



Clinical Mental Health Counseling Program

Practicum-Internship Handbook



Table of Contents

Introduction.....	3
Prerequisite skills & courses.....	3
Liability Insurance & Professional Practice.....	4
Overview of Practicum.....	4
Overview of Internship.....	5
Site Selection.....	6
Supervisor Qualifications.....	6
Practicum & Internship Course Loads.....	7
Confidentiality Pledge.....	8
Application for Practicum.....	9
Memorandum of Understanding (MOU).....	10
Practicum/Internship Supervision Contract	16
Consent to be Observed/Recorded Form.....	21
Informed Consent.....	23
Practicum/Internship Hours Log.....	25
Practicum/Internship Weekly Supervision Log.....	27
Practicum/Internship Mid-term and Final Evaluation Form.....	28
Practicum/Internship Evaluation Rubrics.....	30



Introduction

This handbook provides an overview of students practicum & internship experience in the Clinical Mental Health Counseling Program at LaGrange College. This handbook serves as a guide for students as they prepare for practicum as well as internship. In this handbook, students will find prerequisite skills and courses needed to begin practicum, information regarding requirements and expectations of students during practicum and internship, and forms needed to document services provided at practicum and internship sites. Students will be expected to familiarize themselves with this handbook and refer back to this document if there any concerns regarding practicum and internship. Questions regarding this handbook should be directed towards the clinical coordinator of the program.

Prerequisite Skills and Courses

Students desiring to begin practicum are expected to have showcased the necessary skills required to succeed at clinical sites. Students are expected to have demonstrated a high level of maturity, confidence, and autonomy needed to provide effective counseling services. Also, students must have showcased the following: mastery of counseling theories, concepts, and models, knowledge and experience with the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), knowledge and sensitivity towards multicultural populations, an ability to lead psychoeducational and process groups, knowledge of addictions and addictive behavior, and demonstration of basic counseling skills. Prior to beginning practicum, students must have completed the following counseling courses:

COUN 5001: Theories of Counseling

COUN 5000: Foundations of Clinical Mental Health Counseling

COUN 5004: Professional Practice & Ethics

COUN 6001: Assessment and Diagnosis

COUN 5003: Group Dynamics

COUN 5010: Multicultural Counseling

COUN 6002: Addictions Counseling



Liability Insurance & Professional Practice

Students in the Clinical Mental Health Counseling Program are covered by LaGrange College's liability insurance. Each practicum/internship site will be provided proof of insurance coverage for student interns. Students will conduct themselves according to the rules, policies, and procedures in place at their practicum agencies as this pertains to all facets of professional practice. Students are expected to conduct themselves in a manner that reflects favorably upon the Clinical Mental Health Counseling Program and in accordance with the highest standards of professional and ethical behavior as these are set forth in ethics codes and practice guidelines.

The Clinical Mental Health Counseling Program at LaGrange College recognizes and adheres to the Code of Ethics set by the American Counseling Association and its divisions. Students are expected to operate under the norms of the site. This includes being punctual, dressing appropriately, and presenting oneself professionally. Students that do not comply with agency or program guidelines for their practicum or internship experiences may be removed from the setting at the discretion of the Clinical Mental Health Counseling Clinical Coordinator and/or the Clinical Mental Health Counseling Program faculty.

Before students initiate counseling relationships, students must first inform their clients of any limits to confidentiality, their status as a counselor-in-training, and any site specific information which the site supervisor has provided. Students must also secure permission to tape the counseling sessions. The clinical site may have a form which they prefer you to use. If not, the generic LaGrange College form will be sufficient (see consent to be observed/recorded form). Students also need to ask site supervisors about the emergency procedures under which the site operates. What are the hours of operation? Who/where should clients call if they have an emergency after hours? Students are only allowed to see clients under supervision. That means that students are not available to clients after hours or off-site. Students should not give their home phone number to clients, but should have an alternate emergency number to give them should they request it.

During practicum and internship, students will be provided supervision by their site supervisor. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.

Overview of Practicum

Students must submit a completed application before they are able to register for a Practicum (COUN 5999). Students complete supervised counseling practicum experiences that total a minimum of **100** clock hours over a full academic term that is a minimum of 10 weeks. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. The term DIRECT means that you are providing FACE-TO-



FACE counseling services. This includes individual sessions as well as counseling groups for which you are ACTIVELY leading or co-leading. (Does not apply to any observations of others performing the counseling service). You have to be the one demonstrating these skills to be able to count the time as DIRECT. Students are required to complete logs that document their practicum-related professional activities as these occur on-site and on-campus. Students may and are strongly encouraged to keep their own records that summarize the *number* and *type* client contacts and clinical hours. Note that students should not keep personal case-related notes that exist separate and apart from practicum agency records of intakes, case notes, case summaries, etc.

Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement. All practicum site placements must receive faculty approval.

Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. Students will attend their individual supervision sessions at their practicum site, along with any required orientation, training, or other in-service programs. The oral and written evaluations received from site supervisors will be considered when grades are given to students. In the event that a student has not yet logged the required number of practicum hours, a grade of I (Incomplete) will be given until such time as the hour requirements have been satisfied.

Overview of Internship

After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. Internship students complete at least 240 clock hours of direct service. Students must continue to maintain current, effective student malpractice/liability insurance for the duration of their work in the Internship. In the event that a student has not yet logged the required number of internship hours required within a given semester, a grade of I (Incomplete) will be given until such time as the hour requirements have been satisfied. It also is important for students to remember that if they have not logged the required number of internship hours, this may delay their graduation from the program. In this regard, the program cannot guarantee that people will finish the program within two years' time. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Students should spend a large amount of the time in their setting doing individual, group or career counseling. The following other activities can be a part of the internship experience: Administering clinically-relevant instruments; 2. Consultation; 3.



Case Staffing; 4. Intake interviews; 5. Life Skills training; 6. Mental Health outreach; and 7 Administrative duties as assigned by the site. Internships may involve other, similar kinds of professional service delivery. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. Students can (and should) keep their own logs that summarize direct, indirect, supervision, and group supervision hours, along with other summary information such as types of clients, presenting problems, etc.

Site Selection

The responsibility of placing students at clinical sites is on the Clinical Coordinator of the Clinical Mental Health Counseling Program. The program has established a number of partnerships with practicum and internship sites both in LaGrange and in nearby cities. The Clinical Coordinator places students at specific clinical sites based on student's interests and skillset, availability and needs of clinical sites, and overall match between student and practicum and internship site. It is the programs expectation that students work to maintain the partnerships established with practicum and internship sites. If a student desires to change their practicum or internship site, he or she must meet with Clinical Coordinator and provide reasonable justification for his or her request to change clinical sites. Changes to clinical placement are at the discretion of the Clinical Mental Health Counseling faculty.

