



# UNIVERSITY *of* MARY

---

## *Graduate Counseling*

### **Practicum Manual for Students and Site Supervisor Guide 2025-2026**

## **General Information**

The University of Mary Graduate Counseling Program Practicum Manual delineates the structure and standards for the practicum course and placements. 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 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 practicum, students 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 being familiar with and adhering to the policies and procedures outlined in this manual. Upon reading the manual, students will complete the Practicum Student Assurance Form.

***This manual is subject to change.***

## University of Mary Graduate Counseling Program Contact Information

University of Mary  
Liffrig Family School of Education and Behavioral Sciences  
7500 University Dr., Bismarck, ND 58504

**Rod Jonas, PhD**

*Dean*

701.355.8097

[rjonas@umary.edu](mailto:rjonas@umary.edu)

**Christina Jurekovic, PhD, LPC, NCSC**

*Graduate Counseling Chair*

719.323.8909

[cjurekovic@umary.edu](mailto:cjurekovic@umary.edu)

**Jenise Wilson, PhD, LPCC-S, NCC**

*Assistant Professor*

701.355.3702

[jdwilson@umary.edu](mailto:jdwilson@umary.edu)

**Olivia Wedel, PhD, LPC-S, NCC, PMH-C**

*Assistant Professor & Director of*

*Clinical Mental Health Counseling Internship*

817.721.9570

[Odwedel@umary.edu](mailto:Odwedel@umary.edu)

**Dr. James Link, LP**

*Catholic Studies Chair*

701.355.8059

[jplink@umary.edu](mailto:jplink@umary.edu)

**Brenda Tufte, PhD**

*Associate Dean*

701.355.8318

[bmtufte@umary.edu](mailto:bmtufte@umary.edu)

**Lisa Holter, PhD, LPCC-S, NCC, ACS**

*Clinical Mental Health Program Director*

701.355.5177

[lmholter@umary.edu](mailto:lmholter@umary.edu)

**Franchesca Garza-Fraire, PhD, LPC-S,  
NCSC, NCC**

*School Counseling Program Director*

701.355.3795

[fmfraire@umary.edu](mailto:fmfraire@umary.edu)

**Amy Geinert, PhD, CSC-ND**

*School Counseling Internship Director*

701.213.0114

[algeinert@umary.edu](mailto:algeinert@umary.edu)

**Doug Cook, PhD**

*COU Faculty*

614.203.0972

[drcook@umary.edu](mailto:drcook@umary.edu)

## 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 examples of direct hours. Direct hours may be accumulated if the student is providing services. School Counselors may count hours working directly with individual students, students and their families, and group work with students in the classroom or therapeutic group.

**Elementary Placement:** A practicum experience that 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 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.

**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.

**Practicum Student:** A student enrolled in a practicum 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:** A practicum experience that the school counseling student completes in a secondary school setting. This placement can be in a middle school and/or a high school setting.

A secondary rotation is a requirement of a school counseling placement (practicum) and for the North Dakota school counselor credential.

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

**Site Supervisor:** A licensed or credentialed professional counselor who directly supervises the practicum student throughout the practicum experience.

## 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 and their presenting problem. Intake interviews may be done over the phone, virtually, or in person.

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

**Individual Child/Adolescent Counseling (Direct):** One-to-one counseling between a counselor and a client/student under 18 years old.

**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.

**Couples Counseling (Direct):** The counseling of dyadic pairs about dynamics within their relationship.

**Family Counseling (Direct):** The treatment of a family as the client through **several** theoretical approaches. In most family treatments, the family is seen together.

**Telephone/Telemedicine Counseling (Direct):** Any type of psychological service performed over the telephone or other technology assisted programs. This 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 for the client/student. Consultant relationships are described as triadic and 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 practicum student are focused on the development and processing of the Practicum 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 practicum students (maximum) are focused on the development and processing of the Practicum 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 practicum students maximum are focused on the development and processing of the Practicum experience.)

