

**Site Supervisor Handbook
For
Practicum and Internship**

**Master of Science in Education
With a Major in
Clinical Mental Health Counseling**

**Counselor Education Program
The University of Tennessee at Martin
Department of Educational Studies**

Counseling education faculty members are committed to multiculturalism in counseling. Therefore, all student interns are expected to abide by the standards in the ACA Code of Ethics and Standards of Practice concerning multiculturalism and diversity issues in working with clients in clinical mental health settings.

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Introduction:

Field placement experiences are an important part of The University of Tennessee at Martin's (UTM) Master's program in clinical mental health. Each experience develops distinct competencies through didactic interaction, experiential activities, and progressive levels of responsibility. Experiential activities in didactic courses offer counseling students an opportunity to practice skills needed for practicum and internship courses. The practicum is designed to help students develop the required knowledge and counseling skills for the applied setting. The internships provide students with experience in all aspects of professional functioning applicable to clinical mental health counseling.

The internship is the culminating field experience in the UTM counseling program. It is intended to provide counseling interns with practical, relevant, and meaningful experience whereby the students can relate academic and theoretical learning to field application. The internship experience also provides interns with evaluative feedback on their knowledge, attitudes, and skills with specific student populations. Since interns already have received training in counseling, the students, counselors, teachers, and staff at the placement site should benefit from the services provided by the interns. Interns are expected to assume a broad spectrum of counseling roles and functions. As much as possible, interns are asked to participate in work activities that are similar to those of the supervising counselor.

The faculty of the Counseling Department would like to thank you for your willingness to work with one of our students during his or her field experience(s). This is an exciting opportunity for our students to become actively involved in their chosen profession under the guidance of experienced professionals. We take great pride in the quality of our students, and our program, and hope that you find your time working with us to be enjoyable and professionally stimulating. Please take the time to review this handbook in order to understand the expectations and requirements for these field experiences.

CACREP Standards for Clinical Mental Health Programs:

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has established standards for clinical mental health students and graduate counselor education programs. The following 2016 CACREP standards outline the focus of our Master's program in clinical mental health counseling and emphasize the knowledge, dispositions, and behaviors expected of our interns and practicum students.

CLINICAL MENTAL HEALTH COUNSELING (CACREP 2016.5.C.)

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. In addition to the common core curricular experiences outlined in CACREP 2016.2.F, programs must provide evidence that student learning has occurred in the following domains (CACREP 2016.5.C.):

1. FOUNDATIONS

- a. history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. impact of crisis and trauma on individuals with mental health diagnoses
- g. impact of biological and neurological mechanisms on mental health
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. legislation and government policy relevant to clinical mental health counseling
- j. cultural factors relevant to clinical mental health counseling
- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

Requirements of Students for Practicum and Internship:

Practicum Requirements:

- ♦ A minimum of 100 clock hours over a minimum 10-week academic term
- ♦ At least 40 hours of direct service with actual clients that contributes to counseling skills
- ♦ One hour a week of onsite supervision
- ♦ One and a half hours a week of group supervision with university supervisor
- ♦ Audio/video recordings of counseling OR live supervision of counseling
- ♦ Initial Individualized Plan
- ♦ Final evaluation of Individualized Plan
- ♦ Midterm evaluation by site supervisor
- ♦ Final Log of hours
- ♦ Final Paper summarizing experience
- ♦ Final evaluation by site supervisor
- ♦ Final evaluation of site
- ♦ Final evaluation of site supervisor
- ♦ Final evaluation of university supervisor

Internship Requirements:

- ♦ 300 clock hours onsite per internship course
- ♦ At least 120 clock hours of direct service with clients, including experience leading groups
- ♦ Opportunity to become involved with a variety of professional activities in addition to direct service (e.g., record keeping, assessment, in-service, staff meetings)
- ♦ One hour per week of onsite supervision
- ♦ One and a half hours per week of university supervision
- ♦ Audio/video tapes OR live supervision of counseling
- ♦ Initial Individualized Plan
- ♦ Final evaluation of Individualized Plan
- ♦ Midterm evaluation by site supervisor
- ♦ Final Log of hours
- ♦ Final Paper summarizing experience
- ♦ Final evaluation by site supervisor
- ♦ Final evaluation of site
- ♦ Final evaluation of site supervisor
- ♦ Final evaluation of university supervisor

Direct and Indirect Contact Hours:

♦ Direct Contact Hours:

Direct contact hours include any activity in which the intern or practicum student is meeting face-to-face with clients. Examples of direct contact hours: individual counseling, group counseling, intake interviews, or administering standardized tests. If a practicum student or

intern is observing the site supervisor's individual or group sessions, this is also considered direct contact hours.

- ♦ **Indirect Contact Hours:**

Indirect contact hours include any activity related to counseling functions that does not include face-to-face meeting with clients. Examples of indirect contact hours: supervision hours, record keeping, filing of records, planning sessions, or consultation, attending case staffings/treatment teams, attending conferences, or orientation and training sessions.

- ♦ Please note that these are just examples of each type of contact with clients. We recognize that each site may have its own unique activities that do not fall neatly into one or the other category. Please use your best judgment in guiding the student in making this distinction. Emphasize for them the need for direct contact hours to include the actual face-to-face meeting with the client and the provision of some counseling service. If there is a question about how to categorize an activity, please encourage the student to contact his or her university supervisor.

