

**PRACTICUM AND INTERNSHIP MANUAL**

WEST COLLEGE OF EDUCATION

DEPARTMENT OF COUNSELING, KINESIOLOGY,

AND SPECIAL EDUCATION

Counseling is defined as direct contact with a client in an on-going therapeutic relationship, either in a one to one, or group, setting. Therapeutic interventions by the counselor are designed to help clients develop greater psychological health. A counseling relationship is not didactic, though clients may gain new knowledge, or skills. Crisis intervention is a specialized form of counseling, and a practicum experience requires demonstration of building an on-going relationship and helping clients resolve psychological issues.

**Practicum and Internship**

The purpose of Practicum and Internship is for trainees to develop and improve counseling and conceptualization skills. To offer feedback to trainees and to evaluate trainees’ skills, faculty supervisors observe counseling tapes &/or in vivo sessions. Practicum students also develop an ability to self-evaluate, reflecting on their experiences and trying new interventions. Such growth is also facilitated by an open dialogue with trainees sharing with each other as counseling dynamics are processed during class. Subjective, Objective, Affective, Plan (SOAP) notes and a case study also support self-reflection and continued improvement as a counselor. Other assignments might be required to support the student at various levels of development.

**Practicum and Internship (P/I) Objectives**

The primary objective of P/I is the acquisition of competence in the counseling skills required by the work role of a counselor in a specific field setting. P/I requires counseling students to:

1. Demonstrate skills in developing a counseling relationship;
2. Articulate a counseling approach that is consistent with professional characteristics and theoretical beliefs;
3. Accurately identify client concerns and issues;
4. Assess clients from a multicultural perspective to understand their worldviews, values, family structure and behavioral norms;
5. Demonstrate the appropriate use of assessment instruments based on familiarity with the validity and reliability of these instruments;
6. Interpret data about clients regarding diagnosis and treatment;
7. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
8. Demonstrate familiarity with and an understanding of the DSM-V classification of disorders and the various diagnostic categories (of particular importance for mental health counselors);
9. Make recommendations for clients based on available data and develop a counseling plan;
10. Provide individual and group counseling services from the beginning of the counseling relationship to termination;
11. Demonstrate the ability to provide information to a counseling group through a presentation, workshop, or classroom guidance program;
12. Develop plans for a developmental guidance program (specifically for school counselors);
13. Demonstrate an understanding of means of evaluating professional effectiveness;
14. Demonstrate sensitivity for legal and ethical dilemmas and conduct themselves in a professional and ethical manner at all times according to ACA’s *2014 Code of Ethics*;
15. Demonstrate verbal communications that are clear and concise in daily interactions with co-workers and other professionals;
16. Engage in consultation with professionals during interdisciplinary team meetings as needed;
17. Educate clients on such issues as self-care, daily living skills, parenting, education and other support services;
18. Demonstrate effective referral and collaboration skills;
19. Write reports required by a site supervisor including progress notes and written client records;
20. Demonstrate computer skills for word processing, specialized software application, web, email, and search of data bases;
21. Communicate with other professionals using appropriate terminology pertaining to counseling, psychopathology, special services and psychotropic medication

Practicum and internship require considerable time management to acquire 100 hours (Practicum), and 300 hours (Internship) in one semester, particularly if the trainee has job and family responsibilities. It is important that students take practicum at a time that is realistic for their personal and professional lives. Please note that an average of one and a half hours (90 minutes) of group university supervision is required for every week students are accruing hours in practicum and internship.

It is necessary for students to arrange for a Practicum site prior to the beginning of the course to allow for the maximum amount of time to fulfill the hours requirement. A list of approved Practicum sites is included in this guide. Professional liability insurance is required for practicum and internship. Payment of 13.00 dollars per year made out to Bill Beatty (HPSO) is required at the time of starting your practicum, and annually until practicum and internship classes are completed.

Students are expected to conduct themselves as professionals during their field experiences. This role means that students follow the rules, regulations, and calendar of the agency/school to which they are assigned. This includes arriving on time, not leaving early (unless specific arrangements are made), calling the agency/school if ill, observing the dress code, determining and adhering to policies concerning confidentiality, and other professional behaviors. In addition, students’ conduct must be in accordance with the ACA and ASCA ethical standards (ACA Code of Ethics: <https://www.counseling.org/resources/aca-code-of-ethics.pdf> ; ASCA Code of Ethics: <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>). Also, laws such as those dealing with child abuse and confidentiality are to be followed explicitly. If legal or ethical questions arise, students should contact their site supervisor immediately, and follow-up should be made with the university supervisor. Failure to conduct oneself in a professional manner is grounds for reduction in grade or a failing grade in the course or dismissal from the program.

It is recommended that a minimal number of additional courses be taken during P/I. Because of the time demands, it is recommended that students not work outside their field placement, or work only part time. If students must work full-time, they should be fully aware the impact these requirements will have on their family, friends, hobbies, and abilities to meet P/I requirements. **P/I requires a substantial time commitment.**

In order to enter Practicum, students must have completed 39 hours, including COUN 5253, COUN 5273, and COUN 5283. Below is a guide for the amount of hours that must be completed during Practicum and Internship. The time factor may also necessitate some students taking an Incomplete for Practicum. Hours will be collected through TK20 and approved by the site supervisor.

**700 Hours of Practicum and Internship Breakdown**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Direct Hours** | **Indirect Hours** | **Total** |
| Practicum | 40 | 60 | 100 |
| Internship (1st 300 hours) | 120 | 180 | 300 |
| Internship (2nd 300 hours) | 120 | 180 | 300 |
|  | **280** | **460** | **700** |

**\*\*\*** These numbers are **MINIMUMS**. Obtaining these numbers **does not** automatically complete requirements of the class or terminate students’ obligation to P/I sites.

**Site Selection**

Although each site placement will have its own policy, procedures, and requirements, the suggestions found below are to help P/I students have a successful clinical experience. These suggestions may appear to be obvious; however, historically, these are the areas where students have experienced problems.

1. Because students are entering the professional world, they must dress appropriately and in accordance with existing dress codes within site settings. Also, have the courtesy to call sites if late or absent. Be on time for meetings with clients, staff, and the site in general. If students wish to be treated as professionals, they need to act accordingly. Consider that dress and behavior reflect not only on student counselors but also upon the university and future students.
2. Students should select a site that closely resembles the setting that they envision working in as a professional counselor. The advantages are twofold: discovering if one wants to work in such a setting, and if so, making important career contacts.
3. Select a site early to avoid last minute, unsatisfactory placement which will also reduce the risk of not meeting program approval. In addition, some sites require interviews and background checks that may take time to be completed.
4. Go to a chosen site at least a week before the placement officially commences to become acquainted with co-workers and the institution’s procedures and to learn the environment and office space. Arriving ahead of schedule will permit extra time to attend to many details before actually being faced with the task of counseling clients.
5. Take advantage and the initiative in making the best use of co-workers’ expertise; coworkers provide built-in resources.
6. Become involved in a variety of on-site activities. For example, running groups, organizing career days, participating in staff development workshops, or training sessions are all unique learning opportunities that provide valuable experiences and provide a chance to broad knowledge and experience in the counseling profession.