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

**Support Services (Indirect):** Completion of office related tasks that assist in the function of the office; including but not limited to answering telephones, assisting with collateral contacts, scheduling, and assisting with billing.

**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 focusing on techniques and skills in a particular profession. (Requires approval by site supervisor and instructor of record prior to attendance to count toward hours).

**Seminars (Indirect):** 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 toward hours).

**Training Sessions or Conferences (Indirect):** 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 toward hours).

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

**Reviewing Session Tapes (Indirect):** Review of pre-recorded sessions of the practicum student for supervisory purposes.

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

**Group Materials (Indirect):** Preparation of materials or sessions for group counseling.

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

**Evaluating and Interpreting Assessments (Indirect):** 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 (Indirect):** 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 (Indirect):** The writing of documentation that shows how well a client is progressing on a treatment plan.

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

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



## **CACREP Standards**

The University of Mary Graduate Counseling Program's is built from the Council for Accreditation of Counseling & Related Education Programs (CACREP) 2024 Standards. The standards specifically related to the Practicum experience are listed below.

### **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. Fieldwork experiences will 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.

#### **Pre-Practicum**

Prior to enrolling in the practicum course, students are required to enroll in and pass COU 538: Pre-Practicum. This course offers the opportunity for students to develop and demonstrate basic counseling skills and dispositions and prepare to meet practicum requirements.

#### **Practicum**

- A. Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the institution's academic calendar.
- B. Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.
- C. Throughout the duration of the practicum, 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 core or affiliate 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.
- D. Throughout the duration of the practicum, 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 Practicum**

### **Background Checks**

As part of the acceptance into Practicum 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 practicum until the Graduate Counseling Program has received the results of both background checks. The Graduate Counseling Program will consider the National Background check current if they are less than one year old when the student begins their Practicum. Applicable state Child Abuse/Neglect Background Inquiries will be completed before starting the practicum placement. These records will be maintained in the student's site placement record in Lumivero Experiential Learning Cloud should the practicum 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 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 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 requirements or university graduation requirements and may be asked to exit the counseling program.

Upon receipt of the CAN inquiry results, students are required to upload the documents into Lumivero Experiential Learning Cloud for final review and approval by the Internship Director (Dr. Geinert for School Counseling and Dr. Wedel for Clinical Mental Health Counseling).

### **Liability Insurance**

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

### **Supervision**

Practicum students are expected to receive at least one (1) hour of individual or triadic, on-site supervision during COU 590 Counseling Practicum 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 practicum site must approve the site supervisor.

Additionally, practicum students are expected to receive at minimum 1.5 hours of weekly group supervision during COU 590 Counseling Practicum by the Instructor of Record or designee.

Students are expected to actively engage in both individual and group supervision. If a student does not attend supervision or is more than 10 minutes late to either individual/triadic or group supervision, the student will have to repeat the accrued hours of that week (Monday-Sunday).

**\*\*Instructors and site supervisors are not required to offer any makeup supervision.**

### **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 practicum student to complete counseling services
- Provide a confidential space for the practicum student to meet with clients/students
- Be in good ethical and legal standing in the community and with the University
- Allow the practicum student to be placed at the site over the duration of their field experience
- The 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 practicum student

## **Pre-Practicum**

### **General Information**

Pre-Practicum is a course that offers both on-campus and online (asynchronous) preparation for practicum. Students will engage in basic counseling skills practice and practicum preparation exercises. Special focus will be placed on learning and practicing basic counseling skills and developing counseling dispositions during their on-campus experience.

Students must successfully complete the COU 538 Pre-Practicum course (including on-campus lab) prior to enrolling in practicum. Additionally, students must successfully pass their qualifying conference prior to being approved for practicum.

## **Practicum**

### **General Information**

Practicum serves as an introduction to the counseling experience, and students should have opportunities to fully immerse themselves in counseling activities related to their degree track (School or Clinical Mental Health). COU 590 Counseling Practicum is completed prior to Residency (part of COU 638) and internship experiences. Students should consult with their program of study to determine the semester they will enroll in practicum.

