



UNIVERSITY *of* MARY

Graduate Counseling

Practicum & Internship Manual 2022-2023

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General Information

The University of Mary Graduate Counseling Program Practicum and Internship Manual delineates the structure and standards for practicum and internship of the graduate counseling program. Standards are based upon the requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), an accrediting body whose mission is to advance “the counseling profession through quality and excellence in counselor education” (2016).

The practicum and internship experience, as described in the 2016 CACREP standards, “Provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.” During both practicum and internship, students will work directly with, and receive supervision from, licensed/credentialed professional counselors. Counseling students will have opportunities to integrate theory with practice and to refine their counseling skills, including diagnostic and treatment approaches.

Students are responsible for adhering to the policies and procedures outlined in this manual. Upon reading the manual, students will complete the Practicum Student Assurance Form and the Internship Student Assurance Form.

This manual is subject to change.

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Definitions

Academic Advisor: A faculty member of the University of Mary Graduate Counseling Program Faculty who is directly responsible for academic advising of the student, to include: developing a program of study, assisting the student in successfully navigating/progressing through the program, and meeting with the student at least once per semester to complete Semester Progress Reviews.

Chair: A faculty member of the University of Mary Graduate Counseling Program Faculty who is directly responsible for the administration and oversight of the Graduate Counseling Program.

Direct Hours: Face-to-face interactions that involve the application of counseling, consultation, or human development skills. Individual, family, couples and group counseling, classroom lessons, as well as face-to-face crisis counseling and advocacy, are examples of direct hours. Direct hours may be accumulated if the student is providing services. School Counselors may count hours working directly with individual students, students and their families, and group work with students in the classroom or therapeutic group.

Elementary Placement: An internship experience the school counseling student completes in an elementary school setting. An elementary rotation is a requirement of a school counseling internship and the state of North Dakota.

Indirect Hours: All the miscellaneous activities related to practicum or internship that do not meet the criteria for direct hours. Engaging in on-site supervision, group supervision, preparing case notes, attending professional staffing, and clinically relevant phone contacts are some examples of indirect hours.

Instructor of Record: A faculty member of the University of Mary Graduate Counseling Program Faculty who is directly responsible for the group supervision experience during Practicum or Internship.

Internship Director: A faculty member of the University of Mary Graduate Counseling Program Faculty who is directly responsible for coordinating the students' practicum and internship experiences, including assisting the students with securing a practicum/internship site and ensuring the clinical supervisors are completing the students' progress evaluations. Internship Directors also provide training to Site Supervisors.

Internship Student: A student who is enrolled in an internship course.

Practicum Student: A student who is enrolled in a practicum course.

Program Director: A faculty member of the University of Mary Graduate Counseling Program Faculty who is directly responsible for the coordination of the Graduate Counseling Program. The Program Director is directly responsible for assisting the Program Chair in the administration of the Graduate Counseling Program.

Secondary Placement: An internship experience the school counseling student completes in a secondary school setting. This placement can be a middle school and/or a high school setting. A secondary rotation is a requirement of a school counseling internship and the state of North Dakota.

Site: A practicum or internship setting where a student is placed. Some examples of training sites include schools, colleges or universities, community mental health centers, human service centers, hospitals, private practices, or prisons.

Site Supervisor: A licensed or credentialed professional counselor who supervises the student throughout the practicum and/or internship experience.

Hour Log Definitions

Intake Interview: The initial interview a client/student undergoes to screen or diagnose their situation and determine whether they are a good candidate for counseling. Usually intake interviews involve taking a history of the person and their presenting problem.

Individual Adult Counseling: One-to-one counseling between a counselor and a client/student at least 18 years of age.

Individual Child/Adolescent Counseling: One-to-one counseling between a counselor and a client/student under the age of 18.

Group Counseling: The giving of help or the accomplishment of tasks in a group setting. It involves the application of group theory and process by a group leader or co-leaders to help an interdependent collection of people reach their mutual goals; the goals may be personal, interpersonal, or task related.

Couples Counseling: The counseling of dyadic pairs about dynamics within their relationship.

Family Counseling: The treatment of a family as the client through a number of theoretical approaches. In most family treatment, the family is seen together.

Telephone/Telemedicine Counseling: Any type of psychological service performed over the telephone or other technology assisted programs. Can be individual, group, couples, or family counseling.

Classroom/Large Group Lesson: Instruction of school counseling curriculum to students focused through the lens of selected student standards from the ASCA Mindsets & Behaviors. The intent of instruction is to help all students maximize their potential by enhancing academic, career, and social/emotional development and improving the outcomes of achievement, attendance, and discipline.

Consultation: A voluntary relationship between a professional helper and an individual or group that needs help. In such a relationship, the consultant provides assistance by helping to define and resolve a problem or potential problem of the client/student. Consultant relationships are described as triadic and are content based, goal directed, and process oriented.

Assessment: Collecting data, such as those found through administering tests or inventories, through administration of master's level assessments to clients/students.

Attending IEP or 504 Meetings: Attendance of meeting focused on the IEP or 504 for clients/students usually in the K-12 or post-secondary settings. Can include MTSS or RTI meetings for potential placement in IEP for 504 supports.

Individual Supervision: An intensive, interpersonally focused individual relationship in which a more experienced helping professional is designated to interact, evaluate, and facilitate the development of therapeutic competence in less experienced professionals. (Interactions between the site supervisor and student focused on the development and processing of the Practicum or Internship experience.)

Triadic Supervision: An intensive, interpersonally focused triadic relationship in which a more experienced helping professional is designated to interact, evaluate, and facilitate the development of therapeutic competence in less experienced professionals. (Interactions between the site supervisor and two students maximum focused on the development and processing of the Practicum or Internship experience.)

Group Supervision: An intensive, interpersonally focused group relationship in which a more experienced helping professional is designated to interact, evaluate, and facilitate the development of therapeutic competence in less experienced professionals. (Interactions between the Instructor of Record and 12 students maximum focused on the development and processing of the Practicum or Internship experience.)

Case Management: A coordinated set of professional activities focused on client/student needs. Activities revolve around cost-effective treatment and quality deliverance of services.

Support Services: Completion of office related tasks that assist in the function of the office as a whole.

Locating Referral Sources: Identification and evaluation of potential referrals for clients/students.

Attending Meetings: Attendance of meetings focused on clients'/students' needs not the overall organization.

Workshop: Attendance at a workshop. Usually a brief intensive educational program for a relatively small group of people that focuses on techniques and skills in a particular field. (Requires approval by site supervisor and instructor of record prior to attendance to count in hours.)

Seminars: Attendance at a seminar. Usually a gathering of people for the purpose of discussing a stated topic through interactive sessions where the participants engage in discussions led by one or two presenters who serve to steer the discussion. (Requires approval by site supervisor and instructor of record prior to attendance to count in hours.)

Training Sessions or Conferences: Attendance at training sessions or conference. Training sessions are usually an event that provides education value to attendees. Conferences are usually larger events that do not require engagement of the attendees during the presentations. (Requires approval by site supervisor and instructor of record prior to attendance to count in hours.)

Researching Professional Resources for Client/Student Care: Preparation of materials or sessions for individual counseling sessions.

Reviewing Session Tapes: Review of pre-recorded sessions of the student for supervisory purposes.

Preparing Patient Care Handouts: Preparation of materials to share with clients/students or other stakeholders to assist in the therapeutic goals.

Group Materials: Preparation of materials or sessions for group counseling.

Observing Others Providing Counseling or Related Services: Any type of psychological service performed by another helping professional where the student does not engage in the therapeutic relationship.

Evaluating and Interpreting Assessments: The scoring, interpreting, and evaluating of the data from assessments to gain information and make decisions about diagnosis, treatment, and possible outcome of a counseling situation

Writing Clinical Notes: The writing of documentation related to intake notes, treatment planning, discharge planning, referral documentation, and contact notes that are related to client/student care.

Progress Notes: The writing of documentation that shows how well a client is progressing on a treatment plan.

Staff Meetings: Attendance to staff meetings focused on the overall organization not clients'/students' needs.

School Counseling Program Support Activities: Defining, managing, and assessing activities within the ASCA National Model and fair-share responsibility activities within the school.

CACREP Standards

The University of Mary Graduate Counseling Program's is built from the Council for Accreditation of Counseling & Related Education Programs (CACREP) 2016 Standards. The standards specifically related to the Practicum and Internship experience are listed below.

Section 3: Professional Practice

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. The following standards apply to entry-level programs for which accreditation is being sought.

Entry-Level Professional Practice

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C. 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.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E. 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.

Practicum

- F. 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.
- G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- H. 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.
- I. 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.

Internship

- J. 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.
- K. Internship students complete at least 240 clock hours of direct service.
- L. 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.

- M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. 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.

Requirements for Practicum and Internship

Background Checks

As part of the acceptance into Practicum and Internship in the Graduate Counseling Program, students are required to complete an FBI Criminal Background Check (<https://www.edo.cjis.gov/#/>) and an applicable state Child Abuse/Neglect Background Inquiry. Students will not be allowed to begin their practicum or internship until the Graduate Counseling Program has received the results of both background checks. The Graduate Counseling Program will consider the FBI Background check current if they are less than one year old when the student begins their internship. Applicable state Child Abuse/Neglect Background Inquiries will be completed before starting both practicum and internship placements. These records will be maintained in the student's Graduate Counseling Program record should the practicum or internship site require copies of the background checks. The student is responsible to immediately report any changes regarding their criminal background to the Graduate Counseling Program Chair. On occasion, an agency or facility may require additional criminal background documentation. In this case, it will be the responsibility of the student to comply with the request for additional background checks of the practicum/internship site.

NOTE: If the background check reveals the student has a conviction or is currently on legal probation, that record must be submitted to the practicum/internship site to which the student has been assigned. Based on the nature of the conviction, the site supervisor can refuse to have the student placed at their agency and, as a result, that student will NOT be able to complete their practicum or internship requirements or university graduation requirements and may be asked to exit the counseling program.

Liability Insurance

Students are responsible for purchasing their personal, professional liability insurance before starting a Practicum or Internship Placement. Renewal will be required if liability insurance expires during a placement. Liability insurance is automatically provided to students who become student members of the American Counseling Association (ACA) or the American School Counselor Association (ASCA) with other options available to students. Placing agencies and facilities may require documentation regarding liability or malpractice coverage.