Requirements of the University During Practicum and Internship:

- ♦ **Establish communication with the internship site**

Each UTM student is responsible for finding his or her own practicum and internship placement under the guidance of his or her faculty advisor. The university will contact the site once the student's practicum or internship application has been approved. Once the placement has been approved the university supervisor will contact the site supervisor as an introduction and to answer any questions.

- ♦ **Comply with the internship site policies and procedures**

The university attempts to comply with all site policies and procedures. The welfare of the site's clients is the most important focus for the internship and practicum experiences. Following the site's policies and procedures is an important aspect of protecting those clients. If these policies and procedures conflict with university or CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards, the university supervisor will contact the site supervisor.

- ♦ **Communicate expectations for internship experience**

This handbook will serve as the most direct means of communicating expectations. But the university supervisor will also be in contact with the site supervisor to help answer any questions. At the beginning of the semester, the intern or practicum student will provide a schedule of course due dates for each of the required evaluations and forms to be completed or signed by the site supervisor.

- ♦ **Facilitate appropriate evaluation of intern**

Practicum and internship are considered vital field experiences in the professional development of our students. While it is important for them to become actively involved in the counseling program at their site, that involvement will not yield its fullest benefits without appropriate feedback from the site supervisor. Our students come to their sites with varying levels of previous counseling experience. Prompt, positive, and appropriate feedback from the site supervisor is necessary in the professional development of our students. To help with that process, the university requires weekly site supervision meetings, and two formal evaluations of each student, one at the university's midterm and

another at the conclusion of the semester. The forms for completing the midterm and final evaluations will be provided by the university (See the Appendix).

- ♦ **Be available for consultation regarding intern progress**

The university supervisor is available for consultation via e-mail or telephone contact to the site supervisor. The site supervisor is encouraged to contact the university supervisor at any time during the semester to discuss issues, concerns, or share celebrations.

Responsibilities of the Field Placement Site During Practicum and Internship:

- ♦ **Provide an appropriately credentialed site supervisor**

To be eligible to be a site supervisor, the individual must possess a minimum of a Master's degree in counseling or a related field, a counseling license and a minimum of two years of experience as a full-time counselor. Ideally, site supervisors will be actively involved in national professional associations and organizations such as the American Counseling Association. In addition to national organizations, state and regional organizations such as the Tennessee Counseling Association are recommended. Participation in these activities helps to assure that supervisors are current with professional standards of behavior and practice. A prospective site supervisor must complete the Site Supervisor Application before the internship site has been approved. (See the Appendix for the form)

- ♦ **Comply with university requirements for internship agreement**

In addition to the description of the practicum and internship requirements described in this handbook, a formal Site Agreement will be completed that outlines the relationship between the university and the site. This agreement must be signed by the clinical mental health site's administrator prior to the beginning of the internship. (See the Appendix for the form)

- ♦ **Communicate site expectations for internship**

UTM advocates following the American Counseling Association's (ACA) Ethical Standards, which outlines the elements of ethical counseling programs and counselors. It is recognized that each site has constructed its own unique counseling program based on the needs of its clients and capabilities of its staff. For our students, this means that each site may have different expectations of the level of their involvement and the nature of their duties at that site. It is expected that the site will communicate those expectations to the student and university in order to assess the appropriateness of the placement and/or to develop means of matching the needs of the site with the requirements of the internship or practicum.

- ♦ **Advocate for the intern or practicum student's well being**

Our students are coming to you with the assumption that they will be treated fairly and honestly, and will not be subject to discrimination of any kind.

Responsibilities of the Student During Practicum and Internship:

- ♦ **Learn the organization's policies and procedures, particularly as they define responsibilities in important areas:**

It is important for both site supervisors and our students to understand the responsibilities of an intern or practicum student. All of our students are encouraged to become as active as possible in their placement, continually searching for ways to learn more and contribute more to your program. Therefore, the student that we send to you is responsible for

learning, with your help, the policies and procedures of your organization. We think this is important so that the student can seamlessly become a part of your counseling program and best serve your clients. Learning these policies and procedures will make the intern or practicum student much more efficient and productive in his or her work, requiring fewer interventions or corrections by you. As the site supervisor you have the discretion to emphasize any of the following topics to the level you feel fits your particular circumstances. We recommend that this is part of the orientation you provide to the student. If you have questions about this we encourage you to contact the university supervisor.

- ♦ **Record keeping**

Each counseling program has its own unique procedures for record keeping. Some require extensive session notes, for example, while others require very little. Since we expect our students to provide direct service to your clients, it is important that they learn how to conform to your requirements for recording counseling activities.

- ♦ **Confidentiality**

Confidentiality is an important issue in counseling that is addressed in the ACA standards. Protecting the rights of clients is a serious concern. It becomes more complex when an intern or practicum student is involved. Our students need to learn how your site deals with this issue and how to address it with your clients.

- ♦ **Consultation**

Sometimes an intern or practicum student may have to consult with someone besides the site supervisor. This could include, but is not limited to, a teacher, parent, psychologist, or social worker. It is important to make the student aware of the common types of consultations and the proper procedures for conducting effective consultation at your site.

- ♦ **Suicide assessment**

- ♦ **Substance use/abuse**

- ♦ **Child abuse and neglect**

Interns and practicum students need to know how to deal with issues of suicide assessment, substance use/abuse, and instances of child abuse and neglect. Our students have knowledge of the ACA Ethical Standards and recognize the need to protect the well-being of your clients. It is best for the intern or practicum student to learn your assessment procedures and intervention policies for these situations early in their clinical experience at your site.