### **Practicum Prerequisites**

To be eligible to begin practicum, the student must gain approval from the Graduate Counseling Program Faculty during their qualifying conference. The practicum student must be enrolled in COU 590 Counseling Practicum, before beginning the practicum placement and accruing hours. The practicum student may start their practicum experience on the first day of the semester of COU 590 enrollment, according to the University of Mary's academic calendar, if the appropriate forms and documentation have been submitted. Students enrolling in the program starting in 2025 and beyond are required to complete Pre-Practicum, including the onsite lab on the main campus in Bismarck, and must successfully complete this course in order to enroll in Practicum.

### **Practicum Hours**

Students must complete at least 100 hours of practicum experience in an Internship Director-approved counseling setting (Clinical Mental Health and School). Students must complete at least 40 hours (of the required 100 hours) of direct service with actual clients/students. The hours may be completed in one or two settings as approved by the Internship Director. When possible, students are encouraged to complete all hours of practicum at a single site to gain a richer understanding of how an agency or school operates. Students may need to complete over 100 hours to obtain 40 hours of direct service. Students are required to spread out their experiences over at least 8 weeks; however, the Graduate Counseling Program Faculty strongly encourages students to spread out their practicum experience across the 15-week semester to benefit from ongoing supervision and sharing of their experiences in the semester-long COU 590 Counseling Practicum course.

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

### **Procedure for Practicum Placement**

Obtaining a practicum placement is a collaborative process between the Internship Director and the student. Students can contact prospective practicum sites or supervisors with the approval of the Internship Director. The Internship Director must approve the practicum site and reserves the right to determine the suitability of the site. The practicum placement is intended to expose students to new counseling experiences; therefore, the student's regular place of employment may not be considered a suitable practicum site. Students who believe their workplace is a suitable practicum site must consult with the Internship Director for approval before pursuing placement there. The Graduate Counseling Program Faculty will consider individual requests. Students who do not adhere to the above procedure or fail to communicate with the Internship Director are not guaranteed a practicum placement.

Students should research available options for sites in their respective areas through attending community events, agency and hospital 'lunch and learn' events, career fairs, and resource fairs. Students should have a resume prepared and do their research on the organization before reaching out. Some organizations will list Practicum options in their 'Employment' or 'Careers' section on their websites. It is also a good idea, if possible, to join your local counseling chapter or state division of ACA as a student member as this can provide unique information and potential opportunities.

### **Forms Required Prior to Placement: Pre-Application Materials (In Lumivero Experiential Learning Cloud); **deadline for Spring Practicum placement is December 1.****

***Practicum Student Assurance Form:*** Upon reading this manual, students must sign that they have read, understand, and adhere to the policies in the manual. This form must be completed within Lumivero Experiential Learning Cloud as directed in COU 538. (Sample of the form is in this manual)

***Practicum Placement Survey:*** Students will share their specific requests for Practicum sites and supervisors with the Internship Director via the Practicum Placement Survey. This form must be completed in the semester prior to enrolling in practicum.

***Proof of Liability Insurance:*** The student must submit proof of liability coverage for the duration of the semester in Lumivero Experiential Learning Cloud for approval.

***Proof of Background Check & CAN Inquiry:*** Results of the background check and CAN Inquiry must be uploaded to Lumivero Experiential Learning Cloud. The Internship

Director will upload National Background Check results. Individual students must upload their CAN Inquiry Results.

**Site Supervisor Contract:** The Internship Director for each concentration will coordinate completion of the Site Supervisor Contract in Experiential Learning Cloud.

**Deadlines for forms to enroll in Practicum:**

**December 1 (annually):** Failure to submit pre-application materials in Lumivero Experiential Learning Cloud by this deadline will result in being unable to enroll in Practicum and may change your program of study.

**Other Requirements:**

- Students must use their UMary email at all times when in communication with their Instructor, Site Supervisor, and Internship Director.
- Students should check their UMary email at least once daily and respond to correspondence in a timely manner
- Students must check with their site to see if any additional items are needed; these include, but are not limited to, copies of transcripts, proof of drug and alcohol testing, vaccine records, additional background checks, and additional training that is required prior to placement. Some of these items may incur costs at the expense of the student outside of tuition and course fees.