The key to a successful field placement is involvement with clients, staff, supervisors and peers. This is an opportunity for professional growth and experimentation while under intensive and expert supervision. Gains are directly proportional to the amount of work that is put into P/I. Expectations will include case presentations regarding students’ clients and reviews of literature pertaining to the issues that clients bring to the counseling sessions.

**Points to Ponder About Selecting a Site**

**About the Site.**

1. What do you know about the P/I site you are considering…

* its history?
* its organizational culture?
* the type of clients served at the site?
* the type of services provided?
* the site’s mission, philosophy, and operating norms?
* the culture of the community in which the site is located?
* how P/I placements fit in the operation of the site?
* what qualifications does the site supervisor have?
* how will supervision be provided?
* will the facility permit on-site audio or videotaping of clients (with client permission)?

**About You.**

2. How prepared are you to enter the P/I site….

* personally?
* professionally?
* philosophically?
* politically?
* time commitment?

3. What do you need to do to have an effective experience at the chosen site?

4. Are you clear about all the supervision requirements of the counseling program for P/I experiences?

5. Are you clear about all the P/I requirements for clinical hours of the counseling program?

6. Have you discussed your relationship and requirements of the counseling program with all of your supervisors?

**Practicum and Internship Information**

As required by the CACREP accreditation and university policies, collection and documentation of P/I hours must begin and end on dates within the semester students are registered. It is students’ responsibility to check the beginning and ending dates. Remember that the 600 hour P/I clinical experience is a developmental professional process that is “not just about collecting hours.” P/I required hours are MINIMUMS. Obtaining the minimum number of hours does not automatically complete the requirements of the class or terminate students’ obligation to the P/I sites. Students are expected to abide by the established policies and procedures of the MSU Counseling Program, ethical standards of the American Counseling Association and American School Counseling Association, and site regulations.

**Practicum**

Students must register for a 3-credit hour practicum. Placements must begin and end in one academic semester (Fall, Spring, Summer) for the duration of at least 10 weeks. The practicum is the first experience during which students apply their counseling theory and demonstrate their counseling skills in a professional supervised setting. A minimum of 100 hours is required for practicum. In order to meet the 100 hours of field experience requirement, students must spend a minimum of 10-12 hours each week on site. Students must get all placements approved by their professor of record. Additionally, private practice, and home or field settings are only approved for P/I by the instructor of record.

The students’ practicum includes the following:

1. A **minimum** of 100 hours is required for practicum. Of the minimum 100 hours, at least 40 hours must be direct hours and 60 hours must be indirect hours.
2. It is required in practicum that students participate in facilitating a counseling group at their practicum site as part of their 40 direct hours.
   1. **Policies on banked hours will change beginning August 2018. Students will no longer be able to bank hours.** As stated in the*2016 CACREP General Accreditation Questions, “*CACREP standards do not allow for extra hours obtained during the practicum to be counted toward the 600 clock internship requirement” (CACREP, Program *FAQ’s*: http://www.cacrep.org/for-programs/program-faqs-2/#FAQ24)
3. A minimum of **one hour per week** of individual on-site supervision from site supervisor each week students are present at the site.
4. An average of **one and** **one-half hours per week** of **group supervision** with other students in practicum;
5. Formal evaluations of students’ performance will be submitted at mid-term and at the end of the semester by all supervisors (Site, Group).
6. Students will conduct one 40-45 minute counseling session with a client for each semester of Practicum and Internship. The instructor will provide feedback to the student using the MSU Skills Rating form. Any skills strengths and deficits will be addressed in individual supervision following the observed session, in addition to the rating form. Students will receive a copy of the rating form. A video of a counseling session is required. For students who are unable to video tape at their site, a site visit for live supervision is required.

**Internship**

Students register for a 3-credit hour internship for two semesters. Each internship must begin and end in one academic semester (Fall, Spring, Summer) for the duration of at least 10 weeks. The internship is the last experience during which students continue to apply counseling theory and demonstrate the enhancement of their counseling skills in a professional supervised setting. In order to meet the 300 hours of field experience requirement each semester, students must spend a minimum of 20 hours each week on site.

The students’ internship includes the following:

1. A **minimum** of 600 hours is required for internship. Of the minimum 600 hours (300 hours per semester), at least a minimum of 240 hours (120 hours per semester) must be direct hours and a minimum of 360 hours (180 hours per semester) must be indirect hours;
2. A minimum of **one hour per week** of individual on-site supervision from site supervisor each week students are present at their sites.
3. An average of **one and one half hours per week** of group supervision with other students in internship.
4. Formal Evaluations of students’ performance will be submitted at mid-term and at the end of the semester by all supervisors**.** It is each student’s responsibility to turn in all forms by the program deadlines.
5. Students will conduct one 40-45 minute counseling session with a client for each semester of Practicum and Internship. The instructor will provide feedback to the student using the MSU Skills Rating form. Any skills strengths and deficits will be addressed in individual supervision following the observed session, in addition to the rating form. Students will receive a copy of the rating form. A video of a counseling session is required. For students who are unable to video tape at their site, a site visit for live supervision is required.

**Between Semesters**

Once the semester ends, students are not under university supervision and therefore **may not** be at their practicum/internship site and **may not** collect hours. Semester dates for starting and ending practicum/internship are in accordance with the MSU Academic Calendar and can be found on the MSU website.

**Community and In-Home Services**

Students will beallowed to provide in-home or community field-based services at the discretion of their university professor of record. Private practice settings are approved for P/I site placements at the discretion of the professor of record.

**On Campus Lab**

Students are allowed to see clients on campus in the counseling lab when they have received prior permission from their practicum/internship professor of record. The student can see clients on campus only if they have made previous arrangements with the professor of record. Students cannot see clients on campus when an employee is not present in the Ferguson building. It is the responsibility of the student to make arrangements. If arrangements cannot be made, then the student cannot schedule sessions in the lab. Emergency protocols must be followed for all students using the lab in case of emergency.

**Changing or Adding Sites or Supervisors**

Under certain circumstances, a student may need to change site supervisors. The student must immediately inform their professor. The student should **not** see clients until the student has received notification of approval of the new site supervisor. Should a student need to change sites or add an additional site within the P/I semester, it should first be discussed with the student’s professor. Students are **not** to begin at a new site until the student has received approval from the professor of record.