Supervision

Practicum and internship students are expected to receive at minimum 1 hour of individual or triadic, on-site supervision during COU 590 Counseling Practicum, COU 691 School Counseling Internship and COU 695 Clinical Mental Health Counseling Internship courses each week. The Graduate Counseling Program requires that supervisors provide supervision through video or audio recordings, with appropriate approvals from clients/students or guardians. If not video or audio recordings, the supervisor will offer live supervision to the student. On-site supervisors are assigned through the placement site. While most sites will have a qualified supervisor on-site, some sites may not. If a student chooses a site that does not provide or have a qualified on-site supervisor, the student is responsible for finding a qualified off-site supervisor with whom to meet weekly for a minimum of 1 hour. The Internship Director and the internship site must approve of the off-site supervisor.

Additionally, practicum and internship students are expected to receive at minimum 1.5 hours of weekly group supervision during COU 590 Counseling Practicum, COU 691 School Counseling Internship and COU 695 Clinical Mental Health Counseling Internship courses by the Instructor of Record or designee.

Students are expected to engage in both individual and group supervision actively. If a student misses or is late to either individual/triadic or group supervision, the student will have to repeat the accrued hours of that week (Monday-Sunday).

Practicum

General Information

Practicum serves as an introduction to the counseling experience. COU 590 Counseling Practicum is typically offered during the second semester of the Graduate Counseling Program.

Practicum Prerequisites

To be eligible to begin practicum, the student must gain approval by the Graduate Counseling Program Faculty during their qualifying conference. The practicum student must be enrolled in COU 590 Counseling Practicum, before beginning the practicum placement and accruing hours. The practicum student may start their practicum experience on the first day of the semester of COU 590 enrollment, according to the University of Mary's academic calendar, if the appropriate forms and documentation have been submitted.

Practicum Hours

Students are required to complete a minimum of 100 hours of practicum experience in an Internship Director approved counseling setting (Clinical Mental Health and School). Students are required to complete at least 40 hours (of the required 100 hours) of direct service with actual clients/students. The hours may be completed in one or two settings as approved by the Internship Director. When possible, students are encouraged to complete all hours of practicum at a single site to gain a richer understanding of how an agency or school operates. Students may need to complete more than 100 hours to obtain 40 hours of direct service. Students are required to spread out their experiences over at least 10 weeks; however, the Graduate Counseling Program Faculty strongly encourages students to spread out their practicum experience across the 15-week semester to benefit from ongoing supervision and sharing of their experiences in the semester-long COU 590 Counseling Practicum course.

Professional development hours can be earned during Practicum and Internship experiences. The Site Supervisor and Instructor of Record must approve the professional development hours before attendance. Hours earned will be equal to the hours of continuing education attended; for example, if a training is eight CEHs and the student attends all eight hours, the student would be able to count eight hours of professional development within indirect hours.

Procedure for Practicum Placement

Obtaining a practicum placement is a collaborative process between the Internship Director and the student. Students allowed to contact prospective practicum sites or supervisors in collaboration with the Internship Director. The Internship Director must approve the practicum site and reserves the right to determine the suitability of the site. The practicum placement is intended to expose students to new counseling experiences; therefore, the student's regular place of employment may not be considered a suitable practicum site. Students who believe their workplace is a suitable practicum site will need to complete and return a Special Request Form to their academic advisor. The Graduate Counseling Program Faculty will consider individual requests. Students who do not adhere to the above

procedure or fail to communicate with the Internship Director are not guaranteed a practicum placement.

Form Required Prior to Placement

Practicum Student Assurance Form: Upon reading this manual, students must sign that they have read, understood, and will adhere to the policies in the manual. This form must be completed within Tevera as directed in COU 500. (Sample of the form is located on page 28)

Practicum Placement Survey: Students will share their specific requests for Practicum sites and supervisors with the Internship Director via the Practicum Placement Survey. This form must be completed within Tevera as directed in COU 500. (Sample of the form is located on page 30)

Form Required Prior to Hour Accrual

Practicum Agreement: The Site Supervisor, Practicum Student, Instructor of Record, and Internship Director must sign this form before the beginning of the practicum placement. Before the accumulation of practicum hours, the practicum student is required to schedule an initial meeting with the Instructor of Record and the Site Supervisor. The form is completed in Tevera and signed by the Practicum Student, Site Supervisor, Instructor of Record, and Internship Director. (Sample of the form is located on pages 31-34)

Required Documentation During Practicum Experience

Journals: While enrolled in practicum, students are required to keep journals and submit to the Instructor of Record. The journals should contain experiences, successes, difficulties, questions, and other information that is meaningful to the student and their professional growth. A simple checklist of what the student did during the week is not acceptable. Journals should be typed and submitted weekly per the COU 590 course syllabus. It is imperative the students respect confidentiality in journaling and that no names or identifying client information be used. The Instructor of Record reserves the right to make comments on the journals. Additionally, students may be required to rewrite or expand upon the content of their journal entries based on feedback from the Instructor of Record.

Hour Logs: Students must complete weekly hour logs within Tevera. The logs must be reviewed and signed by the practicum student, site supervisor, and instructor of record. Hour logs are due the Wednesday after the week completes offering time for the review and signing. Hour logs submitted after the due date will receive a 10% point deduction per late day. If hour logs are submitted more than a week after the due date, the hours may not be accepted, and hours accrued during the week (Monday-Sunday) may need to be repeated.

Forms Required After the Completion of the Practicum Experience

Counseling Practicum Evaluation: Students will have a final practicum evaluation with the Site Supervisor and Instructor of Record to review the student's progress during their practicum experience at the completion of their hours. The practicum student is required to schedule a meeting with the Instructor of Record and the Site Supervisor to review the completed evaluation. The benchmark for completion of the Practicum experience is an average of three in all areas. (Sample of the form is located on pages 35-40)

Counselor Competencies Scale-Revised (CCS-R): At the end of the semester, the practicum student and site supervisor will complete the CCS-R on the student's skill development

and professional competencies. The Graduate Counseling Program utilizes the CCS-R during the Practicum, Skills Lab I, and Internship experiences to track growth and development through the program. The CCS-R is a normed and valid scale that offers a variety of behaviors to be evaluated by the Site Supervisor. It should be noted that not all these behaviors may be observed during the Practicum experience. (Sample form is located on pages 63-71)

Student Site Evaluation: At the conclusion of the practicum experience, the practicum student is required to complete the Student Site Evaluation to provide feedback to the graduate counseling program, regarding the quality of the site and supervision provided. (Sample of the form is located on pages 41-42)

Site Supervisor Feedback Survey: At the conclusion of the practicum experience (or placement), the internship students will send the Site Supervisor Feedback survey to their Site Supervisor via Tevera. (Sample of the form is located on pages 73-74)

Pass/Fail Recommendations

The Instructor of Record assigns a grade based on demonstrated competencies and professionalism in both the classroom setting and the recommended grade by the Site Supervisor in the practicum setting. The Instructor of Record and Site Supervisor will collaborate to determine if the practicum student has met the minimum requirements to pass. If the practicum student has not met the minimum requirements to pass, the Instructor of Record, Site Supervisor, and Internship Director will determine if the practicum student will be allowed to complete additional hours, an attempt to remedy deficiencies, or if the practicum will be terminated.

Internship

General Information

The counseling internship is the capstone experience of the Graduate Counseling Program. Applications and interviews for internships typically occur during the second semester of the program; typically, students will not register for an internship course (COU 691 or 695) or begin their internship experience until the fourth semester of the program.

Internship Prerequisites

A student must successfully complete the following requirements, to be eligible to begin internship training:

- COU 590 Practicum
- COU 638 Counseling Skills (Residency)
- Receive approval by the Graduate Counseling Program Faculty

Internship Hours

Students are required to successfully complete a minimum number of internship hours and direct hours to pass the internship experience. Students may be required to complete additional hours if the minimum expectations have not been met. The minimum requirements for each concentration are as follows:

Clinical Mental Health Counseling Concentration: Students are expected to complete at least 600 hours of supervised internship experience, in addition to the 100 hours of supervised practicum experience. Students must log at least 240 direct hours as defined in this manual. Students are also required to reach the benchmark of an average of a four on the Counseling Internship Evaluation at the final evaluation.

School Counseling Concentration: Students are expected to complete at least 600 hours of supervised internship experience, in addition to the 100 hours of supervised practicum experience. Students must log at least 240 direct hours as defined in this manual. The 600 hours must be split between at least an elementary and a secondary setting, with no less than 150 hours at each setting. For North Dakota school counseling licensure, elementary is defined as grades K-8, secondary is 5-12, so there is an overlap where grades 5-8 can count for either. Students are also required to reach the benchmark of an average of a four on the Counseling Internship Evaluation at the final evaluation.

Procedures for Internship Placement

Obtaining an internship placement is a collaborative effort between the student and the Internship Director. Therefore, it is imperative students are actively engaged in this process and participate in all internship preparation activities and orientation meetings, as assigned by the Internship Director. Students who do not adhere to internship placement policies and procedures are not guaranteed internship placement.

Internships are a 20-30hr/week commitment, which typically occurs during regular work hours (8:00 am-5:00 pm). Students are expected to arrange their schedules accordingly. The number of clinical supervisors and internship sites is limited; therefore, students may be placed out of their requested location. Students may be eligible to complete an internship at their current place of employment. Students who believe their current place of employment is a suitable internship site will need to complete and return a Special Request

Form to their Academic Advisor. The Graduate Counseling Program Faculty will consider individual requests.

Applications for Fall Internship placements may arise during students' first and second semester of the counseling program. The Internship Director and other faculty will share information as it becomes available, but it is the students' responsibility to keep track of announcements, information, and due dates.

Students are expected to discuss with the Internship Director the appropriateness of their preferred placement site(s). Students should not contact internship sites or supervisors to inquire about internship opportunities unless they receive explicit approval from the Internship Director. After a site is approved, the Internship Director will contact the Site Supervisor to discuss the student-site fit and assist with finalizing the placement. Of note, Site Supervisors have the authority in determining if a student is a suitable internship student for their agency/school and may require face-to-face interviews or additional background checks as part of their selection process.

Special Requests

If a student desires to complete an internship at a site not currently in a relationship with the University of Mary's Graduate Counseling Program, the student must consult with the Internship Director to determine if the site may be approved for internship. The Internship Director reserves the right to determine if a site is a suitable placement option.

If a student desires to complete the internship experience out of sequence related to the Program of Study for their cohort, the student is required to complete and return a Special Request Form to their academic advisor. The Graduate Counseling Program Faculty will consider individual requests.

