



UNIVERSITY *of* MARY

Graduate Counseling

Internship Manual 2025-2026

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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” (2024).

The practicum and internship experience, as described in the 2024 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 Internship Student Assurance Form.

This manual is subject to change.

University of Mary
Graduate Counseling Program Contact Information

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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 responsible for administering and overseeing 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, and face-to-face crisis counseling and advocacy are direct hours examples. 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 or practicum experience the school counseling student completes in an elementary school setting. An elementary rotation is a requirement of a school counseling placement (practicum or internship) and for the North Dakota school counselor credential.

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 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 site supervisors are completing the students' progress evaluations. Internship Directors also provide training to site supervisors.

Internship Student: A student enrolled in an internship course.

Program Director: A faculty member of the University of Mary Graduate Counseling Program Faculty responsible for coordinating the Graduate Counseling Program. The Program Director is responsible for assisting the Program Chair in administering the Graduate Counseling Program.

Secondary Placement: An internship or 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 placement (practicum or internship) and for the North Dakota school counselor credential.

Site: An 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, with at least two years' experience fully licensed, who directly supervises the student throughout the internship experience. For clinical mental health internships, the site supervisor **must** have full licensure as LPC, LPCC, LPCC-S, or equivalent; they may also be LCSW, LMFT, and/or PhD-level Psychologist.

Hour Log Definitions

Intake Interview (Direct): 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, such as a biopsychosocial assessment, and their presenting problem.

Individual Adult Counseling (Direct): One-to-one counseling between a counselor and a client/student at least 18 years of age; and co-led sessions between the student and another appropriately licensed clinician (student must be actively engaged in session either through verbal interaction or non-verbal attending skills)

Individual Child/Adolescent Counseling (Direct): One-to-one counseling between a counselor and a client/student under 18 years old; and co-led sessions between the student and another appropriately licensed clinician (student must be actively engaged in session either through verbal interaction or non-verbal attending skills)

Group Counseling (Direct): 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. Groups may be co-led with another appropriately licensed clinician.

Couples Counseling (Direct): The counseling of dyadic pairs about dynamics within their relationship; and co-led sessions between the student and another appropriately licensed clinician (student must be actively engaged in session either through verbal interaction or non-verbal attending skills)

Family Counseling (Direct): The treatment of a family as the client through **several** theoretical approaches. In most family treatments, the family is seen together; and co-led sessions between the student and another appropriately licensed clinician (student must be actively engaged in session either through verbal interaction or non-verbal attending skills)

Telephone/Telemedicine Counseling (Direct): Any type of psychological service performed over the telephone or other HIPAA-compliant, technology assisted programs. These sessions can be individual, group, couples, or family counseling.

Classroom/Large Group Lesson (Direct): 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 (Direct): A voluntary relationship between a professional helper and an individual or group that needs help. In such a relationship, the consultant helps define and resolve a problem of the client/student. Consultant relationships are described as triadic and are content based, goal directed, and process oriented.

Assessment (Direct): 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 (Direct): 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 (Indirect): 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 (Indirect): 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 (Indirect): 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 (Indirect): A coordinated set of professional activities focused on client/student needs. Activities revolve around cost-effective treatment and quality deliverance of services.

Support Services (Indirect): Completion of office related tasks that assists in the function of the office.

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

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

Workshop (Indirect): 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.)

(Hours on this page are all Indirect)

Seminars: Attendance at a seminar. Usually, a gathering of people to discuss a stated topic through interactive sessions where the participants engage in discussions led by one or two presenters who 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 conferences. Training sessions are usually an event that provides educational value to attendees. Conferences are usually larger events that do not require individual engagement of the attendees. (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.

Telephone Calls: Answering calls for your agency and other administrative calls

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

2024 CACREP Standards

The University of Mary Graduate Counseling Program is built from the Council for Accreditation of Counseling & Related Education Programs (CACREP) 2024 Standards. The standards specifically related to the Internship experience are listed below. Please review the standards and be familiar with each one.

Section 4: Professional Practice

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. Experiences at site placements provide opportunities for students to counsel diverse clients.

Entry-Level Professional Practice

- A. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.
- C. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship.
- D. 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.
- E. 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.

Internship

- F. After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.
- G. Internship students complete a minimum of 240 hours of direct service with actual clients.
- H. Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:
 - 1. a counselor education program faculty member, or
 - 2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
 - 3. a fieldwork 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. Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:
 1. a counselor education program faculty member or
 2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

Requirements for Internship

Background Checks

As part of the acceptance into Internship in the Graduate Counseling Program, students are required to complete a National Background Check and an applicable state Child Abuse/Neglect Background Inquiry (completed through the University of Mary). Students will not be allowed to begin their internship until the Graduate Counseling Program has received the results of both background checks. Unless deemed necessary, students will complete background checks once during their program. The background checks used as entry into practicum will be used for internships as well (unless required to complete again by Internship Director or other university or internship placement official).

