



**PROFESSIONAL COUNSELING: CLINICAL
AND SCHOOL
FIELD EXPERIENCES HANDBOOK**

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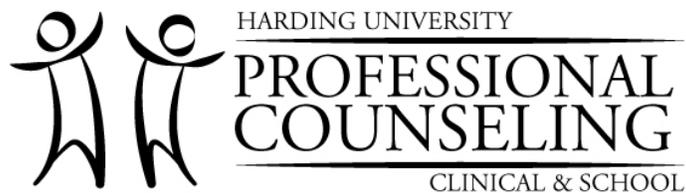


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Section 1: Checklist for Preparing for Practicum and Internship in Counseling

Be sure you complete all of the following steps:

- _____ 1. Obtain the Counseling Field Experiences Handbook.
- _____ 2. Fill out the Master's Candidates in Counseling Internship Reservation Form on the Prac/Intern Student page of our web site (www.harding.edu/gradcounseling) **at least 1 month** before beginning each internship.
- _____ 3. Thoroughly read this handbook.
- _____ 4. **Identify approximately THREE (3) potential field experience sites. If there is a site of interest not in the immediate area, give the contact information to the Field Experiences Coordinator who will initiate the approval process.**
- _____ 5. Complete the Self -Inventory Form on the Prac/Intern Student page of our web site (www.harding.edu/gradcounseling) at least one month prior to the beginning of the semester.
- _____ 6. Make an appointment and complete an interview with an on-site supervisor and have the Supervisor complete the **Site Supervisor Qualification Form** on the Supervisor page of our web site (www.harding.edu/gradcounseling) by the first day of class. (See Field Site Guidelines for Counselor Interns and Practicum Students in this handbook.)
- _____ 7. Once a site has been chosen, obtain preliminary confirmation of site placement and on-site supervisor from Clinical Coordinator.
- _____ 8. Attend the practicum/internship orientation.

Section 2: Application Guidelines for Counseling Practicum and Internships

Counselor graduate students should carefully read and follow the guidelines described herein. Failure to follow these guidelines may result in delays in enrolling for practicum/internship and/or a less than satisfactory internship experience.

Preparation Steps Procedures for preparing for Practicum (611) and Internship (613):

- A. Obtain a copy of this handbook. Familiarize yourself with the information in the handbook.
- B. Fill out Limitations of **Supervision Statement of Understanding** (Form A) and **Statement of Professionalism** (Form B) on the Prac/Intern Student page of our web site (www.harding.edu/gradcounseling). These must be filled out at least one month before you start practicum or internship.
- C. Fill out the appropriate **Candidates in Counseling Practicum/Internship Reservation Form** (Form 3A, 3B, 3C, and 4) on the Prac/Intern Student page of our web site (www.harding.edu/gradcounseling) at least one month prior to the beginning of your practicum or internship.
- D. Consult the **Practicum and Internship Field Site Directory** which contains information on approved practicum/internship sites.
- E. If the site and/or the potential supervisor in which you are interested are not listed in the **Practicum and Internship Field Site Directory**, contact the instructor, or Field Experiences Director, **Marc Fager at 501-279-5864**.
- E. Complete the **Self Inventory for Practicum/Internship** (Form 5) on the Prac/Intern Student page of our web site (www.harding.edu/gradcounseling) at least one month prior to the beginning of your practicum or internship semester.
- F. Must complete the **Practicum/Internship Orientation** online prior to your enrollment in practicum and internship.
- G. Registration: Students should register for COUN 611, Practicum in Counseling, for the first field experience. After successful completion of COUN 611, students should register for COUN 613, Counseling Internship. Students must complete a total of 6 semester hours in COUN 613, usually divided into 3 or 6 hour courses across 1 or 2 semesters.
- H. After choosing a practicum site, the **Supervisor Qualification Form** (Form 6) must be filled out online by the supervisor and sent to and approved by the Field Experiences Coordinator.
- I. Once the site and supervisor are approved practicum students must complete the **Practicum/Internship Agreement** (Form 8) with their site supervisor. When complete and approved you may begin logging hours to complete your practicum/internship.
- J. For further information on practicum/internship, please contact Dr. Marc Fager at **501-279-5864** or by email at mafager@harding.edu

Preparation Steps For Advanced Internship (787):

1. Obtain a copy of this handbook. Familiarize yourself with the information in the handbook.
2. Fill out Limitations of **Supervision Statement of Understanding** (Form A) and **Statement of Professionalism** (Form B) on the Advanced Internship Student page of our web site (www.harding.edu/gradcounseling). These must be filled out at least one month before you start advanced internship.
3. You will need to identify a **Clinical Track** or a **School Counseling Track**.
4. Fill out the appropriate **Advanced Internship Reservation Form** (Form 3A, 3B, 3C, and 4) on the Advanced Internship Student page of our web site (www.harding.edu/gradcounseling) at least one month prior to the beginning of your advanced internship.
5. You will need to get your site approved by your faculty supervisor.
6. Must complete the **Practicum/Internship/Advanced Internship Orientation** online prior to your enrollment in practicum and internship.
7. Ed.S. Students should register for COUN 787 only after completion of the Master's Degree, or after the completion of 611/613 and only with the consent of the Field Experience Coordinator or Program Chair.
8. After choosing a site, the **Supervisor Qualification Form** (Form 6) must be filled out online by the supervisor and sent to and approved by the Field Experiences Coordinator.
9. Once the site and supervisor are approved practicum students must complete the **Advanced Internship Agreement** (Form 8) with their site supervisor. This form should be uploaded to Canvas. When completed and approved you may begin logging hours to complete your advanced internship.
10. For further information on practicum/internship, please contact Dr. Marc Fager at **501-279-5864** or by email at mafager@harding.edu

Section 3: Guidelines for Obtaining a Field Site

Obtaining a field site is a joint responsibility of the faculty and the student. Counseling faculty will assist prospective counseling interns in obtaining potential practicum/internship sites. However, it is the students' responsibility to research possibilities for a potential practicum/internship. The student is responsible for contacting the university faculty for guidance as needed. Students may request the faculty in charge of practicum/internship placement to make a follow-up contact for obtaining a field site. If the student has been unable to obtain a field site after several interviews, he or she should contact the faculty for further assistance.

Specific guidelines for prospective counselor interns and practicum students trying to obtain a field site are listed below:

- A. Identify about three sites where you wish to interview for a field site placement.

To be eligible to be a site supervisor, the supervisor must be a Licensed Professional Counselor (LPC), a certified school counselor, or have a Masters in a related field. The supervisor must have a minimum of **two years** of professional experience. The supervisor must be available to supervise the intern a minimum of one hour/week. If the site is an approved site, the student may then schedule an interview at the site.

Additionally, the Supervisor Qualification Form (Form 6) must be completed on our web site by the supervisor. A copy of this form is found in section 5 of this handbook.

B. Interviews

Make interview appointments with the appropriate contact persons in the field sites you selected in step A. General instructions for the interview follow:

- (1) Be prepared to talk about your preparation for participation in the internship. For example, take a list of courses that you have already completed or are in the process of completing. Describe any counseling or related experiences you have had. It is advisable to prepare a resume listing your academic preparation as well as other pertinent information about yourself. **Remember that this is a professional interview;** you want to present yourself accordingly.
 - (2) Before attending the interview, please read and become familiar with all of the information in this handbook. Please note that when you visit with the field site supervisor, you should let the supervisor know that you need to be able to participate (under supervision) in a variety of counseling (individual, group, family) and inter-related experiences (staffing, in-service, workshops, intakes, interviews, assessments, etc.) as appropriate to our training and the site's needs. Internship (613) requires that you spend 50 hours for each semester hour at the site each semester (please note that these hours must be accumulated evenly throughout the semester and therefore cannot be obtained in 1-2 months). **From the total of 600 hours for internship (COUN 613), a total of 240 hours must be obtained in direct counseling with clients.** The remaining 360 hours may be obtained in indirect counseling or direct counseling. **From the total of 200 hours for practicum (COUN 611) 80 hours must be obtained in direct counseling with the clients.** The remaining 120 hours may be obtained in indirect counseling or direct counseling. Both practicum and internship require that in addition to class work/class supervision at the university, you must have a minimum of one hour of regularly scheduled supervision with your site supervisor each week. **For Advanced Internship (COUN 787) you will need to log 50 hours of service per 1 credit hour of class. That will be 20 hours of direct services and 30 hours of indirect services.**
- C. You may receive and tentatively accept an internship appointment at the time of one of your interviews or the field site interviewer may give you a specific time when he or she will get back to you. Otherwise, you should wait about a week to hear from the site(s), then give them a call and ask about their decision.
- D. After you have received oral confirmation from the contact person at the field site, you should give this information to your university supervisor. The university supervisor will then contact the field site contact person and make arrangements for a formal, written confirmation of your field site placement. Be sure that you know from the field site contact person(s) when you expect to begin your internship.

- E. If you have questions, concerns, or difficulties during the above process be sure to contact your assigned university instructor or supervisor.
- F. During the practicum/internship at your field site, your field site supervisor has supervisory and administrative responsibility for field site activities. Your University faculty instructor will stay in phone contact with your field site supervisor as necessary and desirable. The faculty instructor will not generally visit your site during your internship, unless this is necessary or desirable, or unless the field site supervisor or you request a visit. At midterm and at the end of the semester, the field site supervisor will complete an evaluation form (Form 9) on your practicum/internship activities. You will also evaluate your own work, the supervisor's work, the instructor, and the site (Form 10).
- G. If special problems or concerns (counseling, supervisory, interpersonal, etc.) should arise during your field site practicum/internship experience, you should inform your faculty instructor immediately. The university instructor is responsible to work with you and your on-site supervisor to properly handle any special problems or concerns.
- H. At the beginning of your internship semester, the faculty instructor will give you more specific guidelines about the extent to which you are expected to discuss field site issues during on-campus group and individual supervision sessions.

Section 4: Supervision Guidelines for Field Site Supervisors

Introduction

These guidelines are designed for field site supervisors who agree to provide supervision to counseling students in the graduate counseling program at Harding University. The guidelines briefly describe the training/educational objectives of the practicum and internship and the roles and responsibilities of field site supervisors in helping the counselor trainees achieve these objectives.

