DIRECT	60.0 hrs.	40%
Indirect Activities	37.5 hrs.	25%
(Includes services such as needs assessment, leadership opportunities, program evaluation and planning, counselor staff meetings, professional development workshops, planning for guidance and group counseling, student information and testing, appropriate use of student data, community resources, guidance information, student placement and special guidance projects).		
On-Site Supervision	15.0 hrs.	10%
University Supervisor Supervision	15.0 hrs.	10%
Group Supervision	22.5 hrs.	15%
TOTAL SUPERVISION	52.5 hrs.	35%
TOTAL	150 hrs.	100%

Summer Practicum is NOT available

C. Practicum Experiences for Students Placed at the UWG Counseling Center

Clinical Mental Health Counseling students who are placed at the UWG Counseling Center are required to complete 20 hours a week for both practicum and internship students for a total of 300 hours/semester. The center staff under the supervision of the designated UWG faculty will provide all supervision.

Practicum/Internship Experiences	Time Requirement for 15 weeks
DIRECT SERVICES	180 HRS (average is 12 direct contact hours weekly)
SDC Individual Supervision	15 HRS (1 hour weekly)
SDC Group Supervision	30 HRS (2 hours weekly)
Group Counseling	18 HRS (1.5 hours weekly)
INDIRECT SERVICES	45 HRS (3 hours weekly)
Total	288 HRS

All students starting their practicum/internship at the Counseling Center are required to attend a 2 day orientation the 2 days before the start of the semester. The additional 12 hours will vary according to individual variations in schedules and may include direct, indirect, supervision, outreach, consultation, documentation, etc.

TOTAL = 300 hours/semester.

SECTION III: INTERNSHIP

Internship is designed to provide on-the-job experience under the supervision of the university supervisor and a qualified professional at a designated placement site. Internship is intended to be a culmination of your graduate counseling program; you will be expected to demonstrate knowledge and skills gained over the entire program. To fully benefit from this experiential requirement, work closely with your advisor and faculty supervisor (course instructor) to get a clear focus on your goals and the course requirements. A total of 600 clock hours (*minimum*) of internship experience is required for licensure and certification purposes.

A. Internship Objectives

As an Internship student, you will engage in real-life work experiences under the supervision of your course instructor (faculty supervisor) and a professional in the field (site supervisor). A significant portion of your Internship experiences will be client contact. You are expected to engage clients of culturally diverse populations, genders, various age groups (as appropriate to your site), and diverse lifestyles in your work.

B. Supervision

You are expected to *fully participate* in Internship supervision sessions. Supervision by your Internship instructor ***will most likely take place on the UWG campus, however, in some situations, and with permission of the program coordinator, supervision may be required at some other meeting site.*** The table below details the time requirements for Internship supervision. Be sure you schedule sufficient blocks of time for this important activity.

1-hour	Weekly site supervision with the site supervisor
2.5hours	Bi-weekly on-campus group supervision, which will usually occur during the regularly scheduled class time.

C. Internship Procedures

CEP has established (1) general expectations for all internship students. There also are more specific expectations regarding (2) development of internship goals, (3) maintenance of internship activities records and completion of various assessments, and (4) fulfillment of other course requirements as determined by individual instructors and/or individual placement sites.

General Internship Expectations:

As an Intern, you are expected to:

Follow the policies and procedures in this *Handbook* as well as other CEP and UWG publications.

Follow policies and procedures established by your internship site.

Gain a thorough knowledge of your internship site, including mission statement, goals, objectives, operation, and structure.

Follow the ACA Ethical Code and Standards of Practice, ASCA Code of Ethics, and the laws and ethical codes of the state in which you are interning

Internship Agreement:

After the start of the semester, develop a preliminary set of goals (see Appendix C, “Internship Agreement”) you would like to accomplish during the course. You may find it helpful to reflect on your previous clinical experience to determine skill and knowledge areas that you would like to further develop. Plan to have a draft of the document ready to turn into your instructor soon after the first class meeting following contact with your site. Be sure to discuss your goals with your site supervisor and university supervisor. Before turning in the final activities agreement obtain appropriate signatures. Individual instructors may have more specific activities agreement requirements. When developing your goals, be sure they are feasible, measurable, and behaviorally stated. Successful completion of these plans will be evaluated based on the counseling candidate completing all of the objectives to the best of her/his ability. The student will not be penalized for not completing activities, which are beyond her/his control.

Internship Goals – *Examples*

Become Familiar with Site Policies and Procedures:

I’ll read the Policies and Procedures manual and develop a list of questions to discuss in supervision.

Become More Competent with Brief Therapy Skills:

I’ll read materials suggested by my site supervisor and use brief therapy techniques in my sessions.

Become Involved in Professional Organizations:

I’ll attend at least one professional organization meeting or conference this semester.

Continue Developing my Challenging Skills:

I’ll continue to listen for client incongruities and use advanced empathy and questions to challenge the client.

Record of Hours Worked:

Track the time spent in internship activities. Record your internship hours in TK20 on a weekly basis. Remember to make a copy of your hours for your personal records. The TK20 record of hours will become part of your CEP permanent file.

Student Assessments:

Evaluations of your performance as an Intern student will be conducted via written and/or verbal feedback. Continuous verbal feedback will be provided during supervision sessions. Additionally, a formal written evaluation is expected from your field site supervisor at the end of the semester.

Assessments by Students:

You are required to complete an evaluation of your Intern site and your site supervisor. You may be required to submit to your instructor periodic self-evaluations. Additionally, the faculty supervisor may have other assessments that will be explained in class.

Case Presentation:

You are required to submit a minimum of one case presentation to your university supervisor. Refer to your syllabus for additional details.

Other Internship Expectations:

Other course requirements will be determined and outlined by the course instructor's syllabus. These requirements may include, but are not limited to:

- Attending class seminar consistently
- Reading specified materials
- Conducting periodic self-assessments
- Completing assignments not mentioned in the *Counseling Site Supervisors Handbook*
- Consultation and collaboration with community stakeholders
- Attendance at professional meetings, training sessions, conferences

Clinical Mental Health Counseling Interns Are Expected To Give Specific Attention To The Following:

- Conduct psychoeducational/informational/counseling groups
- Participate in professional development opportunities, including readings that may be assigned by the site or faculty supervisor; involvement in professional organizations; attendance at professional meetings, workshops, and conferences; and attendance at staff meetings and in-service training
- Be involved in case and/or program planning relevant to clientele and the site
- Conduct intake interviews and formulate diagnostic hypotheses (*NOTE that CEP 7111 is strongly recommended to prepare students for this Internship activity*)
- Use a variety of professional resources, such as assessment instruments, print and non-print media, technologies, research and professional literature
- Develop community resource information and make appropriate referrals
- Participate in prevention and early intervention efforts conducted by the site

School Counseling Interns Are Expected To Give Specific Attention To The Following:

- Individual counseling and/or individual guidance
- Group work, including group counseling, group guidance, and/or psycho-educational groups - group work and guidance is to focus on the academic success of students, appropriate career preparation for the age level and the social/emotional needs of all students
- Supervision, individual and group counseling
- Consultation and collaboration with site staff, community resources, family, and others as appropriate
- Leadership opportunities available at the site
- Use assessment instruments, technologies, print and non-print media, professional literature, and research
- Continuing education opportunities, such as workshops, conferences, and meetings related to the school counseling placement
- Timely completion of paperwork appropriate to the internship setting
- Other internship activities and experiences as appropriate

D. Internship Minimum Hourly Requirements

Interns must complete a total of *600 clock hours* of internship experiences. The internship provides an opportunity for students to perform under supervision a variety of activities that a regularly employed counselor in the setting would be expected to perform. Details about the hourly requirements for a typical 15-week semester are as follows:

Summer Internships are only available for CMHC students.