In the event that a student requests to be placed at an internship site that the program currently does not have a partnership with, it is the student's responsibility to ensure that the site meets the qualifications for a practicum or internship site, has the necessary supervision available (see supervisor qualifications below), and has been approved by the Clinical Coordinator. If the practicum or internship site has been approved, the Clinical Coordinator will schedule a site visit with the practicum or internship site supervisor.

Supervisor Qualifications

Clinical supervisors work with the supervisees to enhance their professional competence and monitor the quality of counseling services extended to the client. The relationship is evaluative and extends over time (Bernard & Goodyear, 1992). Supervisors will assume a variety of roles including consultant, teacher, and counselor, in an effort to assist students. The expectation is held that students will be as prepared for supervision as they are for your counseling sessions. Students will need to listen to their tapes, identify their strengths, weaknesses, and be prepared to request specific assistance from their supervisor.

Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student



is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

Practicum and Internship Course Loads

When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment. Group supervision of practicum and internship students should not exceed a 1:12 faculty:student ratio. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.



Clinical Mental Health Counseling

CONFIDENTIALITY PLEDGE

As an integral part of my training in Counselor Education, I am aware that I will be hearing/listening, viewing and participating in confidential counseling sessions. Furthermore, I have reviewed the Ethical Standards of the American Counseling Association (ACA) and I am aware that one of the most important ethical responsibilities is that of confidentiality. As per ACA Ethical Standards, "The member's primary obligation is to respect the integrity and promote the welfare of the client(s) ... The counseling relationship and information resulting therefore must be kept confidential..."

Therefore, I agree to keep all counseling discussions among class members and/or instructor, all recorded and/or video-recorded counseling sessions, all role-playing sessions conducted as part of course assignments, and all pre-practicum, practicum, and internship counseling sessions **entirely and completely confidential**. This confidentiality pledge means I will not discuss confidential information with anyone outside of class members or instructors during the course of my training or with anyone after completion of training.

Finally, I understand that failure to maintain this confidentiality pledge may result in my being reported to the Ethics Committee of ACA or my state professional association. Additional sanctions could be considered in regard to my status in my professional preparation program at LaGrange College.

Signed: _____ Date: _____

Print name as it appears above: _____

Witnessed by faculty member: _____



**Clinical Mental Health Counseling Program
Application for Clinical Experience and Proposed Site Approval
COUN 5999 Practicum; COUN 6998 Internship I; COUN 6999 Internship II**

Note: This form reserves a place for you as an intern or practicum student for the semester indicated below. It must be accompanied by a Curriculum Vita from the proposed site supervisor. The student must be able to document all prerequisites indicated for the appropriate level of clinical experience. Students are not permitted to begin collecting direct contact hours until the semester begins, but they are encouraged to obtain any required training hours prior to the beginning of the semester.

Check the appropriate clinical level: Practicum _____; Internship I _____; Internship II _____

Student's Name _____ Date _____

Email Address _____ Phone _____

Day/Time of Class _____

PROPOSED SITE:

Population Served: _____

Complete Address: _____

City _____ State _____

Contact Person: _____ Phone _____

Site Supervisor: _____ Phone _____

Title: _____

Highest Degree Earned: _____

License Type and #: _____; Exp. Date: _____

Total years of experience as a counselor: _____

APPLICATION MUST BE ACCOMPANIED BY A CURRICULUM VITA/RESUME FOR THE SITE SUPERVISOR.





MEMORANDUM OF UNDERSTANDING

CONCERNING THE LAGRANGE COLLEGE CLINICAL MENTAL HEALTH PROGRAM AND THE FACILITY APPLIED LEARNING EXPERIENCES

This Memorandum of Understanding on the part of _____, a facility of, the Council for "Community Wellness (CCW) (hereinafter referred to as the "Facility") and **LAGRANGE COLLEGE** (hereafter referred to as the "Institution"). The Facility and Institution shall be (hereinafter jointly referred to as the "Parties").

A. PURPOSE:

1. The purpose of this Memorandum of Understanding is to guide and direct the Parties respecting their affiliation and working relationship, inclusive of anticipated future arrangements and agreements in furtherance thereof, to provide high quality learning experiences for the **Institution's CLINICAL MENTAL HEALTH Students**.
2. Neither party intends for this Memorandum of Understanding to alter in any way either their respective legal rights or their legal obligations to one another, to the students and faculty assigned to the Facility, or as to any third party.

B. GENERAL UNDERSTANDING:

1. The applied learning experience (hereinafter referred as the "A.LE.") will be of such content, and cover such periods of time as may from time to time be mutually agreed upon by the Institution and the Facility. The starting and ending date for each A.LE. shall be agreed upon at least one month before the A.LE. commences. A.LE. implementation at the Facility shall be subject to final approval by the Facility.
2. The number of **Clinical Mental Health students** designated for participation in the A.LE. will be mutually determined by agreement of the Parties, and may at any time be altered by mutual agreement. All student participants must be acceptable to both Parties. Either the Facility or the Institution may withdraw any student from an A.LE. at the Facility based upon a lack of competency on the part of the student, the student's failure to comply with the rules and policies of the Facility, or, for any other reason where either party reasonably believes that it is not in their best interest for the student to continue. Such party shall provide the other party and the student with immediate notice of the withdrawal and Written reasons for the withdrawal.
3. There shall be no discrimination on the basis of race, national origin, religion, creed, sex, age, disability or veteran's status or sexual orientation in either the selection of students for participation in the A.LE., or as to any aspect of the A.LE.; provided however that with respect to



disability the disability must not be such as would, even with reasonable accommodation , in and of itself, preclude the student's effective participation in the A.L.E.

C. FACILITY RESPONSIBILITIES:

The Facility will retain responsibility for the care of clients and patients and will maintain administrative and professional supervision of students insofar as their presence and A.L.E.; assignments affect the operation of the Facility and its care, direct and indirect, of its clients and patients. No provision of this relationship shall prevent any Facility client or patient from requesting not to be a teaching client or patient or prevent any member of the Facility medical staff from designating any client or patient as a non -teaching client or patient.