Site Supervisor Orientation

The site supervisor will go to www.harding.edu/gradcounseling/supervisors and read through the Student Handbook and the Field Experiences Handbook. They will also submit their Supervisor Evaluation Form on this page as well. After reading through the expectations of students, site supervisors, university faculty, they will read through supervision ratios, forms, and timelines. They will then complete the Acknowledgment of Site Supervisor Responsibilities & Orientation (Form 7) and submit that online.

1. Introduction to Harding Professional Counseling Program: Clinical and School
2. Presentation and review of developmental models of supervision for practicum and internship site supervisors
3. Distribution of Field Placement Experiences Handbook
4. Review of expectations of students, site supervisors, and university faculty
5. Review of forms, timelines, and supervision ratios
6. Question and answer period

General Structure of Practicum/Internship

Harding University's Professional Counselor Program requires all candidates for the master's degree in counseling to complete a supervised counseling practicum and internship experience. At the master's level the requirement is a supervised 9 hour sequence of practicum and internship. The first semester begins with a 200-hour practicum (COUN 611) in which practicum students are expected to gain initial experiential familiarity with counseling and guidance responsibilities, primarily by way of observation and counseling practice, guided learning of site practices and procedures, and guided participation in site activities. The second and possibly third semester, which constitutes the internship (COUN 613), requires 600 hours of supervised counseling/guidance and related responsibilities with clients. An intern can enroll for 3-6 hours in internship to meet the required 9 hours course credit and 800 hours of supervised counseling/guidance and related activities which make up the practicum /internship experience.

In summary, a minimum of 200 hours is required for practicum, and a minimum of 600 hours is required for internship for completion of the Masters in Counseling. Internship may be taken over of two semesters.

Minimum Counseling Supervisory Requirements

1. Practicum students must have direct counseling experiences with clientele three or four hours per week, for a total of **80 direct hours and 120 indirect** hours during the practicum experience. (Note: Approximately the first month of the practicum student's first semester is an initial field experience during which time the student is participating primarily by way of observation. Thereafter, the student should be given supervised responsibility for counseling activities.)
2. Internship students must have direct counseling/guidance or related experience with clientele on a weekly basis, for a total of **240 direct hours and 360 indirect** hours during the internship. The total should be at least **600 hours** that semester.
3. The Advanced Internship students must accumulate a total of **100 hours** of counseling experience for every *1 hour of credit*. A minimum of **40 hours of direct** service work with clients and a minimum of **60 hours** of indirect hours are required.

The direct hours may include:

- a) guidance curriculum (e.g., classroom guidance activities, group activities),
- b) responsive services (e.g. individual counseling, small group counseling, crisis counseling, consultation, referral), and
- c) individual planning (e.g., individual appraisal, individual advisement, placement)
- d) Individual and Group Counseling/Therapy

Of the remaining hours, time spent in activities that are directly beneficial to a client or group of clients you are serving and/or part of the expected daily routine of the practicum/internship site(s) are suitable to count toward these remaining hours. Time spent in travel, on lunch, or time spent in other classes (other than practicum and internship) are examples of hours that **do not count**. If you have any questions as to what hours are suitable please contact your instructor as soon as possible to ensure hours are counted properly. Please exercise good judgment in what you choose to count, as final judgment will rest with the instructor.

4. All interns and practicum students must have the opportunity to provide on-going counseling or counseling related services with at least 2-3 clients over at least several sessions. Interns should not be restricted to only intake interviews but should have the opportunity to engage in the full range of service activities that the field site offers to clients.
5. Beyond these minimums, the intern should be given as much opportunity as possible for substantial counseling and counseling related activities.
6. All practicum and internship students must receive an average of at least one hour per week of individual supervision from a qualified supervisor. (**See roles and responsibilities in this section 4**)

Goal and Objectives of the Supervised Field Practice in Counseling

In addition to supplementing and enriching classroom experiences, the supervised field experience is a method of training characterized by "doing." These experiences introduce and engage the counselor trainee in activities and judgments fundamental to counselors' regular professional responsibilities.

Goal

The goal of the practicum/internship is to provide the student a transitional counseling experience by engaging in a practical, day-to-day work scheduled under the close supervision of a competent counselor who can assist the student in refining professional skills, according to their level of development, while still working in a learning situation. For practicum and internship students, this goal is understood in terms of entry-level professional competencies. A very significant factor in the success or failure of an intern's field experience is the quality of supervision. Sensitivity to the professional needs and the particular personality of the trainee is recommended to create and foster an atmosphere facilitating professional growth. The field experience emphasizes the importance of:

- 1) working with actual cases in a variety of environments to provide better understanding of services and professional conduct; and
- 2) training that remains educational in purpose, but is, by school/school district or institutional standards, productive.

Thus, through the joint efforts of the Harding University faculty, the counselor trainee, and the school/school district/institution supervisor, the trainee is supported in becoming a knowledgeable, skilled and disciplined counselor.

Objectives

The type of professional skill refinement the faculty hopes to observe in the trainee is suggested in the following objectives.

The intern/practicum student will demonstrate, in accord with his or her level as a master's student:

1. Counseling orientation and task competencies in accord with masters program level
2. Essential professional identity and ethical code competencies
3. Interviewing and counseling (theory and practice) competencies in accord with master level program
4. Assessment and appraisal skills in accord with master's level and program concentration
5. Essential vocational evaluation and adjustment competencies (school counseling interns and others in accord with programmatic concentration)
6. Essential case management competencies including knowledge of available reference and resources
7. Consultation and coordination and psycho-educational competencies according to the nature of the intern's program emphasis and field site placement

Roles and Responsibilities

Field site supervisors are responsible for having knowledge of the goals and philosophies of the counseling profession and being supportive of these in their interaction with the counselor trainee.

Since each student varies in personal and educational readiness, the site supervisor should clarify counseling, consultation, and coordination responsibilities and expectations with the counselor trainee. The site supervisor must provide the student a minimum of one hour/week individual supervision. The content and process of the supervision is determined on an individual basis between the student and the supervisor. University supervision will also be provided on a group basis during the bi-weekly seminar meetings and at times individually for practicum students.

The University recommends that the overall sequence of supervised field experiences be divided into three major phases: (1) orientation, (2) observation, and (3) participation. For master's practicum students, in particular, (that is, those in their **first** semester of field experience), activities should begin with orientation and observation. For interns (those in their second or third semester of field experience), the bulk of experiences should be in the participation category. These categories of experiences no doubt will overlap.

The following activities, listed according to phase, are **suggestions** for the field site supervisor in planning the student's program. The school/institution of each specific field setting and the past experience and knowledge of the supervisor may alter the procedures.

A. Orientation

1. Physical Facilities (Tour of physical plant)
 - a. Counseling, clinical, guidance facilities
 - b. Files: charts, case folders, records, etc.
 - c. Supply room: supplies, equipment, forms, etc.
 - d. Reference/material: library, manuals, technical dictionaries, occupational information, assessment/testing materials, etc.
2. Site Features and Services
 - a. History of school/clinic/institution
 - b. Support or income structure
 - c. Overview of placement site
 - d. Administrative organization
 - e. Acceptance or admission policy
 - f. Referral sources
 - g. Client/Student population
 - h. Reporting and statistical procedures
 - i. Policy regarding confidentiality
3. Site Routines and Office Regulations
 - a. Hours of work
 - b. Lunch times
 - c. Breaks
 - d. Holidays
 - e. Use of the telephone
 - f. Use of equipment and clerical personnel
 - g. Travel expenses

- h. Signing in and out
 - i. School or agency report schedules and their significance in school administration
4. Staff (Introduction to)
 - a. Managerial
 - b. Professional
 - c. Clerical
 - d. Personal interviews with administrator and department heads
 5. Clients

On-site supervisors may select several typical cases, current or closed, for study or analysis, as illustrations of school/institution function, clients served, and the counselor role.

B. Observation

1. Interviewing
 - a. Intake or screening interviews
 - b. Counseling/therapy interviews
 - c. Interviewing involving clients differing as to disability, background, etc.
2. Procedures Involved in Assessment and Appraisal
 - a. Psychological
 - c. Educational
 - d. Career Development
 - e. Social
3. Within school or clinic Case Conferences
4. Staff Meetings
 - a. Administrative
 - b. In-service training
5. Medical, Psychiatric, Psychological, Educational, and Social Work Consultations
6. Case Recording (Forms 11, 12, 13, & 14) and Recordkeeping (Forms 15 & 16)
7. Counselor "Field" Rounds (Provision of services)
 - a. Classroom visits
 - b. Community and school resources
 - c. State employment services
 - d. Rehabilitation centers
 - f. Workshops, etc.
8. Coordination and consultation activities as these are appropriate to the intern's program emphasis and the nature of the school/institution.

C. Participation

1. With Clients
 - a. Developmental guidance lessons and large group guidance activities

- b. Interview: screening, intake, counseling and planning
 - c. Counseling: individual, group, and/or family
 - d. Assessment and appraisal
 - e. Follow-up
2. With Other Placement Site Personnel
- a. Individual consultation with other professional personnel
 - b. Staff/administrative meeting
 - c. Counselor meeting
 - d. Coordination activities
3. Criteria for Client Case Selection
- a. It is the faculty's belief that cases of maladjustment and mild dysfunctions are best for practicum students. Cases that are typically representative of those served in the school are appropriate for interns.
 - b. It might be best to choose cases with a minimal number of reality limitations (e.g., limited time available for appointments, resistance to come on the part of the client) so that students can accrue experience on a consistent basis.
 - c. A balance of new and old cases could give the counselor trainee experience with the various stages of counseling.
 - d. The cases selected need to have some prospect for change or movement so that the trainee experiences some degree of success.
 - e. It would be best if the nature of the problem is such that the trainee and client can work through to the solution and develop a plan of action.
 - f. As the trainee gains self confidence and skill, increasingly complex cases can be assigned.
 - g. The cases selected might best be those that the on-site supervisor can use for instructive purposes.
 - h. The selection of cases is best based on whether they challenge, but do not overwhelm, the professional development of the counselor trainee.

D. Counselor Trainee's Role

Trainees should arrange their work schedule to conform to school/school district/clinic requirements, precedence being given only to attendance at University classes in which they are enrolled. The school or institution regarding dress, time of arrival, and departure, confidentiality of information, holiday and "coffee break" time, notification in case of illness, etc., should be followed.