Internship Requirements

COU 691 School Counseling Internship and 695 Clinical Mental Health Counseling Internship are in-depth experiences of working as a professional counselor under supervision. Students are expected to immerse themselves in their site fully and to perform duties appropriate to that setting. Students must be enrolled in COU 691 or 695 for the number of credits approved by the student's Academic Advisor, in collaboration with the Internship Director, before starting their internship experience. It is recommended that the internship experience be completed over at least two semesters (30 weeks) with continued group supervision participation during the entire enrolled semesters. COU 691 and 695 group supervision classes will be held weekly for 1.5 hours, throughout the 15-week semester. Internship students must always be under the supervision of a licensed/credentialed counselor that meet supervisor requirements.

Form Required Prior to Placement

Internship Student Assurance Form: Upon reading this manual, students must sign that they have read, understood, and will adhere to the policies in the manual. This form must be completed within Tevera. (Sample of the form is located on pages 43-44)

Internship Placement Survey: Students will share their specific requests for Internship sites and supervisors with the Internship Director via the Internship Placement Survey. This form must be completed within Tevera. (Sample of the form is located on page 45)

Form Required Prior to Hour Accrual

Internship Agreement: The Site Supervisor, Internship Student, Instructor of Record, and Internship Director must sign the Internship Agreement before beginning of the internship placement. Before the accumulation of internship hours, the internship student is required to schedule an initial meeting with the Instructor of Record and the Site Supervisor. The form is completed in Tevera and signed by the Internship Student, Site Supervisor, Instructor of Record, and Internship Director. (Sample of the form is located on page 46-50)

Required Documentation During Internship Experience

Students must complete weekly hour logs within Tevera. The logs must be reviewed and signed by the internship student, site supervisor, and instructor of record. Hour logs are due the Wednesday after the week completes offering time for the review and signing. Hour logs submitted after the due date in the syllabus will be deducted 10% of points per day late. If hour logs submitted more than a week after the due date, the hours may not be accepted, and hours accrued during the week (Monday-Sunday) may need to be repeated.

Form Required at the End of an Academic Semester

Counseling Internship Evaluation: Students will have a midterm internship evaluation with the Site Supervisor and Instructor of Record to review the student's progress during their internship experience at the conclusion of the academic semester (except the final semester). The internship student is required to schedule a meeting with the Instructor of Record and the Site Supervisor to review the completed evaluation. (Sample of the form is located on pages 51-56)

Counselor Competencies Scale-Revised (CCS-R): When a midpoint evaluation is completed, the internship student and site supervisor will complete the CCS-R on the student's skill development and professional competencies. The Graduate Counseling Program utilizes the CCS-R during the Practicum, Counseling Skills, and Internship experiences to track growth and development through the program. (Sample of the form is located on pages 63-71)

Forms Required After the Completion of the Internship Experience

Counseling Internship Evaluation: Students will have a final internship evaluation with the Site Supervisor and Instructor of Record to review the student's progress during their internship experience at the completion of their hours. The internship student is required to schedule a meeting with the Instructor of Record and the Site Supervisor to review the completed evaluation. (Sample of the form is located on pages 57-62)

Counselor Competencies Scale-Revised (CCS-R): When a final evaluation is completed, the internship student and site supervisor will complete the CCS-R on the student's skill development and professional competencies. The Graduate Counseling Program utilizes the CCS-R during the Practicum, Skills Labs, and Internship experiences to track growth and development through the program. (Sample of the form is located on pages 63-71)

Group Leading or Co-Leading Experience: Students will provide an example of a time that they led or co-led a group during the during of their of internship experience. (Sample form is located on page 50)

Student Site Evaluation: At the conclusion of the internship experience, the internship student is required to complete the Student Site Evaluation to provide feedback to the graduate counseling program, regarding the quality of the site and supervision provided. (Sample of the form is located on pages 41-42)

Site Supervisor Feedback Survey: At the conclusion of the internship experience (or placement), the internship students will send the Site Supervisor Feedback survey to their Site Supervisor via Tevera. (Sample of the form is located on pages 73-74)

Pass/Fail Recommendations

The Instructor of Record assigns a grade based on demonstrated competencies and professionalism in both the classroom setting and the recommended grade by the Site Supervisor in the internship setting. The Instructor of Record and Site Supervisor will collaborate to determine if the internship student has met the minimum requirements to pass. If the internship student has not met the minimum requirements to pass, the Instructor of Record, Site Supervisor, and Internship Director will determine if the internship student will be allowed to complete additional hours, an attempt to remedy deficiencies, or if the internship will be terminated.

Miscellaneous Internship Information

Professional Development Hours: Professional development hours can be earned during Internship experiences. The Site Supervisor and Instructor of Record must approve the professional development hours before attendance. Hours earned will be equal to the hours of continuing education attended; for example, if a training is eight CEHs and the student attends all eight hours, the student would be able to count eight hours of professional development within indirect hours.

Practicum and Internship Student Responsibilities and Expectations

The student is accountable for their individual practicum or internship experience. It is strongly recommended students view their internship placements as a priority and schedule necessary work and other activities around their practicum and internship responsibilities. The student is responsible for observing the same work schedule as the site supervisor and adhering to their site-specific schedule. Students are required to notify their on-site supervisors and/or the consortium in advance if they will be tardy or absent. Placements may be terminated in the event of repeated unexcused or excused absences.

The practicum and internship experiences will not only give students the skills to be professional counselors but also provide an opportunity to build a professional network. It is recommended that the student, whenever possible, participate in all counseling-related duties by attending staff meetings, in-service meetings, conferences, consultation presentations, supervision, ongoing trainings, and assisting the site in carrying out its work.

Practicum and Internship Student Expectations:

- Dress and conduct self as a professional counseling internship student.
- Wear University of Mary nametag, identifying themselves as a Counseling Trainee.
- Become familiar with and follow site-specific policies and procedures.
- Follow the policies and procedures of the University of Mary Graduate Counseling Program, as outlined in the Student Handbook and the Practicum and Internship Manual.
- Perform a variety of counseling activities under the supervision of an experienced counselor(s).
- Perform clinical duties appropriate to the student's individual skills and experiences.
- Receive and actively engage in a minimum of 1 hour/week of individual or triadic supervision from the Site Supervisor (or designee). Students are required to engage in supervision weekly. If a student misses a weekly supervision meeting with their Site Supervisor, the student will be required to repeat the acquired hours during that week (Monday-Sunday).
- Complete weekly hour logs, which are reviewed and signed by the Site Supervisor, and submitted to the Instructor of Record, according to the syllabus.
- Practicum: Keep daily journals about the practicum experience (following and respecting HIPAA, FERPA, and confidentiality) and submitting to the Instructor of Record according to the course syllabus.
- Receive and actively engage in a minimum of 1.5 hours of weekly group supervision from the Instructor of Record (or designee). Students are required to attend group supervision weekly. If a student misses or is late to a weekly group supervision meeting with their Instructor of Record or designee, the student will be required to repeat the acquired hours during that week (Monday-Sunday).
- Practicum: Engage in Practicum experience for a minimum of 10 weeks for the development of professional counseling skills, knowledge, and dispositions.
- Practicum: Register for COU 590 before accumulating any practicum hours.
- Internship: Register for COU 691 or COU 695 before accumulating any internship hours.
- Communicate with Site Supervisor about the Academic Schedule (start date, break, end date) and course attendance requirements.
- Submit proof of professional student liability insurance prior to accumulating any practicum or internship hours within Tevera.
- Submit FBI Background Check and appropriate state Child Abuse and Neglect Background Inquiry to the University of Mary Graduate Counseling Program within Tevera.

- Practicum: Complete the self-evaluation portion of the Counseling Practicum Evaluation.
- Internship: Complete the self-evaluation portion of the Counseling Internship Evaluation for both the midterm and final evaluations.
- Complete Counselor Competencies Scale—Revised (CCS-R) self-evaluation.
- Practicum: Send CCS-R site supervisor evaluation and Counseling Practicum Evaluation site supervisor evaluation to the Site Supervisor for completion within Tevera.
- Internship: Send CCS-R site supervisor evaluation and Counseling Internship Evaluation site supervisor evaluation to the Site Supervisor for completion within Tevera prior to the midterm and final evaluations.
- Practicum: Initiate scheduling the initial and final meetings of the Practicum experience with the Site Supervisor and Instructor of Record.
- Internship: Initiate scheduling the initial, midterm, and final meetings of the Internship experience with the Site Supervisor and Instructor of Record.
- Complete the Student Site Evaluation, after the practicum or internship experience.

Termination

Anytime a student leaves a practicum or internship setting, including the completion of required hours, the student must engage in an appropriate termination process with their clients/students and with on-site personnel, before leaving the setting. The student should follow the agency's termination policy and view termination as an ethical responsibility.

Site Supervisor Information

Site Supervisor Requirements

- Strong interest in professional mentorship and investment in student learning.
- Competence in teaching and demonstrating counseling theory and counseling skills.
- Relevant credentials, experience, training, and/or certification in clinical supervision.
- Knowledge of the Graduate Counseling program's expectations, requirements, and evaluation procedures for students.
- Site supervisors must possess at least a master's degree in counseling or a related profession and possess a state license to practice with a minimum of two years of experience in direct practice of counseling (as a licensed practitioner). Specifically, site supervisors must possess a state license or state certification (if licensure is not available) in the concentration they are supervising.
- Willing to provide feedback to the Graduate Counseling program through completion of Site Supervisor Evaluation.

Site Supervisor Responsibilities

- Provide a confidential space for students to engage in appropriate practices.
- Provide supervision through video or audio recordings, with appropriate approvals from clients/students or guardians. If not video or audio recordings, the supervisor will offer live supervision to the student.
- Teach students about the technological resources available at the site, and discuss the ethical considerations associated with using technology in counseling.
- Utilize Tevera for Practicum and/or Internship experience documentation.
- Serving as an approved third-party service provider per FERPA resulting in the ability to discuss the relevant educational records of the Practicum Student with the expectation of following FERPA.
- Provide appropriate professional experiences for the student, beginning with an orientation to the site and its programs.