1. The Facility will provide adequate facilities for participating students in accordance with the A.L.E. objectives and plan developed through cooperative planning by the Institution's departmental faculty and the Facility's staff. The Facility will use its best efforts to make conference space and classrooms available as may be necessary for teaching and planning activities in connection with the A.L.E.
2. Facility staff shall, upon request, assist the Institution in the evaluation of the learning and performance of participating student s, provided the student has signed consent to exchange of educational information in accordance with the Family Educational Rights and Privacy Act of 1974, as amended. However, the Facility agrees to keep confidential any student records or information it may obtain, unless it has otherwise obtained prior written consent of the student. Although the Institution shall obtain all required consents, the Facility will assign a staff representative as liaison between the Facility and the Institution. Any evaluation of students by the Facility shall relate only to general student participation in the A.L.E., and shall in no way be construed as a certification by the Facility as to the competency of any student or a representation by the Facility of any student's ability or competency in connection with the practical implementation of any knowledge gained through the A.L.E.
3. The Facility shall provide for the orientation of both Institution faculty and participating students as to the philosophies, rules, regulations and policies of the Facility.
4. Subject to the Facility's overall supervisory responsibility for patient care, appropriately licensed Institution faculty members may provide such patient services at the Facility as may be necessary for teaching purposes.

D. INSTITUTION RESPONSIBILITIES:

1. The Institution will use its best efforts to select students for participation in the A.L.E. who are prepared for effective participation in the training phase of their education. The Institution will retain ultimate responsibility for the education of its students.
2. Prior to the commencement of the A.L.E., the Institution will, upon request and with proper authorization, provide responsible Facility officials with such student records as will adequately disclose the prior education and related experiences of prospective student participants.
3. The Institution will use its best efforts to see that the A.L.E. at the Facility is conducted in such a manner as to enhance the resources available to the Facility for the providing of care to its clients and patients. Only those students who have satisfactorily completed the prerequisite courses of the curriculum will be selected for participation in an A.L.E., as specified in the curriculum course



descriptions.

4. The Institution will not assign any faculty member to the Facility in connection with the operation of the A.L.E. who is not appropriately licensed or certified, and will make evidence of the licensure or certification of its entire assigned faculty available to the Facility upon request. It is agreed that all Institution faculty are employees of the Institution, unless otherwise agreed upon in writing.

5. The Institution will inform all its participating students of the Facility's requirement that they must procure and maintain throughout the A.LE. professional liability insurance in amounts, form, and by a carrier satisfactory to the Facility and the Institution, and covering their activities at the Facility, and to provide evidence of such insurance to the Facility prior to participation in any A.LE. Institution faculty members will be provided professional liability coverage pursuant to the terms and conditions of the Georgia Tort Claims Act (O.C.G.A. 50-21-20 et seq.). The Institution will provide Worker's Compensation Insurance coverage for its participating faculty members. However, the Institution will not provide Worker's Compensation Insurance or other insurance coverage for its students. This paragraph will survive the termination of this agreement.

6. The Institution will encourage participating student and faculty compliance with the Facility's rules, regulations and procedures, and use its best efforts to keep students and faculty informed as to the same and any changes therein . Specifically, the Institution will keep each participating student and faculty member apprised of his or her responsibility, including but not limited to the following:

- a) To follow the administrative policies, standards and practices of the Facility when in the Facility.
- b) To report to the Facility on time and to follow all established regulations of the Facility .
- c) To keep in confidence all medical, health, financial and social (including mental health) information pertaining to particular clients or patients.
- d) To not publish any material related to the A.LE. that identifies or uses the name of the Institution , the Facility or its members, clients, students , faculty or staff, directly or indirectly, unless prior written permission is received from the Institution, and the Facility. However, the Facility hereby grants to the Institution the right to publish Institution administrative materials such as catalogs, course syllabi, A.LE. reports, etc. that identifies or uses the name of the Facility or its members, staff, directly or indirectly.
- e) To comply with all federal, state and local laws regarding the use, possession, manufacture or distribution of alcohol and controlled substances.
- f) To follow Centers for Disease Control and Prevention (C.D.C.) Standard Precautions for Standard Bloodborne Pathogens, C.D.C. Guidelines for Tuberculosis Infection Control, and Occupational Safety and Health Administration (O.S.H.A.) Respiratory Protection Standard.
- g) To conform to established standards and practices while training at the Facility.
- h) To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.
- i) To wear a nametag that clearly identifies him/her as a student or faculty member.
- j) To sign a written agreement obligating the student or faculty member to observe all rules and policies established by the Facility, to maintain the confidentiality of patient information, and to refrain from publishing any material related to the A.L E. that identifies or uses the name of the Institution, or the Facility, directly or indirectly, without first obtaining written approval. Subject to the right to publish set forth in section d above.



7. The Institution will inform all student participants of the facility's requirement that all student participants at the time of enrollment in the A.L E. procure and maintain health insurance, and upon request of the facility provide proof of such health insurance.

The Institution will require of all student participants at the time of enrollment in the A.L.E., and as necessary and appropriate during the period of participation, to undergo a health examination, as will be necessary to determine that they are free from any infectious or contagious diseases, and are able to perform their activities in the A.L.E. in order to ensure that students do not pose a direct threat to the health or safety of others, which may include PPD test or chest x-ray, hepatitis-B core antibody test, and Rubella , measles and mumps tests or documentation of immunization. Any medical or health care (emergency or otherwise) that may be received by an Institution student or faculty member at the Facility in the course of the A.LE. shall be at the sole expense of the individual recipient of such care; provided that nothing herein shall require the Facility to provide any such care. Any student or faculty participant who does not meet the health criteria established by the Facility will not be assigned by the Facility or allowed to continue to participate in the A.LE. at the Facility. The Facility has the right, at any time, to request health status reports on student and faculty participants, to the extent allowed by applicable law. Moreover, if the student and/or faculty member has an exposure to blood or body substances, if there is an injury, to the student and/or faculty members or if there is an infectious disease outbreak, the Institution agrees, to the extent allowed by law, to send the student's and/or faculty member's health records within two (2) business days of the written request by the Facility for such health records.

1. The Institution shall have the full responsibility for the conduct of any student or faculty disciplinary proceedings and shall conduct the same in accordance with all applicable statutes, rules, regulations and case law.
2. The Institution will assign faculty/staff representatives(s) as liaison(s) between the Facility and the Institution .
3. The Institution will obtain necessary consents from the student for the disclosure of the result of criminal background check to, and conduct of the criminal background check by, the Department of Behavioral Health and Developmental Disabilities and the facility. Each participating student shall indicate his or her consent by executing a copy of Georgia Department of Behavioral Health and Developmental Disabilities-Consent for Release of Information. Prior to the commencement of the A.LE., Facility will conduct a criminal background check for each student participating in the A.L E. The student will have the opportunity (not to exceed five business days), to clear up any possible incorrect information contained in the criminal background check. The facility reserves the right to advise the Institution that any student in the A.L E. is not eligible to participate in the A.L E. at the Facility as a result of information contained in the criminal background check.
4. All medical or health care (emergency or otherwise) that an Institution student or faculty member receives at the Facility will be at the expense of the individual involved.
5. Assure that all participating faculty and students are covered by professional liability insurance in amounts satisfactory to the Institution and the Facility and provide evidence of such insurance when requested by the Facility.