Trainees are expected to engage in all of the activities normally engaged in by the school's or institution's staff and counselors at a level commensurate with their experience and responsibility. Although school/institution/clinic personnel would retain ultimate responsibility for case disposition, interns should be encouraged to exercise independent judgment as often as possible.

E. Site Supervisor's Role

It has been found that supervised field experience is most effective for the counselor trainee and the school/institution if a qualified and interested staff counselor/supervisor is appointed to oversee the trainee's work and provide general guidance. Only a person in the setting can really understand the problems encountered and can evaluate the trainee's work on the basis of practical experience. For example, a supervisor would be beneficial to the trainee in

helping to explore general reactions to the various roles a counselor is asked to assume and to follow school/school district policies and procedures, in discussing present and new cases, and in adjusting to developments in the field. To this end, it has been found that interns work best if a regular weekly schedule is set each week for supervisor-trainee consultation and if the supervisor is available to the trainee at other times for less formal assistance. The supervisor--as a representative and advocate for the site and the counseling profession --can help the trainee find a series of experiences that would be instructive to the role as counselor. The supervisor can use the trainee's performance in these activities as an objective basis from which to evaluate the trainee at the end of the semester.

F. University Role

In addition to the practicum/intern student's field site, the student also spends time in individual supervision with the university supervisor and in-group supervision during class sessions. However, the University delegates supervisory and administrative responsibility for field site activities to the field site supervisor. The University faculty instructor for the practicum/internship will stay in phone contact with the field site supervisor as necessary and desirable. The faculty instructor will not generally visit the field site during the internship, unless this is necessary or desirable, or the field site supervisor or intern requests a visit. At the end of the semester, the field site supervisor will be asked to complete an evaluation form on internship activities. (Copies of this form are given to field site supervisor at the beginning and end of the semester.)

The University provides regular individual and group supervisory sessions at which the counselor trainees are expected to present and discuss cases accompanied by tape-recorded interviews. If possible, the school/school district/institution or clinic is asked to authorize, with written client permission, the taping of field site counseling sessions for occasional on campus supervision. The site supervisors of the trainees are welcome to attend the on campus group supervisory meetings, especially when their interns/practicum students are presenting cases for discussion. While course guidelines may vary depending on the faculty member teaching the course (or section of the course), the overall objectives are basically the same for all sections of practicum/internship.

G. Special Problems

If special problems or concerns (counseling/clinical, supervisory, interpersonal, etc.) should arise during the practicum/internship, the site supervisor should contact the University internship faculty instructor immediately, depending on the nature of the problem. It is the responsibility of the University faculty instructor to work with the site supervisor and the intern to resolve any special problems or concerns.

H. Conclusion

The practicum/internship experience is considered a vital part of the academic programs in counseling at Harding University. It offers the opportunity to put theory into practice and serves as a catalyst for personal and professional growth necessary for entry into the counseling profession.

The University is very grateful for the professional service that site supervisors provide counselor interns in this critical phase of their professional education and training.

Section 5: Summary of Field Site Requirements for Prospective Interns/Practicum Students

Prospective practicum students/counselor interns may use this summary as a quick information guide in their interview with a field site contact person. This summary represents only an excerpt of all requirements and guidelines, which students should be sure to read thoroughly.

Preferably, interns will work in one site for both semesters of their internship. This enables them to eventually work as a regular staff member and develop ongoing client contact. The specific requirements are as follows:

1. After adequate orientation and training, students should be involved in the full range of activities and services offered by the site. The University recognizes that the service will vary depending on the philosophy and goals of the site and the clients served; typically these services include:
 - a. Individual counseling
 - b. Group/Family counseling
 - c. Career development
 - d. Appraisal and assessment
 - e. Information dissemination
 - f. Staff meetings
 - g. In-service training
 - h. Consulting
 - i. Referral
 - j. Program development and evaluation
 - k. Maintaining records
2. During the semester the student is enrolled in practicum, students must spend at least 200 hours in practicum experiences. This includes time spent at the site (11-12 hours per week) and time spent in university individual supervision sessions.
3. During the one or two semesters the student is enrolled in internship, students must spend a minimum of 600 hours at the internship. This includes time spent at the site (29-31 hours per week) and time spent in the classroom seminar and supervision sessions. Interns are also expected to see a minimum of eight clients per week at the field placement. During enrollment in a 6-semester hour internship in which a minimum of 600 hours are required, 240 hours must be in direct counseling with the remaining 360 in indirect counseling. The student must counsel at least 3-4 clients as ongoing clients.
4. During each semester the student is enrolled in advanced internship, students must complete 50 hours at the internship site(s) per credit hour enrolled, (20 direct and 30 indirect).
5. If clinic/school/school district policy permits, with the client's written permission, students should audio or video record their field site counseling sessions. These may be used for supervision at the university and should be helpful for the on-site supervisor. Clients' anonymity is guaranteed. A "Consent to Record" form should be included in the client's file at the internship.
6. All students must receive a minimum of one hour per week of individual supervision from their site supervisor. The site supervisor must have at least a master's degree in counseling,

or a related field such as psychology or social work or, an appropriate license or certification, and at least two years of professional supervision experience.

7. The on-site supervisor is asked to complete an evaluation form for the student usually in the middle and at the end of each semester.
8. The student is asked to complete an evaluation form on the field supervisor at the end of each term.
9. The on campus faculty member or assistant teaching the course will stay in phone contact with the field site supervisor as necessary and desirable. The faculty member may visit the site during the semester to discuss the student's progress and consider any problems that may arise.
10. Students will maintain a log that outlines all practicum and internship activities. (See Section 9, Practicum or Internship Student Record.) The site supervisor will review and sign the log during the semester to verify that the logs are accurate.
11. In addition to the on-site activities, students meet as specified in class on campus under the direction of university faculty where cases are discussed and tapes are reviewed. Practicum students also receive individual supervision from the university faculty
12. Specific requirements are outlined each semester in the course syllabus.

Section 6: Forms for Practicum, Internship, and Advanced Internship

PRACTICUM & INTERNSHIP FORMS:

Limitations of Supervision Statement of Understanding Form

Statement of Professionalism Form

Practicum/Internship Reservation Form

Preferred Site Form

Self-Inventory for Practicum/Internship

Harding University Professional Counseling: Clinical and

School Supervisor Qualification

Acknowledgment of Site Supervisor Responsibilities and

Orientation Form

Practicum/Internship Supervision Agreement Form

Evaluation of Trainee Skills (School and Clinical Mental

Health)

Site Supervisor Evaluation Form

Permission to Record Form

Recorded Session Self-Critique Form

Evaluation and Rubric for Recorded Sessions

Confidentiality Statement

Authorization for the Release of Information

Case Presentation Form

Time Logs (Clinical and School)

**Limitations of Supervision Statement of Understanding
(Form 1)**

ACA Code of Ethics, 2005

F.8.b. Impairment

Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services. In addition, they seek appropriate professional services for themselves to remediate the problems that are interfering with their ability to provide services to others.

F.9.b. Limitations

Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance. Counselor educators

1. Assist students in securing remedial assistance when needed.
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. Ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with fair process according to institutional policies and procedures.

In recognition that counselors have an ethical responsibility to manage their personal lives in a healthful fashion and to seek appropriate assistance for personal problems or conflicts, I affirm that I have read and understand the above stated supervision limitations. In the event my admission to COUN 611 or 613 or 787 is granted, I accept and understand that I am subject to the above supervision limitations, Harding University's Code of Conduct and the current ACA Code of Ethics while enrolled in COUN 611, 613 and 787. My signature also confirms that I have met requirements listed in this document as pre-requisites to practicum or Internship and that I have received a copy of the Counseling Field Experiences Handbook.

Signature of applicant: _____ Date: _____

THIS MUST BE ON FILE BEFORE YOU BEGIN PRACTICUM OR INTERNSHIP.

**Statement of Professionalism
(Form 2)**

Practicum/Internship Syllabus

Objectives, Section K

It is the responsibility of the student to maintain professionalism at all times throughout the semester. This includes demonstrating professional and ethical behavior while in class and while on site. Your faculty supervisor will be contacting your site supervisor throughout the semester to assess your professionalism on site. The student also recognizes that his or her grade will reflect the ability or inability to maintain professionalism while in class and on site throughout the semester.

Practicum/Internship Syllabus

Objective, Section F

ACA Code of Ethics, 2005

A.1.b.Records

It is the responsibility of the student to demonstrate the ability to appropriately prepare clinical documentation throughout the semester. This includes but is not limited to all clinical documentation at your site and completing all assignments and turning them in on time to your faculty supervisor. The student also recognizes that his or her grade will reflect the ability or inability to complete all paperwork in the time constraints identified by the faculty supervisor.

It is the responsibility of the student to secure and maintain a placement for the semester. The student will enlist the help of the faculty supervisor when he or she is not able to find a site in an appropriate amount of time.

My signature also confirms that I have read and understood the Counseling Field Experiences Syllabus, the Counseling Field Experiences Handbook, and this Statement of Professionalism, and that I have received a copy of the Counseling Field Experiences Syllabus and the Counseling Field Experiences Handbook.

Signature of applicant: _____ Date: _____

**THIS MUST BE ON FILE BEFORE YOU BEGIN PRACTICUM OR
INTERNSHIP.**

**COUN 611
PRACTICUM
Reservation Form/Form 3A**

All Master's candidates in Counseling must complete and submit this form at least one semester before enrolling in COUN 611.