The Graduate Counseling Program will consider the National 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 the practicum and internship placements. These records will be maintained in the student's site placement record in Lumivero Experiential Learning Cloud should the practicum or internship site require copies of the background checks. The student is responsible for immediately reporting 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 may 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 an internship placement. Renewal is required if liability insurance expires during a placement (as a best practice, students must have liability coverage for their entire placement before starting internship). 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.

Other Requirements by Site

In addition to the requirements for the University of Mary, some sites have other requirements that must be completed prior to finalizing placement and accruing hours. Some of these requirements may require additional fees that are the responsibility of the

student. These include but are not limited to: Official and unofficial transcripts, additional state-specific or agency-specific background checks, fingerprinting, drug and alcohol testing, vaccinations, additional trainings such as QMHP (Qualified Mental Health Professional) and CPR.

Supervision

Internship students must receive at least one (1) hour of individual or triadic, on-site supervision during COU 691 School Counseling Internship and COU 695 Clinical Mental Health Counseling Internship courses each week. The Graduate Counseling Program requires that site supervisors provide live supervision or supervision through video or audio recordings, with appropriate approvals from clients/students or guardians. 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 does not have a qualified on-site supervisor, they are responsible for finding a qualified off-site supervisor with whom to meet weekly for at least one (1) hour. The Internship Director and the internship site must approve of the off-site supervisor.

Additionally, internship students are expected to receive at minimum 1.5 hours of weekly group supervision during 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 actively engage in both individual and group supervision. If a student misses or is more than 10 minutes late for either individual/triadic or group supervision, the student will have to repeat the accrued hours of that week (Monday-Sunday).

Site Placement Approval

Students should work with the Internship Director to approve their site placement. To be approved, the site must (at a minimum) meet the following criteria:

- Allow the internship student to engage in and complete counseling services
- Provide a confidential space for the internship student to meet with clients/students
- Be in good ethical and legal standing in the community and with the University
- Allow the internship student to be placed at the site over the duration of their placement experience
- Site has a site supervisor, or will accommodate a site supervisor, that meets the requirements of the University.
- Will allow the site supervisor to provide written and oral feedback to the internship student

Internship

General Information

The counseling internship is the capstone experience of the Graduate Counseling Program. Applications and interviews for internships typically occur during the semester students are enrolled in practicum (COU 590); typically, students will not register for an internship course (COU 691 or 695) or begin their internship experience until the last two semesters of their program of study.

The expectation is for the Internship to be completed in two semesters. Students must plan accordingly for timely completion of hours. In the event a third semester is needed, the student must communicate with the Internship Director and submit a Special Request Form. Counseling faculty evaluate forms and needs, but approval is not guaranteed. For any student that is approved to complete internship across three semesters, it is required that the student complete a minimum of 200 hours per semester to ensure timely completion.

Any student that does not finish hours in the six credits allowed must enroll and pay for additional continuing education credits until hours are complete; this may also impact the plan of study for graduation. Continuing education credits are not eligible for financial aid.

Any student that receives approval for summer internship, which divides Internship into three, two-credit semesters, or has to enroll in continuing education credits in order to finish hours, must complete the required case conceptualization assignment for every class as this is the core assignment.

Internship Prerequisites

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

- COU 538 Pre-Practicum (beginning with the 2025 cohort)
- COU 590 Practicum
- COU 638 Counseling Skills (including 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 need to complete extra hours if the minimum expectations are not 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. A rule of thumb is planning to complete 300 hours per semester for two total semesters.

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 per setting. Partial requirement of the elementary or secondary requirement may have been met in practicum, although the hours do not count towards the overall 600 internship hours. For North Dakota school counseling credentialing, *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 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. Students can contact prospective internship sites or supervisors with the approval of 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. 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.

Students should do their research on sites to which they are reaching out in order to prepare. Be as familiar as possible with demographics served, needs of the community, theoretical orientations of counselors on staff, and for community mental health agencies and private practices, the types of services offered, client populations served, and hours of operation. This type of advance preparation shows potential supervisors about your ability to prepare and ‘sell yourself’ for internship placement. Even if your theoretical orientations do not align, what can you potentially learn from the placement?

Internships are a 20-30hr/week commitment, which typically occurs during regular work hours (8:00AM-5:00PM). Some placements may offer evening or weekend hours, but this is at the discretion of the site, and not managed by the university. 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 workplace is a suitable internship site need to consult with the Internship

Director to obtain approval prior to pursuing placement there. The Graduate Counseling Program Faculty will consider individual requests.