E. MUTUAL RESPONSIBILITY:

1. Pursuant to the provisions of 45 C.F.R. § 165.504(e)(3) (of HIPAA rules and regulations), the



Parties agree that the Department of Behavioral Health and Developmental Disabilities (that is, DBHDD) is a "covered entity" as defined by the federal Standards for Privacy of Individually Identifiable Health Information.

2. Facility and Institution agree to comply with the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. § 132d ("HIPAA") and any current and future regulations promulgated thereunder including without limitation the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 (the "Federal Privacy Regulations"), the federal security standards contained in 45 C.F.R. Part 142 ("the Federal Security Regulations"), and the federal standards for electronic transactions contained in 45 C.F.R. Parts 160 and 162, all collectively referred to herein as "HIPAA Requirements." Facility and Institution agree not to use or further disclose any Protected Health Information (as defined in 45 C.F.R. Section 164.501) or Individually Identifiable Health Information (as defined in 42 U.S.C. Section 1320d), other than as permitted by HIPAA Requirements and terms of this Agreement. Institution will familiarize each student with HIPAA Requirements before the initiation of A.L.E. participant at Facility and will inform students of their obligation to comply with HIPAA Requirements and to not to use or further disclose any Protected Health Information (as defined in 45 C.F.R. Section 164.501) or Individually Identifiable Health Information (as defined in 42 U.S.C. Section 1320d), other than as permitted by HIPAA Requirements and terms of this Agreement.

3. The Parties will work together to maintain an environment of quality learning experiences for the Institution's student(s), while at the same time enhancing the resources available to the Facility for the providing of care to its clients and patients. At the request of either party, a meeting or conference will be held between Institution and Facility representatives to resolve any problems or develop any improvements in the operation of the A.L.E.

4. The Institution and the Facility acknowledge and agree that neither party shall be responsible for any loss, injury or other damage to the person or property of any student or faculty member participating in the A.L.E. unless such loss, injury or damage results from the negligence or willful conduct of that party, its agents, officers or employees.

5. This relationship is intended solely for the mutual benefit of the Parties hereto, and there is no intention, express or otherwise, to create any rights or interests for any party or person other than Facility and the Institution; without limiting the generality of the foregoing, no rights are intended to be created for any patient, student, parent or guardian of any student, spouse, next of kin, employer or prospective employer of any student.

6. Neither party is agent, employee or servant of the other. The Institution, and the Facility acknowledge and agree that student participants in the A.L.E. are not employees of the Institution, Regents, or the Facility by reason of such participation, and that they assume no responsibilities as to the student participants that may be imposed upon an employer under any law, regulation or ordinance.

7. Facility and Institution acknowledge that protection of participants in the A.L.E. from exposure to bloodborne pathogens is the joint concern of Facility, Institution and the participant. Facility will make available to participants for use within the Facility all personal protective equipment, including gloves, gowns, masks, and other supplies necessary to comply with C.D.C. control guidelines, as appropriate to the participant's A.L.E. Facility shall provide participant's with education regarding bloodborne pathogens appropriate to the participant's educational training at Facility, and shall maintain documentation of such education. Institution will, to the extent allowed



Clinical Mental Health Counseling Program

Practicum/Internship Supervision Contract

The purpose of this contract for the Supervised Field Experience of a LaGrange College counseling student is to clarify the expectations and responsibilities of the student counselor, the University supervisor, and the on-site supervisor. The original contract will be placed in the student's file, and the on-site supervisor should retain a copy. Sites must be approved by faculty clinical coordinator.

Student Counselor Information

Name _____ SS # _____

Address _____

Email _____

Work _____

Address _____

Home Phone _____ Work Phone _____ Mobile Phone _____

Course: ___ Practicum ___ Internship 1 ___ Internship 2

Previous Field Placements: _____

Counseling Related Employment/Experiences: _____

Requirements for Practicum Sites:

- Practicum is to practice newly acquired counseling skills and should include both individual and group counseling experiences if possible.
- Students must be at their site for a minimum 100 hours during the semester. A minimum of 40 of those hours should be involved in direct service with clients that contributes to the development of counseling skills, and 60 hours may involve other professional activities, such as intake, assessment, keeping appropriate records, training, case management, staff meetings, consultation, etc.
- At least 10 of the required 40 direct contact hours must involve small group counseling experiences that are planned by the student and the on-site supervisor.
- When engaged in individual counseling, students must be able to audiotape/videotape clients with their informed consent.
- Students must have an on-site supervisor who has at least a master's degree in counseling or a related field, has been a counselor for at least 2 years, and holds a license in counseling or a related field (marriage and family therapy, social work, psychology, or psychiatry (MD)).

Requirements for Internship Sites:

- The Internship experience is for a minimum 300 hours during the semester.
- A minimum of 120 hours must be spent in direct contact with clients in both individual and group counseling; the remaining 180 hours may be used for indirect service, performing such duties as creating and maintaining records, intake and assessment activities, training, case management, staff meetings, consultation, etc.
- When engaged in individual counseling, students must be able to audiotape/videotape clients with their informed consent.
- Students must have an on-site supervisor who has at least a master's degree in counseling or a related field and has been a counselor for at least 2 years and holds a license in counseling or a related field (marriage and family therapy, social work, psychology, or psychiatry (MD)).
- Students must receive at least one hour per week of on-site supervision.

Student Counselor Responsibilities:

1. The student will read, understand and adhere to the Code of Ethics of the American Counseling Association (ACA, 2014).
2. The student will demonstrate the applicable competencies.
3. The student will keep on-site supervisor informed regarding the issues and activities of the field placement.
4. The student will act in accordance with the rules and regulations that govern the placement site.
5. The student will document time and activities at the placement site.
6. The student will be fully prepared for supervisory sessions and classes.
7. The student will spend a minimum of the following clock hours per week at their sites: 100 hours during the semester for Practicum, and 300 hours during the semester for Internship.
8. The student will begin the field placement during the first week of the academic term and continue through the last week of regular class.

LaGrange College Clinical Supervisor's Responsibilities:

1. The LaGrange College clinical supervisor will be the responsible link between the clinical site and LaGrange College.
2. The LaGrange College clinical supervisor will initiate contact with the on-site supervisor for consultation during the field placement.
3. The LaGrange College supervisor will conduct counseling supervision concurrently with the field placement. Instruction and group supervision will be provided in the seminar.
4. The LaGrange College clinical supervisor will have the responsibility for terminating any field placement that is not satisfactory for the student counselor.
5. The LaGrange College instructor will issue a grade for the student after receiving input from the on-site supervisor.