Name _____

Phone (H) _____ (W) _____ (Cell) _____

Address _____

E-mail _____ H# _____

I plan to enroll in COUN 611 (Term/Year): _____

The following courses passed with a minimum grade of B are minimum prerequisites to COUN 611. Please indicate the semester each course was taken and your grade:

<u>Course</u>	<u>Semester</u>	<u>Grade</u>
COUN 601 Counseling Theories <i>or</i>	_____	_____
COUN 602 Counseling Techniques	_____	_____
COUN 610 Groups	_____	_____

Choose 9 hrs from the following:

COUN 603 Clinical Judgment	_____	_____
COUN 606 Assessment	_____	_____
COUN 607 Crisis Counseling	_____	_____
COUN 608 Adv. Human Growth Dev.	_____	_____
COUN 609 Professional School Coun	_____	_____
COUN 677 Law/Ethics	_____	_____

Please indicate when you completed or plan to complete the following (sem/yr):

COUN 600	DSM	_____
COUN 604	Professional Identity	_____
COUN 605	Career Counseling	_____
COUN 611	Practicum	_____
COUN 613	Internship	_____
COUN 645	Multicultural Counseling <i>and/or</i>	_____
<i>EDFD 645</i>	<i>Social/Cultural Issues or</i>	_____
<i>SWK 510</i>	<i>Human Diversity</i>	_____
EDL 649	Ethics (2hr. Bible)	_____
EDFD 652	Research	_____
COUN 656	Alt. and Experiential	_____
COUN 660	Prin. Rehab. Coun.	_____
COUN 661	Med./Func./Env. Disability	_____
COUN 749	Ethical Coun. Prof. (2hr. Bible)	_____
COUN 680	Coun. And Abnormal Psyc.	_____
COUN 684	Family and Relationship	_____

Please place an asterisk (*) next to courses you plan to take concurrently with COUN 611.

Please Note: All prerequisites must be completed prior to enrollment in practicum. **You cannot enroll in COUN 613 if you have earned a C or below, or if you have an Incomplete (I) in 611.**

COUN 613
INTERNSHIP
Reservation Form/Form 3B

All Master's candidates in Counseling must complete and submit this form at least one semester before enrolling in COUN 613. **Completing this application form does not insure a place in the class.** You must use this reservation form according to the guidelines in the **Field Experiences Handbook**.

Name _____

Phone (H) _____ (W) _____ (Cell) _____

Address _____

E-mail _____ H# _____

I plan to enroll in COUN 613 in (indicate the year): Spring 20__ Fall 20__

Please note there are prerequisite and co-requisite courses for COUN 613. **All** prerequisites/co-requisites must be completed prior to the semester in which you enroll in internship.

Please indicate the semester COUN 611 was taken.

COUN 611 - Practicum in Counseling (semester & grade) _____

List courses (if any) that you plan to take concurrently with COUN 613:

Other Requirements and before acceptance into the Practicum Semester:

◆ School Counselors may be asked to complete a Criminal Background Check with the State Police Department. (Sites other than schools may also ask for a criminal background check.)

**Preferred Site
Form 4**

Preferred Practicum or Internship Site	Names, Addresses, E-mail and Phone # of On-Site Supervisors
---	--

1. _____

Have you contacted this site? Yes ___ No ___

1. _____

2. _____

Have you contacted this site? Yes ___ No ___

2. _____

3. _____

Have you contacted this site? Yes ___ No ___

3. _____

4. _____

Have you contacted this site? Yes ___ No ___

4. _____

Please complete online
sample Form

Section 7: Self Inventory for Practicum/Internship Site Selection (Form 5)

1. My long term career goal is:

1. My area of special interest is:

3. The client who I would most like to work with is:

4. The client who I would least like to work with is:

5. I feel most qualified/skilled to work with:

6. I feel least qualified/skilled to work with:

7. An area of competence I would like to enhance or develop is:

8. My ideal site supervisor would have the following characteristics:

9. I feel most comfortable in a working environment with the following characteristics:

10. I have had the following professional or volunteer experience and/or course work related to counseling:

11. My personal areas of strength and weakness which should be considered in the site selection process include:

Strengths:

Areas for improvement:

12. My ideal counseling internship would be
a(n) _____ school/institution/clinic
performing _____ duties with _____
(type of population).

**HARDING UNIVERSITY
PROFESSIONAL COUNSELING: CLINICAL AND SCHOOL**

**SUPERVISOR QUALIFICATION FORM
(Form 6)**

Name:			
Title:			
Business Address			
Phone:		2 nd Phone:	
Fax:		Email:	
Scope or type of activities provided:			

Licenses:

License	State and/or Agency Awarding License	License Number	Date Awarded

Certifications:

Certification	State and/or Agency Awarding License	Certificate Number	Date Awarded

Degrees (most recent first):

Degree	College or University	Program of Study	Date Awarded

Work Experience(most recent first):

Title	Agency of Institution	Starting Date	Ending Date

Other Relevant Training:

Date: _____

Signature: _____

Please return form to:

Dr. Marc Fager, LPC-S
Field Experiences Director
Harding University
Professional Counseling: Clinical and School Program
Box 12254
Searcy, AR 72149

**ACKNOWLEDGEMENT OF SITE SUPERVISOR RESPONSIBILITIES &
ORIENTATION
(Form 7)**

I have thoroughly reviewed both the Student Handbook and The Field Experiences Handbook for Practicum, Internship, and Advanced Internship for the Harding University Professional Counseling Program.

I understand that Practicum students must log 200 hours, **80 of which must be direct counseling hours**. I understand that Internship students must log 600 hours, **240 of which must be direct hours**. I understand that Advanced Internship students must log 50 hours for per credit hour they take, **20 of which must be direct hours**.

I have read through the roles and responsibilities of a site supervisor and understand and agree that I must provide one hour of weekly direct supervisor with my practicum or internship student. I have also read through the expectations of students and faculty supervisors and acknowledge that I understand the roles and responsibilities of each member of this educational team.

I have reviewed all forms and acknowledge that I am qualified to supervisor the practicum or internship student.

I know that if I have any questions I am to contact Dr. Marc Fager at Harding University.

Site Supervisor

Date

**Harding University
Graduate Counseling
Practicum/Internship Supervision Agreement
(Form 8)**

The purpose of this document is to specify the terms of the agreement that will exist between the Graduate Counseling Program at Harding University and the Practicum/Internship student. The terms of the agreement will be subject to modification and/or amendment only if all parties are of one accord. The specific agreement will exist between, _____ On-Site Supervisor, _____ Program Faculty, and _____, Practicum/Internship student.

Responsibilities of the Practicum/Internship Student

The practicum student shall be responsible for:

1. Completing a minimum of required hours for practicum/internship as described above during **the semester you are enrolled.**
2. Receiving supervision and instruction in the programs and procedures of _____ maintaining an accurate record as required by the On-Site supervisor, _____, and the M.S. or Ed.S. in Counseling Program at Harding University.
3. A log will be maintained of time spent and all practicum activities which will be reviewed on a weekly basis and verified by the On Site Supervisor's signature;
4. A minimum of 4 digital recordings of counseling sessions will be completed by practicum students and 3 by internship students;
5. *On-site supervisor and student will add 4-6 site responsibilities here:*
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.

Responsibilities of the On-Site Supervisor

The On-Site supervisor will serve as consultant and supervisor for the student while the student is on-site. Regular weekly, face to face planning, evaluation or consultation sessions between the On-Site Supervisor and the student are recommended. Additionally, the On-Site Supervisor will be invited to participate in the Midterm and Final Evaluation of the student.

Responsibilities of the University Supervisor

The University Supervisor shall meet with the Practicum student/Intern weekly for the purpose of:

1. Critiquing and discussing the student's progress on a regular basis;
2. Evaluating and providing feedback of the recorded counseling sessions;
3. Being available to discuss the student's placement concerns;
4. Evaluating the student's progress and status of projects;
5. Discussing the timely concerns and issues of the students enrolled in the Practicum/Internship course;

In the unlikely event that a problematic situation occurs between the On-Site Supervisor and the student which is difficult to resolve, either the On-Site Supervisor or the student may contact the student's University Supervisors or Marc Fager (501) 279-5864; mafager@harding.edu Field Experience Director.

Practicum Student/Intern (date)

Site Supervisor (date)

University Faculty Supervisor (date)

**Evaluation of School Counselor Trainee Skills*
(Form 9a)**

Student _____

Semester _____ Site Supervisor _____

<p>1 = needs improvement 2 = adequate 3 = good 4 = student strength 5 = exceeds expectations</p>
--

Relationship/Attending Skills

- | | | | | | |
|--|---|---|---|---|---|
| 1. The school counselor demonstrates positive interpersonal relationships with students and parents/guardians. | 1 | 2 | 3 | 4 | 5 |
| 2. Is genuine and warm with client. | 1 | 2 | 3 | 4 | 5 |
| 4. Is respectful of, and validates the client. | 1 | 2 | 3 | 4 | 5 |
| 5. Is appropriate regarding the cultural context of the client. | 1 | 2 | 3 | 4 | 5 |
| 6. Is appropriate regarding the developmental context of the client. | 1 | 2 | 3 | 4 | 5 |
| 7. Demonstrates positive interpersonal relationships with students and parents/guardians | 1 | 2 | 3 | 4 | 5 |

Assessment Skills

- | | | | | | |
|--|---|---|---|---|---|
| 8. Demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information. | 1 | 2 | 3 | 4 | 5 |
| 9. Appreciates cultural and/or developmental issues that may affect assessment. | 1 | 2 | 3 | 4 | 5 |
| 10. Uses school data to makes decisions regarding student choice of classes and special programs. | 1 | 2 | 3 | 4 | 5 |
| 11. Monitors the progress of the students. | 1 | 2 | 3 | 4 | 5 |
| 12. Can assess one's own performance in counseling. | 1 | 2 | 3 | 4 | 5 |

Curriculum and Planning

- | | | | | | |
|--|---|---|---|---|---|
| 13. Teaches guidance units effectively. | 1 | 2 | 3 | 4 | 5 |
| 14. Develops materials and instructional strategies to meet student needs and school goals. | 1 | 2 | 3 | 4 | 5 |
| 15. Encourages staff involvement to ensure effective implementation of guidance curriculum. | 1 | 2 | 3 | 4 | 5 |
| 16. In collaboration with parents, helps students establish goals and develop planning skills. | 1 | 2 | 3 | 4 | 5 |
| 17. Is able to work effectively with multiple clients. | 1 | 2 | 3 | 4 | 5 |

Responsive Services

- | | | | | | |
|---|---|---|---|---|---|
| 18. Counsels individual students and groups of students with identified needs/concerns. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

19. Develops materials and instructional strategies to meet student needs and school goals.	1	2	3	4	5
20. Encourages staff involvement to ensure effective implementation of guidance curriculum.	1	2	3	4	5
21. In collaboration with parents, helps students establish goals and develop planning skills.	1	2	3	4	5
22. Can demonstrate an appropriate use of affective interventions.	1	2	3	4	5
23. Can demonstrate an appropriate use of cognitive interventions.	1	2	3	4	5
24. Can demonstrate an appropriate use of behavioral interventions.	1	2	3	4	5
25. Can demonstrate an appropriate use of systemic interventions.	1	2	3	4	5
26. Is able to work effectively with multiple clients.	1	2	3	4	5
Professional, Leadership, Advocacy Skills					
27. Demonstrates positive interpersonal relationships with educational staff.	1	2	3	4	5
28. Promotes academic success of every student.	1	2	3	4	5
29. Promotes equity and access for every student.	1	2	3	4	5
30. Takes a leadership role within the counseling department, the school setting, and the community.	1	2	3	4	5
31. Collaborates with teachers, parents, and the community to promote success of students.	1	2	3	4	5
32. The professional school counselor demonstrates positive interpersonal relationships with educational staff.	1	2	3	4	5
33. Demonstrates openness to and use of supervision.	1	2	3	4	5
34. Appreciates own limits without overreacting to them.	1	2	3	4	5
35. Demonstrates ethical behavior in professional activities related to counseling and/or guidance.	1	2	3	4	5

School Counselor-trainee's areas of strength:

School Counselor-trainee's areas requiring additional work:

(Please attach additional paper as necessary.)