CLINICAL MENTAL HEALTH AND SCHOOL COUNSELING INTERNSHIP

<u>INTERNSHIP ACTIVITIES</u>	<u>OPTION A</u>	<u>OPTION B</u>	<u>OPTION C</u>
	Full-time	Half-time	Summer Only
Individual and Group Counseling	240 hrs. 16 hrs./wk.	120 hrs. 8 hrs./wk.	80 hrs. 10 hrs./wk.
TOTAL DIRECT (40%)	240 hrs.	120 hrs.	80 hrs.
*Indirect Activities (60%)	322.5 hrs. 21.5 hrs./wk.	142.5 hrs. 9.5 hrs./wk.	96 hrs. 12 hrs./wh.
On-Site Supervision	15 hrs.	15 hrs.	8 hrs.
University Group Supervision	22.5 hrs.	22.5 hrs.	16 hrs.
TOTAL SUPERVISION	37.5 hrs.	37.5 hrs.	24 hrs.
TOTAL	600 hrs. 40 hrs./wk. 15 weeks 1 semester	300 hrs. 20 hrs./wk. 30 weeks 2 semesters	200 hrs. 25 hrs./wk. 8 weeks 2 semesters

***Indirect Hours** Include services such as needs assessment, leadership opportunities, program evaluation and planning, counselor staff meetings, professional development workshops, planning for guidance and group counseling, student information and testing, appropriate use of student data, community resources, guidance information, student placement and special guidance projects.

SECTION IV: SUPERVISORS

A. Expectations for Site Supervisors

To ensure a successful quality experience, site supervisors are expected to meet certain criteria and perform specific functions.

(1) Site Supervisor Qualifications:

Site supervisors must meet qualifying criteria as detailed below:

- A minimum of a master's degree in counseling or a closely related field with equivalent qualifications, including appropriate certification or licenses
- A minimum of three (3) years of pertinent professional experience and certification in school/clinical mental health counseling
- Knowledge of the program's expectations, requirements, and evaluation procedures for students (*Professional & Internship Site Supervisor's Handbook*)

(2) Site Related Training:

In order to help students become thoroughly familiar with the placement, site supervisors are expected to:

- Provide an orientation including mission statement, goals and objectives of the agency/school
- Provide training and supervision about the site's policies and procedures
- Provide information and answer questions about standards and operation
- Provide any other training/orientation he/she deems appropriate

(3) Ethical and Legal Issues:

To help students meet ethical and legal responsibilities site supervisors are expected to:

- Require that students follow the ACA/ASCA Ethical Codes and Standards of practice as well as other codes of ethics pertinent to their internship responsibilities
- Be available for consultation when students have ethical/legal questions

(4) Consultation and Supervision:

Site supervisors are expected to provide close supervision by:

- Scheduling time for consultation and supervision on a regular basis
- Providing at least 1 hour of supervision per week
- Being available during internship work hours

(5) Opportunities:

Site supervisors are expected to:

- Provide opportunities for students to meet the clock hour requirement
- Assist student efforts to meet client/student contact requirements
- Help students work with a wide variety of clients/students in both individual and group settings
- Encourage students to become involved in all appropriate aspects of the site as time allows
- Provide adequate space for practicum responsibilities, supplies, materials, and other resources

(6) Integration with Site Staff and Other Professionals:

A complete experience will include the student developing sound working relationships with administrators, staff, and other professionals. Site supervisors are expected to:

- Involve students in staff meetings, consultations with other professionals, and other related opportunities as appropriate
- Assist and support student efforts to be accepted as a member of the staff

(7) Evaluations:

Periodic evaluations of their work will enable students to meet their goals. Site supervisors are expected to:

- Help students formulate their activities agreement and review their progress throughout the term
- Assist students with periodic self-evaluations
- Provide feedback about the student's work and verify the log of activities in weekly supervision sessions
- Meet with the university supervisor on scheduled visits
- Advise the university supervisor of any concerns that may arise related to the supervisee's progress
- Complete, discuss with the student, and return to the university supervisor the Field Placement Evaluation

B. Expectations for University Supervisors

The university supervisor directs the academic requirements and acts as a liaison with the site supervisor. University supervisors will:

- Visit the site during the semester to discuss student progress and issues of concern with the site supervisor
- Provide supervision to the student
- Provide consultation/supervision to the site supervisor, when requested
- Establish course requirements via the course syllabus
- Evaluate the site
- Evaluate progress of the student
- Assign the course grade (*Satisfactory or Unsatisfactory*) based on the criteria below:
 1. Adequacy of meeting individually set activities agreements and objectives,
 2. The site supervisor's evaluation,
 3. The student's self-evaluations,
 4. The university supervisor's own evaluation, and
 5. Fulfillment of course requirements.

V. APPENDICES

APPENDIX A	CONSENT FORMS TO AUDIO/VIDEOTAPE INTERVIEWS ENGLISH AND SPANISH VERSIONS
APPENDIX B	PRACTICUM AND INTERNSHIP CONTACT INFORMATION SHEET
APPENDIX C	PRACTICUM/INTERNSHIP AGREEMENT
APPENDIX D	INDIVIDUAL SESSION SUMMARY OUTLINE
APPENDIX E	GROUP SESSION SUMMARY OUTLINE
APPENDIX F	PROFESSIONAL COUNSELING WEEKLY LOG SHEETS
APPENDIX G	PRACTICUM AND INTERNSHIP PROFESSIONAL COUNSELING PROGRAM REMEDIATION PLAN
APPENDIX H	EVALUATION CRITERIA FOR CASE PRESENTATION
APPENDIX I	FIELD PLACEMENT EVALUATION
APPENDIX J	PROFESSIONAL DISPOSITIONS AND BEHAVIORS RUBRIC
APPENDIX K	STUDENT EVALUATION OF FIELD SITE EXPERIENCE AND FIELD SITE SUPERVISION

Appendix A

PRACTICUM/INTERNSHIP INFORMATION AND VIDEO/AUDIO RECORDING CONSENT FOR MINORS

<Your Name>

I am pleased to work with you/your child, (*print/type client's name here*), as a *School/ Clinical Mental Health Counseling Candidate*. This document is intended to inform you about my background and to ensure that you understand my professional relationship with you/your child. I am currently a student in the Counselor Education Program at the University of West Georgia. I am pursuing a graduate degree in *School/Clinical Mental Health Counseling*.

As part of my education and training, I am required to enroll in a Practicum/Internship class that involves counseling individuals and groups in order to practice the skills I am learning. University faculty, peer supervisors, and my school/ clinical mental health site supervisor will supervise my work. Counseling sessions with you/your child help me meet the requirements for this class that ends date of end of semester.

My relationship with you/your child is professional rather than social. My contact with you/ your child will be limited to counseling sessions arranged with me until date of end of semester. I am ethically unable to accept you/your child's invitations to social gatherings or gifts, or have any relationship other than the professional relationship we will have within the context of our counseling. You/Your child will learn a great deal about me as we work together during the counseling experience. However, it is important for you/your child to remember that you/your child are/is experiencing me in my professional role.