**Liability Insurance**

Students are **required** to purchase a professional liability insurance policy for their own protection. A professional liability insurance policy is available, at a student discount rate for master’s level students from HPSO. Your P/I instructor will offer this discounted rate to you the first week of class. The cost of the insurance is 13 dollars per year. You are required to maintain insurance throughout the entire P/I experience.

**Missed / Make-up Supervision**

1. **Site Supervision**. Students should meet regularly (weekly) for an hour of supervision with his or her Site Supervisor. It is understandable that at times the site supervisor may not be able to meet as regularly scheduled. However, this must be made up and should happen only on **rare** occasions. Logs should reflect weekly supervision hours.
2. **Group Supervision.** In order to provide consistent supervision according to CACREP (2016), students are provided an average of 1.5 hours of group supervision weekly in practicum and internship class by the university supervisor. Should a student have attendance issues, the student should speak with the professor of record to make arrangements to attend a makeup class at the discretion of the instructor. Students *may* lose hours for the weeks of missed supervision if other arrangements are not made with the professor of record. The student will need to speak to his or her P/I professor about any missed P/I group supervision. Logs should reflect weekly group supervision meetings.

Practicum and Internship Supervision Evaluation

Each student will be evaluated at midterm and at the end of each semester of field experience. At the mid-point of the P/I experience, supervisors and students will be expected to evaluate students’ progress and make any necessary adjustments to the goals and objectives that were developed at the start of the field experience. It is essential that supervisors engage in ongoing assessment of students’ performance. If there are any problems with students’ performance, supervisors are expected to communicate this to students and the professor of record. A remediation plan will be developed if needed by the current P/I Faculty, as well as a student’s supervisors. If a remediation plan is developed, the Faculty Supervisor should be provided with verbal and/or written feedback from both the student and supervisor regularly as to the student’s progress.

**Professional and Interpersonal Characteristics Scale**

The MSU counselor graduate program has clear guidelines for assessing competencies. The use of the Professional and Interpersonal Characteristics Scale (PICS) provides a systematic means for evaluating such competencies as one’s openness to learning, constructive giving and receiving of feedback, and openness to differing viewpoints and world views. If at any time a student does not follow Practicum/Internship policies, a PICS may be initiated by any program faculty, staff, or supervisors.

**Remediation Process**

The remediation process will be implemented for P/I students who are experiencing difficulties at their field sites and/or with one or more of their supervisors and are unable to come to a resolution. Dufrene and Henderson (2009) defined remediation as “a documented, procedural process that addresses observed inabilities in trainees’ performance with the intent to provide trainees with specific means to remedy their inabilities” (p. 151). The remediation process may be needed for the following reasons:

1. *Professionalism of the trainee*, which is “tailored to the trainee’s observed challenges related to interpersonal demeanor, procedural compliance, and developing a professional counselor identity” (p. 152).
2. *Counseling skills of the trainee*, which includes the trainee’s inability to acquire and demonstrate counseling skills.
3. *Documentation of clinical work by the trainee*, which includes the trainee’s inability to complete logs and submit documentation of clinical work.
4. *Multicultural Competence,* which includes the student’s ability to be professional, ethical, and to exhibit multicultural competence with all clients.

During the remediation process, an Individual Remediation Plan (IRP) will be written which provides documentation that delineates the requirements and responsibilities of the supervisee. This is documented with signatures of the P/I Faculty Coordinator, Faculty Supervisor, student advisor, supervisors, and supervisee.

**Personal and Professional Competencies Expected for Practicum/Internship Students**

**Intrapersonal Behaviors**

* 1. Demonstrates commitment to personal growth and development.
  2. Open to self-reflection and self-exploration.
  3. Demonstrates the ability to examine personal reactions.
  4. Accepts and considers constructive feedback from others.
  5. Exhibits awareness of one’s own beliefs, values, needs, strengths and limitations and maintains cognizance of the potential influence on one’s performance personally and professionally.
  6. Maintains openness to and is respectful of differences in ideology.
  7. Demonstrates flexible, adaptable and solution-oriented thinking.
  8. Uses appropriate cognitive processes and organized reasoning to asses and respond to situations and/or circumstances with good judgment.
  9. Manages ambiguity and uncertainty appropriately.
  10. Communicates truthfully, refraining from making statements that are false, misleading or deceptive.
  11. Exhibits maturity and professionalism in reactions and behaviors.
  12. Behaves consistently and reliably.
  13. Exhibits behaviors that are genuine and congruent with intrapersonal experience.
  14. Accepts responsibility for personal actions and problems.
  15. Expresses thoughts and feelings effectively both verbally and in writing.
  16. Manages emotional reactions adeptly and exhibits emotional self-control.
  17. Takes responsibility for appropriately fulfilling personal and emotional needs.
  18. Manages personal mental health or emotional problems, stress and/or interpersonal issues effectively.
  19. Exhibits appropriate level of awareness of and confidence in one’s own competency and abilities.
  20. Refrains from allowing use of legal substances to impede professional functioning.

**Interpersonal Behaviors**

1. Establishes and maintains effective and functional relationships personally, professionally, and therapeutically.
2. Communicates with clients and colleagues respectfully and professionally using appropriate language.
3. Works cooperatively and collaboratively with others across multiple settings.
4. Exhibits awareness of and respect for appropriate interpersonal boundaries.
5. Acts with awareness of how personal actions impact others.
6. Exhibits genuineness, empathy and care for others.
7. Displays sensitivity to the feelings and needs of others.
8. Respects the autonomy and beliefs of others and refrains from imposing one’s personal beliefs on others.
9. Respects privacy and confidentiality needs of others.
10. Respects individual rights and dignity of others.
11. Exhibits sensitivity to the individual and cultural identities of others and displays cultural competency by acting respectfully toward the differences of others.
12. Maintains awareness of power and privilege dynamics on various levels.
13. Demonstrates cognitive and sensory capacities needed to effectively and respectfully interact with others.
14. Behaves with the professionalism appropriate to the situation or setting.
15. Demonstrates the ability to respond thoughtfully and incorporate feedback from others in one’s personal and professional development.
16. Provides helpful, non-defensive feedback to others.
17. Resolves interpersonal conflicts with colleagues in a timely and professional manner.