- ♦ **Use of assessment data**

Collecting assessment data is an important element of a counseling program, whether it pertains to gathering information about clients, the site, or about the performance of the counseling program itself. Interns and practicum students need to learn your organization's methods for collecting and using this data.

- ♦ **Observations:**

Your site supervisor will observe you doing at least one individual session and at least one group counseling session and fill out an observation form. You will go over this form with your site supervisor. After doing so, you will turn it in to your university supervisor. Please see the Appendix for this form.

♦ **Recording Counseling Sessions:**

Student counselors are required to participate in individual and group supervision. To help the counseling student reflect on sessions and receive supervision “in the moment,” all counseling students will be required to record at least one full counseling session during their field placements. Recorded sessions will be presented for review during a supervision meeting with the faculty supervisor. The signed consent form in the Appendix must be completed before any recording is done and must be submitted with any recordings submitted for review.

♦ **CACREP**

UT Martin’s accreditation body (Council for Accreditation of Counseling and Related Educational Programs) requires that students enrolled in practicum and internship experiences provide examples of their work via recordings, to be confidentially reviewed and evaluated by the assigned supervisors, individually or in group supervision and supervision settings. All recordings should be erased or destroyed upon completion of the practicum or internship experience.

♦ **Procedures and Confidentiality**

Students must obtain consent using the Informed Consent for Recording form and any additional site- specific paperwork that may be required. Students should express to clients when seeking permission to record that the purpose of the recording is to evaluate the student counselor to improve upon counseling skills, not to evaluate the clients or the issues discussed by the clients. The recordings will be shared in individual and/or group supervision in the field placement class. Additionally, students must take great care when storing and sharing recordings. The material contained in the recordings is considered confidential. Students are expected to maintain the highest level of ethical and professional behavior during practicum and internship experiences. Violating the confidentiality of a client is considered an ethical breach of conduct and grounds for dismissal from the course.

♦ **Submission**

Student counselors should record their supervision meetings using Zoom or an audio/video recorder. Students should not record the counseling sessions with their cell phones. For information about Zoom’s HIPAA Compliance see <https://zoom.us/docs/doc/Zoom-hipaa.pdf>. Once the session has been recorded, the recording, along with the informed consent form should be uploaded to the appropriate Canvas assignment submission. At the close of the semester, the student counselor should permanently delete the recorded sessions.

♦ **Help from Site Supervisor**

As the site supervisor, it is important to help facilitate the recording process. Help your supervisee by identifying potential clients or students to participate in a recorded session. It may be helpful to get 3 to 4 consent forms early on in the field experience (especially if the client is a child). It is likely that only a small percent of consent forms will be returned (if a child client), signed by child’s parent or guardian.

♦ **Other Intern or Practicum Student Responsibilities:**

In addition to the previously discussed organizational policies and procedures, we have several other expectations for our students that will help to guide their work at your site.

- ♦ **Comply with the legal and ethical standards of their profession**
Our students are knowledgeable of and agree to comply with the legal and ethical standards of their profession. Each of our students is required to submit to a background check, and obtain professional insurance before beginning practicum or internship. A course on legal and ethical issues is required for all of our students, which highlights the importance we give to this critical piece of professional training and education. In addition, legal and ethical concerns are addressed within the content of each of our other courses.
- ♦ **Conduct individual and group counseling**
This is a very important component of the practicum and internship experiences, which will be discussed in more detail later in the Handbook.
- ♦ **Seek supervision when needed**
Interns and practicum students are encouraged to become reflective professionals by continually assessing their own performance as a counselor and by being aware of counseling situations that require some type of supervision. While an hour of supervision is required each week, if additional supervision is needed, we expect our students to actively seek out your supervision when the need arises and to also be in continual contact with the university supervisor.
- ♦ **Assist the site supervisor with other counseling-related duties**
There are many non-counseling duties performed by counselors and we expect our students to both observe and participate in these activities. While we do not want their time completely dominated by administrative tasks, we do expect them to help you as needed and to learn about this side of the counseling profession.
- ♦ **Keep appropriate records of all activities**
Finally, the student is expected to keep track of his or her activities at the site in order to comply with your policies and procedures and also to properly log their hours and activities for the university. It is the individual intern or practicum student's responsibility to maintain these records.

Responsibilities of the Site Supervisor During Practicum and Internship:

Site Supervisor Background:

First, to be a site supervisor, the following are preferred:

- a) a minimum of a Master's degree, preferably in counseling, or a related profession;
- b) relevant certifications and/or licenses (e.g., LPC, LPC-MHSP);
- c) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;
- d) knowledge of the program's expectations, requirements, and evaluation procedures for students; and
- e) relevant training in counseling supervision.

It would be good if you are an active member of counseling professional organizations and have experience as a supervisor, though this is not mandatory.

Site Supervisor Responsibilities:

We recognize that each of you has his or her own expectations about what the intern or practicum student will do at the site and how the supervisory relationship will develop. Your expectations may be influenced by your own training experiences as a graduate student or early professional, as well as by the unique demands of your site. You probably remember what it was like to enter your internship placement for the first time, wondering what your experience would be like and how well you would work with your supervisor. You were probably a little nervous and a little excited at the same time. Our students will likely feel the same way and would benefit from an orientation meeting with you so that you can communicate your expectations to them. Take the time to have this open discussion with the student as early as possible so that an effective relationship can be formed.