On-Site Supervisor's Responsibilities:

1. The on-site supervisor will be an employee who holds at least a master's degree in counseling or related field (marriage and family therapy, social work, psychology, or psychiatry (MD)) and has at least 2 years of counseling experience.
2. The on-site supervisor agrees to provide an orientation of the site to clarify the roles and functions of the student counselor and explain relevant policies and procedures of the site.
3. The on-site supervisor agrees to provide weekly supervision of the student's work and performance feedback. Supervision activities will be determined by the on-site supervisor, including activities such as utilizing taped interactions, written case reports, direct observations, and verbal consultations.
4. The on-site supervisor agrees to consult with the LaGrange College clinical supervisor or instructor concerning the student counselor's performance.
5. The on-site supervisor agrees to contact the LaGrange College clinical supervisor at any time during the field placement when the student's knowledge, attitudes or skills are not acceptable for the missions of the placement site.
6. The on-site supervisor agrees to provide a summative evaluation of the student's competencies. An evaluation form will be provided by the LaGrange College clinical supervisor that may be used for this competency evaluation.

Specific Conditions for this Field Placement

1. Please indicate whether the student counselor has permission to do the following activities in accordance with the ACA Code of Ethics.

Yes No 1. The student counselor has permission to tape counseling interactions for supervision purposes with informed consent given by the client.

Qualifying conditions specified:

Yes No 2. The student counselor has permission to confidentially discuss counseling cases in supervised course activities.

Yes No 3. I understand the experiences that the student plans to have at this site and will help the student have these experiences.

Qualifying conditions specified:

Yes No 4. I understand the hours required at the site per semester (Practicum = 100 hours; Internship = 300 hours)

2. Other notable conditions. Any other conditions concerning this placement are to be noted by the on-site supervisor or LaGrange College clinical supervisor.

Name of Site: _____ Phone# _____

Address _____

Services Provided: _____

Population Served: _____

Site Supervisor Name, Highest Degree Earned, and Title: _____

License Type and #: _____ Exp. Date: _____

I understand and agree to the conditions stated in this contract:

Student

Date

On-Site Supervisor

Date

Clinical Coordinator

Date

Revised: 3/19/17, 4/18/17, 1/24/18, 8/13/19

LaGrange College

Child/Adolescent Informed Consent to be Recorded

Dear Parent or Guardian:

Counseling students from LaGrange College are enrolled in a course during the second year of their graduate work called counseling internship. This course involves working in the school or agency where your child is served for several hours each week. During those hours, student counselors provide individual and group counseling for those students or clients who have been identified by an official at the site, or through self or parent referral, as someone who might benefit from participating in counseling. If you have questions about the reason you are receiving this request, please contact the counselor at your child's school.

Counseling Student's Name _____ would like to work with your son/daughter, a student at _____ School/Agency.

Counseling students are required to audio record counseling sessions as part of their course and degree requirements. The sessions are listened to by supervisors and peer counselors who are committed to monitoring the well-being of your child and to help the student counselor develop the skills needed to enter the counseling profession upon graduation. The counseling sessions conducted with your child will be reviewed by the student counselor's supervisor, (name) _____ please call the school and leave a message.

Clients have the right to confidentiality. Information revealed will remain within the professional setting. There are, however, legal exceptions to this right; information must be divulged (a) when ordered by the court, or (b) when the counselor and his or her supervisor determine that an individual may present a threat to self and/or to others. *Georgia law requires the report of any known or suspected instance of child or adult abuse or neglect.* It is understood that all information disclosed within these sessions will otherwise be kept confidential and will not be released to anyone outside of the agency without written permission, except where disclosure is required by law.

If you are interested and willing to have your child participate, please sign the form where indicated.

Thank you.

Parent's Name _____
Address _____
City _____ State _____ Zip Code _____
Telephone (Home) _____ Telephone (Work) _____

Parent's Signature _____
Date _____

NOTE: A signed and dated permission form MUST be obtained for each client prior to any recording (audio or video).

LaGrange College

Informed Consent Form

I would like to take this opportunity to welcome you to counseling and provide you with some information that you may find valuable. I am currently a counselor-in-training at LaGrange College, LaGrange, GA. When I complete my program, I will hold a graduate degree in Counseling. I understand that my counselor is a graduate student in counseling, is not yet licensed or certified, and is under the supervision of a qualified supervisor.

I, _____, give _____,

a student in the Graduate Program in Clinical Mental Health Counseling at LaGrange College, permission to audio/video record our counseling sessions and/or have visual records and observations of me. The contents of the recordings will be *reviewed with a supervisor*, counseling faculty, and/or supervision group. All contents will be protected and will remain confidential. I am in agreement that the primary use of these recordings and observations is to increase the effectiveness of the student's counseling by provision of instruction and feedback. Furthermore, I understand that my name shall not be used in connection with these recordings and cannot and will not be used for any purpose other than those specified above. Recording and/or utilization of materials under the terms of this signed consent shall not be subject to legal action.

I am ethically bound to keep confidential anything you say in our sessions, with the following exceptions:

1. If a client threatens or attempts to complete suicide or otherwise conducts him/her self in a manner in which there is a substantial risk of incurring serious bodily harm.
2. If a client threatens grave bodily harm or death to another person.
3. If the therapist has a reasonable suspicion that a client or other named victim is the perpetrator, observer of, or actual victim of physical, emotional or sexual abuse of children under the age of 18 years.
4. Suspicions as stated above in the case of an elderly person or disabled individual who may be subjected to these abuses.
5. Suspected neglect of the parties named in items #3 and # 4.
6. If a court of law issues a legitimate subpoena for information stated on the subpoena obtained for the purpose of rendering an expert's report to an attorney.

Occasionally I may need to consult with other professionals in their areas of expertise in order to provide the best treatment for you. Information about you may be shared in this context without using your name.

If we see each other accidentally outside of the therapy office, I will not acknowledge you first. Your right to privacy and confidentiality is of the utmost importance to me, and I do not wish to

jeopardize your privacy. However, if you acknowledge me first, I will be more than happy to speak briefly with you but feel it appropriate not to engage in any lengthy discussions in public or outside of the therapy office.

If at any time you are dissatisfied with my services, please do not hesitate to let me know. If we cannot come to an understanding and resolution, it is my duty to refer you to another care provider. My university supervisor is _____ . My site supervisor is _____ .

If you have any questions now or in the future, please feel free to ask at any time. Please indicate your understanding and consent by signing below.