Anything discussed during counseling sessions is confidential, with the following exceptions:

1. My supervision as described above
2. You direct me, in writing to tell someone else
3. You/Your child are/is determined to be a danger to self or others
4. There are indications of child abuse that I am legally obligated to report
5. I am ordered by a court to disclose information

Counseling sessions are usually number minutes in length. Please note that it is impossible to guarantee any specific results regarding you/your child's counseling goals. However, together we will work to achieve the best possible results. Your assistance and cooperation in this training are appreciated and it is hoped you/your child gain as much as I.

Counselor supervision for Practicum **requires the audio/video recording** of counseling sessions and assessment of my work with clients in order to help evaluate my skills. The **recordings will only show the counselor (not the minor child or adult client)** and will be reviewed **only** by faculty supervisor, peer supervisor(s), site supervisor and/or other graduate counseling students enrolled in or assisting in my Practicum class. All recordings will be destroyed upon completion of the course. All information from the recordings is confidential given the above-described supervision and learning experiences. These procedures require your consent. ***If you have questions, please feel free to talk with me or my supervisor site supervisor's name at site phone. My university supervisor can be contacted at 678-839-6567.***

CONSENT:

I, _____ (*print full name*) *parent or guardian (if minor child) of* _____ (*print child's full name*), *agree to allow this minor child or I agree (if adult client) to participate in Practicum/Internship counseling sessions. I understand the above conditions and have resolved any questions or concerns. I have read and understand the Practicum/Internship Information and Video/Audio Recording Consent form.*

(Client/Parent or Guardian)

(Date)

(School/ Clinical Mental Health Counseling Candidate)

(Date)

CONSENTIMIENTO INFORMACIÓN DE PRÁCTICAS/PASANTÍAS Y GRABACIÓN DE AUDIO Y VÍDEO CON LOS MENORES

< Su Nombre >

Me complace trabajar con usted y su hijo, (impresión/tipo aquí el nombre del cliente), como *Candidato de Consejería de comunidad de la escuela*. Este documento está pensado para informarle sobre mi experiencia y para que comprendan mi relación profesional con usted y su niño. Actualmente soy un estudiante en el consejero educación Programo a la Universidad de Georgia occidental. Yo estoy persiguiendo un postgrado en la *Comunidad de la escuela de asesoramiento*.

Como parte de mi formación, estoy obligado a inscribirse en una clase de *Prácticas/pasantías* que involucra a individuos y grupos de asesoramiento a fin de practicar las habilidades que estoy aprendiendo. Mi trabajo será supervisado por una facultad universitaria, supervisores de pares y mi supervisor de sitio de la *Comunidad de la escuela*. Sesiones de asesoramiento usted / su hijo me ayudan a cumplir los requisitos de esta clase que termina la fecha de fin de semestre.

Es importante darse cuenta de que mi relación con usted y su hijo es profesional y no social. Mi contacto con usted y su hijo se limitará a Consejería sesiones organizadas conmigo hasta la fecha de fin de semestre. Soy éticamente incapaz de aceptar usted / su hijo invitaciones a reuniones sociales o regalos, o tener cualquier relación distinta de la relación profesional que tenemos dentro del contexto de nuestra asesoría. Usted y su hijo aprenderán mucho acerca de mí mientras trabajamos juntos durante la experiencia de asesoramiento. Sin embargo, es importante para usted / su hijo recordar que usted y su hijo son/es me experimentando en mi rol profesional.

Nada discutidos durante las sesiones de asesoramiento es confidencial, con las siguientes excepciones:

1. Mi supervisión descrito
2. Usted me, dirigir por escrito para decirle a alguien
3. Usted y su hijo son/está decidido a ser un peligro para sí mismo o para otros
4. Hay indicios de maltrato infantil que estoy legalmente obligado a informar
5. Estoy ordenada por un Tribunal a revelar información

Consejería sesiones suelen ser varios minutos de duración. Tenga en cuenta que es imposible garantizar ningún resultado concreto en cuanto a usted / su hijo metas de asesoramiento. Sin embargo, juntos vamos a trabajar para lograr los mejores resultados posibles. Su asistencia y la cooperación en este entrenamiento se aprecian y se espera usted y su hijo ganar tanto como yo.

Supervisión de consejero para prácticas **requiere la grabación de audio y vídeo** de asesoramiento sesiones y evaluación de mi trabajo con los clientes a fin de evaluar mis habilidades. Las **grabaciones sólo mostrará el consejero (no el menor o el cliente para adultos)** y será revisado **sólo** por el supervisor de la facultad, director de peer, supervisor del sitio y otro graduado asesoramiento de estudiantes o ayudando en mi clase de prácticas. Todas las grabaciones serán destruidas al finalizar el curso. Toda la información de las grabaciones es confidencial dada la supervisión descrita arriba y experiencias de aprendizaje. Estos procedimientos requieren su consentimiento.

Si tiene alguna pregunta, no dude en hablar con mí o mi supervisor nombre del supervisor de sitio en sitio de teléfono. Mi supervisor Universidad puede ser contactado en 678 839 6567.

CONSENTIMIENTO:

Yo, (nombre completo impresión) padre o tutor (si menor) de (imprimir el nombre completo del niño), de acuerdo permitir que este menor o estoy de acuerdo (si cliente adulto) para participar en prácticas/pasantías sesiones de asesoramiento. Me comprender las condiciones anteriores y han resuelto alguna pregunta o inquietud. He leído y entendido el formulario información de prácticas/pasantías y consentimiento de grabación de Audio y vídeo.

(Cliente/padre o tutor)

(Fecha)

(Escuela/Comunidad Consejería a candidato)

(Fecha)

PRACTICUM/INTERNSHIP INFORMATION AND VIDEO/AUDIO RECORDING CONSENT FOR ADULTS

<Your Name>

I am pleased to work with you. (*print/type client's name here*), as a *School/ Clinical Mental Health Counseling Candidate*. This document is intended to inform you about my background and to ensure that you understand my professional relationship with you. I am currently a student in the Counselor Education Program at the University of West Georgia. I am pursuing a graduate degree in *School/Clinical Mental Health Counseling*.

As part of my education and training, I am required to enroll in a Practicum/Internship class that involves counseling individuals and groups in order to practice the skills I am learning. University faculty, peer supervisors, and my school/ clinical mental health site supervisor will supervise my work. Counseling sessions with you helps me meet the requirements for this class that ends date of end of semester.

My relationship with you is professional rather than social. My contact with you will be limited to counseling sessions arranged with me until date of end of semester. I am ethically unable to accept your invitations to social gatherings or gifts, or have any relationship other than the professional relationship we will have within the context of our counseling. You will learn a great deal about me as we work together during the counseling experience. However, it is important for you to remember that you are experiencing me in my professional role.

Anything discussed during counseling sessions is confidential, with the following exceptions:

1. My supervision as described above
2. You direct me, in writing to tell someone else
3. You are determined to be a danger to self or others
4. There are indications of child abuse that I am legally obligated to report
5. I am ordered by a court to disclose information

Counseling sessions are usually number minutes in length. Please note that it is impossible to guarantee any specific results regarding your counseling goals. However, together we will work to achieve the best possible results. Your assistance and cooperation in this training are appreciated and it is hoped you gain as much as I.