- Participate in an initial meeting with the student and the Instructor of Record, to discuss expectations and complete paperwork.
- Formally and informally evaluate the student on a regular basis by observing counseling skills, discussing progress, and providing constructive feedback.
- Practicum: Complete the site supervisor portion of the Counseling Practicum Evaluation.
- Internship: Complete evaluations of the student's performance, which takes place midway through the placement and upon completion of the experience.
- Complete Counselor Competencies Scale—Revised (CCS-R) site supervisor evaluation.
- Involve the student in a range of staff related meetings and activities including in-service training, staff meetings, inter-agency conferences, and related community functions.
- Provide direct individual or triadic supervision for a minimum of 1 hour per week to the student.
- Allow the student opportunities to collaborate with or to observe other counselors.
- Consult with the Instructor of Record if experiencing concern regarding the student's counseling skills, knowledge, or professional dispositions.
- Review and sign student's completed weekly hour logs in a timely manner via Tevera.
- Respond to inquiries of student progress by University of Mary Graduate Counseling Program Faculty.
- Promptly alert the Instructor of Record and/or Internship Director of any unethical or problematic student conduct.
- Creating a supportive atmosphere where the Practicum and/or Internship Student can be open about challenges they faced.
- Internship: Complete the Site Supervisor Contract verifying appropriate licensure.
- Complete Site Supervisor Feedback Survey about the supervisory experience.

University of Mary Graduate Counseling Faculty Responsibilities

Instructor of Record Responsibilities

- Provide a minimum of 1.5 hours/week of group supervision to the internship students enrolled in the course section.
- Provide regular, formative feedback to the student.
- Meet with the Student and Site Supervisor for an initial orientation meeting to verify and obtain relevant documentation.
- Provide a copy of the Practicum and Internship Manual to the Site Supervisor, as well as any additional forms.
- Verify access to Tevera.
- Practicum: Meet with the Practicum Student and Site Supervisor for a final evaluation of the student's performance at the conclusion of the practicum experience.
- Internship: Meet with the Internship Student and Site Supervisor for a midterm and final evaluation of the student's performance at the midpoint and conclusion of the internship experience.
- Provide ample opportunity for meeting and consultation by contacting each site supervisor for a check-in monthly, or more (if requested by Site Supervisor).
- Be reasonably available to meet with students (one-on-one) to address questions, concerns, and provide supervision (as requested by student).
- Verify appropriate documentation in Tevera.
- Consult with the Graduate Counseling Program Faculty regarding concerns related to student's behavior, counseling skills, professionalism, or interpersonal communication.

Internship Director Responsibilities

- Assist with placement of students in practicum and internship sites.
- Provide consultation and professional development opportunities to Site Supervisors.
- Provide copies of completed FBI Background Check and applicable state Child Abuse and Neglect Background Inquiry and student professional liability insurance to Site Supervisor, upon request.
- Be reasonably available to meet with students (one-on-one) to address questions, concerns, and provide advising (as requested by student).
- Oversee internship documentation and verify submission in Tevera.
- Consult with the Instructor of Record related to questions and concerns related to Internship.

Unsatisfactory Student Performance

By accepting the supervision responsibility, the practicum or internship site agrees to promptly contact the Instructor of Record to report unsatisfactory progress so that appropriate remediation or resolution of the situation can occur. Unsatisfactory performance rarely refers to a singular or isolated event. A supervisor will usually develop an awareness of an observable pattern of sub-par performance over time. Sub-par performance should be brought to the student's attention as soon as it is identified. The practicum or internship site should notify the Instructor of Record as soon as an observable pattern of sub-par performance is identified. The Site Supervisor, Instructor of Record, and student will then confer to discuss the unsatisfactory aspects of performance and jointly develop a plan for improvement. If the student does not sufficiently improve within the time frame specified for remediation, they may be removed from the site and a grade commensurate with the performance will be recorded. Students who do not obtain a passing recommendation on their evaluation will be required to repeat those practicum or internship hours if they are allowed to maintain enrollment in practicum or internship and the counseling program.

The practicum or internship site maintains the right to place a student on probation, to suspend, or to dismiss a student when it considers the student's performance to be inadequate or unsatisfactory. The internship or practicum site and/or the counseling program may enforce the following measures:

Probation: A student may be placed on probation by the practicum or internship site due to inadequate progress or performance in training, failure to successfully complete a placement, or inability or unwillingness to complete required obligation. When placed on probation, the site will notify the student of the deficiencies and the time frame allowed to correct these deficiencies.

Suspension: A student may be suspended from their practicum or internship site due to performance, medical, or academic reasons. When this action is required, a decision will be made by the practicum or internship site regarding reinstatement requirements.

Dismissal: A student may be dismissed from the practicum or internship site due to inadequate progress, personal problems that interfere with training, improper behavior, or if continued involvement in the placement would be contrary to their site's best interests.

Reinstatement: Reinstatement in the practicum or internship site may occur when the requirements established at the time of the suspension have been met. If the student does not sufficiently improve in the timeframe specified for remediation, and a student is removed from the site, a grade commensurate with the performance will be recorded.

Note: A student is never guaranteed a secondary placement if dismissed from a previous practicum or internship site. If the Internship Director is unable to secure a secondary placement due to any reason, despite their best efforts, the student will be unable to meet counseling program requirements for a licensable degree and may be asked to exit or be considered for an alternative graduate degree that will not lead to a professional license.

Additional Hours

When a student does not meet a benchmark in each evaluation area of their practicum or internship evaluation, the student may be required to complete additional practicum or internship hours. The number of additional hours will be based on the scores received in

the evaluation, feedback from the Site Supervisor, Instructor of Record, Internship Director, and the Counseling Program Faculty. If the student continues not to reach benchmark scores, a meeting will be arranged among the student, the Internship Director, and the Chair to determine the appropriateness of the student's continued enrollment in the counseling program.

Unethical, Illegal, or Unsatisfactory Performance of Counseling Services

If a student engages in unethical or illegal performance of counseling services, it is sufficient grounds for withdrawing a student from the practicum or internship setting and denying the student further enrollment in the counseling program. The following are some of the reasons for evaluating a student as demonstrating unsatisfactory, unethical, or illegal performance:

- The student fails to follow the American Counseling Association (ACA) ethical code or the ethical code of their concentration and/or legal statutes governing the provision of counseling in the state of practice.
- The student fails to follow the rules and/or meet the expectations of a counselor working in the placement setting.
- The student has their own mental health issues (including substance abuse) that prevent them from providing competent counseling services.
- The student fails to demonstrate appropriate application of counseling skills, jeopardizing client safety and/or progress in services.
- The student fails to engage in supervision, is resistant to supervision, or fails to follow supervisory feedback.
- The student demonstrates an inability to maintain appropriate boundaries between personal and professional roles and issues.
- The student fails to complete internship hours in a timely way, providing the appropriate ratio of direct and indirect counseling service.
- The student fails to demonstrate the professionalism expected at this level of graduate training.
- The student fails to meet the expectations of professional behavior in a classroom environment (COU 590, COU 691, or COU 695).
- The student engages in otherwise inappropriate behavior, as outlined in the Counseling Program Handbook or University of Mary Student Handbook.

Professional Conduct

Students are expected to demonstrate professional conduct within the classroom and placements. If a student engages in activities identified as unprofessional conduct either within the Graduate Counseling Program or their placement site, it is sufficient grounds for a concern form, performance improvement plan, suspension, or dismissal from the placement and/or the Graduate Counseling Program.

Change Request

Placement Change

Should a student's placement become problematic, the student may request a change of placement. For all placement change requests, students must complete a Special Request Form and submit to their Academic Advisor. A change in placement, requested by the student, may be made only after the student, the Instructor of Record, and the Site Supervisor discuss the problem and determine whether a solution can be found within the existing placement. If the removal of the student from the placement is deemed appropriate, the Site Supervisor will complete an evaluation of the student's performance to date. It is important to note that the student is not guaranteed another placement during that semester or for any future semesters. If the Graduate Counseling Faculty approves the Internship Director to seek a new placement for the student, the student will be notified. At that time, the student and the Internship Director will meet to explore new placement options. The student must follow all procedures outlined in this manual to obtain a new practicum or internship placement.

Supervisor Change

Should the Site Supervisor change for any reason, the student is required to inform the Instructor of Record and Internship Director immediately. If the student's Site Supervisor is unable to continue the supervisory relations for any reason (e.g., death, disability, retirement, maternity leave, change of employment, etc.), the student will be expected to collaborate closely with the Instructor of Record and Internship Director to secure an alternate Site Supervisor or placement.

Grievance Process

If the student is dissatisfied with their practicum or internship experience or supervision, they should request a meeting with the Instructor of Record to discuss concerns. The student will be asked to submit their concerns in writing including proposed resolution. The Instructor of Record will schedule a meeting to address the student's grievance and work toward a resolution. If the student does not agree to the proposed resolution, they should submit a written meeting request with the Internship Director to review the matter. If the student is dissatisfied with the proposed resolution offered by the Internship Director, they should submit a written meeting request with the Chair to review the matter. The student is asked to bring forth his or her concerns directly to the individual in question, prior to contacting the next individual in the chain of communication, as listed below.

Site Supervisor > Instructor of Record > Internship Director > Chair > Associate Dean > Dean > Academic Affairs

Practicum Student Assurance Form

Before any student is approved for a Practicum placement, this form must be completed and submitted to the Instructor of Record.

☐ I fully read and understood the American Counseling Association (ACA) Code of Ethics and the ethical code specific to my concentration, Clinical Mental Health [AMHCA] or School Counseling [ASCA]), and I will practice counseling in accordance with these standards. Any breach of ethics may result in my removal from practicum, a failing grade, and/or expulsion from the program.

Documentation of unethical behavior will also become a part of my permanent academic record.

☐ I agree to adhere to the administrative policies, rules, standards, and practice of the practicum site.

☐ I understand that my responsibilities include keeping the Instructor of Record informed about my practicum experiences. At a minimum, I must keep weekly hour logs and weekly journals that includes documentation of direct and indirect client hours, related counseling experiences (e.g., trainings, webinars), and individual and group supervision. All hour logs must be signed by my site supervisor and submitted in accordance with the COU 590 course syllabus. All journals must be submitted in accordance with the COU 590 course syllabus.

☐ I understand that I may only accrue hours while I am enrolled in a Practicum course (COU 590) through the University of Mary Graduate Counseling Program during outlined term periods set by the University Registrar.

☐ I understand I will not be issued a passing grade in practicum unless I demonstrate a minimum level of counseling skill, knowledge, and competencies required, as assessed by my Instructor of Record and Site Supervisor(s). Moreover, I must complete course requirements (e.g., assignments, attendance) as indicated in the COU 590 course syllabus.

☐ I understand that enrollment for COU 590 is contingent upon successfully passing the qualifying conference and approval by the Graduate Counseling Faculty.

☐ I understand that if issues arise during the Practicum placement, an improvement plan or dismissal from placement may occur.

☐ I understand that the Site Supervisor is identified as an approved third-party service provider per FERPA, therefore the Graduate Counseling Program Faculty may collaborate with the Site Supervisor regarding the student's concerns, performance, or needs.