Signature of Counselor: _____ Date: _____

Signature of Client: _____

Date: _____

Practicum/Internship Hours Log



Student _____

Faculty Supervisor _____

Semester _____ Year _____

Date	Supervision		Direct Service Hours	Indirect Service Hours	Activity	Totals
	Indiv.	Group				



Clinical Mental Health Counseling

PRACTICUM/INTERNSHIP IN COUNSELING – Record of Weekly Supervision

Student Supervisee _____

Practicum _____ Internship _____

Individual/Triadic Supervision with Site Supervisor

Week	Date	Activity	Supervisor
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

Site Supervisor's Signature _____

Date _____

Faculty Supervisor's Signature _____

Date _____

Student Signature _____

Date _____



CMHC PRACTICUM/INTERNSHIP Mid-Term and Final Evaluation Form*

Practicum Student: _____ Site Supervisor: _____
 Group Supervisor: _____
 Internship Site: _____ Dates of Placement: _____
 Date Mid-term completed _____ Date Final Completed _____

Please check next to the role of evaluator: **Faculty Supervisor** **Site Supervisor** **Internship Student**

Directions: Using the information found on the accompanying rubric, please designate the extent to which the following objectives have been met through participation in the counseling practicum. 1= Unsatisfactory; 2=Developing; 3=Target; N/O= Not observed

*A separate form should be completed by the internship student, program faculty, and site supervisor. Mid-term results should be used to plan for the second half of the term. Completion of the Site supervisors evaluation will be determined by the nature of the supervisory relationship.

Part One: Counseling Skills

Objectives	1	2	3	N/O
The ability to communicate to the client the nature and limits of the counseling relationship.				
The ability to interview clients using direct and indirect methods of inquiry.				
The ability to develop and maintain a productive counselor client relationship.				
Uses basic counseling skills to respond to client needs.				
Competence in providing leadership, developing interventions, and awareness of factors influencing group dynamics in therapeutic and non-therapeutic groups				
The ability to respond to important material as it arises in the counseling session				
Recognize and verbalize personal issues that may impair objectivity and negatively impact the counseling process.				
The ability to recognize and respond appropriately to crisis.				
The ability to use and/or create interventions, consistent with the counselor's guiding theory and or consistent with the client's needs.				
Communicates in a style compatible with the communication style and developmental level of the client.				

Uses advanced accurate empathy				
Uses self-disclosure				
Uses confrontation				
Uses Immediacy				
The ability to identify small increments of change.				
The ability to deal with the issues related to termination (i.e, referrals, timing, resistance)				
The ability to apply the counseling skills referenced above to culturally diverse client populations.				

Part Two: Conceptualization and Planning Skills

Objectives	1	2	3	N/O
Systematically conceptualize human behavior and the process of change.				
The ability to generate appropriate counseling goals and select interventions based on a comprehensive case conceptualization.				
Considers socio and political contexts when evaluating, conceptualizing, and planning interventions.				
The student uses empirically supported counseling practices and or interventions.				
The ability to present and staff a case using principles and methods of case conceptualization.				

Part Three: Supervision Consulting Skills

Objectives	1	2	3	N/O
The ability to identify the expectations of the client and supervisor.				
Receptivity to individual and group supervision/feedback				
The ability to appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers.				
The ability to provide facilitative feedback to others.				
Seeks case consultation from supervisors when needed.				

Part Four: Evaluation Skills

Objectives	1	2	3	N/O
The ability to identify small increments of change and integrate them into an overall pattern or theme within the counseling process				
The ability to modify specific interventions on the basis of effectiveness				
The ability to develop, implement and evaluate individual and group treatment/ counseling plans				
The ability to apply the evaluation skills referenced above to culturally diverse client populations				

Part Five: Professionalism

Objectives	1	2	3	N/O
Professional Identity: Knowledge of and identification with the role and function of a professional counselor/therapist.				
Self Awareness: Demonstration of self-awareness as a professional counselor				
Legal and Ethical Standards of Practice: Posses a thorough knowledge of ethical and legal standards of professional organizations and credentialing bodies				
Professional Development: Promote individual professional development both in and outside of the practicum experience				
Advocacy: Demonstrate ability to place clients welfare and wellbeing as priority				

Comments

Practicum/Internship Evaluation Rubrics

The purpose of this rubric is to help students and supervisors differentiate between levels of attainment with regard to the skills expected student outcomes articulated in the left hand column.

Counseling Skills

Expected Student Outcomes	Unsatisfactory	Developing	Target
The ability to communicate to the client the nature and limits of the counseling relationship.	Fails to describe fundamental aspects of counseling relationship (i.e., session length, confidentiality, boundaries); fails to describe specifics of services offered (i.e., techniques, etc.); under-responds to client questions or concerns related to counseling process; does not secure permission from parents of minor to tape.	Describes confidentiality, limits, and processes of counseling; tells client why he or she is being seen; uses limited exploration or clarification of client needs or concerns regarding the counseling relationship.	Discusses confidentiality in a developmentally appropriate way and checks on client understanding; discusses and uses appropriate forms and materials to communicate limits of confidentiality, length of counseling session, and boundaries; responds to clients questions and/or concerns about the counseling process; elicits or clarifies the reason client is being seen.
The ability to interview clients using direct and indirect methods of inquiry.	Uses close-ended questions too often; drills or interrogates client; answers own questions; uses repetitive responses.	Uses questions appropriately; tolerates silence; reflects content and feeling; uses varied responses.	Demonstrates ability to extract important information related to client needs (i.e., history, presenting problem, mental status) using varied direct and indirect methods of inquiry.

<p>The ability to develop and maintain a productive counselor- client relationship.</p>	<p>Displays inappropriate humor or affect; seems arrogant or distant; fails to consult with supervisor concerning rapport issues.</p>	<p>Demonstrates developing skills related to displaying appropriate levels of competence, warmth, and interest; consults with supervisors regarding establishment of rapport.</p>	<p>Conveys care, empathy, and genuineness through attending behaviors; communicates an understanding of the client’s world as perceived by the client; uses and values client’s humor to facilitate or gain perspective of client’s view point.</p>
<p>Uses basic counseling skills to respond to client needs.</p>	<p>Ignores non-verbals; uses inappropriate non-verbals, such as tone, volume of voice, and facial expressions; seems uninterested in client; exhibits verbal and nonverbal incongruity.</p>	<p>Facilitates client expression and self-exploration; recognizes non-verbals; shows interest; congruent counselor verbal and nonverbal skills.</p>	<p>Uses summaries, reflections of affect, content, open and closed questions, clarification, and concreteness; counselor is congruent; acknowledges and uses nonverbal information to further explorations.</p>
<p>Competence in providing leadership, developing interventions, and awareness of factors influencing group dynamics in therapeutic and non-therapeutic groups.</p>	<p>Unable to demonstrate ability to develop and implement a group plan; unaware of factors influencing the group process.</p>	<p>Demonstrates ability to develop and implement a group plan; able to identify group dynamics; able to assist group members in the process of group participation.</p>	<p>Uses multiple interventions and theoretical basis for development and implementation of a group; able to identify and address group dynamic issues; effectively evaluates group outcomes and modifies the group plan.</p>
<p>The ability to respond to important material as it arises in the counseling session.</p>	<p>Failure to respond to new or relevant material presented by the client.</p>	<p>Demonstrates ability to identify critical content and issues that arise in the session.</p>	<p>Demonstrates ability to identify critical content and issues with immediacy and integrate effectively into counseling process.</p>
<p>Recognize and verbalize personal issues that may impair objectivity and negatively impact the counseling process.</p>	<p>Allows personal issues, concerns, or experiences to interfere with objectivity; is unable or resistant to feedback</p>	<p>Able to recognize that personal issues may impair their objectivity in the counseling process; may still need</p>	<p>The ability to set aside personal concerns during counseling sessions in order to focus on client concerns; seeks consultation and or supervision; makes referral when appropriate.</p>