**Professional Behaviors**

1. Maintains a personal professional identity and commitment to the standards and ideals of the profession.
2. Fulfills obligations promptly, consistently, reliably, and according to expectations.
3. Prioritizes interests of clients over self-interests when providing professional services.
4. Engages actively in learning, training, and/or experiential processes and opportunities for personal and professional development.
5. Demonstrates willingness to expand professional knowledge related to clinical work and client cases independent of course requirements.
6. Engages in productive supervision and consultation with colleagues and peers.
7. Seeks help when needed.
8. Supports the learning process of others.
9. Maintains sensitivity to role differences and power dynamics that may exist in relationships and settings, and manages them appropriately.
10. Maintains a professional appearance (including hygiene and attire) appropriate for the setting.
11. Cooperates with remediation plans and endeavors to adjust or improve behavior.

**(**Courtesy of Burt Bertram, Ed.D., and Alicia Homrich, PhD; Rollins College, Winter Park, Florida)

**Site Supervisors**

According to CACREP (2016), 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.

According to the Texas Education Agency, site supervisors must have (1) a current school counseling certification, (2) three years of experience as a school counselor (3) can be offsite, but agree to the terms of supervision, (4) knowledge of program’s expectations, requirements, and evaluation procedures for students.

**Site Supervisors’ responsibilities include:**

1. Negotiate with students regarding starting and ending dates, hours, responsibilities, etc.
2. Provide students with an orientation to the site and suitable work environment.
3. Meet students for individual supervision with a minimum of one hour each week students earn hours at the site..
4. Sign and date students’ weekly log sheet verifying direct and indirect hours gained at the site.
5. Complete students’ evaluations at midterm and the end for each semester.
6. Consult with the University Individual Supervisor on a regular schedule to discuss students clinical work and development
7. Ensure students are treated like employed counselors are treated at the site.
8. Include students in staff meetings to the extent possible.
9. Ensure students have the opportunity to accumulate the required number of client contact hours and indirect hours.
10. Ensure students can audio or videotape or university supervisors can observe at least one counseling session per semester.
11. Provide information on how students should handle crisis situations at the site (i.e., crisis intervention protocol).
12. Inform students about services provided at the site outside the normal counseling duties.
13. Ensure students have opportunities for individual and group counseling with clients.
14. Provide site strategies for developing new groups and leading existing ones.
15. Provide written and verbal communication with university supervisors, instructors, and satellite supervisors (if applicable) regarding students’ development when necessary.
16. Notify university supervisors of any concerns regarding students.

**Satellite Supervisors:**

1. Students working at satellite locations must have an approved Satellite Supervisor (same CACREP requirements as above for a Site Supervisor).
2. If the Satellite Supervisor is different from students’ Site Supervisor, the Satellite Supervisor’s name, contact information, degree, and credentials must be provided as the primary mental health professional at the satellite location.
3. Students will continue to be provided with one-hour of individual site supervision each week by the Site Supervisor (primary supervisor). Weekly individual supervision by the Satellite Supervisor **is not** required.
4. Satellite Supervisors should be in regular contact with the Site Supervisor about students’ work and development at the satellite location.
5. Approval of satellite locations and supervisors is up to the discretion of the Faculty.

**CACREP Standards for Clinical Mental Health and School Counseling**

Field experiences for clinical mental health counseling students will demonstrate the application of professional knowledge, skills through practices necessary to address a wide variety of circumstances within the clinical mental health and school counseling context. Students will be able to do the following:

**Clinical Mental Health Practice:**

a. intake interview, mental status evaluation, biopsychosocial history, mental health

history, and psychological assessment for treatment planning and caseload

management

b. techniques and interventions for prevention and treatment of a broad range of mental

health issues

c. strategies for interfacing with the legal system regarding court-referred clients

d. strategies for interfacing with integrated behavioral health care professionals

e. strategies to advocate for persons with mental health issues

**School Counseling Practice:**

a. development of school counseling program mission statements and objectives

b. design and evaluation of school counseling programs

c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

d. interventions to promote academic development

e. use of developmentally appropriate career counseling interventions and assessments

f. techniques of personal/social counseling in school settings

g. strategies to facilitate school and postsecondary transitions

h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

i. approaches to increase promotion and graduation rates

j. interventions to promote college and career readiness

k. strategies to promote equity in student achievement and college access

l. techniques to foster collaboration and teamwork within schools

m. strategies for implementing and coordinating peer intervention programs

n. use of accountability data to inform decision making

o. use of data to advocate for programs and students

**PRACTICUM SITES**

**Wichita Falls:**

Helen Farabee Mental Health Patty Lawrence – 397-3363

1000 Brook Avenue

Rose Street Mental Health Amy Lam

1800 Rose Street

Taft Counseling Center Walter Swinhoe – 691-1899

4722 Taft Blvd, Suite 2, Wichita Falls

Arthur Madden Counseling Center Arthur Madden - 692-9745

4245 Kemp Blvd.

Red River Hospital

1505 8th Street

North Texas State Hospital Dr. Michael James – 689-5110 or

6515 Kemp Blvd. Marlena Berger 940-689-5411

Midwestern State University Dr. Pam Midgett, Director

Counseling Center 397-4182

Huey Elementary School Dotsie Mergerson (Principal)

1513 North 6th Street 720-3140

Hospice

First Step

Practicum sites in agencies other than those listed above or in communities outside Wichita Falls are an option for some students and are subject to inspection and approval of the Graduate Counseling faculty.

**PRACTICUM**

**FORMS**



**Practicum/Internship Agreement**

The practicum and internship experiences are designed to provide students (hereafter referred to as Counselors-in-Training) enrolled in the graduate Counseling Program at Midwestern State University with the necessary clinical experiences to prepare them for careers in counseling. The success of these experiences requires close cooperation between the University, the University Professor, and professional counselors in School and Community settings.

1. **Purpose of Agreement:**  
   The purpose of this agreement is to specify the duties and responsibilities of the Counselor-in-Training, the On-Site Supervisor at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and the Supervisor from Midwestern State University. The principals involved in the conduct of the training experience during the \_\_\_\_\_\_\_\_\_semester are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Counselor-in-Training; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, On-Site Supervisor; and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, University Supervisor.
2. **Length of the Practicum or Internship Experience:**  
   The Counselor-in Training’s tentative schedule during the training period will include \_\_\_\_\_ hours per week, between \_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_ (dates).  
     
   This agreement will be in effect until the end of the semester at which time the Counselor-in-Training must have completed the required hours (300 hours for internship class, 100 hours for practicum class) of counseling duties as specified in this agreement. The training experience is normally begun on the first day of class for the semester and ends on the last day of class for that same semester.  
     
   In the event that the training experience is concluded prematurely because of unsatisfactory work, the University Professor will facilitate, if appropriate, communication among all parties. Reason(s) for termination will be discussed and if appropriate, alternative educational experiences for the Counselor-in-Training will be recommended.
3. **Policies and Procedures**  
   All written policies and procedures governing the conduct of the Counselor-in-Training shall be made available to all parties and considered a part of this agreement. These documents include but are not limited to: (a) the course syllabus; (b) personnel policies applicable to the Counselor-in-Training; (c) professional ethical standards; and (d) procedures relative to counseling, evaluation, referrals, and record keeping.