☐ I consent to the University of Mary Graduate Counseling Program Internship Director sharing my FBI Background Check and Department of Human Services Child Abuse/Neglect Background Inquiry with potential practicum placements.

My signature below indicates that I have read, understood, and agree to abide by the University of Mary Graduate Counseling Program's Practicum & Internship Manual and information outlined above. I will adhere to the policies and procedures described therein as I participate in the COU 590 course and group supervision experiences.

Student Name:

I will adhere to the policies and procedures described therein as I participate in the COU 590 course and group supervision experiences.

Student Name:

Student ID:

Student Signature Date

Completed in Tevera

University of Mary Graduate Counseling Program

Practicum Placement Survey

Student Name: _____ Student ID: _____

Please identify the practicum placement(s) you would like to obtain. Each student must complete a minimum of 100 hours of practicum experience. Include the number of hours you would like to complete in each concentration and any preferences for certain placement sites or populations. A student may complete practicum hours across one or two concentrations.

I plan to pursue the circled counseling concentration(s) during my enrollment in the Graduate Counseling Program

Clinical Mental Health Counseling
Hours: _____

School Counseling
Hours: _____

Requested location of placement (city and state): _____

Placement site, supervisor (including contact information if available), or population requests:

Please state a little bit about yourself and your placement/population requests: _____

University of Mary Graduate Counseling Program Practicum Agreement

Practicum Student Name: {document.staff}

Student ID:

Phone Number: {document.staff.phone.mobile}

UMary Email Address:

Practicum Site:

Site Supervisor:

Site Phone Number:

Supervisor Email Address:

Site Address:

City:

State:

Zip Code:

Instructor of Record:

Instructor Phone Number:

Instructor UMary Email Address:

University of Mary Graduate Counseling Program Internship Director:

Jenise Wilson 701-355-3702

jdwilson@umary.edu

Semester:

☐ Fall (requires Special Permission)

☐ Spring

☐ Summer (Requires Special Permission)

Practicum Start Date (First day of semester):

Practicum End Date (Last day of semester):

Anticipated number of hours at this site:

Practicum Student Responsibilities:

- Dress and conduct self as a professional counseling practicum student.
- Wear University of Mary nametag, identifying themselves as a Counseling Trainee.
- Become familiar with and follow site-specific policies and procedures.
- Follow policies and procedures of the University of Mary Graduate Counseling Program as outlined in the Student Handbook and the Practicum and Internship Manual.
- Perform a variety of counseling activities under the supervision of experienced counselor(s).

- Perform clinical duties appropriate to the student's individual skills and experiences.
- Receive and actively engage in a minimum of 1 hour/week of individual or triadic supervision from the Site Supervisor (or designee). Students are required to engage in the supervision weekly. If a student misses a weekly supervision meeting with their Site Supervisor, the student will be required to repeat acquired hours during that week (Monday-Sunday).
- Complete weekly hour logs, which are reviewed and signed by the Site Supervisor, and submitted to the Instructor of Record, according to the syllabus.
- Keep daily journals about the practicum experience (following and respecting HIPAA, FERPA, and confidentiality) and submitting to the Instructor of Record according to the course syllabus.
- Receive and actively engage in a minimum of 1.5 hours of weekly group supervision from the Instructor of Record (or designee). Students are required to attend group supervision weekly. If a student misses or is late to a weekly group supervision meeting with their Instructor of Record or designee, the student will be required to repeat acquired hours during that week (Monday-Sunday).
- Engage in Practicum experience for a minimum of 10 weeks for the development of professional counseling skills, knowledge, and dispositions.
- Register for COU 590 prior to accumulating any practicum hours.
- Communicate with Site Supervisor about the Academic Schedule (start date, break, end date) and course attendance requirements.
- Submit proof of professional student liability insurance prior to accumulating any practicum hours within Tevera.
- Submit FBI Background Check and appropriate state Child Abuse and Neglect Background Inquiry to the University of Mary Graduate Counseling Program within Tevera.
- Complete the self-evaluation portion of the Counseling Practicum Evaluation.
- Complete Counselor Competencies Scale—Revised (CCS-R) self-evaluation.
- Send CCS-R site supervisor evaluation and Counseling Practicum Evaluation site supervisor evaluation to the Site Supervisor for completion within Tevera.
- Initiate scheduling the initial and final meetings of the Practicum experience with the Site Supervisor and Instructor of Record.
- Complete the Student Site Evaluation, at the conclusion of the practicum experience.

Site Supervisor Responsibilities:

- Provide a confidential space for students to engage in appropriate practices.
- Provide supervision through video or audio recordings, with appropriate approvals from clients/students or guardians. If not video or audio recordings, the supervisor will offer live supervision to the student.
- Teach students about the technological resources available at the site, and discuss the ethical considerations associated with using technology in counseling.
- Utilize Tevera for Practicum experience documentation.
- Serving as an approved third-party service provider per FERPA resulting in the ability to discuss the relevant educational records of the Practicum Student with the expectation of following FERPA.
- Provide appropriate professional experiences for the student, beginning with an orientation to the site and its programs.
- Participate in an initial meeting with the student and the Instructor of Record, to discuss expectations and complete paperwork.
- Formally and informally evaluate the student on a regular basis by observing counseling skills, discussing progress, and providing constructive feedback.
- Complete the site supervisor portion of the Counseling Practicum Evaluation.
- Complete Counselor Competencies Scale—Revised (CCS-R) site supervisor evaluation.
- Involve the student in a range of staff related meetings and activities including in-service training, staff meetings, inter-agency conferences, and related community functions.
- Provide direct individual or triadic supervision for a minimum of 1 hour per week to the

practicum student.

- Allow the student opportunities to collaborate with or to observe other counselors.
- Consult with the Instructor of Record if experiencing concern regarding the student's counseling skills, knowledge, or professional dispositions.
- Review and sign student's completed weekly hour logs in a timely manner via Tevera.
- Respond to inquiries of student progress by University of Mary Graduate Counseling Program Faculty.
- Promptly alert the Instructor of Record and/or Internship Director of any unethical or problematic student conduct.
- Create a supportive atmosphere where the Practicum Student can be open about challenges they faced.
- Complete Site Supervisor Feedback Survey about the supervisory experience.

Instructor of Record Expectations:

- Provide a minimum of 1.5 hours/week of group supervision to the practicum students enrolled in the course section.
- Provide regular, formative feedback to the Practicum Student.
- Meet with the Practicum Student and Site Supervisor for an initial orientation meeting to verify all relevant documentation.
- Provide a copy of the Practicum and Internship Manual to the Site Supervisor, as well as any additional forms.
- Verify access to Tevera.
- Meet with the Practicum Student and Site Supervisor for a final evaluation of the student's performance at the conclusion of the practicum experience.
- Provide ample opportunity for meeting and consultation by contacting each site supervisor for a check-in monthly, or more (if requested by Site Supervisor).
- Be reasonably available to meet with students (one-on-one) to address questions, concerns, and provide supervision (as requested by student).
- Verify appropriate documentation in Tevera.
- Consult with the Graduate Counseling Program Faculty regarding concerns related to student's behavior, counseling skills, professionalism, or interpersonal communication.

Counseling Internship Director Expectations:

- Assist with placement of students in practicum sites.
- Provide consultation and professional development opportunities to Site Supervisors.
- Provide copies of completed FBI Background Check and appropriate state Child Abuse and Neglect Background Inquiry and student professional liability insurance to Site Supervisor, upon request.
- Be reasonably available to meet with students (one-on-one) to address questions, concerns, and provide advising (as requested by student).
- Oversee practicum documentation and verify submission in Tevera.
- Consult with the Instructor of Record related to questions and concerns related to Practicum.

By signing below, you agree to the expectations outline above and will adhere to the policies and procedures described throughout the practicum experience.

Practicum Student Signature: Date

Site Supervisor Signature: Date

Instructor of Record Signature: Date

Internship Director Signature: Date

Completed in Tevera

University of Mary Graduate Counseling Program

Counseling Practicum Evaluation

Name of Practicum Student: {document.staff}

Site Supervisor:

Site:

Level (SC Only):

☐ Elementary

☐ Middle School

☐ High School

Instructor of Record:

Date:

Rating scale:

Rating	Title	Description
0	Not opportunity to observe	Practicum student did not have the opportunity to demonstrate competency.
1	Inappropriate	Practicum student demonstrates harmful skills, knowledge, or dispositions related to the competency.
2	Unacceptable	Practicum student demonstrates limited or no evidence of the appropriate skills, knowledge, or dispositions related to the competency.
3	Developing toward Competency (Benchmark for Practicum)	Practicum student demonstrates inconsistent evidence of the appropriate skills, knowledge, or dispositions related to the competency.
4	Demonstrates Competency	Practicum student demonstrates consistent and proficient evidence of the appropriate skills, knowledge, or dispositions related to the competency.
5	Demonstrates Advanced Competency	Practicum student demonstrates an advanced mastery of the appropriate skills, knowledge, or dispositions related to the competency.

Directions: Based on the rating scale above, students will rate themselves and the site supervisor will rate the practicum student on each item by selecting only one number or letter completely (nothing in-between). Please remember to consider the student's developmental level in considering expectations (these expectations shift over the course of training). Select "0" only when there really is no information at all.

Competency	Student Self-Eval.					
Practicum student presents self in a professional manner through appropriate communication and respect	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

of persons.						
Practicum student practices ethically and legally while following specific placement policies.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Practicum student models appropriate counselor roles and responsibilities.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Practicum student integrates feedback of supervisor(s) to improve counseling skills, knowledge, and professional disposition.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Practicum student employs basic counseling skills (paraphrasing, reflecting feeling & meaning, pacing challenging, use of silence, etc.) in the development of appropriate relationships with clients/students, peers, and supervisor(s).	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Practicum student makes sense of client material to generate and articulate a plan for addressing client concerns based on sound counseling principles, which is consistent with the client's worldview and the counselor's theoretical orientation.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Practicum student actively engages in counseling sessions with clients/students with appropriate documentation and preparation as deemed appropriate by the supervisor.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Practicum student is aware of their personal impact on others and seeks feedback from supervisor(s) to understand perceptions.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Practicum student demonstrates ability to persist through difficult issues/experiences while being aware of individual needs for self-care.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Practicum student appropriately and correctly self-evaluates counseling skills, knowledge, and professional disposition.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Areas of strength:

- 1)
- 2)

3)

Areas for continued growth:

1)

2)

3)

Practicum Student Signature Date

Site Supervisor Signature Date

Instructor of Record Signature Date

Internship Director Signature Date

University of Mary Graduate Counseling Program

Counseling Practicum Evaluation

Name of Practicum Student: {document.staff}

Site Supervisor:

Site:

Level (SC Only):

☐ Elementary

☐ Middle School

☐ High School

Instructor of Record:

Date:

Rating scale:

Rating	Title	Description
0	No Opportunity to Observe	The site supervisor is unable to assess due to not observing the competency by the student.
1	Inappropriate	Practicum student demonstrates harmful skills, knowledge, or dispositions related to the competency.
2	Unacceptable	Practicum student demonstrates limited or no evidence of the appropriate skills, knowledge, or dispositions related to the competency.
3	Developing toward Competency (Benchmark for Practicum)	Practicum student demonstrates inconsistent evidence of the appropriate skills, knowledge, or dispositions related to the competency.
4	Demonstrates Competency	Practicum student demonstrates consistent and proficient evidence of the appropriate skills, knowledge, or dispositions related to the competency.
5	Demonstrates Advanced Competency	Practicum student demonstrates an advanced mastery of the appropriate skills, knowledge, or dispositions related to the competency.