- ♦ **Description of the tasks the student will observe and/or perform during the experience**
The intern or practicum student needs to learn exactly what duties you perform in your site, and which of those duties he or she will also be performing. Many of our students have had some experience in either the mental health profession or some other social service organization. From these experiences they may have developed their own ideas about what they will be doing during practicum and internship. Some of their expectations may be appropriate for your site, others may not be. Having this open discussion early on can help make clear what you both expect and hope to achieve during this field experience, avoiding miscommunication, frustration, and other issues.
- ♦ **Make specific the times, place and frequency of individual supervision with the student**
Site supervision meetings are essential in the success of a practicum and/or internship. The more consistent you can be with the time, place, and frequency of these meetings, the better the training experience for our students. We also recognize the dynamic nature of a typical counselor's schedule and the need for some flexibility in arranging supervision meetings. It is productive to aspire to as much consistency as possible, while reserving the need to adapt to changing circumstances.
- ♦ **Discuss the structure of supervisory meetings (one-hour session each week)**
There are several ways you can structure your supervision time. Some supervisors maintain a very predictable structure in which the supervisee presents a case or recording of a session, followed by a discussion of the interventions used and suggestions for the next session. Other supervisors prefer to focus on emerging issues, allowing the supervisee the opportunity to bring up the most pressing concerns. Whatever your preference, it is helpful for the student to know up front your style so that they can come properly prepared to each supervisory meeting.
- ♦ **Discuss evaluation procedures**
Students tend to have a lot of anxiety about how and when they will be evaluated. Discussing this up front with them may help to calm their nerves and better prepare them to be evaluated. You could mention how often you will observe their work, how you plan on offering feedback, and how you will communicate your evaluations to the university.

Students are Expected to Develop Goals for Internship or Practicum and Could Use Your Help By:

- ♦ **Collaboration between intern/practicum student and site supervisor to form individualized goals**

It is important to develop goals in the internship/practicum by completing an Individualized Plan (See the Appendix for the form). This helps provide structure and focus for the student and for you as the onsite supervisor. Your ability to collaborate with the student to identify goals that are both helpful in promoting the student's professional needs, and consistent with the goals and needs of your organization is vital. Within the first week of the experience you should meet with the student in order to devise the goals for the internship/practicum. You will complete the first two sections of the Individualized Plan at this time: Goals; and, Activities to Meet Goals. The student will submit a copy of this form to his or her university supervisor. At the end of the semester you will meet with the student again to evaluate the progress made toward each goal. At this time the final column on the Individualized Plan will be completed and the student will submit this finished form to the university supervisor.

Each student comes to this experience with his or her own unique set of personal and professional experiences which will impact their personal needs during internship. For example, some counseling interns enter internship after years of experience as a case worker. In this case, the student will possibly need less focus on consultation services with outside agencies and more on honing their personal counseling skills. Here an individualized goal has emerged that can help set the focus for the internship/practicum.

- ♦ **Individualized Plan should include:**

- ♦ **Specific Goals (minimum of three)**
- ♦ **Activities to meet those goals**
- ♦ **Means of evaluating progress toward goals**

Notice the three elements of an effective Individualized plan in the following example:

Let's say one of the goals is for the student to improve their ability to conduct a counseling session. Activities to meet this goal could include observing the site supervisor counsel a client, having the student counsel a client, and eliciting feedback from the supervisor and client (at termination of the counseling relationship). To evaluate progress, you could list the observations of the site supervisor and the results of the evaluations of the students.

The intent of this Individualized Plan is to help focus the student on the most important elements of their counseling development.

Individual and Group Counseling:

Because individual and group counseling are such important elements of the internship and practicum experiences, we need to discuss them separately from the other responsibilities of our students. These are the activities our students are most anxious to conduct. Each of them has made the decision to choose a career that allows them to help other people. Individual and group counseling at your site is what they have been waiting to do and feel driven to do. They want to help your clients. The students we send to you will possess varying levels of previous experience as counselors. Some have had entire careers as professional mental health providers and have

entered our program in order to gain new licensure. Other students have no experience counseling and are embarking on a completely new professional path.

Regardless of experience, all interns and practicum students have taken courses on both individual and group counseling and are expected to conduct their own individual and group counseling sessions at your site. We have trained them in the theory and research of the profession, and guided them through the acquisition of basic counseling skills. They are coming to you as trainees ready to take the next step in their career development.

- ♦ **Allow the student to observe your work**
We trust you, as the site supervisor, to plan how best to provide counseling experiences for the student. Typically site supervisors first allow students to sit in on their own counseling sessions and discuss their counseling process with the student. This allows the student to become familiar with the client population, common issues with that setting, and the chance to observe an experienced counselor deal with these situations. Our students will probably be curious to observe your counseling style, discuss your theoretical orientation, and learn how you address different counseling issues.
- ♦ **Observe the student performing both individual and group counseling**
After this initial period of observation, discussion and modeling, the student should be given the opportunity to conduct his or her own sessions under the observation of the site supervisor. You may sit in on the session or ask the student to record the session for you to listen or watch later. This direct observation of the student's work is critical in providing them the feedback necessary to hone their clinical skills.
- ♦ **Allow the student to conduct sessions on his or her own**
Finally, the student should be allowed to conduct sessions on his or her own, without the presence of the site supervisor. It is up to you to determine when this transition occurs and we encourage you to consult with the university supervisor if you have concerns about this.