(Student)

(Site Supervisor)

(Date)

*Adapted from Janine M. Bernard, Ph.D., NCC, LPC, 1998

**School Counselor Assessment Adapted from the Pennsylvania School Counselors Association (PSCA), 2014

**Evaluation of Clinical Mental Health Counselor Trainee Skills*
(Form 9b)**

1 = needs improvement 2 = adequate 3 = good 4 = student strength 5 = exceeds expectations

Student _____

Semester _____ Site Supervisor _____

Relationship/Attending Skills

- | | | | | | |
|---|---|---|---|---|---|
| 1. Listens carefully and communicates an understanding of the client. | 1 | 2 | 3 | 4 | 5 |
| 2. Is genuine and warm with client. | 1 | 2 | 3 | 4 | 5 |
| 3. Is immediate with the client. | 1 | 2 | 3 | 4 | 5 |
| 4. Is respectful of, and validates the client. | 1 | 2 | 3 | 4 | 5 |
| 5. Is appropriate regarding the cultural context of the client. | 1 | 2 | 3 | 4 | 5 |
| 6. Is appropriate regarding the developmental context of the client. | 1 | 2 | 3 | 4 | 5 |
| 7. Uses interpersonal strengths appropriately, including humor and self-disclosure. | 1 | 2 | 3 | 4 | 5 |
| 8. Is comfortable with a variety of feelings and/or issues shared by the client. | 1 | 2 | 3 | 4 | 5 |
| 9. Provides support to the client when appropriate. | 1 | 2 | 3 | 4 | 5 |
| 10. Challenges the client when appropriate. | 1 | 2 | 3 | 4 | 5 |
| 11. Tracks the main issues presented by the client. | 1 | 2 | 3 | 4 | 5 |

Assessment Skills

- | | | | | | |
|--|---|---|---|---|---|
| 12. Is able to organize session data into meaningful frameworks. | 1 | 2 | 3 | 4 | 5 |
| 13. Appreciates cultural and/or developmental issues that may affect assessment. | 1 | 2 | 3 | 4 | 5 |
| 14. Is able to recognize normative from problematic behavior during assessment. | 1 | 2 | 3 | 4 | 5 |
| 15. Can assist the client in considering different components and sequences that make up and sustain problems. | 1 | 2 | 3 | 4 | 5 |
| 16. Is able to identify cognitive components of client issues. | 1 | 2 | 3 | 4 | 5 |
| 17. Is able to identify affective components of client issues. | 1 | 2 | 3 | 4 | 5 |
| 18. Is able to identify behavioral components of client issues. | 1 | 2 | 3 | 4 | 5 |
| 19. Is able to identify systemic components of client issues. | 1 | 2 | 3 | 4 | 5 |
| 20. Identifies appropriate process goals. | 1 | 2 | 3 | 4 | 5 |
| 21. Can assist client in translating problems into realistic outcome goals. | 1 | 2 | 3 | 4 | 5 |
| 22. Can assess one's own performance in counseling. | 1 | 2 | 3 | 4 | 5 |

Intervention Skills

23. Maintains an appropriate pace during sessions.	1	2	3	4	5
24. Uses questions skillfully.	1	2	3	4	5
25. Uses nondirective interventions skillfully.	1	2	3	4	5
26. Can direct the session in a meaningful manner.	1	2	3	4	5
27. Can deliver appropriate confrontations.	1	2	3	4	5
28. Can demonstrate an appropriate use of affective interventions.	1	2	3	4	5
29. Can demonstrate an appropriate use of cognitive interventions.	1	2	3	4	5
30. Can demonstrate an appropriate use of behavioral interventions.	1	2	3	4	5
31. Can demonstrate an appropriate use of systemic interventions.	1	2	3	4	5
32. Is able to work effectively with multiple clients.	1	2	3	4	5

Professional Skills

33. Is aware of personal issues (countertransference/parallel processes) that might impact counseling.	1	2	3	4	5
34. Demonstrates openness to and use of supervision.	1	2	3	4	5
35. Appreciates own limits without overreacting to them.	1	2	3	4	5
36. Perceptive in evaluating the effects of own counseling techniques. **	1	2	3	4	5
37. Demonstrates ethical behavior in professional activities related to counseling and/or guidance. **	1	2	3	4	5

Counselor-trainee's areas of strength:

Counselor-trainee's areas requiring additional work:

(Please attach additional paper as necessary.)

(Student)

(Site Supervisor)

(Date)

*Adapted from Janine M. Bernard, Ph.D., NCC, LPC, 1998

**Items Added Spring 07 per State Assessment Plan (T.Patten)

Site Supervisor Evaluation Form (Form 10)

Site Supervisor: _____

Location: _____

Course: _____

Semester: _____

	Strongly Disagree		Somewhat Agree		Strongly Agree			
1. Structures supervision appropriately.	1		2		3		4	
		5		6		7		
2. Helps me feel at ease with the supervision process.	1		2		3		4	
		5		6		7		
3. Make supervision a constructive learning process.	1		2		3		4	
		5		6		7		
4. Provides me with specific help in areas I need to work on.	1		2		3		4	
		5		6		7		
5. Addresses issues relevant to my current concerns as a counselor.	1		2		3		4	
		5		6		7		
6. Helps me focus on new alternative counseling strategies that I can use with my client.	1		2		3		4	
		5		6		7		
7. Helps me focus on how my counseling behavior influences the client.	1		2		3		4	
		5		6		7		
8. Adequately emphasizes the development of my strengths and capabilities.	1		2		3		4	
		5		6		7		
9. Enables me to become actively involved in the supervision process.	1		2		3		4	
		5		6		7		
10. Makes me feel accepted and respected as a person.	1		2		3		4	
		5		6		7		
11. Helps me to define and achieve specific concrete goals for myself during the practicum/internship experience.	1		2		3		4	
		5		6		7		

12. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.	1	2	3	4	5	6	7
13. Appropriately addresses interpersonal dynamics between self and counselor.	1	2	3	4	5	6	7
14. Enables me to express opinions, questions, and concerns about my counseling.	1	2	3	4	5	6	7
15. Motivates me and encourages me.	1	2	3	4	5	6	7
16. Challenges me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling.	1	2	3	4	5	6	7
17. Allows and encourages me to evaluate myself.	1	2	3	4	5	6	7
18. Explains the criteria for evaluation clearly and in behavioral terms.	1	2	3	4	5	6	7
19. Applies criteria fairly in evaluating my counseling performance.	1	2	3	4	5	6	7
20. Orients and articulates professional role and function within the system.	1	2	3	4	5	6	7
21. Familiarizes me with functions of support, peer and supervisory staff.	1	2	3	4	5	6	7
22. Familiarizes me with common legal and ethical issues pertinent to the setting.	1	2	3	4	5	6	7

Mean Score: _____

Permission to Record Counseling Interviews (Form 11)

I hereby give permission to _____,
(Counselor's name)

representing _____,
(Training institution or agency)

to make audio and/or video recordings of our counseling interviews. I understand that these tapes will be used only for the purpose of providing clinical supervision to the counselor-in-training in the above institution/agency. These tapes may be heard or viewed only by professional staff from the agency/school from which I am receiving services. This permission may also include consultation with other mental health professionals, if that seems professionally appropriate. If any other use of the tape(s) is desired by the training institution, I must first be asked for permission and must give that consent separate from this agreement.

(Signature of client)

(Signature of witness)

(Date)

(Date)

(Signature of site-supervisor)

(Date)

If the client is a minor (under 18 years), his or her parent or legal guardian must also sign this agreement.

(Parent or legal guardian)

(Date)

**Recorded Session
Self-Critique Form
(Form 12)**

Counselor: _____ Date: _____

Placement:

Client*: _____ Sex: _____ Session # _____

*First name only or case number.

Counseling format: Individual _____ Group _____ Family _____ Other _____

Please respond to the following questions for each audio- or videotape of counseling session(s). This form is primarily for training purposes and should not be viewed as an assessment. Include the following:

- Client's presenting problem(s):
- Your theoretical conceptualization of the problem(s)
- Counseling goals/objectives for this session? Explain your rationale for focusing on each.
- Identify verbal or behavioral interventions that facilitated the session.
- Identify any verbal or behavioral interventions that detracted from the session.
- If you could do the session over again, what would you do differently?

**Evaluation and Rubric for Recorded Sessions
(Form 13)**

	Demonstrated Skill	Did Not Demonstrate Skill
Developed working alliance		
Demonstrated 3 specific theoretical interventions		
Focuses on client		
Maintains cultural sensitivity		
Gains appropriate client history		
Demonstrates appropriate responding skill (empathic responses, probes, summaries, challenges open-ended versus closed questions)		
Identifies a treatment goal that is being worked on in session		
Is concrete and specific		
Avoids advice giving		
Identifies limitations of confidentiality		

CONFIDENTIALITY STATEMENT (Form 14)

It is of critical importance that students and clients understand the importance placed on the confidentiality of our meetings. Please be assured that your right to privacy is protected. Information shared during a meeting or counseling session can **only** be shared with appropriate outside party or parties if one or more of the following criteria are met:

1. You sign a written release of information permitting disclosure.
2. You are assessed as being potentially harmful to yourself or others.
3. You reveal current information about abuse or neglect of minors or the elderly.
4. Records are ordered by a court of law.
5. Supervisory Purposes – if your advisor/counselor is in a legitimate training program they may be supervised by an appropriate supervisor via discussion, charts, notes, tests, video and/or audio tape. These meetings are also confidential.