**Form Required Prior to Hour Accrual:**

**Practicum Agreement:** The Site Supervisor, Practicum Student, Instructor of Record, and Internship Director must sign this form before the beginning of the practicum placement. The practicum student must schedule an initial meeting with the Instructor of Record and the Site Supervisor at the start of the practicum placement. The form is completed in Lumivero Experiential Learning Cloud and signed by the Practicum Student, Site Supervisor, Instructor of Record, and Internship Director. (Sample of the form is located at the end of the manual)

**Required Documentation During Practicum Experience:**

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

**Hour Logs:** Students must complete weekly hour logs within Lumivero Experiential Learning Cloud. The logs must be reviewed and signed by the practicum student, site supervisor, and instructor of record. Hour logs are due by the Wednesday after the week is completed, offering time for review and signing. Hour logs submitted after the due date will receive a 10%-point deduction per late day. If hour logs are submitted more than a

week after the due date, the hours may not be accepted, and hours accrued during the week (Monday-Sunday) may need to be repeated. If a pattern of late submission exists, hours will cease to count.

### **Forms Required Prior to Completion of the Practicum Experience**

***Counseling Practicum Evaluation:*** Students will have a final practicum evaluation meeting with the Site Supervisor and Instructor of Record to review the student's progress during their practicum experience at their hours' completion. The practicum student must schedule a meeting with the Instructor of Record and the Site Supervisor to review the completed evaluation. The benchmark for completion of the Practicum experience is a minimum of three (3) in all areas. (Sample of the form is located at the end of the manual)

***Pass/Fail Recommendations:*** The Instructor of Record and Site Supervisor will collaborate to determine if the practicum student has met the minimum requirements to pass. If the practicum student has not met the minimum requirements to pass, the Instructor of Record, Site Supervisor, and Internship Director will determine if the practicum student will be allowed to complete additional hours, an attempt to remedy deficiencies, or if the practicum will be terminated.

***Counselor Competencies Scale-Revised (CCS-R):*** At the end of the semester, the practicum student and site supervisor will complete the CCS-R on the student's skill development and professional competencies. The Graduate Counseling Program utilizes the CCS-R during the Pre-Practicum, Practicum, Skills/Residency, and Internship experiences to track growth and development throughout the program. The CCS-R is a normed and valid scale that offers a variety of behaviors to be evaluated by the Site Supervisor. It should be noted that not all these behaviors may be observed during the Practicum experience.

(Sample of the form is located at the end of the manual)

***Student Site Evaluation:*** At the conclusion of the practicum experience, the practicum student is required to complete the Student Site Evaluation to provide feedback to the graduate counseling program, regarding the quality of the site and supervision provided.

(Sample of the form is located at the end of the manual)

***Site Supervisor Feedback Survey:*** At the conclusion of the practicum experience (or placement), the practicum student will send the Site Supervisor Feedback survey to their Site Supervisor via Lumivero Experiential Learning Cloud. (Sample of the form is located at the end of the manual)

### **Ethics of Discharge and Avoiding Client Abandonment – Premature Departure from Site:**

If, for any reason outside of an immediate emergency, the student decides to withdraw from Practicum prior to completing the hours, the student must notify both their site supervisor and the Instructor of Record, at least two weeks in advance. The student must work with the site supervisor to handle transfer and coordination of care for clients as is required by the ACA and ASCA Codes of Ethics.



## Practicum Student Responsibilities and Expectations

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

The student is responsible for observing the same work schedule as the site supervisor and adhering to their site-specific schedule. The site supervisor may require a set schedule for consistency of care and other collaboration and consultation opportunities. Students are required to notify their on-site supervisor in advance if they will be tardy or absent. Placements may be terminated in the event of repeated unexcused or excused absences.

Practicum 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.