Counselor supervision for Practicum **requires the audio/video recording** of counseling sessions and assessment of my work with clients in order to help evaluate my skills. The **recordings will only show the counselor (not the client(s))** and will be reviewed **only** by faculty supervisor, peer supervisor(s), site supervisor and/or other graduate counseling students enrolled in or assisting in my Practicum/Internship class. All recordings will be destroyed upon completion of the course. All information from the recordings is confidential given the above-described supervision and learning experiences. These procedures require your consent. ***If you have questions, please feel free to talk with me or my supervisor site supervisor's name at site phone. My university supervisor can be contacted at 678-839-6567.***

CONSENT:

I, _____, agree to participate in Practicum/Internship counseling sessions. I understand the above conditions and have resolved any questions or concerns. I have read and understand the Practicum/Internship Information and Video/Audio Recording Consent form.

(Client)

(Date)

(School/ Clinical Mental Health Counseling Candidate)

(Date)

Appendix B

UNIVERSITY OF WEST GEORGIA

Practicum and Internship Contact Information Sheet

(Submit within two (2) weeks of starting Practicum/Internship)

(Make a copy for Instructor, site supervisor and retain original for your records)

Student Name: _____

Work Phone: _____

Home Phone: _____

UWG E-mail _____

School or Clinical Site: _____

Primary Supervisor: _____

Work Phone: _____

Alternate Work Phone: _____

Home Phone: _____

E-mail: _____

University Supervisor: _____

Work Phone: _____

Alternate Work Phone: _____

Home Phone: _____

UWG E-mail: _____

UWG Instructor: _____

Work Phone: _____

Alternate Work Phone: _____

Home Phone: _____

UWG Email: _____

Notes:

Appendix C

**University of West Georgia
Counselor Education Program**

(Please submit a typed copy; no handwritten forms)

PRACTICUM/INTERNSHIP AGREEMENT

with

Tentative Activities Plan

This internship agreement is between the Counselor Education Program faculty in the Department of Clinical and Professional Studies (CPS) at the University of West Georgia and the following Professional Counselor Candidate (PCC) _____ who is interning at _____, the UWG approved field experience site. The PCC, who is enrolled for ____ semester hours credit in Practicum (CEPD 6188) or Internship (CEPD 6182) in Professional Counseling will complete a minimum of _____ total clock hours in this internship experience.

**PERFORMANCE OBJECTIVES FOR THE
PROFESSIONAL COUNSELOR CANDIDATE:**

The PCC must complete activities to achieve the following objectives as outlined in the Practicum and Internship Handbooks posted at http://www.westga.edu/coecps/1456_1495.php.

Each professional counselor candidate (PCC) is required to engage in the following professional services: individual counseling, group counseling, and clinical supervision. Working with the PCC’s site supervisor and faculty supervisor, each PCC will outline hour commitments for each of these services, along with corresponding goals and assessment procedures. Please note that PCCs must satisfy the minimum hour requirements, as outlined in the Practicum and Internship Handbook. Any additional hours beyond those requirements are considered optional and are subject to both the PCC’s and supervisors’ availability. Failure to satisfy any additional projected hours, beyond the minimum requirements, does not constitute justification for unsatisfactory performance in this field experience course.

Service	Hours	Goal(s)	Assessment Procedure
Individual counseling			
Group counseling			
On-site supervision			
University supervision			

TENTATIVE ACTIVITIES PLAN

Develop a plan of action to meet the eleven (11) required Professional Counselor Candidate (PCC) performance objectives. This Tentative Activities Plan must address each of the Internship Performance Objectives.

Special notation: This activities plan is to be completed by the PCC and expanded to the necessary number of pages to include all activities needed to meet the required objectives.

Internship Performance Objectives		Proposed Activities (be specific)
1. Expand upon skills developed in other courses;	1.	
2. Relate counseling theory to practice;	2.	
3. Evaluate professional growth and career goals;	3.	
4. Continue to gain an identity as a professional counselor;	4.	
5. Consult with appropriate individuals;	5.	
6. Gain increased understanding of the relationship of administrative functions to the counselor role;	6.	
7. Acquire greater knowledge of, and experience in, the application of a variety of intervention strategies;	7.	
8. Gain understanding of multicultural and diversity issues and needs;	8.	
9. Expand knowledge and application of technology in counseling and assisting clients	9.	
10. Function as a professional counselor at an approved site;	10.	
11. Expand upon roles learned during the master's program.	11.	

The specific activities, processes and roles involved are subject to amendment or modification if all parties involved are in agreement. Such changes, as agreed upon, should be noted in the final evaluation of the agreement. It is understood that the planned activities must satisfy the eleven (11) required performance objectives as outlined in this agreement and the internship syllabus.

Successful completion of these plans will be evaluated based on the PCC completing all of the objectives to the best of the PCC's ability. The PCC will not be penalized for not completing activities which are beyond the PCC's control.

The signatures below indicate concurrence with this INTERNSHIP AGREEMENT and *Activities Plan* as developed by the Professional Counselor Candidate:

Professional Counselor Candidate

Date

Site Supervisor

Date

University Supervisor

Date

Appendix D
Individual Session Summary Outline

PRACTICUM & INTERNSHIP
INDIVIDUAL SESSION SUMMARY

Counseling Candidate _____ Date _____

Client's/Student's Initials _____ Client's/Student's Age _____

Session Number This Client/Student _____ Session Number This Semester _____

1. Describe the presenting problem from the client's/student's perspective.
2. Describe the problem from your perspective.
3. How did you learn about and research this client's issue?
4. Give the theoretical orientation you used and your reasoning for its use during this session.
5. List the goals you had for this session. Were you able to meet these goals? How? Did anything happen *during* the session to cause you to reconsider these goals? Describe how you resolved this change (if a change occurred).
6. What were the positive counseling behaviors you demonstrated in this session? What might you need to improve?
7. What did you learn about *yourself* as a counselor and the helping process from this session?
8. Were there any ethical/legal/other concerns? How were they handled?
9. What is your case conceptualization of this client/student? Describe your plans/goals for the next session based on this conceptualization.

Your evaluation of your work: 5 (excellent) to 1 (poor) _____. Give reasons/examples for this rating.

Appendix E
Group Session Summary Outline

PRACTICUM & INTERNSHIP

GROUP SESSION SUMMARY

Counseling Candidate _____ Date _____

Session Number This Group _____ Type of Group _____

1. Describe the focus of the session and how you prepared for this session.

2. List the goals you had for this session. Were you/the group able to achieve these goals? How? Did anything happen *during* the session to cause you to reconsider these goals? Describe how you resolved this change (if a change occurred).

3. What were the positive counseling behaviors you demonstrated in this session and what might you need to improve?

4. What did you learn about *yourself* as a counselor and the helping process from this session?

5. Were there any ethical/legal/other concerns? How did you and/or your supervisor handle them?

Your evaluation of your work: 5 (excellent) to 1 (poor) _____. Please discuss how you came to this evaluation of your work.