When possible students/clients will be informed before confidential information is disclosed and only essential information will be revealed.

I have read and agree to the limits of confidentiality as described above.

Student/Client Signature

Date

Advisor/Counselor

Date

Authorization to Release Information (Form 15)

I, _____ do hereby authorize _____ to
obtain and release confidential/educational information concerning _____
for Legal, Medical, Educational or Psychological purposes.

Consent is subject to revocation at any time, except to the extent that action has been
taken thereon.

Student/Client Signature Date

Parent, Guardian, or Date
Authorized Representative of Student/Client

Witness Date

Case Presentation

(Form 17)

- 1. Client's presenting problem:**
- 2. Theoretical Conceptualization of problem(s):**
- 3. Counseling goals and objectives:**
- 4. Techniques being used with the client:**

***this must be presented in either oral or written form to the faculty supervisor**

CLINICAL PRACTICUM TIME MANAGEMENT LOG

Directions:

1. Get the supervisor's signature weekly during on-site supervision. Keep this in your file to be submitted to the university seminar leader at the completion of the practicum.

NAME: _____

FOR THE WEEK OF: _____

PRACTICUM SITE: _____

Activities	MON	TUES	WED	THUR	FRI	TOTAL
Other - Indirect						
Individual counseling						
Group counseling						
Faculty/Individual Supervision						
Faculty/Group Supervision						
Site Supervision						
Collaboration						

*Direct Service Hours _____

Total Hours of the Week _____

Cumulative Direct Service Hours _____

Cumulative Hours for the Semester _____

Signature of Student

Date

Signature of Practicum On-Site Supervisor

Date

Individual On-Site Supervision _____

Campus Individual Supervision _____

Campus Group Supervision _____

SCHOOL PRACTICUM TIME MANAGEMENT LOG

Directions:

1. Get the supervisor's signature weekly during on-site supervision. Keep this in your file to be submitted to the university seminar leader at the completion of the practicum.

NAME: _____

FOR THE WEEK OF: _____

PRACTICUM SITE: _____

	MON	TUES	WED	THUR	FRI	TOTAL
Activities						
Other - Indirect						
Individual counseling						
Group counseling						
Faculty/Individual Supervision						
Faculty/Group Supervision						
Site Supervision						
Collaboration						

*Direct Service Hours _____

Total Hours of the Week _____

Cumulative Direct Service Hours _____

Cumulative Hours for the Semester _____

Signature of Student

Date

Signature of Practicum On-Site Supervisor

Date

Individual On-Site Supervision _____

Campus Individual Supervision _____

Campus Group Supervision _____

Final Practicum/Internship/Advanced Internship LOG

Directions:

1. Record the total number of hours during the practicum/internship for each activity under the appropriate column.
2. At the completion of the practicum/internship, sign the log and get the supervisor's signature. Keep this in your file. Submit signed copy to the university seminar leader at the completion of the practicum.

Activities	Total Hours	Direct Service Hours
Intake interview		
Individual counseling		
Group counseling		
Family Counseling		
Consulting/ intervention		
Psychoeducation		
Community work		
Career counseling		
Report writing		
Case conference		
Supervision Peer Individual Group		
Other		
Total Hours		

Student's Signature

Date

Site Supervisor's Signature

Date

Faculty seminar leader's Signature

Date

Section 6: Forms for Practicum, Internship, and Advanced Internship

ADVANCED INTERNSHIP FORMS:

Limitations of Supervision Statement of Understanding Form

Statement of Professionalism Form

Advanced Internship Reservation Form

Preferred Site Form

Self-Inventory for Advanced Internship

Harding University Professional Counseling: Clinical and

School Supervisor Qualification

Acknowledgment of Site Supervisor Responsibilities and

Orientation Form

Advanced Internship Supervision Agreement Form

Evaluation of Trainee Skills (School and Clinical Mental

Health)

Site Supervisor Evaluation Form

Permission to Record Form

Confidentiality Statement

Authorization for the Release of Information

Time Logs (Clinical and School)

Advanced Internship Action Plan Form

Case Conceptualization Form

Weekly Narrative

Leadership Project

**Limitations of Supervision Statement of Understanding
(Form 1)**

ACA Code of Ethics, 2005

F.8.b. Impairment

Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services. In addition, they seek appropriate professional services for themselves to remediate the problems that are interfering with their ability to provide services to others.

F.9.b. Limitations

Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance. Counselor educators

4. Assist students in securing remedial assistance when needed.
5. seek professional consultation and document their decision to dismiss or refer students for assistance, and
6. Ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with fair process according to institutional policies and procedures.

In recognition that counselors have an ethical responsibility to manage their personal lives in a healthful fashion and to seek appropriate assistance for personal problems or conflicts, I affirm that I have read and understand the above stated supervision limitations. In the event my admission to COUN 611 or 613 or 787 is granted, I accept and understand that I am subject to the above supervision limitations, Harding University's Code of Conduct and the current ACA Code of Ethics while enrolled in COUN 611, 613 and 787. My signature also confirms that I have met requirements listed in this document as pre-requisites to practicum or Internship and that I have received a copy of the Counseling Field Experiences Handbook.

Signature of applicant: _____ Date: _____

THIS MUST BE ON FILE BEFORE YOU BEGIN PRACTICUM OR INTERNSHIP.

**Statement of Professionalism
(Form 2)**

Practicum/Internship Syllabus

Objectives, Section K

It is the responsibility of the student to maintain professionalism at all times throughout the semester. This includes demonstrating professional and ethical behavior while in class and while on site. Your faculty supervisor will be contacting your site supervisor throughout the semester to assess your professionalism on site. The student also recognizes that his or her grade will reflect the ability or inability to maintain professionalism while in class and on site throughout the semester.

Practicum/Internship Syllabus

Objective, Section F

ACA Code of Ethics, 2005

A.1.b.Records

It is the responsibility of the student to demonstrate the ability to appropriately prepare clinical documentation throughout the semester. This includes but is not limited to all clinical documentation at your site and completing all assignments and turning them in on time to your faculty supervisor. The student also recognizes that his or her grade will reflect the ability or inability to complete all paperwork in the time constraints identified by the faculty supervisor.

It is the responsibility of the student to secure and maintain a placement for the semester. The student will enlist the help of the faculty supervisor when he or she is not able to find a site in an appropriate amount of time.

My signature also confirms that I have read and understood the Counseling Field Experiences Syllabus, the Counseling Field Experiences Handbook, and this Statement of Professionalism, and that I have received a copy of the Counseling Field Experiences Syllabus and the Counseling Field Experiences Handbook.

Signature of applicant: _____ Date: _____

**THIS MUST BE ON FILE BEFORE YOU BEGIN PRACTICUM OR
INTERNSHIP.**

**COUN 787
ADVANCED INTERNSHIP
Reservation Form/Form 3B**

All Master's candidates in Counseling must complete and submit this form at least one semester before enrolling in COUN 613. **Completing this application form does not insure a place in the class.** You must use this reservation form according to the guidelines in the **Field Experiences Handbook**.

Name _____

Phone (H) _____ (W) _____ (Cell) _____

Address _____

E-mail _____ H# _____

I plan to enroll in COUN 613 in (indicate the year): Spring 20__ Fall 20__

Please note there are prerequisite and co-requisite courses for COUN 613. **All** prerequisites/co-requisites must be completed prior to the semester in which you enroll in internship.

Please indicate the semester COUN 611 was taken.

COUN 611 - Practicum in Counseling (semester & grade) _____

List courses (if any) that you plan to take concurrently with COUN 613:

Other Requirements and before acceptance into the Practicum Semester:

- ◆ School Counselors may be asked to complete a Criminal Background Check with the State Police Department. (Sites other than schools may also ask for a criminal back ground check.)

**Preferred Site
Form 4**

Preferred Practicum or Internship Site	Names, Addresses, E-mail and Phone # of On-Site Supervisors
---	--

1. _____

Have you contacted this site? Yes ___ No ___

1. _____

2. _____

Have you contacted this site? Yes ___ No ___

2. _____

3. _____

Have you contacted this site? Yes ___ No ___

3. _____

4. _____

Have you contacted this site? Yes ___ No ___

4. _____

sample Form
Please complete online

Section 7: Self Inventory for Advanced Internship Site Selection (Form 5)

1. My long term career goal is:

5. My area of special interest is:

3. The client who I would most like to work with is:

4. The client who I would least like to work with is:

5. I feel most qualified/skilled to work with:

6. I feel least qualified/skilled to work with:

7. An area of competence I would like to enhance or develop is:

8. My ideal site supervisor would have the following characteristics:

9. I feel most comfortable in a working environment with the following characteristics:

10. I have had the following professional or volunteer experience and/or course work related to counseling:

11. My personal areas of strength and weakness which should be considered in the site selection process include:

Strengths:

Areas for improvement:

12. My ideal counseling internship would be
a(n) _____ school/institution/clinic
performing _____ duties with _____
(type of population).

HARDING UNIVERSITY
PROFESSIONAL COUNSELING: CLINICAL AND SCHOOL
SUPERVISOR QUALIFICATION FORM
(Form 6)

Name:			
Title:			
Business Address			
Phone:		2 nd Phone:	
Fax:		Email:	
Scope or type of activities provided:			

Licenses:

License	State and/or Agency Awarding License	License Number	Date Awarded

Certifications:

Certification	State and/or Agency Awarding License	Certificate Number	Date Awarded

Degrees (most recent first):

Degree	College or University	Program of Study	Date Awarded

Work Experience(most recent first):

Title	Agency of Institution	Starting Date	Ending Date

Other Relevant Training:

Date: _____

Signature: _____

Please return form to:

Dr. Marc Fager, LPC-S
Field Experiences Director
Harding University
Professional Counseling: Clinical and School Program
Box 12254
Searcy, AR 72149

**ACKNOWLEDGEMENT OF SITE SUPERVISOR RESPONSIBILITIES &
ORIENTATION
(Form 7)**

I have thoroughly reviewed both the Student Handbook and The Field Experiences Handbook for Practicum, Internship, and Advanced Internship for the Harding University Professional Counseling Program.