2. Practicum/Internship Agreement Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 Student ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Liability Claims**  
   The University requires the Counselor-in-Training to have professional liability insurance; in addition, it is recommended that Site Supervisors share with the Counselor-in-Training their suggestions or requirements regarding the amount and scope of liability insurance.   
     
   In the event there is litigation against the Counselor-in-Training, the University, or the University Professor, the Placement Site agrees to provide access and authority to investigate the claims directly on-site and to obtain such information from the Internship/Practicum Site as it may be required in the defense of claims related to the Counselor-in-Training, University, or University Professor.  
     
   The Internship/Practicum site agrees to indemnify and hold harmless University professors, administrators, and Board of Regents for any claims or lawsuits brought against University Professors, University Administrators, and the Board of Regents for negligence by the placement site or its employees.
2. **Student Records**  
   Student records are protected by the Family Education Rights and Privacy Act. By signing this Agreement, the Counselor-in-Training authorizes the sharing of information about his or her academic or work performance between the On-Site Supervisor and the University Supervisor.
3. **Non-discrimination Policy**  
   The Counselor-in-Training, On-Site Supervisor, and University Supervisor agree to afford equal opportunities for selection of the Counselor-in-Training and the delivery of services to clients regardless of age, color, creed, disability, national origin, race, religion, or gender, in accordance with all applicable federal and state constitutions, laws, and valid regulations.
4. **Training vs. Employment**  
   The training experience is designed to meet the educational requirements established by the University. Arrangements between the Internship/Practicum Site and the Counselor-in-Training relative to scheduling and any remuneration for the Counselor-in-Training’s work activities are between those two parties. The relationship between the Counselor-in-Training and the Internship/Practicum Site is not considered an employer/employee relationship within the meaning of the Fair Labor Standards Act, and therefore the time the Counselor-in-Training engages in activities to complete training requirements is not subject to the provisions of this act.

3. Practicum/Internship Agreement Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 Student ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Modification of this Agreement**  
   The Agreement will be governed by Texas law and any disputes arising under this contract will utilize the dispute resolution process set forth in Chapter 2260 of the Texas Government Code. Any modification of this Agreement will be in writing and signed by all of the parties.
2. **Additional Specific Responsibilities of the Parties**
   1. **Responsibilities of the Counselor-in-Training**

The Counselor-in-Training shall be responsible for

* + 1. utilizing supervision and instruction to learn about the programs and routines at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Site Name);
    2. conducting his or her site activities in an ethical and professional manner;
    3. completing the activities assigned by the University Supervisor and written in the course syllabus; and
    4. completing a minimum of \_\_\_\_\_\_\_\_\_\_ training hours which includes the specific activities to be performed during this training period. A description of Counselor-in-training duties is included as the last page of this document.
  1. **Responsibilities of the On-Site Supervisor**

The placement site agrees to provide a safe working environment, free from harassment and in compliance with the requirements of the Americans with Disabilities Act (ADA).  
  
The On-Site Supervisor will serve as consultant and supervisor of the Counselor-in Training. The On-Site Supervisor will be responsible for:

* + 1. providing orientation to policies, procedures, personnel, and resources at the Work Site;
    2. providing opportunities for the Counselor-in-Training to engage in \_\_\_\_\_\_\_ of professional counseling activities under supervision;
    3. monitoring and providing any necessary assistance for the Counselor-in-Training as he or she becomes more proficient in counseling;
    4. providing a minimum of one hour per week of supervision (supervision of cases/planning/evaluation/consultation session) with the Counselor-in-Training. The supervisor’s input in these sessions will be based on observations of the Counselor-in-Training’s performance.
    5. communicating with the University Supervisor about problems relating to the performance of the Counselor-in-Training’s performance, based on criteria established by the University Program.

4. Practicum/Internship Agreement Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 Student ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* + 1. providing written evaluations of the Counselor-in-Training’s performance, based on criteria established by the University Program.
  1. **Responsibilities of the University Supervisor**

The University Supervisor will also serve as consultant and supervisor for the Counselor-in-Training. The University Supervisor will be responsible for:

* + 1. providing the prospective On-Site Supervisor with information about the requirements and expectations for the internship experience;
    2. notifying the Counselor-in-Training that he or she must adhere to the administrative policies, rules, standards, schedules, and practices of the Work Site;
    3. being available for consultation with both the On-Site Supervisor and the Counselor-in-Training, and contacting the On-Site Supervisor if any problems or changes occur that are related to the Counselor-in-Training’s progress.
    4. providing a minimum of one and one-half hours per week of group supervision which will include assistance with case conceptualization and additional instruction as needed. The University Supervisor will provide an additional 1 (one) hour per week of individual supervision for practicum students which will include observation and feedback about the student’s basic counseling skills and further assistance as needed. This supervision is in addition to the 1 (one) hour per week provided by the Site Supervisor.
    5. assigning a course grade for the Counselor-in-Training.

By signing this agreement, the parties agree that they have read, understood, and accepted the terms and conditions of this agreement.

Counselor-in-Training: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On-Site Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On-Site Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EXAMPLES

OF

INFORMED

CONSENT

**FORMS*Informed Consent – Child***

Midwestern State University

Department of Counseling, Kinesiology and Special Education

Dear Parents/Guardians:

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I am one of the counselors working with your child at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I am a master’s level counseling student at Midwestern State University. As part of my educational evaluation, I may be required to videotape (or audiotape) one of my counseling sessions. The video will only be shared with my instructor, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The tape will be a way to evaluate my counseling skills and will be used solely for educational purposes.

The tape will remain confidential and will only be viewed by my instructor and myself. After the tape has been reviewed, it will be destroyed.

In order to video my session with your child, I will need your consent and ask that you sign this form and return it to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ no later than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If you have questions or concerns, please feel free to contact me at any time. Thank you.

Sincerely,

(Your name)

Parent/Guardian Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of child\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*Informed Consent - Adult*

Midwestern State University

Department of Counseling and Special Education

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, agree to be counseled by a practicum/intern student in the graduate Counseling Program at Midwestern State University.

I further understand that I will participate in counseling interviews that will be audiotaped, videotaped, and/or viewed by practicum/intern students through the use of one-way ­observation windows.

I understand that I will be counseled by a graduate student who has completed advanced coursework in counseling/therapy.

I understand that the student will be supervised by a faculty member or site supervisor.