Directions: Based on the rating scale above, students will rate themselves and the site supervisor will rate the practicum student on each item by selecting only one number or letter completely (nothing in-between). Please remember to consider the student's developmental level in considering expectations (these expectations shift over the course of training). Select "0" only when there really is no information at all.

Competency	Supervisor Eval.					
Practicum student presents self in a professional manner through appropriate communication and respect	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

of persons.						
Practicum student practices ethically and legally while following specific placement policies.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Practicum student models appropriate counselor roles and responsibilities.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Practicum student integrates feedback of supervisor(s) to improve counseling skills, knowledge, and professional disposition.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Practicum student employs basic counseling skills (paraphrasing, reflecting feeling & meaning, pacing challenging, use of silence, etc.) in the development of appropriate relationships with clients/students, peers, and supervisor(s).	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Practicum student makes sense of client material to generate and articulate a plan for addressing client concerns based on sound counseling principles, which is consistent with the client's worldview and the counselor's theoretical orientation.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Practicum student actively engages in counseling sessions with clients/students with appropriate documentation and preparation as deemed appropriate by the supervisor.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Practicum student is aware of their personal impact on others and seeks feedback from supervisor(s) to understand perceptions.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Practicum student demonstrates ability to persist through difficult issues/experiences while being aware of individual needs for self-care.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Practicum student appropriately and correctly self-evaluates counseling skills, knowledge, and professional disposition.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Areas of strength:

- 1)
- 2)

3)

Areas for continued growth:

1)

2)

3)

Recommendation

☐ I recommend the student passes the practicum experience.

☐ I do not recommend the student passes the practicum experience.

Site Supervisor Signature Date

Practicum Student Signature Date

Instructor of Record Signature Date

Internship Director Signature Date

University of Mary Graduate Counseling Program

Student Site Evaluation

Student Name: Student Test

Site Supervisor:

Site:

Dates of Placement:

Type of Placement:

☐ Practicum

☐ Internship

Rating Scale:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Based on the rating scale above, students will evaluate the placement site and the site supervisor. The responses of this site evaluation will remain confidential as results will be shared as a whole group to all the supervisors and sites. Specific information shared by students will stay within the Graduate Counseling Program Faculty.

Evaluation of the Site:	Rating				
I was informed of the site's policies, procedures, and my duties.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I had access to a space that allowed for confidential work with clients.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I had enough clients/students to complete my direct hours.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I was embraced and treated as a member of the staff by peers and the supervisor(s).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I was provided opportunities to learn about various counseling theories and techniques.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I was provided opportunities to work with diverse populations and individuals with diverse needs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I would recommend this site to future students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Evaluation of the Site Supervisor:	Rating				
The supervisor kept regular scheduled weekly supervisor appointments with me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
The supervisor created a supportive atmosphere where I felt I could be open about challenges I faced.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
The supervisor demonstrated engagement in my learning and professional growth.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
The supervisor encouraged me trying differing theoretical approaches and techniques.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I felt confident in the supervisor's level of skill and knowledge.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
The supervisor offered regular feedback and constructive criticism.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I would recommend this supervisor to future students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Additional Comments:

Student's Signature Date

Internship Student Assurance Form

Before any student is approved for an Internship placement, this form must be completed and submitted.

- ☐ I fully read and understood the American Counseling Association (ACA) Code of Ethics and the ethical code specific to my concentration (Addiction [NAADAC], Clinical Mental Health [AMHCA] or School Counseling [ASCA]) and will practice counseling in accordance with these standards. Any breach of ethics may result in my removal from internship, a failing grade, and/or expulsion from the program. Documentation of unethical behavior will also become a part of my permanent academic record.
- ☐ I agree to adhere to the administrative policies, rules, standards, and practice of the internship site.
- ☐ I understand that my responsibilities include keeping the Instructor of Record informed about my internship experiences. At a minimum, I must keep weekly hour logs that includes documentation of direct and indirect client hours, related counseling experiences (e.g., trainings, webinars), and individual and group supervision. All hour logs must be signed by my site supervisor and submitted in accordance with the COU 691, COU 693, or COU 695 course syllabus.
- ☐ I understand that I may only accrue hours while I am enrolled in an Internship course (COU 691, 693, or 695) through the University of Mary Graduate Counseling Program during outlined term periods set by the University Registrar.
- ☐ I understand I will not be issued a passing grade in internship unless I demonstrate a minimum level of counseling skill, knowledge, and competencies required, as assessed by my Instructor of Record and Site Supervisor(s). Moreover, I must complete course requirements (e.g., assignments, attendance) as indicated in the COU 691, COU 693, or COU 695 course syllabus.
- ☐ I understand that enrollment for COU 691, 693, and 695 is contingent upon approval by the Graduate Counseling Faculty.
- ☐ I understand that if issues arise during the Internship placement, an improvement plan or dismissal from placement may occur.
- ☐ I understand that the Site Supervisor is identified as an approved third-party service provider per FERPA, therefore the Graduate Counseling Program Faculty may collaborate with the Site Supervisor regarding the student's concerns, performance, or needs.
- ☐ I consent to the University of Mary Graduate Counseling Program Internship Director sharing my FBI Background Check and Department of Human Services Child Abuse/Neglect Background Inquiry with potential internship placements.

My signature below indicates that I have read, understood, and agree to abide by the University of Mary Graduate Counseling Program's Practicum & Internship Manual and information outlined above. I will adhere to the policies and procedures described therein as I participate in the COU 691, COU

693, COU 695 courses and group supervision experiences.

Student Name:

Student ID:

Student Signature Date

Completed in Tevera

Internship Placement Survey

Student Name:

Student ID:

I plan to pursue the selected counseling concentration for the upcoming school year.

Requested Location of placement (City and State):

What state are you planning on seeking licensure after graduation?

Are you aware of the state licensure requirements for Internship for the state that you wish to seek licensure?

What are the specific requirements the internship director should be aware of?

Placement site(s), supervisor(s) (including contact information if available), or population requests:

Please state a little bit about yourself and your placement/population requests:



University of Mary Graduate Counseling Program Internship Agreement

Internship Student Name: {document.staff}

Student ID:

Phone Number: {document.staff.phone.mobile}

UMary Email Address:

Internship Site:

Site Supervisor:

Site Phone Number:

Supervisor Email Address:

Site Address:

City:

State:

Zip Code:

Instructor of Record:

Instructor Phone Number:

Instructor UMary Email Address:

University of Mary Graduate Counseling Program Internship Director:

Jenise Wilson 701-355-3702 jdwilson@umary.edu

Semester(s):

☐ Fall

☐ Spring

☐ Summer (Requires Special Permission)

Internship Start Date (Must be at least the first day of the semester):

Anticipated Internship End Date (Must be at least to the end of the semester):

Anticipated number of hours at this site:

Internship Student Responsibilities:

- Dress and conduct self as a professional counseling internship student.
- Wear University of Mary nametag, identifying themselves as a Counseling Trainee.
- Become familiar with and follow site-specific policies and procedures.
- Follow policies and procedures of the University of Mary Graduate Counseling Program as outlined in the Student Handbook and the Practicum and Internship Manual.

- Perform a variety of counseling activities under the supervision of experienced counselor(s).
- Perform clinical duties appropriate to the student's individual skills and experiences.
- Receive and actively engage in a minimum of 1 hour/week of individual or triadic supervision from the Site Supervisor (or designee). Students are required to engage in the supervision weekly. If a student misses a weekly supervision meeting with their Site Supervisor, the student will be required to repeat acquired hours during that week (Monday-Sunday).
- Complete weekly hour logs, which are reviewed and signed by the Site Supervisor, and submitted to the Instructor of Record, according to the syllabus.
- Receive and actively engage in a minimum of 1.5 hours of weekly group supervision from the Instructor of Record (or designee). Students are required to attend group supervision weekly. If a student misses or is late to a weekly group supervision meeting with their Instructor of Record or designee, the student will be required to repeat acquired hours during that week (Monday-Sunday).
- Register for COU 691, COU 693, or COU 695 prior to accumulating any internship hours.
- Communicate with Site Supervisor about the Academic Schedule (start date, break, end date) and course attendance requirements.
- Submit proof of professional student liability insurance prior to accumulating any internship hours within Tevera.
- Submit FBI Background Check and applicable state Child Abuse and Neglect Background Inquiry to the University of Mary Graduate Counseling Program within Tevera.
- Complete the self-evaluation portion of the Counseling Internship Evaluation for both the midterm and final evaluations.
- Complete Counselor Competencies Scale—Revised (CCS-R) self-evaluation for both the midterm and final evaluations.
- Send CCS-R site supervisor evaluation and Counseling Internship Evaluation site supervisor evaluation to the Site Supervisor for completion within Tevera prior to the midterm and final evaluations.
- Initiate scheduling the initial, midterm, and final meetings of the Internship experience with the Site Supervisor and Instructor of Record.
- Complete the Student Site Evaluation, at the conclusion of the internship experience.