I understand that Practicum students must log 200 hours, **80 of which must be direct counseling hours**. I understand that Internship students must log 600 hours, **240 of which must be direct hours**. I understand that Advanced Internship students must log 50 hours per credit hour hour they take, **20 of which must be direct hours**.

I have read through the roles and responsibilities of a site supervisor and understand and agree that I must provide one hour of weekly direct supervisor with my practicum or internship student. I have also read through the expectations of students and faculty supervisors and acknowledge that I understand the roles and responsibilities of each member of this educational team.

I have reviewed all forms and acknowledge that I am qualified to supervisor the practicum or internship student.

I know that if I have any questions I am to contact Dr. Marc Fager or Dr. Todd Patten at Harding University.

Site Supervisor

Date

**Harding University
Graduate Counseling
Advanced Internship Supervision Agreement
(Form 8)**

The purpose of this document is to specify the terms of the agreement that will exist between the Graduate Counseling Program at Harding University and the Practicum/Internship student. The terms of the agreement will be subject to modification and/or amendment only if all parties are of one accord. The specific agreement will exist between, _____ On-Site Supervisor, _____ Program Faculty, and _____, Practicum/Internship student.

Responsibilities of the Practicum/Internship Student

The practicum student shall be responsible for:

6. Completing a minimum of required hours for practicum/internship as described above during **the semester you are enrolled.**
7. Receiving supervision and instruction in the programs and procedures of _____ maintaining an accurate record as required by the On-Site supervisor, _____, and the M.S. or Ed.S. in Counseling Program at Harding University.
8. A log will be maintained of time spent and all practicum activities which will be reviewed on a weekly basis and verified by the On Site Supervisor's signature;
9. A minimum of 4 digital recordings of counseling sessions will be completed by practicum students and 3 by internship students;
10. *On-site supervisor and student will add 4-6 site responsibilities here:*
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.

Responsibilities of the On-Site Supervisor

The On-Site supervisor will serve as consultant and supervisor for the student while the student is on-site. Regular weekly, face to face planning, evaluation or consultation sessions between the On-Site Supervisor and the student are recommended. Additionally, the On-Site Supervisor will be invited to participate in the Midterm and Final Evaluation of the student.

Responsibilities of the University Supervisor

The University Supervisor shall meet with the Practicum student/Intern weekly for the purpose of:

6. Critiquing and discussing the student's progress on a regular basis;
7. Evaluating and providing feedback of the recorded counseling sessions;
8. Being available to discuss the student's placement concerns;
9. Evaluating the student's progress and status of projects;
10. Discussing the timely concerns and issues of the students enrolled in the Practicum/Internship course;

In the unlikely event that a problematic situation occurs between the On-Site Supervisor and the student which is difficult to resolve, either the On-Site Supervisor or the student may contact the student's University Supervisors Marc Fager (501) 279-5864; mafager@harding.edu Field Experience Coordinators.

Practicum Student/Intern (date)

Site Supervisor (date)

University Faculty Supervisor (date)

Evaluation of School Counselor Trainee Skills*
(Form 9a)

Student _____

Semester _____ Site Supervisor _____

1 = needs improvement
2 = adequate
3 = good
4 = student strength
5 = exceeds expectations

Relationship/Attending Skills

- | | | | | | |
|--|---|---|---|---|---|
| 1. The school counselor demonstrates positive interpersonal relationships with students and parents/guardians. | 1 | 2 | 3 | 4 | 5 |
| 2. Is genuine and warm with client. | 1 | 2 | 3 | 4 | 5 |
| 4. Is respectful of, and validates the client. | 1 | 2 | 3 | 4 | 5 |
| 5. Is appropriate regarding the cultural context of the client. | 1 | 2 | 3 | 4 | 5 |
| 6. Is appropriate regarding the developmental context of the client. | 1 | 2 | 3 | 4 | 5 |
| 7. Demonstrates positive interpersonal relationships with students and parents/guardians | 1 | 2 | 3 | 4 | 5 |

Assessment Skills

- | | | | | | |
|--|---|---|---|---|---|
| 8. Demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information. | 1 | 2 | 3 | 4 | 5 |
| 9. Appreciates cultural and/or developmental issues that may affect assessment. | 1 | 2 | 3 | 4 | 5 |
| 10. Uses school data to makes decisions regarding student choice of classes and special programs. | 1 | 2 | 3 | 4 | 5 |
| 11. Monitors the progress of the students. | 1 | 2 | 3 | 4 | 5 |
| 12. Can assess one's own performance in counseling. | 1 | 2 | 3 | 4 | 5 |

Curriculum and Planning

- | | | | | | |
|--|---|---|---|---|---|
| 13. Teaches guidance units effectively. | 1 | 2 | 3 | 4 | 5 |
| 14. Develops materials and instructional strategies to meet student needs and school goals. | 1 | 2 | 3 | 4 | 5 |
| 15. Encourages staff involvement to ensure effective implementation of guidance curriculum. | 1 | 2 | 3 | 4 | 5 |
| 16. In collaboration with parents, helps students establish goals and develop planning skills. | 1 | 2 | 3 | 4 | 5 |
| 17. Is able to work effectively with multiple clients. | 1 | 2 | 3 | 4 | 5 |

Responsive Services

18. Counsels individual students and groups of students with identified needs/concerns.	1	2	3	4	5
19. Develops materials and instructional strategies to meet student needs and school goals.	1	2	3	4	5
20. Encourages staff involvement to ensure effective implementation of guidance curriculum.	1	2	3	4	5
21. In collaboration with parents, helps students establish goals and develop planning skills.	1	2	3	4	5
22. Can demonstrate an appropriate use of affective interventions.	1	2	3	4	5
23. Can demonstrate an appropriate use of cognitive interventions.	1	2	3	4	5
24. Can demonstrate an appropriate use of behavioral interventions.	1	2	3	4	5
25. Can demonstrate an appropriate use of systemic interventions.	1	2	3	4	5
26. Is able to work effectively with multiple clients.	1	2	3	4	5

Professional, Leadership, Advocacy Skills

27. Demonstrates positive interpersonal relationships with educational staff.	1	2	3	4	5
28. Promotes academic success of every student.	1	2	3	4	5
29. Promotes equity and access for every student.	1	2	3	4	5
30. Takes a leadership role within the counseling department, the school setting, and the community.	1	2	3	4	5
31. Collaborates with teachers, parents, and the community to promote success of students.	1	2	3	4	5
32. The professional school counselor demonstrates positive interpersonal relationships with educational staff.	1	2	3	4	5
33. Demonstrates openness to and use of supervision.	1	2	3	4	5
34. Appreciates own limits without overreacting to them.	1	2	3	4	5
35. Demonstrates ethical behavior in professional activities related to counseling and/or guidance.	1	2	3	4	5

School Counselor-trainee's areas of strength:

School Counselor-trainee's areas requiring additional work:

(Please attach additional paper as necessary.)

(Student)

(Site Supervisor)

(Date)

*Adapted from Janine M. Bernard, Ph.D., NCC, LPC, 1998

**School Counselor Assessment Adapted from the Pennsylvania School Counselors Association (PSCA), 2014

Evaluation of Clinical Mental Health Counselor Trainee Skills*
(Form 9b)

1 = needs improvement
2 = adequate
3 = good
4 = student strength
5 = exceeds expectations

Student _____

Semester _____ Site Supervisor _____

Relationship/Attending Skills

- | | | | | | |
|---|---|---|---|---|---|
| 1. Listens carefully and communicates an understanding of the client. | 1 | 2 | 3 | 4 | 5 |
| 2. Is genuine and warm with client. | 1 | 2 | 3 | 4 | 5 |
| 3. Is immediate with the client. | 1 | 2 | 3 | 4 | 5 |
| 4. Is respectful of, and validates the client. | 1 | 2 | 3 | 4 | 5 |
| 5. Is appropriate regarding the cultural context of the client. | 1 | 2 | 3 | 4 | 5 |
| 6. Is appropriate regarding the developmental context of the client. | 1 | 2 | 3 | 4 | 5 |
| 7. Uses interpersonal strengths appropriately, including humor and self-disclosure. | 1 | 2 | 3 | 4 | 5 |
| 8. Is comfortable with a variety of feelings and/or issues shared by the client. | 1 | 2 | 3 | 4 | 5 |
| 9. Provides support to the client when appropriate. | 1 | 2 | 3 | 4 | 5 |
| 10. Challenges the client when appropriate. | 1 | 2 | 3 | 4 | 5 |
| 11. Tracks the main issues presented by the client. | 1 | 2 | 3 | 4 | 5 |

Assessment Skills

- | | | | | | |
|--|---|---|---|---|---|
| 12. Is able to organize session data into meaningful frameworks. | 1 | 2 | 3 | 4 | 5 |
| 13. Appreciates cultural and/or developmental issues that may affect assessment. | 1 | 2 | 3 | 4 | 5 |
| 14. Is able to recognize normative from problematic behavior during assessment. | 1 | 2 | 3 | 4 | 5 |
| 15. Can assist the client in considering different components and sequences that make up and sustain problems. | 1 | 2 | 3 | 4 | 5 |
| 16. Is able to identify cognitive components of client issues. | 1 | 2 | 3 | 4 | 5 |
| 17. Is able to identify affective components of client issues. | 1 | 2 | 3 | 4 | 5 |
| 18. Is able to identify behavioral components of client issues. | 1 | 2 | 3 | 4 | 5 |
| 19. Is able to identify systemic components of client issues. | 1 | 2 | 3 | 4 | 5 |
| 20. Identifies appropriate process goals. | 1 | 2 | 3 | 4 | 5 |
| 21. Can assist client in translating problems into realistic outcome goals. | 1 | 2 | 3 | 4 | 5 |
| 22. Can assess one's own performance in counseling. | 1 | 2 | 3 | 4 | 5 |

Intervention Skills

23. Maintains an appropriate pace during sessions.	1	2	3	4	5
24. Uses questions skillfully.	1	2	3	4	5
25. Uses nondirective interventions skillfully.	1	2	3	4	5
26. Can direct the session in a meaningful manner.	1	2	3	4	5
27. Can deliver appropriate confrontations.	1	2	3	4	5
28. Can demonstrate an appropriate use of affective interventions.	1	2	3	4	5
29. Can demonstrate an appropriate use of cognitive interventions.	1	2	3	4	5
30. Can demonstrate an appropriate use of behavioral interventions.	1	2	3	4	5
31. Can demonstrate an appropriate use of systemic interventions.	1	2	3	4	5
32. Is able to work effectively with multiple clients.	1	2	3	4	5

Professional Skills

33. Is aware of personal issues (countertransference/parallel processes) that might impact counseling.	1	2	3	4	5
34. Demonstrates openness to and use of supervision.	1	2	3	4	5
35. Appreciates own limits without overreacting to them.	1	2	3	4	5
36. Perceptive in evaluating the effects of own counseling techniques. **	1	2	3	4	5
37. Demonstrates ethical behavior in professional activities related to counseling and/or guidance. **	1	2	3	4	5

Counselor-trainee's areas of strength:

Counselor-trainee's areas requiring additional work:

(Please attach additional paper as necessary.)