Client’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Age \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Counselor’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**GUIDELINES**

**FOR**

**WRITING A CASE STUDY**

**Counseling Case Conceptualization**

**Counselor:** **Client: Date:**

**Introduction to Client & Significant Others**

1. Age
2. Ethnicity/Language:
3. Occupation/Grade in School:
4. Relational/Family Status:
5. Gender Identity:

**Presenting Concern(s)**

1. Client Description of Problem(s):
2. Significant Other/Family Description(s) of Problems:
3. Broader System Problem Descriptions: Description of problem from referring party, teachers, relatives, legal system, etc.:

**Baseline of Symptomatic Behavior**

Symptom #1 (behavioral description):

Frequency:

Duration:

Context(s):

Events Before:

Events After:

Symptom #2 (behavioral description):

Frequency:

Duration:

Context(s):

Events Before:

Events After:

**Background Information**

1. Trauma/Abuse History (recent and past):
2. Substance Use/Abuse (current and past; self, family of origin, significant others):
3. Precipitating Events (recent life changes, first symptoms, stressors, etc.):
4. Related Historical Background (family history, related issues, previous counseling, medical/mental health history, etc.):

**Environmental Factors:** This section should include:

1. Elements in the environment which function as *stressors* to the client.

2. Elements in the environment which function as *support* for the client; friends, family, living accommodations, recreational activities etc..

**Personality Dynamics:**

1. Cognitive Factors: This section will include any data relevant to thinking and mental processes such as:

1) intelligence

2) mental alertness

3) nature and content of fantasy life

4) level of insight – client’s “psychological mindedness” or ability to be aware and observant of changes in feeling state and behavior and client’s ability to place his/her behavior in some interpretive scheme and to consider hypotheses about his/her own and others’ behavior.

5) capacity for judgment. Client’s ability to make decisions and carry out the practical affairs of daily living.

2. Emotional Factors

1) typical or most common emotional states

2) mood during interview

3) appropriateness of affect

4) range of emotions the client has the capacity to display

5) cyclical aspects of the client’s emotional life

3. Behavioral Factors

1) psychosomatic symptoms

2) other physical related symptoms

3) existence of persistent habits or mannerisms

4) sexual functioning

5) eating patterns

6) sleeping patterns

**Diversity:**

1. Cultural, ethnic, SES, religious etc.:
2. Gender, sexual orientation, etc.:
3. Contextual, family and other social discourses:

**Counselor’s Conceptualization of the Problems***:* This section will include a summary of the counselor’s view of the problem. Include only the most central and core dynamics of the client’s personality and note in particular the inter-relationships between the major dynamics. What are the common themes? What ties it all together? This is a synthesis of all the above data and the essence of the conceptualization.

**Theoretical Integration:**

1. Theoretical Orientation Applied =
2. How does this theory explain this client’s psychological dysfunction as related to his/her presenting problem?
3. How does this theory explain this client’s psychological dysfunction as related to his/her other issues?
4. According to this theory, what changes need to occur? What changes are needed for this client to improve his/her psychological health?
5. What theoretical based interventions can be applied to help this client?

**Treatment Plan:**

Create a treatment plan based on your Case Conceptualization. Create 2-5 goals that are relevant to the diagnosis, with objectives and interventions for each goal. Include the following sections: *Case Study, Diagnosis, Justification, Background/General Info., Goals, Theory, Conclusion.* The Jongsma Treatment Planners will be VERY helpful for writing a treatment plan.

**(Example)**

Stacy lost her job. For two months, she was crying often, having a difficult time getting out of bed, and according to her could “barely function.” She is coming to see you at the end of the two months.

Diagnosis: Adjustment disorder 309 (F43.21) With depressed mood (APA, 2013).

Justification: (time of disturbance, distress, symptoms etc.)

Background/General Information (use the above information obtained from the case conceptualization:

Goals (Jongsma, Peterson, McInnis, & Bruce, 2014):

**(Example)**

Goal 1: Help Stacy increase self-esteem with regard to social interaction, assertiveness, confidence in self, and risk taking

Objective 1: Build rapport with therapist and begin examination of Stacy’s view of self as perceived by herself and others. Examine external expectations, versus internal view of self

Intervention: Engage in assessment activities aimed at exploration of self-esteem, such as strengths and weaknesses chart. Compare and contrast self-view with how others see Stacy. Examine discrepancies.

Goal 2: Complete the process of letting go of the loss of losing her job, which might include Stacy’s recognition of personal responsibility. Help Stacy process what happened, and facilitate healthy expression of emotions surrounding her loss.

Objective 1: Verbalize and resolve feelings of anger or guilt focused on self, employer, or others. Explore deeper feelings about purpose and meaning related to career.

Intervention: Allow room for processing feelings of anger in therapy, engage in a ritual for letting go, practice taking full responsibility through words or letter writing, write a letter (not to be sent) expressing ways in which Stacy feels wronged.

Goal 3: Increase resilience and coping skills to help Stacy in situations of future loss.

Objective 1: Practice self-care strategies, and meditation

Intervention: Provide a list of self-care strategies and give homework related to three specific care strategies per week. Stacy will process in counseling her homework assignments.

**Theory**

**(Example)**

As the therapist I will use an existential approach to counseling. This means that I will focus on aspects of Stacy’s life such as freedom, death, connection vs. isolation, and meaning and purpose. We will focus on personal responsibility and authenticity, and how these concepts apply to Stacy’s job loss. We will explore some of life’s bigger questions, and how Stacy might ask herself these questions in search of a fulfilling life.

Stacy can be asked about her life’s purpose, and together we can examine self-defeating behaviors and beliefs that might hinder Stacy’s ability to accomplish her goals. We will explore Stacy’s meaning and purpose in life with a focus on personal responsibility, particularly as it relates to the “freedom vs. responsibility” aspect of her life (work).

Techniques I might use include the empty chair technique to process feelings of loss, and deep desires for life, processing fears related to death, and an examination of how she is living in relation to her meaning and purpose in life (Corsini & Wedding, 2008). We can also use the “Me vs. Others” exercise, in which we will examine Stacy’s wants vs. the expectations of society, her family, and Stacy’s deeply ingrained ways of behaving; to help Stacy explore what she wants, versus what others want. Thought stopping techniques (Cognitive Behavioral Therapy), mindfulness exercises, and an examination of negative self talk (CBT), may be employed (Corsini & Wedding, 2008).

**Conclusion**

Together, Stacy and I will build a trusting, egalitarian and honest relationship with one another. Through the existential theoretical therapeutic relationship, we will work on the above goals. The goal of therapy being to help Stacy regain self-esteem in the midst of her loss, regain the ability to cope on a variety of levels, including effectively seeking employment, and strengthening coping skills to increase resilience.

References

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental

disorders (5th. Ed.) Arlington, VA: Author.

.