### Practicum Student Requirements:

- Dress and conduct self as a professional counseling practicum student
- Familiarize oneself with the ACA, ASCA, and AMHCA Codes of Ethics
- Identify oneself as a Counseling Trainee.
- Become familiar with and follow site-specific policies and procedures.
- Follow the policies and procedures of the University of Mary Graduate Counseling Program, as outlined in the Student Handbook and the Practicum 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 one (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 cannot count hours for the week (Sunday – Saturday).
- Complete weekly hour logs, which are reviewed and signed by the Site Supervisor, and submitted to the Instructor of Record, according to the syllabus.
- Practicum: Keep weekly journals about the practicum experience (following and respecting HIPAA, FERPA, and confidentiality) and submit to the Instructor of Record according to the course syllabus.
- Receive and actively engage in a minimum of 1.5 hours of weekly group supervision from the Instructor of Record (or designee). Students are required to attend group supervision weekly for the duration of the 15-week semester. If a student misses or is more than 10 minutes late to a weekly group supervision meeting with their Instructor of Record or designee, the student cannot count the hours for the week (Sunday-Saturday).
- Engage in Practicum experience for at least eight weeks to develop professional counseling skills, knowledge, and dispositions.
- Register for COU 590 before accumulating any practicum hours.

- Communicate with Site Supervisor about the Academic Schedule (start date, break, end date) and course attendance requirements.
- Submit proof of professional student liability insurance prior to accumulating any practicum or hours within Lumivero Experiential Learning Cloud.
- 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 all additional tasks or trainings assigned by the site supervisor and/or the site supervisor's organization
- Submit any additional forms and paperwork required by the site and/or the site supervisor (ex. Transcripts, vaccine records, etc.).
- Complete the self-evaluation portion of the Counseling Practicum Evaluation.
- Complete Counselor Competencies Scale—Revised (CCS-R) self-evaluation.
- Send CCS-R site supervisor evaluation and Counseling Practicum Evaluation site supervisor evaluation to the Site Supervisor for completion within Lumivero Experiential Learning Cloud.
- Initiate scheduling the initial and final meetings of the Practicum experience with the Site Supervisor and Instructor of Record.
- Complete the Student Site Evaluation after the practicum experience.

### **Termination**

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

## **Site Supervisor Information**

### **Site Supervisor Requirements**

- Strong interest in professional mentorship and investment in student learning
- Ability to schedule weekly site supervision and willingness to complete live supervision
- 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 fully licensed practitioner). Specifically, site supervisors must possess a state license or state certification (if licensure is not available) in the concentration they are supervising.
- Site supervisors must be fully licensed/credentialed and cannot be under supervision while offering Practicum supervision
- Site supervisor must be willing to provide feedback to the Graduate Counseling program through completion of Site Supervisor Feedback Survey.

### **Site Supervisor Responsibilities**

- Complete and return the Site Supervisor Contract to the Internship Director
- Sign and date all forms prior to the student beginning hours accrual
- 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 video or audio recordings are not available, the supervisor will offer live supervision to the student. Site supervisors are required to complete two (2) live supervision feedback forms throughout the practicum experience.
- 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 Practicum 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 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 the site supervisor portion of the Counseling Practicum Evaluation.
- Complete Counselor Competencies Scale—Revised (CCS-R) site supervisor evaluation.
- Involve the student in a range of staff related meetings and activities including in-service training, staff meetings, inter-agency conferences, and related community functions.
- Provide direct individual or triadic supervision for 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 Practicum student can be open about challenges encountered
- 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 Practicum Manual to the Site Supervisor, and any additional forms.
- Verify access to Lumivero Experiential Learning Cloud.
- Meet with the Practicum Student and Site Supervisor for a final evaluation of the student's performance at the conclusion of the practicum experience.
- Provide ample opportunity for meeting and consultation by contacting each site supervisor for a check-in monthly, or more if requested by Site Supervisor.
- Be reasonably available to meet with students one-on-one to address questions, concerns, and provide supervision as requested by 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 sites.
- Provide initial training for supervisors at all placements
- 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 documentation and verify submission in Lumivero Experiential Learning Cloud.
- Consult with the Instructor of Record related to questions and concerns related to practicum.