(Student)

(Site Supervisor)

(Date)

*Adapted from Janine M. Bernard, Ph.D., NCC, LPC, 1998

**Items Added Spring 07 per State Assessment Plan (T.Patten)

Site Supervisor Evaluation Form (Form 10)

Site Supervisor: _____

Location: _____

Course: _____

Semester: _____

	Strongly Disagree		Somewhat Agree		Strongly Agree								
23. Structures supervision appropriately.	1		2		3		4		5		6		7
24. Helps me feel at ease with the supervision process.	1		2		3		4		5		6		7
25. Make supervision a constructive learning process.	1		2		3		4		5		6		7
26. Provides me with specific help in areas I need to work on.	1		2		3		4		5		6		7
27. Addresses issues relevant to my current concerns as a counselor.	1		2		3		4		5		6		7
28. Helps me focus on new alternative counseling strategies that I can use with my client.	1		2		3		4		5		6		7
29. Helps me focus on how my counseling behavior influences the client.	1		2		3		4		5		6		7
30. Adequately emphasizes the development of my strengths and capabilities.	1		2		3		4		5		6		7
31. Enables me to become actively involved in the supervision process.	1		2		3		4		5		6		7
32. Makes me feel accepted and respected as a person.	1		2		3		4		5		6		7
33. Helps me to define and achieve specific concrete goals for myself during the practicum/internship experience.	1		2		3		4		5		6		7

34. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.	1	2	3	4	5	6	7
35. Appropriately addresses interpersonal dynamics between self and counselor.	1	2	3	4	5	6	7
36. Enables me to express opinions, questions, and concerns about my counseling.	1	2	3	4	5	6	7
37. Motivates me and encourages me.	1	2	3	4	5	6	7
38. Challenges me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling.	1	2	3	4	5	6	7
39. Allows and encourages me to evaluate myself.	1	2	3	4	5	6	7
40. Explains the criteria for evaluation clearly and in behavioral terms.	1	2	3	4	5	6	7
41. Applies criteria fairly in evaluating my counseling performance.	1	2	3	4	5	6	7
42. Orients and articulates professional role and function within the system.	1	2	3	4	5	6	7
43. Familiarizes me with functions of support, peer and supervisory staff.	1	2	3	4	5	6	7
44. Familiarizes me with common legal and ethical issues pertinent to the setting.	1	2	3	4	5	6	7

Mean Score: _____

Permission to Record Counseling Interviews (Form 11)

I hereby give permission to _____,
(Counselor's name)

representing _____,
(Training institution or agency)

to make audio and/or video recordings of our counseling interviews. I understand that these tapes will be used only for the purpose of providing clinical supervision to the counselor-in-training in the above institution/agency. These tapes may be heard or viewed only by professional staff from the agency/school from which I am receiving services. This permission may also include consultation with other mental health professionals, if that seems professionally appropriate. If any other use of the tape(s) is desired by the training institution, I must first be asked for permission and must give that consent separate from this agreement.

(Signature of client)

(Signature of witness)

(Date)

(Date)

(Signature of site-supervisor)

(Date)

If the client is a minor (under 18 years), his or her parent or legal guardian must also sign this agreement.

(Parent or legal guardian)

(Date)

CONFIDENTIALITY STATEMENT (Form 14)

It is of critical importance that students and clients understand the importance placed on the confidentiality of our meetings. Please be assured that your right to privacy is protected. Information shared during a meeting or counseling session can **only** be shared with appropriate outside party or parties if one or more of the following criteria are met:

6. You sign a written release of information permitting disclosure.
7. You are assessed as being potentially harmful to yourself or others.
8. You reveal current information about abuse or neglect of minors or the elderly.
9. Records are ordered by a court of law.
10. Supervisory Purposes – if your advisor/counselor is in a legitimate training program they may be supervised by an appropriate supervisor via discussion, charts, notes, tests, video and/or audio tape. These meetings are also confidential.

When possible students/clients will be informed before confidential information is disclosed and only essential information will be revealed.

I have read and agree to the limits of confidentiality as described above.

Student/Client Signature

Date

Advisor/Counselor

Date

Authorization to Release Information (Form 15)

I, _____ do hereby authorize _____ to
obtain and release confidential/educational information concerning _____
for Legal, Medical, Educational or Psychological purposes.

Consent is subject to revocation at any time, except to the extent that action has been
taken thereon.

Student/Client Signature Date

Parent, Guardian, or Date
Authorized Representative of Student/Client

Witness Date

ADVANCED INTERNSHIP TIME MANAGEMENT LOG

Directions:

1. Get the supervisor's signature weekly during on-site supervision. Keep this in your file to be submitted to the university seminar leader at the completion of the practicum.

NAME: _____

FOR THE WEEK OF: _____

PRACTICUM SITE: _____

	MON	TUES	WED	THUR	FRI	TOTAL
Activities						
Other - Indirect						
Individual counseling						
Group counseling						
Faculty/Individual Supervision						
Faculty/Group Supervision						
Site Supervision						
Collaboration						

*Direct Service Hours _____

Total Hours of the Week _____

Cumulative Direct Service Hours _____

Cumulative Hours for the Semester _____

Signature of Student _____ Date _____

Signature of Practicum On-Site Supervisor _____ Date _____

Individual On-Site Supervision _____

Campus Individual Supervision _____

Campus Group Supervision _____

Final Practicum/Internship/Advanced Internship LOG

Directions:

1. Record the total number of hours during the practicum/internship for each activity under the appropriate column.
2. At the completion of the practicum/internship, sign the log and get the supervisor's signature. Keep this in your file. Submit signed copy to the university seminar leader at the completion of the practicum.

Activities	Total Hours	Direct Service Hours
Intake interview		
Individual counseling		
Group counseling		
Family Counseling		
Consulting/ intervention		
Psychoeducation		
Community work		
Career counseling		
Report writing		
Case conference		
Supervision Peer Individual Group		
Other		
Total Hours		

Student's Signature

Date

Site Supervisor's Signature

Date

Faculty seminar leader's Signature

Date

COUN 787
Advanced Internship Action Plan
(Form 17)

Advanced Internship is designed for you as the clinician or the school counselor to further your experience and gain new clinical or school counseling experience. This class may be taken for 1 credit hours. Before beginning the coursework, you will need to meet with your faculty supervisor to fill out the **ADVANCED INTERNSHIP ACTION PLAN**. This plan will identify how you will receive your hours throughout the semester and what specific duties you will need to fulfill.

Action Plan:

1.) What track are you completing: _____Clinical Counseling _____Professional School Counseling

2.) At what site are you planning to complete your internship:

3.) Who is your site supervisor:

4.) What area(s) do you plan to focus on throughout the internship:

5.) How do you plan on receiving your hours:

6.) What will your leadership project be:

7.) How many credit hour are you enrolled in for this class:

8.) How many hours do you plan on logging throughout the semester:

9.) What activities do you plan on completing in order to satisfy your direct and indirect hours:

Based on the number of credit hours for which you are enrolled and the amount of hours you will be logging, you and your faculty supervisor will identify the amount of supervision which will be required throughout the semester. This supervision may be done individually with the faculty supervisor or in a group format. You will still need to meet with your site-supervisor weekly. Part of the advanced internship process is to report weekly to your faculty supervisor via Canvas your progress, strengths, and areas of needed growth. You will also be expected to complete a leadership project. The hours that go into that project may be counted as direct and indirect hours. You will also need to submit one recording of a counseling session to be reviewed with your faculty supervisor and complete an evidenced based conceptualization of a client.

This plan will need to be signed by you and the faculty supervisor at the beginning of the semester.

Signature of Student

Date

Signature of Faculty Supervisor

Date

COUN 787
Advanced Internship:
Case Conceptualization
(Form 18)

You must select one client with whom you are working and complete an evidenced-based theoretical conceptualization and treatment course for that client.

The conceptualization should be a 5-6 page paper that will include:

- 1.) A personal background of the client
- 2.) Your theoretical approach
- 3.) A theoretical conceptualization of the client
- 4.) Treatment plan complete with objectives and goal
- 5.) Sources (journal articles and textbooks) and personal input

WEEKLY NARRATIVE
(Form 19)

1.) Weekly Progress:

2.) Strengths/Areas of Growth

3.) Plans for Following Week

COUN 787
ADVANCED INTERNSHIP: LEADERSHIP PROJECT
(Form 20)

Part of this internship experience is completing a leadership project. You will need to select an area of specialty and complete your leadership in one of these areas:

- **Advanced Clinical Practice**
- **Teaching in Higher Education**
- **Advocacy**
- **Research**

The leadership project can include identifying an area of clinical practice with which you have had little experience (couples, family, school counseling, group, etc), and complete a project based on increasing experience in those areas, preparing a lesson plan to present in a section of practicum or internship, volunteering in the community for an underserved counseling population, or completing a research project or literature review in an area of counseling with which you are not familiar.

These projects will need to be approved by your faculty supervisor. You will be allowed to count up to **10 hours of direct service** and **20 hours of indirect** service per credit hour for this project.

This project will include:

- 1.) Identifying your area of specialization
- 2.) A written component which will be specified by you and your faculty supervisor
- 3.) Documentation of hours logged