Corsini, R. J., & Wedding, D. (2008). Current psychotherapies (8th ed.). Belmont, CA:

Thomson/Brooks/Cole.

Jongsma A.E., Peterson, L.M., Bruce, T.J. (2014). The Complete Adult Psychotherapy

Treatment Planner: Includes DSM-5 Updates (5th ed.). Hobokken, NJ: Wiley

and Sons.

**REQUIREMENTS**

**FOR**

**PRACTICUM SUMMARY**

The following format should be used when submitting your summary.

1. Name of the Site(s) or School(s)
2. Name of your site supervisor
3. A narrative describing your practicum experiences. Thoroughly describe each experience, discuss what you learned from each experience. At the end of your narrative, summarize your strengths and those areas that will need further development in the future. Following is a brief example:

*My experience included \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This area school allowed me to use my time to work with children and adults. I learned a great deal from the children, simply because they were so responsive to positive. I built relationships with both parents and children. I successfully functioned in a mediation group with adults and children.*

*Another experience was with children and adolescents admitted into \_\_\_\_\_\_\_\_\_\_\_\_\_\_. These individuals were severely depressed. Each with who m I worked had suicidal ideations or had made attempts previously. I conducted both individual and family sessions with adolescents and their family members. I worked with children who had been sexually abused, leading small group session.*

1. Clock Hours: Provide a list of hours completed at each site based on the following criteria:

150 hours (total) *Itemize*

*Individual counseling: 52.75*

*Group counseling: 97.25*

*Consulting: 8.0*

*Adolescents: 12.5*

*Children: 99.0*

*Chemical dependency: 11.75*

*Case development/observation: 4.5*

*Family therapy: 7.0*

*Testing: 10.0*

1. Inclusive Dates:

Began: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Concluded: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your Signature

**STUDENT**

**PRACTICUM**

**EVALUATION**

**MID-TERM EVALUATION**

The Mid-Term Evaluation will be completed by the student’s university supervisor (course instructor) during or following the Site Visit teleconference. It is helpful for the site supervisor to review the evaluation in advance of the Site Visit. The university supervisor may request that the Mid-Term Evaluation be completed by the site supervisor and returned to the university supervisor prior to the call. Please check with your student and/or their university supervisor for further information.

**Please fill out the following:**

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

Field Site Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**How will the site be facilitated?**

Phone

In Person

**What type of field experience is this site visit for?**

Practicum\_\_

Internship I\_\_

Internship II\_\_

|  |  |
| --- | --- |
| **Rate the student’s performance on the following skills using the following:**  0  Nonperformance | Does not demonstrate ability/provide evidence of competency. Please indicate concern in the comments area (required). |
| 1  Basic/Introductory | Demonstrates limited ability with this skill and requires a great deal of redirection. Please indicate concern in the comments area (required). |
| 2  Intermediate | Demonstrates effort, yet partial competency; improves with faculty/ supervisor support and feedback and/or is within normal student growth and development. Please indicate concern in the comments area (optional). |
| 3  Proficient | Consistently demonstrates strong competencies with this skill. |
| N/A | Not Applicable |

**1. Counseling/Consultation Skills:**

Within this student’s role as a counselor she or he:

\_\_\_\_\_\_\_\_\_\_\_\_ Uses appropriate interpersonal skills such as active listening, reflecting of feelings, clarifying questions, and summarizing.

\_\_\_\_\_\_\_\_\_\_\_\_ Counsels clients utilizing accepted theoretical perspectives, biopsychosocially oriented case conceptualization and practice, and an awareness of evidence based practice across all stages of the counseling process.

\_\_\_\_\_\_\_\_\_\_\_\_ Adapts intervention strategies and techniques to address the contextual and cultural needs of clients, be they: individual, couple, family, or group members.

\_\_\_\_\_\_\_\_\_\_\_\_ Demonstrates knowledge of legal and ethical requirements concerning

confidentiality.

\_\_\_\_\_\_\_\_\_\_\_\_ Demonstrates an ability to utilize, as needed: prevention, assessment,

intervention, and referral- including the use of harm-sensitive assessments for

suicide/violence and addiction, and targeted referral strategies to professionals

or resources to promote client well-being.

Please explain rating of 0 (nonperformance) and/or 1 (basic/introductory) on the previous items:

**2. Professional, Clinical Mental Health Counselor Identity:**

Within this student’s role as a counselor she or he:

\_\_\_\_\_\_\_\_\_\_\_\_ Demonstrates diagnosis and clinical conceptualization skills congruent with the field of Clinical Mental Health Counseling.

\_\_\_\_\_\_\_\_\_\_\_\_ Demonstrates knowledge and application of the American Counseling

Association (ACA) Code of Ethics.

\_\_\_\_\_\_\_\_\_\_\_\_ Understands clinical, advocacy, and consultation-related scopes of practice for Clinical Mental Health Counselors.

Please explain ratings of 0 (nonperformance) and/or 1 (basic/introductory) on the previous items:

**3. Self-Management and Reflective Practice:**

Within this student’s role as a counselor she or he:

\_\_\_\_\_\_\_\_\_\_\_\_ Demonstrates receptiveness to feedback from supervisors and peers, including appropriate engagement of the supervisory process, and incorporates feedback

from clients, supervisors, and consultants.

\_\_\_\_\_\_\_\_\_\_\_\_ Demonstrates understanding of, and willingness to, respond to limitations and challenges as a counselor.

\_\_\_\_\_\_\_\_\_\_\_\_ Actively reflects on strengths and engages relevant resources to support

continued growth.

\_\_\_\_\_\_\_\_\_\_\_\_ Exhibits awareness of, and responsiveness to, potential relational impact upon clients, peers, staff, consultees, and supervisors.

Please explain ratings of 0 (nonperformance) and/or 1 (basic/introductory) on the previous items:

**4. Professional Performance Responsibilities and Ability to fit with Culture of Agency:**

Within this student’s role as a counselor she or he:

\_\_\_\_\_\_\_\_\_\_\_\_ Maintains accurate and current clinical records in keeping with legal standards, ethical standards, and agency (site) procedures.

\_\_\_\_\_\_\_\_\_\_\_\_ Demonstrates understanding of agency’s crisis intervention policies and

procedures.

\_\_\_\_\_\_\_\_\_\_\_\_ Understands and applies the agency (site) policies and procedures.

\_\_\_\_\_\_\_\_\_\_\_\_ Understands the roles and responsibilities of the student intern.

\_\_\_\_\_\_\_\_\_\_\_\_ Demonstrates collaborative attitude when working with others within agency.