Dealing with Issues or Problems:

It is possible that an issue or problem will emerge during the field experience. It is reasonable to assume that counselors in training will make mistakes of varying degrees during their internship or practicum. You should approach working with your intern or practicum student in a similar way as you would one of your clients: full of potential, but susceptible to mistakes. Here are some important issues to consider in that regard:

- ♦ **Provide effective weekly supervision to reduce chances of problems arising**
- ♦ **Address the concerns first with the intern**
- ♦ **Contact the university supervisor either via phone or e-mail**
Supervision is ongoing so that problems or issues may be avoided or addressed before they become significant. Your ability to monitor the student and provide timely and effective feedback is the first step in making sure that an issue is a learning experience rather than a serious problem. It is possible, though unlikely, that a larger issue will emerge that you feel is serious in nature. The problem could be situational or procedural, so that you feel the student's knowledge or judgment needs to be addressed. Or the problem could be more interpersonal. You may question the intern's capabilities to become a counselor, or you notice a personal issue that should be addressed. In those situations, you should first consider how to discuss the issue with the intern and the urgency of the issue. You are the

person best placed to handle an immediate situation. You are more able to provide specific examples of the problem or issue to the intern and can help them understand the importance of addressing the issue. You are also the person best placed to then work through that issue with them through guided training or learning. Please contact the university supervisor when these situations arise to inform and consult with them on the best course of action. The university supervisor can also work with the intern to help resolve the issue.

Our students are in training and hope to learn from every experience they have, including from their mistakes. Your care and consideration in working with them in these times can insure the outcome is a productive learning experience.

Final Thoughts:

We hope that this Handbook is a useful resource for you in preparing to work with our students. Each of them has made a thoughtful decision to enter the profession of clinical mental health counseling, dedicating themselves to complete our program requirements in preparation for this chance to work with you and your clients. They are excited to be nearing the end of their academic program, and even more excited to begin working with clients. They aspire to be where you are now: successfully working in a productive counseling program. We hope you recognize and appreciate the impact you will have on their professional training, and personal lives. The experiences you share together will stay with them for years to come. You are a role model, a mentor, and, hopefully, a friend. Thank you for accepting the responsibility that comes with each of these roles. We hope you, your clients, colleagues and staff enjoy working with our student.

Appendices

Summary of Site Supervisor's Responsibilities

Site Supervisor Application

Individualized Plan

Observation Form

Recording Counseling Sessions- Consent Form and Additional Information for Clients

Practicum/Internship Midterm Evaluation

Practicum Final Evaluation

Internship Final Evaluation

Monthly Log of Hours

Final Log of Hours

Summary of Site Supervisor's Responsibilities:

- ♦ Review training material sent by the university supervisor
- ♦ Effectively communicate your expectations of the intern or practicum student
- ♦ Actively mentor the intern or practicum student by introducing him or her to the policies and procedures of your organization
- ♦ Meet with the practicum or internship student at for at least an hour a week for supervision. Additionally, be available/flexible if any additional supervisory needs come up outside of the weekly hour supervision.
- ♦ Assess the goals for the internship or practicum in terms of the realities of your site
- ♦ Develop an Individualized Plan to meet those goals
- ♦ Observe at least one individual session and one group session of the student and complete the observation form
- ♦ Assist the student in identifying clients who would be willing to record session(s)
- ♦ Allow the intern or practicum student to observe your work with clients
- ♦ Guide the intern or practicum student's individual and group interactions with clients
- ♦ Observe the intern providing individual and group counseling
- ♦ Provide ongoing feedback to the intern or practicum student
- ♦ Contact the university supervisor if problems arise
- ♦ Complete evaluation of the Individualized Plan
- ♦ Complete the Midterm Evaluation
- ♦ Complete the Final Evaluation
- ♦ Verify and sign the Final Log of hours for the field experience

SITE SUPERVISOR APPLICATION

Name _____ Date _____

School/ Agency Address _____

Phone _____ Email address _____

1. Formal Training (Minimum of a Master's Degree in counseling or related field required.)

Universities Attended	Degree Earned	Dates	Major:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. Professional Experience (Minimum of two years counseling experience.)

Employer:	Position/Duties:	Dates:
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Certification/Licensure

- | | | | |
|---------------------------------------------------|-----|----|----|
| a. Are you licensed/certified school counselor? | Yes | or | No |
| b. Are you certified by N.B.C.C.? | Yes | or | No |
| c. Are you a licensed mental health professional? | Yes | or | No |
- If yes, what discipline? _____

4. Professional Membership

- a. Please list the professional organizations to which you belong.
- _____
- _____
- b. Please list the professional development activities/meetings in counseling you have attended in the past two years.
- _____
- _____

5. Have you served as a site supervisor for UT Martin's counseling program previously? If so, please (briefly) describe the experience, including approximate dates.

Signature _____

Date _____

Practicum Student/Intern Individualized Plan

Student Name: _____

Date: _____

Placement Site: _____

Site Supervisor: _____

Please develop a minimum of three goals that are appropriate to both the individual student's needs and the needs of the internship/practicum site. Complete the "Goals" and "Activities to Reach Goal" sections and submit them in the first week of the semester. Complete and submit the evaluation of the goal at the end of the semester.