Appendix F

Weekly Log Sheet

(There is a digital version within the TK20 course binder that is required)

PROFESSIONAL COUNSELING SEMESTER LOG SHEET PRACTICUM-INTERNSHIP STUDENTS

__CEPD 6182 (INTERNSHIP) __CEPD 6188 (PRACTICUM)

Name _____ Site/School _____

Semester _____, 20__

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
DIRECT SERVICES										
Individual Counseling										
Group Counseling										
Family Counseling										
Other:										
Subtotal of Direct Hours										
INDIRECT SERVICES										
List as applicable:										
Subtotal of Indirect Hours										
SUPERVISION										
Individual/Triadic Supervision w/University Supervisor										
Group Supervision (in class)										
Site Supervision										
Other:										
Subtotal of Supervision Hours										
TOTAL HOURS (Direct, Indirect & Supervision)										
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10

PROFESSIONAL COUNSELING SEMESTER LOG SHEET
PRACTICUM-INTERNSHIP STUDENTS
 CEP 6188 (PRACTICUM) _____ CEP 6182 (INTERNSHIP) _____
 (There is a digital version within the TK20 course binder that is required)

Name _____ Site/School _____

Semester _____, 20__

	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16	Wk 17	Wk 18	Total Hours
DIRECT SERVICES									
Individual Counseling									
Group Counseling									
Family Counseling									
Other:									
Subtotal of Direct Hours									
INDIRECT SERVICES									
List as applicable:									
Subtotal of Indirect Hours									
SUPERVISION									
Individual/Triadic Supervision w/University Supervisor									
Group Supervision (in class)									
Site Supervision									
Other:									
Subtotal of Supervision Hours									
TOTAL HOURS (Direct, Indirect & Supervision)									
	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16	Wk 17	Wk 18	Total Hours

 Student's Signature

 Site Supervisor's Signature

Appendix G

Practicum and Internship-Professional Counseling Program: Remediation Plan

Student Name _____ Date _____ Academic Term _____

Please check the relevant training segment: _____ Practicum _____ Internship

- I. Issue** _____
- A. Goal _____
- B. Objective _____
- C. Intervention _____
- II. Issue** _____
- B. Goal _____
- B. Objective _____
- C. Intervention _____
- III. Issue** _____
- C. Goal _____
- B. Objective _____
- C. Intervention _____
- IV. Issue** _____
- D. Goal _____
- B. Objective _____
- C. Intervention _____
- V. Issue** _____
- E. Goal _____
- B. Objective _____
- C. Intervention _____

The outlined goals and objectives must be met by _____
Month Day Year

Failure to meet the outlined goals and objectives satisfactorily will result in a recommendation of “continue the training sequence only with remediation,” or “continuation of the training sequence not recommended.”

I have read and understood the content of this remediation plan. I also understand the original document will be placed in my Student File. I have been given a copy of this document.

Signature of Student Trainee _____
Signature of Site Supervisor _____
Signature of Practicum/Internship Instructor _____
Signature of UWG Coordinator _____

Appendix H

Evaluation Criteria for Case Presentation

Student: _____ Site: _____

University Instructor: _____ Date: _____

- 1: Unacceptable
- 2: Below expectations for a beginning trainee, needs remediation
- 3: Meets expectations for a beginning trainee
- 4: Exceeds expectations for a beginning trainee
- 5: Excellent for a beginning trainee
- N/A: Not observed

Criteria	Rating					
	1	2	3	4	5	N/A
Greeted the client/student in a warm, friendly, and professional manner	1	2	3	4	5	N/A
Opening statement was appropriate and leading to interview objectives	1	2	3	4	5	N/A
Inquired as to client's/student's reasons for seeking services	1	2	3	4	5	N/A
Communicated confidentiality and its limits to the client/student	1	2	3	4	5	N/A
Ascertained the presenting problem	1	2	3	4	5	N/A
Displayed empathic response (conveyed warmth, acceptance, support and understanding)	1	2	3	4	5	N/A
Demonstrated genuine interest in client/student	1	2	3	4	5	N/A
Demonstrated empathic listening (limited interruption and brief responses)	1	2	3	4	5	N/A
Asked open-ended questions to facilitate the interview process	1	2	3	4	5	N/A
Uses non-directive responses (i.e., clarifying, reflecting, rephrasing, silence)	1	2	3	4	5	N/A
Attended to client's/student's verbal and nonverbal behavior	1	2	3	4	5	N/A
Demonstrated effective communication skills	1	2	3	4	5	N/A
Provided opportunities for client/student to ask questions	1	2	3	4	5	N/A
Demonstrated ability to answer client's/student's questions truthfully and effectively	1	2	3	4	5	N/A
Demonstrated the ability to stay focused on important issues	1	2	3	4	5	N/A
Maintained professional boundaries	1	2	3	4	5	N/A
Demonstrated sensitivity to diversity issues	1	2	3	4	5	N/A
Demonstrates good professional writing and communications skills.	1	2	3	4	5	N/A
Demonstrates competency to move on to supervised internship	1	2	3	4	5	N/A

Instructor Signature

Date

Student Signature

Date

Appendix I

COUNSELOR EDUCATION PROGRAM
UNIVERSITY OF WEST GEORGIA
FIELD PLACEMENT EVALUATION

(This is a required assessment; submitted via TK20 by the site supervisor)

COUNSELOR EDUCATION PROGRAM
UNIVERSITY OF WEST GEORGIA
SUPERVISOR'S EVALUATION OF PROFESSIONAL COUNSELING CANDIDATE

This field placement evaluation is designed using the Principles for the Preparation of School Counselors, established by the Board of Regents of the University System of Georgia and CACREP Standards established for professional counseling.

Purpose: 1. To offer the student with an opportunity to examine stages of proficiency in counseling knowledge, education, skills, and professional development. 2. To offer the student with a foundation for devising practicum or internship and supervision goals.

Directions: 1. Site supervisor completes this form with the student at the midterm and end of practicum or internship. 2. Check a number to indicate your evaluation of current proficiency. 3. Provide relevant supervision recommendations.

DIRECTIONS: Please indicate your professional evaluation of this Professional Counseling Candidate by checking the appropriate (1 – 4) based on this Scoring Key:

1=Unacceptable, with respect to what you would expect from a new professional Consistently fails to meet minimum requirements in a satisfactory manner; performing at a level below that expected of an intern

2=Developing, with respect to what you would expect from a new professional Requirements met in a satisfactory manner; performing as might be expected of an intern

3=Proficient, with respect to what you would expect from a new professional Consistently meets minimum requirements in a satisfactory manner, and performs considerably above that normally expected of an intern

4=Exemplary, with respect to what you would expect from a new professional Consistently performs above the minimum requirements and shows outstanding aptitude, application of techniques and understanding of concepts.

N/A = did not observe or unable to score

Please discuss this assessment with the candidate before submitting.

****Thank you for your invaluable feedback to our counseling candidates!****

The counselor-in-training...

CLINICAL KNOWLEDGE AND SKILLS

Professional Orientation and Practice:

1. Demonstrates an understanding of the school counselor's professional role (SC.K.1.; SC.O.4; SC.O.5)
2. Applies relevant research findings to inform clinical practice (SC.I.1; SC.I.5. SC.J.1)
3. Applies relevant research findings to promote student academic success and retention (SC.K.2.)
4. Applies a wellness model to clinical practice (IIG.5.a)
5. Applies an appropriate theoretical framework to her/his clinical practice (IIG.3.d)

Core Counseling Skills:

6. Utilizes the following core counseling skills:
 - Basic interviewing (e.g., open-ended questions, focusing, gathering information; IIG.5.c.)
 - Basic individual counseling skills (e.g., paraphrase, summary, reflection of feeling, reflection of meaning, confrontation, exploration; IIG.5.c.)
 - Group counseling skills (e.g., universality, exploration, invitation, linking, managing group dynamics, check-in, check-out; II G.6.b.)
 - Couples and family counseling techniques (II G.5.e.)
 - Career counseling techniques (II G.4.g.)
 - Installation of hope and fostering student resilience (IIG.3.d.)
7. Modifies counseling strategies to provide differentiated interventions/instruction (II G.3.e.; SC.L.3.)
8. Prepares students for postsecondary opportunities (SC.L.2.)
9. Engages in the following clinical tasks when working with students who use/abuse substances:
 - Assesses students' stage of dependence or change (IIG.3.g.)
 - Considers students' stage of dependence to determine appropriate treatment modalities (IIG.3.g.)