The Internship Director and other faculty will share information regarding deadlines and placements as it becomes available, but it is the students' responsibility to keep track of announcements, information, and due dates.

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.

The Internship Director also reserves the right to determine if a site supervisor is suitable for placement and supervision.

If a student wants to complete the internship out of sequence related to their cohort's Program of Study, which includes more than three semesters, they must consult with both their advisor and the Internship Director. 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. The internship experience should 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 meets supervisor requirements.

Forms Required Prior to Placement: Pre-Application Materials due April 1 for Summer Start; August 1 for Fall Start; and December 1 for Spring Start

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 Lumivero Experiential Learning Cloud.

Internship Placement Survey: Students will share their specific ideas for Internship sites and supervisors with the Internship Director via the Internship Placement Survey. This form must be completed within Lumivero Experiential Learning Cloud.

Proof of Current Liability Insurance: Students must upload proof of current liability insurance into Lumivero Experiential Learning Cloud with an expiration date at least

through the end of the first semester, at a minimum, and ideally, for the full internship placement.

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. The form is completed in Lumivero Experiential Learning Cloud and signed by the Internship Student, Site Supervisor, Instructor of Record, and Internship Director.

Initial Site Visits

The internship student is required to schedule an initial meeting with the Instructor of Record and the Site Supervisor at the beginning of the placement. The student must coordinate and schedule this meeting within the first two weeks of the semester.

Required Documentation During Internship Experience

Time Logs: Students must complete weekly hour logs within Lumivero Experiential Learning Cloud. 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 is completed, 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. Ongoing late submission of timesheets is not acceptable and may lead to remediation.

Documentation of Group Counseling Experience: This will be included as direct hours on your timesheet but must also be submitted under the "Group Led or Co-Led" form in Lumivero Experiential Learning Cloud.

Live Supervision Forms: The site supervisor will work with the intern to complete a minimum of two live supervision sessions per semester and submit the provided form to the instructor of record.

Form Required at the End of an Academic Semester

Midpoint 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 must schedule a meeting with the Instructor of Record and the Site Supervisor to review the completed evaluation.

Counselor Competencies Scale-Revised (CCS-R): In addition to the midpoint evaluation, 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.

Forms Required After the Completion of the Internship Experience

Final 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 their hours' completion. The internship student must schedule a meeting with the Instructor of Record and the Site Supervisor to review the completed evaluation.

Counselor Competencies Scale-Revised (CCS-R): In addition to the final evaluation, 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.

Group Leading or Co-Leading Experience: Students will provide an example of a time that they led or co-led a group during their internship experience.

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.

Site Supervisor Feedback Survey: At the end of the internship experience (or placement), the internship student will send the survey to their Site Supervisor via Lumivero Experiential Learning Cloud.

Pass/Fail Recommendations

The Instructor of Record assigns a grade based on demonstrated competencies and professionalism in the classroom 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 course is eight continuing education hours and the student attends all eight hours, they could count eight hours of professional development within indirect hours.

Internship Student Responsibilities and Expectations

The student is accountable for their individual internship experience. It is strongly recommended that students view their internship placements as a priority and schedule necessary work and other activities around their 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.

Internship experiences give students the skills to be professional counselors and 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.

Internship Student Expectations:

- Dress and conduct self as a professional counseling internship student.
- Identify 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 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.
- 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).
- Register for COU 691 or COU 695 and complete required documentation before accumulating any internship hours.
- Communicate with Site Supervisor about the academic schedule (start date, breaks, end date) and course attendance requirements.
- Submit proof of professional student liability insurance in Lumivero Experiential Learning Cloud prior to accumulating any internship hours

- Submit National Background Check and appropriate state Child Abuse and Neglect Background Inquiry to the University of Mary Graduate Counseling Program within Lumivero Experiential Learning Cloud.
- 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.
- Send CCS-R site supervisor evaluation and Counseling Internship Evaluation site supervisor evaluation to the Site Supervisor for completion within Lumivero Experiential Learning Cloud 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 after the internship experience.

Termination

Anytime a student leaves an 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 per the ACA Code of Ethics (2014).

Site Supervisor Information

Site Supervisor Requirements

- Complete the University of Mary Counseling Site Supervisor Contract sent from the Internship Director
- 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 (i.e. MA in social work or PhD in psychology) 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.
- Willingness 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 Lumivero Experiential Learning Cloud for Internship experience documentation.

- Serve as an approved third-party service provider per FERPA resulting in the ability to discuss the relevant educational records of the Practicum/Internship 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 regularly by observing counseling skills, discussing progress, and providing constructive feedback.
- Complete evaluations of the student's performance, which take 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 at least 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 Lumivero Experiential Learning Cloud.
- 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 Internship Student can be open about challenges they face.
- Internship: Complete the Site Supervisor Contract verifying appropriate licensure and verify stipend amount that may be presented to the site supervisor or internship site.
- Complete Site Supervisor Feedback Survey about the supervisory experience.