Site Supervisor Responsibilities:

- Provide a confidential space for students to engage in appropriate practices.
- Provide supervision through video or audio recordings, with appropriate approvals from clients/students or guardians. If not video or audio recordings, the supervisor will offer live supervision to the student.
- Teach students about the technological resources available at the site, and discuss the ethical considerations associated with using technology in counseling.
- Utilize Tevera for Internship experience documentation.
- Serving as an approved third-party service provider per FERPA resulting in the ability to discuss the relevant educational records of the Practicum Student with the expectation of following FERPA.
- Provide appropriate professional experiences for the student, beginning with an orientation to the site and its programs.
- Participate in an initial meeting with the student and the Instructor of Record, to discuss expectations and complete paperwork.
- Formally and informally evaluate the student on a regular basis by observing counseling skills, discussing progress, and providing constructive feedback.
- Complete the site supervisor portion of the Counseling Internship Evaluation for both the midterm and final evaluations.
- Complete Counselor Competencies Scale—Revised (CCS-R) site supervisor evaluation for both the midterm and final evaluations.
- Complete evaluations of the internship student's performance, which takes place midway

through the internship and upon completion of the internship experience.

- Involve the student in a range of staff related meetings and activities including in-service training, staff meetings, inter-agency conferences, and related community functions.
- Provide direct individual or triadic supervision for a minimum of 1 hour per week to the internship student.
- Allow the student opportunities to collaborate with or to observe other counselors.
- Consult with the Instructor of Record if experiencing concern regarding the student's counseling skills, knowledge, or professional dispositions.
- Review and sign student's completed weekly hour logs in a timely manner via Tevera.
- Respond to inquiries of student progress by University of Mary Graduate Counseling Program Faculty.
- Promptly alerting the Instructor of Record and/or Internship Director of any unethical or problematic student conduct.
- Creating a supportive atmosphere where the Internship Student can be open about challenges they faced.
- Complete the Site Supervisor Contract verifying appropriate licensure.
- Complete Site Supervisor Feedback Survey about the supervisory experience.

Instructor of Record Expectations:

- Provide a minimum of 1.5 hours/week of group supervision to the internship students enrolled in the course section.
- Provide regular, formative feedback to the Internship Student.
- Meet with the Internship Student and Site Supervisor for an initial orientation meeting verify and obtain relevant documentation.
- Provide a copy of the Practicum and Internship Manual to the Site Supervisor, as well as any additional forms.
- Verify access to Tevera.
- Meet with the Internship Student and Site Supervisor for a midterm and final evaluation of the student's performance at the midpoint and conclusion of the internship experience.
- Provide ample opportunity for meeting and consultation by contacting each site supervisor for a check-in monthly, or more (if requested by Site Supervisor).
- Be reasonably available to meet with students (one-on-one) to address questions, concerns, and provide supervision (as requested by student).
- Verify appropriate documentation in Tevera.
- Consult with the Graduate Counseling Program Faculty regarding concerns related to student's behavior, counseling skills, professionalism, or interpersonal communication.

Counseling Internship Director Expectations:

- Assist with placement of students in internship sites.
- Provide consultation and professional development opportunities to Site Supervisors.
- Provide copies of completed FBI Background Check and applicable state Child Abuse and Neglect Background Inquiry and student professional liability insurance to Site Supervisor, upon request.
- Be reasonably available to meet with students (one-on-one) to address questions, concerns, and provide advising (as requested by student).
- Oversee internship documentation and verify submission in Tevera.
- Consult with the Instructor of Record related to questions and concerns related to Internship.

By signing below, you agree to the expectations outline above and will adhere to the policies and procedures described throughout the internship experience.

Internship Student Signature: Date

Site Supervisor Signature: Date

Instructor of Record Signature: Date

Internship Director Signature: Date

Completed in Tevera



Internship Student Name: Student Test

Student ID:

Phone Number:

UMary Email Address:

Internship Site:

Site Supervisor:

Name of Group Led or Co-Led:

Internship Student: Date

Site Supervisor: Date

Instructor of Record: Date

Internship Director: Date

University of Mary Graduate Counseling Program

Counseling Internship Evaluation - Midpoint

Name of Internship Student: {document.staff}

Site Supervisor:

Site:

Level (SC Only):

☐ Elementary

☐ Middle School

☐ High School

Instructor of Record:

Date:

Rating scale:

Rating	Title	Description
0	No Opportunity to Observe	Internship student did not have the opportunity to demonstrate competency.
1	Inappropriate	Internship student demonstrates harmful skills, knowledge, or dispositions related to the competency.
2	Unacceptable	Internship student demonstrates limited or no evidence of the appropriate skills, knowledge, or dispositions related to the competency.
3	Developing toward Competency	Internship student demonstrates inconsistent evidence of the appropriate skills, knowledge, or dispositions related to the competency.
4	Demonstrates Competency (Benchmark for Internship)	Internship student demonstrates consistent and proficient evidence of the appropriate skills, knowledge, or dispositions related to the competency.
5	Demonstrates Advanced Competency	Internship student demonstrates an advanced mastery of the appropriate skills, knowledge, or dispositions related to the competency.

Directions: Based on the rating scale above, students will rate themselves and the site supervisor will rate the internship student on each item by selecting only one number or letter completely (nothing in-between). Please remember to consider the student's developmental level in considering expectations (these expectations shift over the course of training). Select "0" only when there really is no information at all.

Competency	Student Self-Eval.					
Internship student presents self in a professional manner through appropriate communication and respect of persons.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

specific placement policies.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student models appropriate counselor roles and responsibilities.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student integrates feedback of supervisor(s) to improve counseling skills, knowledge, and professional disposition.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student employs basic counseling skills (paraphrasing, reflecting feeling & meaning, pacing challenging, use of silence, etc.) in the development of appropriate relationships with clients/students, peers, and supervisor(s).	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student makes sense of client material to generate and articulate a plan for addressing client concerns based on sound counseling principles, which is consistent with the client's worldview and the counselor's theoretical orientation.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student actively engages in counseling sessions with clients/students with appropriate documentation and preparation.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student is aware of their personal impact on others and seeks feedback from supervisor(s) to understand perceptions.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student demonstrates ability to persist through difficult issues/experiences while being aware of individual needs for self-care.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student appropriately and correctly self-evaluates counseling skills, knowledge, and professional disposition.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Areas of strength:

- 1)
- 2)
- 3)

Areas for continued growth:

- 1)
- 2)
- 3)

Internship Student Signature Date

Site Supervisor Signature Date

Instructor of Record Signature Date

Internship Director Signature Date

Completed in Tevera

University of Mary Graduate Counseling Program

Counseling Internship Evaluation - Midpoint

Name of Internship Student: {document.staff}

Site Supervisor:

Site:

Level (SC Only):

☐ Elementary

☐ Middle School

☐ High School

Instructor of Record:

Date:

Rating scale:

Rating	Title	Description
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Competency	Supervisor Eval.					
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specific placement policies.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student models appropriate counselor roles and responsibilities.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
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Areas of strength:

- 1)
- 2)
- 3)

Areas for continued growth:

- 1)
- 2)
- 3)

Recommendation

Midterm Evaluation

☐ I recommend the internship student to continue internship and has successfully passed this

☐ I do not recommend the internship student continue in internship and has or has not successfully passed this portion of their internship experience.

Site Supervisor Signature Date

Internship Student Signature Date

Instructor of Record Signature Date

Internship Director Signature Date

Completed in Tevera

University of Mary Graduate Counseling Program

Counseling Internship Evaluation - Final

Name of Internship Student: {document.staff}

Site Supervisor:

Site:

Untitled

☐ Elementary

☐ Middle School

☐ High School

Instructor of Record:

Date:

Rating scale:

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specific placement policies.	0	1	2	3	4	5
Internship student models appropriate counselor roles and responsibilities.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
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Internship student actively engages in counseling sessions with clients/students with appropriate documentation and preparation.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student is aware of their personal impact on others and seeks feedback from supervisor(s) to understand perceptions.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student demonstrates ability to persist through difficult issues/experiences while being aware of individual needs for self-care.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student appropriately and correctly self-evaluates counseling skills, knowledge, and professional disposition.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Areas of strength:

- 1)
- 2)
- 3)

Areas for continued growth:

- 1)
- 2)
- 3)

Internship Student Signature Date

Site Supervisor Signature Date

Instructor of Record Signature Date

Internship Director Signature Date

Completed in Tevera

University of Mary Graduate Counseling Program

Counseling Internship Evaluation - Final

Name of Internship Student: {document.staff}

Site Supervisor:

Site:

Level (SC Only):

☐ Elementary

☐ Middle School

☐ High School

Instructor of Record:

Date:

Rating scale:

Rating	Title	Description
0	No Opportunity to Observe	The site supervisor is unable to assess due to not observing the competency by the student.
1	Inappropriate	Internship student demonstrates harmful skills, knowledge, or dispositions related to the competency.
2	Unacceptable	Internship student demonstrates limited or no evidence of the appropriate skills, knowledge, or dispositions related to the competency.
3	Developing toward Competency	Internship student demonstrates inconsistent evidence of the appropriate skills, knowledge, or dispositions related to the competency.
4	Demonstrates Competency (Benchmark for Internship)	Internship student demonstrates consistent and proficient evidence of the appropriate skills, knowledge, or dispositions related to the competency.
5	Demonstrates Advanced Competency	Internship student demonstrates an advanced mastery of the appropriate skills, knowledge, or dispositions related to the competency.

Directions: Based on the rating scale above, students will rate themselves and the site supervisor will rate the internship student on each item by selecting only one number or letter completely (nothing in-between). Please remember to consider the student's developmental level in considering expectations (these expectations shift over the course of training). Select "0" only when there really is no information at all.

Competency	Supervisor Eval.					
Internship student presents self in a professional manner through appropriate communication and respect of persons.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Internship student practices ethically and legally while following specific placement policies.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student models appropriate counselor roles and responsibilities.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student integrates feedback of supervisor(s) to improve counseling skills, knowledge, and professional disposition.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student employs basic counseling skills (paraphrasing, reflecting feeling & meaning, pacing challenging, use of silence, etc.) in the development of appropriate relationships with clients/students, peers, and supervisor(s).	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student makes sense of client material to generate and articulate a plan for addressing client concerns based on sound counseling principles, which is consistent with the client's worldview and the counselor's theoretical orientation.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student actively engages in counseling sessions with clients/students with appropriate documentation and preparation.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student is aware of their personal impact on others and seeks feedback from supervisor(s) to understand perceptions.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student demonstrates ability to persist through difficult issues/experiences while being aware of individual needs for self-care.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internship student appropriately and correctly self-evaluates counseling skills, knowledge, and professional disposition.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Areas of strength:

- 1)
- 2)
- 3)

Areas for continued growth:

- 1)
- 2)
- 3)

Recommendation

Final Evaluation:

☐ I recommend the internship student should pass internship.

☐ I do not recommend the internship student should pass internship.