Working with Families and Guardians:

10. Conceptualizes families from a systems perspective (II G.5.e.)
11. Identifies appropriate interventions for working with families (II G.5.e.)
12. Engages parents, guardians, and families to promote student development (SC.F.4; SC.M.1.; SC.M.5; SC.N.1.)

Advocacy and Leadership:

- 13. Refers students and families to resources within their communities (SC.N.2; SC.N.5.)
- 14. Uses collaboration to promote student development (SC.M.3.)
- 15. Uses collaborative models to enhance teamwork within the school and community (SC.M.2.)
- 16. Demonstrates leadership skill relevant to the school counselor's (SC.O.1; SC.O.2.)

Crisis and Trauma Counseling:

- 17. Differentiates between diagnosis and developmentally appropriate reactions to trauma-causing events (IIG.3.c.)
- 18. Uses crisis intervention skills, including psychological first aid strategies (II G.5.g.; SC.C.6)
- 19. Demonstrates understanding of the school counselor's role in responding to crises and disasters (SC.A.7.; SC.M.7.)

Program Development, Administration, and Evaluation:

- 20. Engages in the following professional leadership and advocacy tasks:
 - Designs and administers guidance lessons (SC.K.3.; SC.L.1)
 - Designs and administers school-counseling-related educational programs for use with parents and teachers (SC.P.2.)
 - Participates in the design, implementation, and evaluation of a comprehensive school counseling program (SC.O.3; SC.P.1.)
 - Develops measurable outcomes for school counseling programs (SC.J.2.)
 - Analyzes and uses data to enhance school counseling programs (SC.I.2; SC.J.3.)
 - Uses peer helping strategies in the school counseling program (SC.M.6.; SC.N.4.)

SUPERVISION SKILLS

- 21. Demonstrates ability to give and receive constructive feedback in supervision (SC.D.5)
- 22. Uses clinical supervision to identify her/his strengths and limitations (SC.D.5)
- 23. Uses consultation to improve service delivery and promote student development (II G.5.f.; SC.M.4.; SC.N.3.)
- 24. Practices self-care strategies appropriate to the counselor role (IIG.1.d.)

SUPERVISION RECOMMENDATIONS AND COMMENTS

- 25. If a position were available, would your site be willing to hire this candidate?
 YES YES, with further experience NO

- 26. What grade would you recommend for this course?
 SATISFACTORY UNSATISFACTORY

27. Based on the above standards, this student has met the skills requirement for the field-based experience course in which she/he is enrolled (i.e., Practicum or Internship)

YES NO

28. Please provide any recommendations for improvement in this candidate's professional skills, behaviors, and dispositions.

29. Please provide any other comments or things you believe are important for the university supervisor to know.

COUNSELOR EDUCATION PROGRAM
UNIVERSITY OF WEST GEORGIA
SUPERVISOR'S EVALUATION OF PROFESSIONAL COUNSELING CANDIDATE

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Directions: 1. Site supervisor completes this form with the student at the midterm and end of practicum or internship. 2. Check a number to indicate your evaluation of current proficiency. 3. Provide relevant supervision recommendations.

DIRECTIONS: Please indicate your professional evaluation of this Professional Counseling Candidate by checking the appropriate (1 – 4) based on this Scoring Key:

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4=Exemplary, with respect to what you would expect from a new professional Consistently performs above the minimum requirements and shows outstanding aptitude, application of techniques and understanding of concepts.

N/A = did not observe or unable to score

Please discuss this assessment with the candidate before submitting.

*****Thank you for your invaluable feedback to our counseling candidates!*****

The counselor-in-training...

CLINICAL KNOWLEDGE AND SKILLS

Professional Orientation and Practice:

30. Applies relevant research findings to inform clinical practice (CMHC.I.1.; CMHC.J.1.)
31. Applies and adheres to ethical and legal standards (CMHC.B.1.)
32. Applies a wellness model to clinical practice (IIG.5.a)
33. Applies an appropriate theoretical framework to her/his clinical practice (IIG.3.d)

Core Counseling Skills:

34. Utilizes the following core counseling skills:
 - Basic interviewing (e.g., open-ended questions, focusing, gathering information; IIG.5.c.)
 - Basic individual counseling skills (e.g., paraphrase, summary, reflection of feeling, reflection of meaning, confrontation, exploration; IIG.5.c.)
 - Group counseling skills (e.g., universality, exploration, invitation, linking, managing group dynamics, check-in, check-out; II G.6.b.)
 - Couples and family counseling techniques (II G.5.e.)
 - Career counseling techniques (II G.4.g.)
 - Installation of hope and fostering client resilience (IIG.3.d.)

Clinical Assessment:

35. Engages in the following clinical assessment tasks:
 - Identifying appropriate diagnostic tools, including the current DSM (CMHC.L.1)
 - Conducting psychological assessments (CMHC.H.2.; CMHC.L.1)
 - Screens for addiction and other co-occurring mental disorders (CMHC.H.3.)
 - Assesses for suicide risk (CMHC.D.6.)
 - Manages suicide risk (CMHC.D.6.)
 - Generating an accurate differential diagnosis (CMHC.L.2)
 - Uses the differential diagnosis to determine appropriate treatment intervention (CMHC.D.1.; CMHC.K.2.)
36. Engages in the following treatment planning tasks:
 - Writing clinical records (CMHC.D.7.)
 - Develops measurable treatment outcomes (CMHC.J.2.)
 - Refers clients when appropriate (CMHC.D.1.)
 - Uses knowledge of psychopharmacological medications to inform client care (CMHC.G.3.)

Multicultural Competence:

37. Utilizes the following multicultural counseling skills:

- To select appropriate assessment tools (CMHC.H.1.)
- To inform case conceptualization (CMHC.D.2.)
- To inform diagnosis (CMHC.D.2.)
- To inform treatment planning (CMHC.D.2.)
- Modifies counseling interventions to make them culturally appropriate (CMHC.F.3.)
- Modifies couples/family counseling interventions to make them culturally appropriate (CMHC.D.5)
- Modifies group counseling interventions to make them culturally appropriate (CMHC.D.5)
- Identifies clients' exceptional abilities and differentiates interventions (II G.3.e.)

Substance Use and Abuse:

38. Engages in the following clinical tasks when working with clients who use/abuse substances:

- Identifies appropriate screening/assessment instruments (CMHC.G.4)
- Assesses clients' stage of dependence or change (IIG.3.g.)
- Considers clients' stage of dependence to determine appropriate treatment modalities (IIG.3.g.; CMHC.H.4.)
- Provides addiction-focused counseling strategies (CMHC.D.8.)

Advocacy:

39. Engages in the following professional advocacy tasks:

- Client advocacy (CMHC.D.3.; CMHC.F.2)
- Professional advocacy (CMHC.A.1; CMHC.B.2.; CMHC.C.9.)
- Prevention and psychoeducation activities (CMHC.D.3.)
- Increasing client knowledge of community resources (CMHC.D.4; CMHC.F.1)
- Using data to increase counseling effectiveness (CMHC.I.2.; CMHC.J.3.)