Goal	Activities to Reach Goal	Evaluation of Goal

Observation Form
OBSERVATION REPORT

Clinical Mental Health Counseling Program
University of Tennessee, Martin

Counselor-In-Training:

Site Location and Age/Gender of Client:

Observed Experience:

Individual Counseling

Group Counseling

Family Counseling

Marriage/Couples Counseling

Other (Please specify):

Content of Session:

At least 3 Observed Strengths of the Counselor-In-Training:

At least 3 Suggestions for Improvement:

Site Supervisor's Signature: _____

Student's Signature: _____

Date: _____

Recording Counseling Sessions- Consent Form and Additional Information for Clients

Informed Consent for Recording

Please enter your information into the appropriate fields, check boxes, or item lists.

Student Counselor Information		
Student Name:		
Internship Site:		
Site Supervisor Information		
Site Supervisor Name:		
Email:	Phone:	
University Supervisor Information		
University Supervisor Name:		
Email:	Phone:	
Informed Consent for Audio/ Video Recording		
<p>As a graduate student counselor, I am required to be under the direct supervision of qualified clinical or school supervisors, at the university and at the school or mental health agency. My supervisors review services I provide clients. You have the right to know the name of my supervisors and how to contact each of them. This information is listed above.</p> <ul style="list-style-type: none"> ◆ I am not required to have this session recorded, and I will receive services regardless of whether or not I permit recording. _____ ◆ I may withdraw my permission to have the session recorded at any time during or after the recorded session. My care will not change by my decision not to be recorded. _____ ◆ I have the right to review my recording with my student counselor during a counseling session. _____ ◆ The recording will be only used for evaluation of student counselor in supervision and will remain confidential. _____ ◆ The recording will not be part of any clinical record of our work together. _____ ◆ This recording will be destroyed once it has been reviewed and discussed by the student counselor and supervisor at the end of supervision. _____ ◆ This consent expires 6 months from the date of my signature below. I may revoke this consent at any time prior to the expiration date by submitting a request to withdraw my permission to the student counselor. _____ ◆ A copy of this consent form will be submitted to the university supervisor along with the recording. _____ ◆ I understand that the student counselor will be responsible for the safe storage of the recording. _____ ◆ I may contact the student's site or university supervisor with questions or concerns. _____ <p>Your signature below confirms that you have read and understand this form and initialed by each point above.</p>		
Signatures		
Client Signature	Printed	Date
Signature of Parent/Guardian (if client is under 18)	Printed	Date
Student Counselor's Signature	Printed	Date
Site Supervisor's Signature	Printed	Date

Why does student counselor want to record our work together?

The student counselor is a student at UT Martin. As part of his/her education and internship experience, he/she is required to have recordings of their work leading counseling sessions to be assessed by the university's counseling faculty.

You are being asked to consent to the recording of sessions because the counseling intern feels that your work together is likely to show his/her skills and learning.

How will the recording be used?

The recording will be reviewed by UT Martin counseling faculty. The faculty members will use the recording to make a judgement on the counseling skills of the student counselor and to help the counselor improve his/her counseling skills.

The university faculty will not be assessing you as the client, or making any judgement about the things you discuss. The focus will only be on how the student counselor performs during the recording.

What if you don't want a session to be recorded?

You do not have to agree to a session being recorded, and your treatment will not be affected if you choose not to give your consent. You can choose to allow one session to be recorded and not allow others. You can also change your mind and withdraw consent for the recording of counseling sessions until the student counsellor completes his/her current placement. The student counselor can you let you know when this date is.

What will happen to the recording once it is made? How will the recording be protected?

The student counselor will keep the recording safe and secure while at the placement, and it will only be used for review and evaluative purposes during supervision.

Upon review and evaluation of the recording and completion of supervision, the counseling student will delete the recoding.

SITE SUPERVISOR'S EVALUATION OF PRACTICUM/INTERN CLINICAL MENTAL HEALTH STUDENT'S PERFORMANCE – MIDTERM EVALUATION

STUDENT: Provide the following information:

Name of practicum student/intern: _____

Site Supervisor Name: _____

Date of Evaluation: _____ or period covered by the evaluation

SITE SUPERVISOR: Respond to the items below (1-49) to evaluate your practicum student/intern. Use the definitions of the descriptors listed below to aid in your evaluation.

Not Applicable: The student intern has not had a chance to perform this skill or task.

Unacceptable:

- Lacks the ability to perform this skill, task, or role
- Shows no understanding of the concepts that underlie this skill, task, or role.
- Is not prepared to perform this skill, task, or role in the clinical mental health setting

Beginning:

- Demonstrates limited ability to perform this skill, task, or role
- Shows minimal understanding of the concepts needed to perform this skill, task, or role
- Is rarely prepared to perform this skill, task, or role

Emerging:

- Demonstrates some ability to perform this skill, tasks, or role
- Shows some understanding of the concepts needed to perform this skill, task, or role
- Is occasionally prepared to perform this skill, task, or role

Proficient:

- Demonstrates the ability to perform this skill, task, or role.
- Shows an understanding of the concepts needed to perform this skill, task, or role.
- Is usually prepared to perform this skill, task, or role.

Advanced:

- Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level.
- Shows a strong understanding of the concepts needed to perform this skill, task, or role.
- Is consistently prepared to perform this skill, task, or role in the clinical mental health setting.