## Unsatisfactory Student Performance

By accepting the supervision responsibility, the practicum site agrees to promptly contact the Instructor of Record to report unsatisfactory progress so that appropriate remediation or resolution of the situation can occur.

Unsatisfactory performance rarely refers to a singular or isolated event. A supervisor will usually develop an awareness of an observable pattern of sub-par performance over time. Sub-par performance should be brought to the student's attention as soon as it is identified. The practicum site should notify the Instructor of Record as soon as an observable pattern of sub-par performance is identified.

The Site Supervisor, Instructor of Record, and student will then confer to discuss the unsatisfactory aspects of performance and jointly develop a plan for improvement. If the student does not sufficiently improve within the time frame specified for remediation, they may be removed from the site and a grade commensurate with the performance will be recorded. Students who do not obtain a passing recommendation on their evaluation will be required to repeat those practicum hours if they are allowed to maintain enrollment in practicum or internship and the counseling program.

The practicum 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 practicum site and/or the counseling program may enforce the following measures:

*Probation:* A student may be placed on probation by the practicum or 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 site due to performance, medical, or academic reasons. When this action is required, a decision will be made by the practicum site regarding reinstatement requirements.

*Dismissal:* A student may be dismissed from the practicum 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 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 site. If the Internship Director is unable to secure a secondary placement due to any reason, despite their best efforts and in collaboration with the student, the student will be unable to meet

counseling program requirements for a licensable degree and may be asked to exit or be considered for an alternative graduate degree that will not lead to a professional license.

### **Additional Hours**

When a student does not meet a benchmark in each evaluation area of their practicum evaluation, the student may be required to complete additional practicum 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 between the student, the Internship Director, and the Chair to determine the appropriateness of the student's continued enrollment in the counseling program.

### **Unethical, Illegal, or Unsatisfactory Performance of Counseling Services**

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

- The student fails to follow the American Counseling Association (ACA) ethical code or the ethical code of their concentration and/or legal statutes governing the provision of counseling in the state of practice.
- The student fails to follow the rules and/or meet the expectations of a counselor working in the placement setting.
- The student has their own mental health issues (including substance abuse) that prevent them from providing competent counseling services.
- The student fails to demonstrate appropriate application of counseling skills, jeopardizing client safety and/or progress in services.
- The student fails to engage in supervision, is resistant to supervision, or fails to follow supervisory feedback.
- The student demonstrates an inability to maintain appropriate boundaries between personal and professional roles and issues.
- The student fails to complete practicum 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 538 and COU 590)
- 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 practicum 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 in areas of scheduling consistent hours, receiving supervision, etc., the student may request a change of placement. For all placement 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.

It is not permissible to change sites simply due to disliking the placement. Students are encouraged to be adaptable and flexible when faced with adversity, which aligns with the Professional Dispositions, and maintain open lines of communication with their site supervisor and Instructor of Record.

Note that the student is not guaranteed another placement during that semester or for any future semester. 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 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 practicum 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 the 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 their 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















# University of Mary Graduate Counseling Program

## Counseling Practicum Evaluation

Name of Practicum Student: {document.staff}

Site Supervisor:

Site:

Level (SC Only):

☐ Elementary

☐ Middle School

☐ High School

Instructor of Record:

Date:

**Rating scale:**

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

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

Competency	29	Student Self-Eval.					
Practicum student presents self in a professional manner through appropriate communication and respect		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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

Areas of strength:

3)

Areas for continued growth:

1)

2)

3)

\_\_\_\_\_  
Practicum Student Signature    Date

\_\_\_\_\_  
Site Supervisor Signature    Date

\_\_\_\_\_  
Instructor of Record Signature    Date

\_\_\_\_\_  
Internship Director Signature    Date







# University of Mary Graduate Counseling Program

## 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





























## **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>
-----------------------------	--------------	---------------	-------------------

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