Crisis and Trauma Counseling:

40. Differentiates between diagnosis and developmentally appropriate reactions to trauma-causing events (IIG.3.c.; CMHC.K.5; CMHC.L.3)

41. Uses crisis intervention skills, including psychological first aid strategies (II G.5.g.)

SUPERVISION SKILLS

42. Uses clinical supervision to identify her/his strengths and limitations (CMHC.A.5; CMHC.D.9)

43. Seeks supervision or refers clients when appropriate (CMHC.D.9.)

44. Gives and receives constructive feedback in supervision (CMHC.A.5; CMHC.D.9)

45. Uses clinical consultation to enhance client care (II G.5.f.)

46. Practices appropriate self-care strategies (IIG.1.d.)

SUPERVISION RECOMMENDATIONS AND COMMENTS

47. If a position were available, would your site be willing to hire this candidate?

- YES YES, with further experience NO

48. What grade would you recommend for this course?

- SATISFACTORY UNSATISFACTORY

49. Based on the above standards, this student has met the skills requirement for the field-based experience course in which she/he is enrolled (i.e., Practicum or Internship)

- YES NO

50. Please provide any recommendations for improvement in this candidate’s professional skills, behaviors, and dispositions.

51. Please provide any other comments or things you believe are important for the university supervisor to know.

Appendix J

Professional Dispositions and Behaviors Rubric

(Completed in TK20 by site supervisor and university supervisor)

Unacceptable	Developing	Proficient	Exemplary
The candidate is frequently absent or late to class and fails to contact instructor/supervisor. The candidate provides no reason for absence. The candidate does not make up missed work or breaks agreements for missed work.	The candidate is occasionally absent or late to class and contacts instructor after absence. Make up work is submitted, but may be late or incomplete.	The candidate adheres to the excused absence policy and contacts the instructor prior to absence. The candidate makes up missed work as per agreement with the supervisor or instructor.	The candidate arrives on time and does not leave early and attends every scheduled day or makes up time for excused absences. In non-emergency situations, the candidate reports absences in advance and provides documentation.
The candidate is consistently not prepared and on time with assignments, materials, and presentations.	The candidate demonstrates no more than four instances when not properly prepared and on time with assignments, materials, and presentations.	The candidate demonstrates two or fewer instances when not properly prepared and on time with assignments, materials, and presentations.	The candidate is always properly prepared and on time with assignments, materials, and presentations.
The candidate disregards the dress code and/or appearance is below professional standard. The candidate fails to take corrective action when prompted.	The candidate violates UWG/school dress code and/or appearance is occasionally below professional standards, or must be given a second reminder about dress and/or appearance.	The candidate most often abides by UWG/school dress code. The candidate responds positively to first reminder about professional dress and appearance.	The candidate sets example for others by always abiding by UWG/school dress code. The candidate's appearance is always professional in all aspects.
The candidate responds to feedback with defensive or dismissive attitude and fails to apply feedback to correct behavior or performance.	The candidate occasionally demonstrates a lack of receptivity to feedback, constructive criticism/supervision and/or fails to implement suggestions promptly.	The candidate is receptive to feedback, constructive criticism, and supervision and attempts to implement most suggestions.	The candidate is receptive to feedback, constructive criticism/supervision; adjusts performance promptly/appropriately. The candidate engages in conversation with teaches to discuss own strengths and weaknesses.
The candidate fails to demonstrate ethical behavior (e.g. violates confidentiality, misrepresents time spent in the clinical setting, imposes personal values) relevant to appropriate codes of ethics (e.g. ACA, ASCA, etc.)	The candidate may inadvertently engage in behavior or display an attitude that does not meet expectations in a professional setting (i.e. sharing information with a colleague who has no interest in the situation). However, the candidate responds to corrective feedback positively and promptly implements corrections.	The candidate demonstrates ethical behavior, maintains confidentiality, and demonstrates honesty at all times. The candidate does not impose personal, religious, or political beliefs.	The candidate demonstrates ethical behavior, maintains confidentiality, and demonstrates honesty at all times. The candidate does not impose personal, religious, or political beliefs. The candidate separates personal circumstances and professional responsibilities.
The candidate has very serious errors (profanity, gestures) and/or repeated errors. The candidate responds inappropriately (i.e. defensively) to or disregards.	The candidate frequently varies from conventional standards. The candidate is open to feedback but sometimes fails to implement specified corrections.	The candidate consistently meets conventional standards with isolated instances of errors. The candidate varies communication for the audience and purpose. The candidate responds positively to and implements corrections.	The candidate presents information to various audiences in a way that they can understand. The candidate conveys ideas clearly with organized details that support the main idea. The candidate consistently exceeds

			conventional standards in verbal communication.
The candidate produces written work that rarely, if ever, meets conventional standards. The candidate responds inappropriately to correction, disregards or fails to implement corrections.	The candidate produces written work that is frequently disorganized or has obvious and frequent errors in grammar and/or spelling. The candidate responds positively to correction but does not always implement corrections.	The candidate produces written work with few or minor instances have organizational, grammatical and/or spelling errors. The candidate responds positively to feedback and implements corrections.	The candidate produces written work consistently characterized by appropriate organization, grammar, and spelling. The candidate adjusts tone and style to a wide, diverse range of audiences.
The candidate behaves in ways that conveys low expectations for student/client/supervisee achievement and participation (i.e. displays discriminatory or intolerant behavior toward students/clients/supervisees, makes disparaging remarks, and promotes stereotypes).	Although the candidate maintains high expectations for student/client/supervisee achievement, he/she may give preferential treatment to some students/clients/supervisees or exclude others from learning opportunities.	The candidate establishes and maintains high expectations for student/client/supervisee achievement and participation. The candidate demonstrates and appreciation of diversity by communicating respect for all learners.	The candidate establishes and maintains high expectations for student/client/supervisee achievement and participation. The candidate communicates with learners and their families using appropriate tone, voice and response.
The candidate ignores existing cultural and other differences or considers differences as unimportant. Plans and delivers intervention under the presumption that the dominant cultural norms work equally for everyone.	The candidate realizes that all students/clients have the capacity to learn/change and that it is the clinician's responsibility to create an environment where each individual uses that capacity. However, the candidate does not always know how to modify the environment so that all individuals are successful.	Candidate understands the difference between equal, all students/clients treated the same, and equitable, providing all individuals the opportunities they need so achieve the same learning/change outcomes.	Candidate recognizes that students/clients possess different background and experiences that lead to varying skills and knowledge. The candidate creates equitable learning/change opportunities that include multiple perspectives and experiences and that lead to the same outcomes for all individuals.
The candidate ignores existing cultural and other differences or considers differences as unimportant. Plans and delivers intervention under the presumption that the dominant cultural norms work equally for everyone.	The candidate realizes that all students/clients have the capacity to learn/change and that it is the clinician's responsibility to create an environment where each individual uses that capacity. However, the candidate does not always know how to modify the environment so that all individuals are successful.	Candidate understands the difference between equal, all students/clients treated the same, and equitable, providing all individuals the opportunities they need so achieve the same learning/change outcomes.	Candidate recognizes that students/clients possess different background and experiences that lead to varying skills and knowledge. The candidate creates equitable learning/change opportunities that include multiple perspectives and experiences and that lead to the same outcomes for all individuals.
The candidate frequently does not participate as expected. Rarely demonstrates energy and enthusiasm. Fails to communicate clearly and consistently with teacher, supervisor, and others as appropriate or indicated.	Candidate understands the importance of working with other stakeholders in the learning environment and participates in opportunities to collaborate only when explicitly invited to do so.	The candidate meets expectations for collaboration with others and participates to an appropriate degree for the level of her/his responsibility. Participates with enthusiasm and values perspectives of others.	The candidate demonstrates a value for the input and concern of all stakeholders in the learning environment. The candidate participates actively with others to meet the needs of students/client/supervisee. The candidate is courteous, enthusiastic, and of good humor in interactions with others.
The candidate demonstrates neither awareness of, nor the	The candidate does not consistently demonstrate the	The candidate demonstrates the ability to	The candidate demonstrates the ability to initiate and