	concerning these issues.	assistance in identifying instances when this occurs.	
The ability to recognize and respond appropriately to crisis.	Failure to recognize and/or respond to a crisis in a professionally appropriate manner.	Demonstrates ability to recognize a crisis situation and assess risk of harm; seeks supervision to address situation.	Demonstrates ability to assess and respond to issues related to duty to warn (risk of suicidal ideation/harm to others) in an ethically and legally congruent manner; able to differentiate and respond based on type and nature of crisis, levels of risk, and site and practicum policies and procedures.

<p>The ability to use and/or create interventions, consistent with the counselor's guiding theory and or consistent with the client's needs.</p>	<p>Misuses or haphazardly employs various intervention techniques devoid of theoretical consistency; interventions used fail to provide exploratory or growth opportunities for client.</p>	<p>Demonstrates the ability to implement a wide range of interventions that are in line with the client's needs and presenting issues; able to assess the effectiveness of these interventions; provides indicators of ability to consider interventions in relation to emerging theoretical orientation.</p>	<p>Develops treatment/ counseling plans consistent with guiding theory and/or client needs; demonstrates use of interventions in sessions that are theoretically consistent; describes rationale for treatment decisions.</p>
<p>Communicates in a style compatible with the communication style and developmental level of the client.</p>	<p>Inaccurately determines developmental level; bases communication on inaccurate assessment (i.e., uses too simplistic or too advanced vocabulary); communication style does not adjust for client compatibility (i.e., tone, pace, affect, body language, etc.).</p>	<p>Provides evidence of a developing ability to identify client's developmental level; begins to use alternative communication styles or modifies their style to meet their client's developmental needs.</p>	<p>Accurately assesses client's developmental level; adjusts voice tone, affect, pace, and body language to those consistent with the client; matches vocabulary (i.e., terminology & expressions).</p>
<p>Uses advanced accurate empathy.</p>	<p>Failure to use appropriate methods to convey empathy to the client; unaware of client's perceptions and world-view.</p>	<p>Demonstrates verbal and non-verbal skills to convey empathy to the client; able to assess the client's response.</p>	<p>Able to accurately assess client's experience and provide accurate empathy using advanced verbal and non-verbal skills; able to assess accuracy and modify response.</p>
<p>Uses self-disclosure.</p>	<p>Overuses self-disclosure; uses disclosures that are not relevant to client content; focuses on their personal experiences versus the client's perspective.</p>	<p>Demonstrates the ability to use self-disclosure in a limited manner and the disclosure is relevant to the client content.</p>	<p>Demonstrates the ability to assess the appropriateness of using self-disclosure; able to address client's questions related to the counselor appropriately; uses disclosures that add to the therapeutic process.</p>

Uses confrontation.	Confrontations are overly hostile or challenging; confrontations are verbally aggressive OR there is no confrontation of client content; discrepancies or emotional/verbal incongruities.	The ability to confront client content discrepancies and emotional/verbal incongruities.	The ability to confront the client in a process of facilitating the client's growth; increasing client insight; and addressing inconsistencies within the overall therapeutic process.
Uses Immediacy.	Becomes defensive; focuses on self rather than client; is unable to identify relevant issues in a timely and relevant manner.	Demonstrates ability to recognize client's affective responses and attend to them within the counseling session.	The ability to remain open to and facilitate client's intense affective responses, including those directed toward the counselor; acknowledges client reactions; uses immediacy; contends with I/you-here/now issues as necessary (i.e., client-counselor relationship issues); remains calm and continues to process client concerns.
The ability to identify small increments of change.	Demonstrates an unrealistic view of therapeutic goals; unable to identify any changes in client behavior or emotional responses.	The ability to recognize changes in client behavior or emotional responses; able to develop goals that reflect the client's developmental level.	The ability to identify client progress in counseling and exhibit patience with each client's pace of change rather than attempt to hurry or force change; able to describe change for self and client.
The ability to deal with the issues related to termination (i.e., referrals, timing, resistance).	Avoids processing of feelings related to termination; terminates w/o adequate client preparation; does not provide resources for continued care as needed; does not recognize client's ongoing needs.	Is able to assist the client with the process of termination; able to identify and address client responses to termination.	Acknowledges feelings of loss as well as those of accomplishment; plans for clients future needs; helps client apply lessons/behavior learned from therapy to everyday life; adequately assess need for follow-up activities.
The ability to apply the counseling skills referenced above to culturally diverse client populations.	Does not acknowledge, address or ignores the presence of individual and/or cultural differences; fails to adjust	Demonstrates the ability to identify cultural differences in the counseling process; ability to consider differences with the	Acknowledges differences and how those might influence the counseling process / outcomes; demonstrates the ability to adapt skill and methods that accommodate for

	intervention techniques to accommodate for individual or cultural differences.	client; addresses potential concerns within supervision.	individual & cultural differences.
--	--	--	------------------------------------

Conceptualization and Planning Skills

Objectives	Unsatisfactory	Developing	Target
Systematically conceptualize human behavior and the process of change.	Fails to structure sessions around established goals; addresses content as it arises without regard to meaning or purpose.	Able to use theory to describe client behavior.	Therapeutically applies theoretical constructs to help determine the meaning of specific client issues; uses direct and indirect methods of inquiry to assess needs; recognizes cultural differences with each client.
The ability to generate appropriate counseling goals and select interventions based on a comprehensive case conceptualization.	Does not engage in goal-setting.	Works with client to establish goals consistent with client needs and objectives for counseling.	Uses knowledge of human behavior and counseling theory to generate appropriate counseling goals and modality of treatment/counseling.
Considers socio and political contexts when evaluating, conceptualizing, and planning interventions.	Student counselor ignores influence of multiple systems and contexts of client lives.	Student recognizes at least one of the social, economic, or legal systems that impacts their clients' lives and may interfere with goal attainment.	Student recognizes current social, economic, and legal issues that impact the client and respond to those issues.
The student uses empirically supported counseling practices and or interventions.	The student selects interventions based on his or her comfort and perceived competence without regard to the appropriateness of these	The student demonstrates theoretical consistency between conceptualization of client needs, articulation of goals, and selection of interventions.	The student actively seeks information in professional literature regarding the nature of client concerns and the treatments that have been demonstrated through research to be effective.

	interventions for the client.		
The ability to present and staff a case using principles and methods of case conceptualization.	The student presents random, irrelevant information about the client based on counselor interest, curiosity, or impact (sensationalism).	The student presents client information systematically and coherently to colleagues and is able to describe the concerns the student counselor has with regard to planning and/or implementing treatment/counseling.	Student presents accurate, relevant conceptualization of client based on assessment outcomes, understanding of human development and behavior, and application of counseling theory; able to pose questions about treatment/counseling to a team of professionals for the purposes of planning or modifying goals and/or interventions.