Please explain ratings of 0 (nonperformance) and/or 1 (basic/introductory) on the previous items:

Please indicate the number of recordings and/or live observations

that have been completed thus far for this field experience: \_\_\_\_\_\_\_\_\_\_\_\_\_

Do you believe the student is on track to complete the required

hours for this field experience? Students need to complete 150

hours (50 direct) for practicum in one semester of enrollment and

600 hours (240 direct) for internship over two semesters of enrollment. \_\_\_\_\_\_\_\_\_\_\_\_\_

Please add any additional comments about the strengths of the student:

Please add any additional comments about areas that the student needs to work on:

Are there any resources or assistance you need as a site supervisor? Yes

No

Please feel free to write any additional comments:

**FINAL EVALUATION**

The student evaluation form is to be completed by the primary site supervisor. The primary site supervisor is the individual who signed off on the field experience application and has been providing weekly individual or triadic supervision. Please reflect on the student’s training experience and complete the evaluation form.

Please fill out the following:

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

Field Site Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

What type of field experience is this site visit for?

Practicum \_\_

Internship I \_\_

Internship II \_\_

**Please describe the clients served by your organization:**

\_\_\_\_\_ Approximate percentage of female clients served

\_\_\_\_\_ Approximate percentage of male clients served

\_\_\_\_\_ Approximate percentage of clients who self-identify as transgendered

\_\_\_\_\_ Approximate mean age of clients

\_\_\_\_\_ Approximate percentage of clients who self-identify as African American

\_\_\_\_\_ Approximate percentage of clients who self-identify as Asian

\_\_\_\_\_ Approximate percentage of clients who self-identify as white/Caucasian

\_\_\_\_\_ Approximate percentage of clients who self-identify as Hispanic/Latino

\_\_\_\_\_ Approximate percentage of clients who self-identify as bi- or multi-racial

\_\_\_\_\_ Approximate percentage of clients who self-identify as gay/lesbian

|  |  |
| --- | --- |
| **Rate the student’s performance on the following skills using the following:**  0  Nonperformance | Does not demonstrate ability/provide evidence of competency. Please indicate concern in the comments area (required). |
| 1  Basic/Introductory | Demonstrates limited ability with this skill and requires a great deal of redirection. Please indicate concern in the comments area (required). |
| 2  Intermediate | Demonstrates effort, yet partial competency; improves with faculty/ supervisor support and feedback and/or is within normal student growth and development. Please indicate concern in the comments area (optional). |
| 3  Proficient | Consistently demonstrates strong competencies with this skill  . |
| N/A | Not Applicable |

**1.** **Counseling/Consultation Skills:**

Within this student’s role as a counselor she or he:

\_\_\_\_\_\_\_\_\_\_\_\_ Uses appropriate interpersonal skills such as active listening, reflecting of

feelings, clarifying questions, and summarizing to effectively gather information and build rapport with clients.

\_\_\_\_\_\_\_\_\_\_\_\_ Counsels clients utilizing accepted theoretical perspectives, biopsychosocial oriented case conceptualization and practice, and an awareness of evidence based practice across all stages of the counseling process.

\_\_\_\_\_\_\_\_\_\_\_\_ Adapts intervention strategies and techniques to address the contextual and cultural needs of clients, be they: individual, couple, family, or group members.

\_\_\_\_\_\_\_\_\_\_\_\_ Demonstrates knowledge of legal and ethical requirements concerning

confidentiality.

\_\_\_\_\_\_\_\_\_\_\_\_ Demonstrates and ability to utilize, as needed: prevention, assessment,

intervention, and referral- including the use of harm-sensitive assessments for suicide/violence and addiction, and targeted referral strategies to professionals or resources to promote client well-being.

Please explain rating of 0 (nonperformance) and/or 1 (basic/introductory) on the previous items:

**2. Professional, Clinical Mental Health Counselor Identity:**

Within this student’s role as a counselor she or he:

\_\_\_\_\_\_\_\_\_\_\_\_ Demonstrates diagnosis and clinical conceptualization skills congruent with the field of Clinical Mental Health Counseling.

\_\_\_\_\_\_\_\_\_\_\_\_ Demonstrates knowledge and application of the American Counseling

Association (ACA) Code of Ethics.

\_\_\_\_\_\_\_\_\_\_\_\_ Understand clinical, advocacy, and consultation-related scopes of practice for Clinical Mental Health Counselors.

Please explain ratings of 0 (nonperformance) and/or 1 (basic/introductory) on the previous items:

**3. Self-Management and Reflective Practice:**

Within this student’s role as a counselor she or he:

\_\_\_\_\_\_\_\_\_\_\_\_ Demonstrates receptiveness to feedback from supervisors and peers, including appropriate engagement of the supervisory process, and incorporates feedback

from clients, supervisors, and consultants.

\_\_\_\_\_\_\_\_\_\_\_\_ Demonstrates understanding of, and willingness to, respond to limitations and challenges as a counselor.

\_\_\_\_\_\_\_\_\_\_\_\_ Actively reflects on strengths and engages relevant resources to support

continued growth.

\_\_\_\_\_\_\_\_\_\_\_\_ Exhibits awareness of, and responsiveness to, potential relational impact upon clients, peers, staff, consultees, and supervisors.

Please explain ratings of 0 (nonperformance) and/or 1 (basic/introductory) on the previous items:

**4. Professional Performance Responsibilities and Ability to fit with Culture of Agency:**

Within this student’s role as a counselor she or he:

\_\_\_\_\_\_\_\_\_\_\_\_ Maintains accurate and current clinical records in keeping with legal standards, ethical standards, and agency (site) procedures.

\_\_\_\_\_\_\_\_\_\_\_\_ Demonstrates understanding of agency’s crisis intervention policies and

procedures.

\_\_\_\_\_\_\_\_\_\_\_\_ Understands and applies the agency (site) policies and procedures.

\_\_\_\_\_\_\_\_\_\_\_\_ Understands the roles and responsibilities of the student intern.

\_\_\_\_\_\_\_\_\_\_\_\_ Demonstrates collaborative attitude when working with others within agency.

Please explain ratings of 0 (nonperformance) and/or 1 (basic/introductory) on the previous items:

Overall Rating

Please choose the OVERALL rating of the student using the following scale:

Poor

Below Average

Average

Above Average

Good

Please explain ratings of “Poor” and/or “Below Average” on the previous item:

PRACTICUM ONLY: Is the student ready for internship?

Yes

No

Yes, with reservations

INTERNSHIP l ONLY: Is the student ready for Internship II?

Yes

No

Yes, with reservations

INTERSHIP II ONLY: Is the student ready for post-graduate placement?

Yes

No

Yes, with reservations

Please explain:

Have you discussed the evaluation with the student?

Yes

No

Comments:

Would you be interested in supervising a future Midwestern State University Counseling Field

Experience student?

Yes

No

Why or why not?