Site Supervisor Signature Date

Internship Student Signature Date

Instructor of Record Signature Date

Internship Director Signature Date

Counselor Competencies Scale - Revised (CCS-R) ©

(Lambie, Mullen, Swank, & Blount, 2016)

The *Counselor Competencies Scale-Revised* (CCS-R) assesses counselors' and trainees' skill developments and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent and proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the 'Demonstrates Competencies' level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent and limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited or no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Directions: Evaluate the counselors or trainees counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions and record rating in the score column on the left.

CACREP (2016) Common Core Standards:

- Strategies for personal and professional self-evaluation and implications for practice (Section II, *Standard 1.k*).
- Self-care strategies appropriate to the counselor role (Section II, *Standard 1.l*).
- Multicultural counseling competencies (Section II, *Standard 2.c*).
- A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, *Standard 3.h*).
- Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, *Standard 5.d*).
- Counselor characteristics and behaviors that influence the counseling processes (Section II, *Standard 5.f*).
- Essential interviewing, counseling, and case conceptualization skills (Section II, *Standard 5.g*).
- Developmentally relevant counseling treatment or intervention plans (Section II, *Standard 5.h*).
- Processes for aiding students in developing a personal model of counseling (Section II, *Standard 5.n*).
- The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. (Section 4, *Standard H*).
- Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (Section III, *Professional Practice*).
- Entry-Level Professional Practice and Practicum (Section III, *Professional Practice*, p. 13).
 - a) Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
 - b) Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
 - c) Formative and summative evaluations of the students' counseling performance and ability to integrate and apply knowledge are conducted as part of the students' practicum.
 - d) Students must 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.
 - e) Practicum students must complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
 - f) 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.
 - g) Practicum students participate in an average of 1 1/2 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.

CACREP (2016) Specialty Standards:

- Clinical Mental Health Counseling
 - Techniques and interventions for prevention and treatment of a broad range of mental health issues (3. Practice, *Standard* b.).
- Marriage, Couple, and Family Counseling
 - Techniques and interventions of marriage, couple, and family counseling (3. Practice, *Standard* c.).
- School Counseling
 - Techniques of personal/social counseling in school settings (3. Practice, *Standard* f.).

Part I: Counseling Skills & Therapeutic Conditions

Specific Counseling Skills and Therapeutic Conditions Descriptors		Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1.A Nonverbal Skills Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (attuned to the emotional state and cultural norms of the clients)		Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.
<input type="checkbox"/> Not Observed		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
1.B Encouragers Includes Minimal Encouragers & Door Openers such as 'Tell me more about...'; 'Hm'		Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.
<input type="checkbox"/> Not Observed		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
1.C Questions Use of Appropriate Open & Closed Questioning (e.g. avoidance of double questions)		Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Demonstrates limited ability to use open-ended questions with restricted effectiveness.	Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.
<input type="checkbox"/> Not Observed.		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
1.D Reflecting - Paraphrasing Basic Reflection of Content - Paraphrasing (With couples and families, paraphrasing multiple perspectives)		Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing for the majority of counseling sessions (70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Demonstrates poor ability to paraphrase, such as being judgmental &/or dismissive.
<input type="checkbox"/> Not Observed.		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
1.E Reflecting (b) Reflection of Feelings Reflection of Feelings (With couples and families, reflection of each clients' feelings)		Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions, 70%).	Demonstrates reflection of feelings inconsistently & is not matching the client	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Demonstrates poor ability to reflective feelings, such as being judgmental &/or dismissive.
<input type="checkbox"/> Not Observed.		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Specific Counseling Skills and Therapeutic Conditions Descriptors		Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1.F. Reflecting (c) Summarizing Summarizing content, feelings, behaviors, & future plans (With couples and families, summarizing relational patterns of interaction)	<input type="checkbox"/> Not Observed.	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization (e.g., summary suggests counselor did not understand clients or is overly focused on content rather than process).	Demonstrates poor ability to summarize, such as being judgmental &/or dismissive.
	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
1.G Advanced Reflection (Meaning) Advanced Reflection of Meaning, including Values and Core Beliefs (Taking counseling to a deeper level)	<input type="checkbox"/> Not Observed	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Demonstrates poor ability to use advanced reflection, such as being judgmental &/or dismissive.
<input type="checkbox"/> Not Observed	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
1.H Confrontation Counselor challenges clients to recognize & evaluate inconsistencies.	<input type="checkbox"/> Not Observed.	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was not needed; therefore, appropriately not used (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the clients' words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Demonstrates poor ability to use confrontation, such as degraded client, harsh, judgmental, &/or aggressive.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
1.I Goal Setting Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals (With couples and families, goal setting supports clients in establishing common therapeutic goals)	<input type="checkbox"/> Not Observed.	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.	Demonstrates poor ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1.J Focus of Counseling Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)	Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on clients' goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients' goals
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
1.K Facilitate Therapeutic Environment(a): Empathy & Caring Expresses accurate empathy & care. Counselor is "present" and open to clients. (includes immediacy and concreteness)	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Demonstrates poor ability to be empathic & caring, such as creating an unsafe space for clients.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
1.L Facilitate Therapeutic Environment(b): Respect & Compassion Counselor expresses appropriate respect & compassion for clients	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (85%).	Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.	Demonstrates poor ability to be respectful & compassionate with clients, such as having conditional respect.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Total Score *(out of a possible 60 points)*

Part 2: Counseling Dispositions & Behaviors

Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
2.A. Professional Ethics Adheres to the ethical guidelines of the ACA, ASCA, IAMFIC, APA, & NBCC; including practices within competencies.	Demonstrates consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2.B. Professional Behavior Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within all professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within all professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2.C. Professional & Personal Boundaries Maintains appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients, such as engaging in dual relationships.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2.D. Knowledge & Adherence to Site and Course Policies Demonstrates an understanding & appreciation for all counseling site and course policies & procedures.	Demonstrates consistent adherence to all counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor / instructor.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
2.E Record Keeping & Task Completion Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).	Completes all required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion.	Completes all required record keeping, documentation, and tasks in a competent & timely fashion.	Completes all required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.
<input type="checkbox"/> Not Observed	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2.F Multicultural Competence in Counseling Relationship Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2.G Emotional Stability & Self-control Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.	Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactivity with clients.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2.H Motivated to Learn & Grow / Initiative Demonstrates engagement in learning & development of his or her counseling competencies.	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
2.1 Openness to Feedback Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does not implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does not implement suggested changes.	Demonstrates no openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2.2 Flexibility & Adaptability Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.	Demonstrates consistent and strong ability to adapt & "reads-&-flexes" appropriately.	Demonstrates consistent ability to adapt & "reads-&-flexes" appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a poor ability to adapt to his or her clients' diverse changing needs, such as being rigid in work with clients.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2.3 Congruence & Genuineness Demonstrates ability to be present and 'be true to oneself'	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Total Score *(out of a possible 55 points)*

Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the counselor's or trainee's areas of strength, which you have observed:

Please note the counselor's or trainee's areas that warrant improvement, which you have observed:

Please comment on the counselor's or trainee's general performance during his or her clinical experience to this point:

Signatures

Who is the Evaluator?

- | | |
|---|--|
| <input type="checkbox"/> Student Self Evaluation | <input type="checkbox"/> Faculty - Advisor Evaluation |
| <input type="checkbox"/> Practicum Instructor Evaluation | <input type="checkbox"/> Site Supervisor Evaluation |
| <input type="checkbox"/> Faculty - Clinical Advancement Project Instructor Evaluation | <input type="checkbox"/> Faculty - Capstone Project Instructor Evaluation |
| <input type="checkbox"/> Faculty - Practicum Instructor Evaluation | <input type="checkbox"/> Faculty - Clinical Interviewing Instructor Evaluation |

Phase:

- | | | |
|---|---|--|
| <input type="checkbox"/> Pre-Practicum | <input type="checkbox"/> Practicum A (CACREP Practicum) | <input type="checkbox"/> Practicum B (CACREP Internship) |
| <input type="checkbox"/> Post-Practicum | | |

Date CCS-R was reviewed with Counselor or Trainee:

Counselor's or Trainee's Name (print):

Counselor's or Trainee's Signature

Supervisor's Name (print):

Supervisor's Signature

* Note: If the supervising instructor / clinical supervisor is **concerned** about the counselor's or trainee's progress in demonstrating the appropriate counseling competencies, he or she should have another appropriately trained supervisor observe the counselor's or trainee's work with clients to provide additional feedback to the counselor or trainee.

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Supervisor Information

First Name: Last Name: Title:

Email:

Phone Number:

What concentration do you supervise students within?

- ☐ Addiction Counseling
- ☐ Clinical Mental Health Counseling
- ☐ School Counseling

What is your Master's Degree in?

How many years have you practiced as a Professional Counselor post Master's Degree?

What training do you have on Counseling Supervision?

Please provide information regarding your professional license, certifications, and any qualifications.

Use the "+" in the upper right-hand corner to add additional items.

<u>License/Certificates</u>	<u>State</u>	<u>Number</u>	<u>Expiration</u>
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Have you received relevant training in counseling supervision (training that includes an understanding of models and theories of counseling supervision, ethical issues relevant to counseling supervision, and multicultural issues relevant to counseling supervision)?

- ☐ Yes ☐ No*

* If no, on-site supervisors will be contacted by the Internship Director and relevant counseling supervision training will be provided and completion required.

Supervisor Signature Date



Site Supervisor Feedback Survey

Please complete based on your experience as a Practicum and/or Internship Site Supervisor.

What semester(s) did you supervise a student from the University of Mary?

What year did you supervise a student from the University of Mary?

The student I supervised was completing the:

☐ Practicum Experience

☐ Internship Experience

I received a copy of the Practicum & Internship Manual.

☐ Yes

☐ No

Please share your recommendations for future editions of the Practicum & Internship Manual:

I participated in an introductory meeting with the Instructor of Record and the Practicum/Internship Student either in person or virtually.

☐ Yes

☐ No

☐ Other:

Please share your recommendations for the introductory meeting.:

The Instructor of Record was available to answer my questions and consult regarding student progress, concerns, etc.

☐ Yes

☐ No

☐ Other:

The Instructor of Record checked in with me concerning the development of the Practicum/Internship student throughout the experience.

☐ Yes

☐ No

☐ Other:

I found the Counseling Practicum Evaluation and/or Counseling Internship Evaluation to be helpful in evaluating the student related to counseling skills, knowledge, and professional dispositions.

☐ Yes

☐ No

☐ Other:

Please share recommendations for futures editions or the Counseling Practicum Evaluation and/or Counseling Internship Evaluation.

Thinking about the Graduate Counseling Program as a whole, what recommendations do you have to improve the program?

Supervisor Signature: Date