Supervision Consulting Skills

Objectives	Unsatisfactory	Developing	Target
The ability to identify the expectations of the client and supervisor.	Students have little or no understanding of the client's goals for the counseling experience or the supervisor's role in facilitating counselor development.	Expresses some understanding of what the clients wish to achieve, but may still behave according to what the student perceives the supervisor "wants" him or her to do rather than what the supervisor expects.	Able to define and verbally express client & supervisor expectations.
Receptivity to individual and group supervision/feedback	Not receptive to feedback and behaves in a defensive, self protective manner; ignores supervisory suggestions consistent with the feedback about performance.	Accepts feedback and attempts to integrate supervisory direction into counseling process.	Demonstrates openness to feedback; seeks and integrates feedback from a number of sources (site, university, peers).
The ability to appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers.	Student may be unduly reliant on the supervisor for feedback and direction or may avoid the influence of the supervisor(s) due to overconfidence in	Students begin to understand the areas in which they are capable of independent action and those with which they need assistance from the	Reflects upon feedback and uses it to develop goals for improvement in targeted areas; develops an action plan for acquiring the knowledge/ skills/behaviors/attitudes addressed and is able to identify ways the

	students' abilities.	supervisor.	goals of the action plan will benefit supervisee and clients.
The ability to provide facilitative feedback to others.	Provides feedback that is extreme in supporting or negating the practices of colleagues and supervisors. Fails to recognize individual differences among peers with regard to theory, personality, and culture.	Student provides feedback to peers about specific issues with which they feel confident and competent.	Objectively provides feedback to others that is specific, respectful, and constructive.
Seeks case consultation from supervisors when needed.	Fails to seek supervision at all or participates in supervision but fails to identify issues relative to competence in general or specific to a client.	Requests assistance from supervisor when frustrated with client progress or with students' inability to facilitate goal attainment.	Recognizes counselor competencies, expertise, boundaries and limitations and seeks supervision/consultation from those who are available and competent to assist the student in meeting professional responsibilities.

Evaluation Skills

Objectives	Unsatisfactory	Satisfactory	Target
The ability to identify small increments of change and integrate them into an overall pattern or theme within the counseling process.	In ability to identify small increments of client change.	The ability to recognize significant/ large scale client movement toward treatment goals.	The ability to recognize and describe small cognitive, affective and behavioral indicators of client change.

The ability to modify specific interventions on the basis of effectiveness.	Inability to recognize need for change in counseling approaches based on evaluation of client progress.	The ability to recognize appropriate levels of counselor and client responsibility for the counseling process.	The ability to recognize appropriate levels of counselor and client responsibility for the counseling process and act on that recognition.
The ability to develop, implement and evaluate individual and group treatment/ counseling plans.	Inability to recognize appropriate levels of counselor and client responsibility for the counseling process and act on that recognition.	The development of individual and group treatment plan which addresses overall needs of clients.	The development, implementation, and evaluation of individual and group treatment plan which address specific needs of clients.
The ability to apply the evaluation skills referenced above to culturally diverse client populations.	Inability to apply evaluation skills referenced above where appropriate for culturally diverse client populations.	The ability to demonstrate an understanding of the purpose of the evaluation skills referenced above where appropriate for culturally diverse.	The ability to demonstrate awareness, knowledge and evaluative skills referenced above where appropriate for culturally diverse client populations.

Professionalism

Objectives	Unsatisfactory	Satisfactory	Target
Professional Identity: Knowledge of and identification with the role and function of a professional counselor/therapist.	Limited understanding & demonstration of professional counselor responsibilities as identified by site authorities, the educational institution (AU), and other professional organizations (ACA, CACREP, NBCC, etc.).	Understands but lacks the demonstration of professional counselor responsibilities as identified by site authorities, the educational institution (AU), and other professional organizations (ACA, CACREP, NBCC, etc.).	Understanding & demonstration of professional counselor responsibilities as identified by site authorities, the educational institution (AU), and other professional organizations (ACA, CACREP, NBCC, etc.).
Self Awareness:	Limited understanding of		

Demonstration of self-awareness as a professional counselor.	personal needs, values, strengths, weaknesses, feelings, and motivations that may impinge upon effectiveness as a counselor.	The ability to express a moderate understanding of personal needs, values, strengths, weaknesses, feelings, and motivations..	The ability to express a clear understanding of personal needs, values, strengths, weaknesses, feelings, and motivations that may impinge upon effectiveness as a counselor.
Legal and Ethical Standards of Practice: Posses a thorough knowledge of ethical and legal standards of professional organizations and credentialing bodies	Limited knowledge of ethical principles and legal/ethical guidelines for practice as identified by site authorities, the educational institution (AU), and other professional organizations (ACA, CACREP, NBCC, etc.).	Has knowledge of ethical principles and legal/ethical guidelines for practice as identified by site authorities, the educational institution (AU), and other professional organizations (ACA, CACREP, NBCC, etc.).	Has knowledge of ethical principals and demonstrates the legal/ethical guidelines for practice as identified by site authorities, the educational institution (AU), and other professional organizations (ACA, CACREP, NBCC, etc.).
Professional Development: Promote individual professional development both in and outside of the practicum experience.	Lack of participation in professional development activities (i.e. attending workshops/in-services, conferences and engaging in self-directed learning).	Evidence of participation in professional development activities (i.e. attending workshops/in-services, conferences and engaging in self-directed learning).	Evidence of active participation in professional development activities (i.e. attending workshops/in-services, conferences and engaging in self-directed learning).
Advocacy: Demonstrate ability to place clients welfare and wellbeing as priority.	Lack of recognition and verbalization of clients needs; no action taken to meet the identified needs of the client.	Recognition and verbalization of clients needs; action taken to meet the identified needs of the client in limited ways.	Recognition and verbalization of clients needs; action taken to meet the identified needs of the client in diverse ways.