University of Mary Graduate Counseling Faculty Responsibilities

Instructor of Record Responsibilities

- Provide at least 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 Internship Manual to the Site Supervisor, and any additional forms.
- Verify access to Lumivero Experiential Learning Cloud.
- 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 students.
- Verify appropriate documentation in Lumivero Experiential Learning Cloud.
- 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.
- Ensure all current site supervisors have relevant training in counseling supervision.
- Provide copies of completed National 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 students.
- Oversee practicum and internship documentation and verify submission in Lumivero Experiential Learning Cloud
- Consult with the Instructor of Record related to questions and concerns related to practicum and internship.

Unsatisfactory Student Performance

By accepting the supervision responsibility, the 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 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 internship hours if they are allowed to maintain enrollment in practicum or internship and the counseling program.

The 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 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 student is unable to secure a secondary placement due to any reason, despite their best efforts and collaboration with the Internship Director, 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 internship evaluation, the student may be required to complete additional 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 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 engages in repeated and ongoing patterns of failing to submit time logs and other documentation in a timely manner.
- 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 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 placements change requests, students must consult with their Internship Director. 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 student's removal from the placement is deemed appropriate, the Site Supervisor will evaluate the student's performance. 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 must 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 and/or placement.

Grievance Process

If the student is dissatisfied with their 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

The following forms will all be completed in Lumivero Experiential Learning Cloud. Since we are continuously reviewing the clarity and effectiveness of the forms, these forms may be subject to change. Any changes in forms that occur during the internship experience will be shared with students and site supervisors.

Forms are subject to change.

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 National 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:

Internship Student Placement Survey

Student Name:

Student ID:

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?

Please identify the internship placement(s) you would like to obtain. Each student must complete a minimum of 600 hours of internship experience. (Note: School counseling concentration is required to accrue 150 hours at the elementary level and 150 hours at the secondary level throughout practicum and/or internship.)

I plan to pursue the selected counseling concentration(s) during my enrollment in internship:

☐ Clinical Mental Health Counseling

☐ School Counseling

Requested location of placement:

Site name (include physical address):

Site Supervisor name (first and last) and credentials:

Site Supervisor email:

Site Supervisor phone number:

Please state a little bit about yourself and your placement/population requests. (Specific requests cannot be guaranteed)

The following are confirmed for my internship placement:

☐ Site Supervisor (not site)

☐ Site (not site supervisor)

☐ Both site and site supervisor

☐ Neither site nor site supervisor

Assistance needed in securing placement:

Internship Agreement



University of Mary Graduate Counseling Program Internship Agreement

Internship Student Name:

Student ID:

Phone Number:

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 Clinical Mental Health Internship Director:

Olivia Wedel odwedel@umary.edu 817-721-9570

University of Mary Graduate Counseling Program School Counseling Internship Director:

Amy Geinert algeinert@umary.edu 701-213-0114

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.
- Identify 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 National 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 National 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 Name:

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

Midterm Evaluation

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

portion of their internship experience.

☐ 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:

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

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)

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

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

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 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 look
<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 reflect 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)	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"/> Not Observed.	<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)	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, 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.H Confrontation Counselor challenges clients to recognize & evaluate inconsistencies.	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 degrading 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
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)	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

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 maintain focus in counsel such as counseling move 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 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 be respectful & compassionate with client 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, IAMFC, 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).	<input type="checkbox"/> Not Observed	<input type="checkbox"/> 5 Completes all required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion.	<input type="checkbox"/> 4 Completes all required record keeping, documentation, and tasks in a competent & timely fashion.	<input type="checkbox"/> 3 Completes all required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	<input type="checkbox"/> 2 Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	<input type="checkbox"/> 1 Failure to complete paperwork &/or tasks by specified deadlines.
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.	<input type="checkbox"/> Not Observed	<input type="checkbox"/> 5 Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	<input type="checkbox"/> 4 Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	<input type="checkbox"/> 3 Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	<input type="checkbox"/> 2 Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	<input type="checkbox"/> 1 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	49
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.	<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5 Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.	<input type="checkbox"/> 4 Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	<input type="checkbox"/> 3 Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	<input type="checkbox"/> 2 Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	<input type="checkbox"/> 1 Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high level 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.	<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5 Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	<input type="checkbox"/> 4 Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	<input type="checkbox"/> 3 Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	<input type="checkbox"/> 2 Demonstrates limited engagement in promoting his or her professional and personal growth & development.	<input type="checkbox"/> 1 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; 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 appropriate 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