STUDENT'S PERFORMANCE – MIDTERM EVALUATION

Item Number	Skill or Ability	CACREP Standard (2016)	N/A	Unacceptable	Beginning	Emerging	Proficient	Advanced
A.) GENERAL SUPERVISION COMMENTS								
1.	Demonstrates a personal commitment in developing professional competencies	CACREP.2016.2.F.1.k.						
2.	Invests time and energy in becoming a counselor	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.f.						
3.	Accepts and uses constructive criticism to enhance self- development and counseling skills	CACREP.2016.2.F.1.k.; CACREP.2016.2.F.1.m.						
4.	Engages in open, comfortable, and clear communication with peers and supervisors	CACREP.2016.2.F.1.m.						
5.	Recognizes own competencies and skills and shares these with peers and supervisors	CACREP.2016.2.F.1.k.						
6.	Recognizes own deficiencies and actively works to overcome them with peers and supervisors	CACREP.2016.2.F.1.m.						
7.	Completes case reports and records punctually and conscientiously	CACREP.2016.5.C.2.m.						
8.	Understands and maintains confidentiality of client information at appropriate times	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.g.						
9.	Demonstrates knowledge and understanding of the American Counseling Association (ACA) Code of Ethics	CACREP.2016.2.F.1.i.						
10.	Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work	CACREP.2016.2.F.1.k.						
11.	Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities	CACREP.2016.2.F.1.k.						
12.	Makes efforts to become aware of issues of diversity and culture in the setting of the site	CACREP.2016.2.F.2.d.; CACREP.2016.2.F.2.c.						
13.	Demonstrates respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds	CACREP.2016.5.C.2.a.; CACREP.2016.2.F.2.h.						
14.	Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.)	CACREP.2016.5.C.1.b.; CACREP.2016.5.C.2.d.						
15.	Maintains appropriate records and documentation in accordance with state and federal laws	CACREP.2016.5.C.2.m.						
16.	Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of clinical mental health counseling	CACREP.2016.2.F.1.i.						

Item Number	Skill or Ability	CACREP Standard (2016)	N/A	Unacceptable	Beginning	Emerging	Proficient	Advanced
17.	Advocates for and protects the rights of clients	CACREP.2016.5.C.3.e.						
18.	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.1.m.; CACREP.2016.5.C.3.d.						
B.) THE COUNSELING PROCESS								
19.	Researches the referral prior to the first interview/session	CACREP.2016.2.F.5.g.						
20.	Keeps appointments on time	CACREP.2016.2.F.1.b.						
21.	Begins the interview/session smoothly	CACREP.2016.2.F.1.b.						
22.	Explains the nature and objectives of counseling when appropriate	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.g.						
23.	Is relaxed and comfortable in the interview/session	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.f.						
24.	Communicates interest in and acceptance of the client	CACREP.2016.5.C.2.j.						
25.	Facilitates client expression of concerns and feelings	CACREP.2016.2.F.5.g.						
26.	Focuses on the content of the client's problem	CACREP.2016.5.C.3.b.						
27.	Recognizes and resists manipulation by the client	CACREP.2016.2.F.5.g.						
28.	Recognizes and deals with positive affect of the client	CACREP.2016.2.F.5.g.						
29.	Recognizes and deals with negative affect of the client	CACREP.2016.2.F.5.g.						
30.	Is spontaneous in the interview/session	CACREP.2016.2.F.5.f.						
31.	Uses silence effectively in the interview/session	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.g.						
32.	Is aware of own feelings in the counseling session	CACREP.2016.2.F.1.k.						
33.	Communicates own feelings to the client when appropriate	CACREP.2016.2.F.1.b.						
34.	Recognizes and skillfully interprets the client's covert messages	CACREP.2016.5.C.3.b.						
35.	Facilitates realistic goal setting with the client	CACREP.2016.2.F.5.i.						
36.	Encourages appropriate action-step planning with the client	CACREP.2016.5.C.3.b.						
37.	Employs judgment in the timing and use of different techniques	CACREP.2016.5.C.3.b.						
38.	Initiates periodic evaluation of goals, action-steps, and process during counseling	CACREP.2016.2.F.5.i.						

Item Number	Skill or Ability	CACREP Standard (2016)	N/A	Unacceptable	Beginning	Emerging	Proficient	Advanced
39.	Explains, administers, and interprets tests/assessments correctly	CACREP.2016.5.C.1.e.						
40.	Terminates the interview/session smoothly	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.g.						
C.) KNOWLEDGE AND SKILLS								
41.	Has the ability to manage crisis situations when they arise	CACREP.2016.2.F.5.m.; CACREP.2016.5.C.2.f.						
42.	Focuses on specific behaviors and their consequences, implications, and contingencies	CACREP.2016.5.C.3.b.						
43.	Recognizes and pursues discrepancies and meaning of inconsistent information	CACREP.2016.2.F.5.g.						
44.	Uses relevant case data in planning both immediate and long-range goals	CACREP.2016.5.C.3.b.						
45.	Uses relevant case data in considering various strategies and their implications	CACREP.2016.2.F.8.b.; CACREP.2016.5.C.3.b.						
46.	Bases decisions on a theoretically sound and consistent rationale of human behavior	CACREP.2016.5.C.1.b.						
47.	Is perceptive in evaluating the effects of own counseling techniques	CACREP.2016.2.F.1.k.						
48.	Demonstrates ethical behavior in the counseling activity and case management	CACREP.2016.2.F.1.i.; CACREP.2016.5.C.2.l.						
49.	Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions	CACREP.2016.2.F.5.d.						

Please describe the methods you have used to guide the practicum student/intern toward improvement on any items that were rated "Beginning" or "Unacceptable".