ability to initiate and maintain, appropriate interpersonal boundaries with peers, supervisors, and instructors. Candidate consistently engages in inappropriate interaction with peers, supervisors, and/or instructors (e.g., communicating inappropriate information, engaging in inappropriate interactions).	ability to initiate and maintain appropriate interpersonal boundaries with peers, supervisors, and instructors. At times, candidate engages in inappropriate interaction with peers, supervisors, and/or instructors (e.g., communicating inappropriate information, engaging in inappropriate interactions).	initiate and maintain appropriate interpersonal boundaries with peers, supervisors, and instructors.	maintain appropriate interpersonal boundaries with peers, supervisors, and instructors. Candidate consistently monitors her/his interactions with peers, supervisors, and instructors to ensure appropriateness and requests feedback in the area of appropriate interpersonal interactions, as needed.
The candidate demonstrates very little self-awareness. Candidate does not demonstrate the ability to apply knowledge of self to improve her/his academic, interpersonal, and professional counseling skills. Candidate may blame others for her/his failed interpersonal, academic, and professional counseling attempts.	The candidate demonstrates limited self-awareness. Candidate demonstrates limited ability to apply knowledge of self to improve her/his academic, interpersonal, and professional counseling skills. Candidate may overlook her/his contribution to failed interpersonal, academic, and professional counseling attempts.	The candidate demonstrates self-awareness and the ability to use that self-awareness to improve her/his academic, interpersonal, and professional counseling skills.	The candidate demonstrates self-awareness and the ability to use that self-awareness to improve her/his academic, interpersonal, and professional counseling skills. Candidate requests feedback in regards to ways that she/he can further improve her/his ability to use self-awareness as a means through which to grow as a student and counselor-in-training.
Comments:			

Appendix K

Student Evaluation of Field Site Experience & Field Site Supervision (This is a required assignment; located within the TK20 course binder)

Student Name:

This evaluation is for the purpose of providing feedback to the University regarding student perceptions of the Field Site Experience. This instrument is designed as a guide to facilitate the sharing of the most significant perceptions and impressions that occur throughout the experience. As a student counselor and a beginning professional, you are urged to complete this instrument completely and honestly. You should already have begun this kind of critical sharing with your site/clinical supervisor, others in the Agency/School, and your faculty Internship Instructor. Your responses can aid your own professional development, and your assessment will significantly help the Agency and the University be even more responsive to student needs.

1. Complete the rating form as follows (circle appropriate responses for each item):

- 5 -- Indicates complete satisfaction or an extremely positive response with the item. Where behavior is referred to, the behavior was always present when appropriate.**
- 4 -- Moderate satisfaction: Desired behavior or condition was frequently present.**
- 3 -- Somewhat satisfied: Desired behavior or condition was sometime absent.**
- 2 -- Somewhat dissatisfied: Desired behavior or condition was often absent.**
- 1 -- Extremely dissatisfied: Desired behavior or condition was seldom present.**
- X -- It is not possible to assess this item.**

I. The Agency/School Setting

1	Was interaction with other counselors and related disciplines sufficient?	5	4	3	2	1	X
2	Did the agency/school provide you with adequate working conditions?	5	4	3	2	1	X
3	Overall, did you feel the agency/school attached sufficient importance to your Practicum/Internship experience?	5	4	3	2	1	X

II. Professional Development

1	Did the experience acquaint you with the operation of a community service agency?	5	4	3	2	1	X
2	Did the field experience improve your capacity to work with people in a helping relationship?	5	4	3	2	1	X
3	Did the placement acquaint you with resources available in the community?	5	4	3	2	1	X

4	Did the field experience significantly increase your knowledge of specific problems in the community, e.g., poverty, addiction alcoholism, and so on?	5	4	3	2	1	X
5	Rate your general level of satisfaction with the amount and kind of clinical practice activity you were assigned.	5	4	3	2	1	X
6	Was there a sufficient diversity of learning activities?	5	4	3	2	1	X
7	Were there opportunities to be part of the “larger school or agency setting” such as by attending staff meeting, in-service training, and so on?	5	4	3	2	1	X
8	Did this school/agency experience help you understand and use professional record keeping procedures?	5	4	3	2	1	X
9	How did you experience growth and learning regarding intake interviewing?	5	4	3	2	1	X
10	How did you experience growth and learning regarding Individual counseling (academic success, social-emotional development, other)?	5	4	3	2	1	X
11	How did you experience growth and learning regarding Group counseling (academic success, social-emotional development, other)	5	4	3	2	1	X
12	How did you experience growth and learning regarding Guidance activities (academic success, career preparedness, social-emotional development, other)	5	4	3	2	1	X

III. Direct Supervision

1	Did your supervisor stimulate professional school and clinical counselor identity?	5	4	3	2	1	X
2	Did the field experience improve your capacity to work with people in a helping relationship?	5	4	3	2	1	X
3	Did the placement acquaint you with resources available in the community?	5	4	3	2	1	X
4	Did the field experience significantly increase your knowledge of specific problems in the community, e.g., poverty, addiction alcoholism, and so on?	5	4	3	2	1	X
5	Rate your general level of satisfaction with the amount and kind of clinical practice activity you were assigned.	5	4	3	2	1	X
6	Was there a sufficient diversity of learning activities?	5	4	3	2	1	X
7	Were there opportunities to be part of the “larger school or agency setting” such as by attending staff meeting, in-service training, and so on?	5	4	3	2	1	X
8	Did this school/agency experience help you understand and use professional record keeping procedures?	5	4	3	2	1	X
9	How did you experience growth and learning regarding intake interviewing?	5	4	3	2	1	X
10	How did you experience growth and learning regarding Individual counseling (academic success, social-emotional development, other)?	5	4	3	2	1	X
11	How did you experience growth and learning regarding Group counseling (academic success, social-emotional development, other)	5	4	3	2	1	X
12	How did you experience growth and learning regarding Guidance activities (academic success, career preparedness, social-emotional development, other)	5	4	3	2	1	X
13	Overall assessment of the Site	5	4	3	2	1	X

Appendix L
Field Placement Experience Feedback & Plan of Action

Student Information

Course: _____ Date _____ Semester & Year _____

Student Name: _____

Faculty Name: _____

Clinical Site: _____

Site Supervisor _____

Site Supervisor Feedback

CLINICAL KNOWLEDGE AND SKILLS	Rubric Mean
Professional Orientation and Practice	
Core Counseling Skills	
Clinical Assessment	
Multicultural Competence	
Substance Use and Abuse	
Advocacy	
Crisis and Trauma Counseling	
SUPERVISION SKILLS	

ADDITIONAL SUPERVISION FEEDBACK	Response
If a position were available, would your site be willing to hire this candidate?	
What grade would you recommend for this course?	
Based on the above standards, this student has met the skills requirement for the field-based experience course in which she/he is enrolled (i.e., Practicum or Internship)	

Plan of Action

CLINICAL KNOWLEDGE AND SKILLS		
Areas of Concern	Student Goals	Action Steps

SUPERVISION SKILLS		
Areas of Concern	Student Goals	Action Steps

Note: This handbook is subject to change without notice.