Additional comments and/or suggestions:

Date: _____ Signature of site supervisor: _____

My signature indicates that I have read the above evaluation and have discussed the content with my site supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Date: _____ Signature of practicum student/intern: _____

SITE SUPERVISOR'S EVALUATION OF PRACTICUM STUDENT CLINICAL MENTAL HEALTH PRACTICUM STUDENT'S PERFORMANCE – FINAL EVALUATION

STUDENT: Provide the following information:

Name of Practicum Student: _____

Site Supervisor Name: _____

Date of Evaluation: _____ or period covered by the evaluation

SITE SUPERVISOR: Respond to the items below (1-49) to evaluate your practicum student. Use the definitions of the descriptors listed below to aid in your evaluation.

Not Applicable: The practicum student has not had a chance to perform this skill or task.

Unacceptable:

- Lacks the ability to perform this skill, task, or role
- Shows no understanding of the concepts that underlie this skill, task, or role.
- Is not prepared to perform this skill, task, or role in the clinical mental health setting

Beginning:

- Demonstrates limited ability to perform this skill, task, or role
- Shows minimal understanding of the concepts needed to perform this skill, task, or role
- Is rarely prepared to perform this skill, task, or role

Emerging:

- Demonstrates some ability to perform this skill, tasks, or role
- Shows some understanding of the concepts needed to perform this skill, task, or role
- Is occasionally prepared to perform this skill, task, or role

Proficient:

- Demonstrates the ability to perform this skill, task, or role.
- Shows an understanding of the concepts needed to perform this skill, task, or role.
- Is usually prepared to perform this skill, task, or role.

Advanced:

- Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level.
- Shows a strong understanding of the concepts needed to perform this skill, task, or role.
- Is consistently prepared to perform this skill, task, or role in the clinical mental health setting.

PRACTICUM STUDENT'S PERFORMANCE – FINAL EVALUATION

Item Number	Skill or Ability	CACREP Standard (2016)	N/A	Unacceptable	Beginning	Emerging	Proficient	Advanced
A.) GENERAL SUPERVISION COMMENTS								
1.	Demonstrates a personal commitment in developing professional competencies	CACREP.2016.2.F.1.k.						
2.	Invests time and energy in becoming a counselor	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.f.						
3.	Accepts and uses constructive criticism to enhance self- development and counseling skills	CACREP.2016.2.F.1.k.; CACREP.2016.2.F.1.m.						
4.	Engages in open, comfortable, and clear communication with peers and supervisors	CACREP.2016.2.F.1.m.						
5.	Recognizes own competencies and skills and shares these with peers and supervisors	CACREP.2016.2.F.1.k.						
6.	Recognizes own deficiencies and actively works to overcome them with peers and supervisors	CACREP.2016.2.F.1.m.						
7.	Completes case reports and records punctually and conscientiously	CACREP.2016.5.C.2.m.						
8.	Understands and maintains confidentiality of client information at appropriate times	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.g.						
9.	Demonstrates knowledge and understanding of the American Counseling Association (ACA) Code of Ethics	CACREP.2016.2.F.1.i.						
10.	Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work	CACREP.2016.2.F.1.k.						
11.	Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities	CACREP.2016.2.F.1.k.						
12.	Makes efforts to become aware of issues of diversity and culture in the setting of the site	CACREP.2016.2.F.2.d.; CACREP.2016.2.F.2.c.						
13.	Demonstrates respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds	CACREP.2016.5.C.2.a.; CACREP.2016.2.F.2.h.						
14.	Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.)	CACREP.2016.5.C.1.b.; CACREP.2016.5.C.2.d.						
15.	Maintains appropriate records and documentation in accordance with state and federal laws	CACREP.2016.5.C.2.m.						
16.	Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of clinical mental health counseling	CACREP.2016.2.F.1.i.						

Item Number	Skill or Ability	CACREP Standard (2016)	N/A	Unacceptable	Beginning	Emerging	Proficient	Advanced
17.	Advocates for and protects the rights of clients	CACREP.2016.5.C.3.e.						
18.	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.1.m.; CACREP.2016.5.C.3.d.						
B.) THE COUNSELING PROCESS								
19.	Researches the referral prior to the first interview/session	CACREP.2016.2.F.5.g.						
20.	Keeps appointments on time	CACREP.2016.2.F.1.b.						
21.	Begins the interview/session smoothly	CACREP.2016.2.F.1.b.						
22.	Explains the nature and objectives of counseling when appropriate	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.g.						
23.	Is relaxed and comfortable in the interview/session	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.f.						
24.	Communicates interest in and acceptance of the client	CACREP.2016.5.C.2.j.						
25.	Facilitates client expression of concerns and feelings	CACREP.2016.2.F.5.g.						
26.	Focuses on the content of the client's problem	CACREP.2016.5.C.3.b.						
27.	Recognizes and resists manipulation by the client	CACREP.2016.2.F.5.g.						
28.	Recognizes and deals with positive affect of the client	CACREP.2016.2.F.5.g.						
29.	Recognizes and deals with negative affect of the client	CACREP.2016.2.F.5.g.						
30.	Is spontaneous in the interview/session	CACREP.2016.2.F.5.f.						
31.	Uses silence effectively in the interview/session	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.g.						
32.	Is aware of own feelings in the counseling session	CACREP.2016.2.F.1.k.						
33.	Communicates own feelings to the client when appropriate	CACREP.2016.2.F.1.b.						
34.	Recognizes and skillfully interprets the client's covert messages	CACREP.2016.5.C.3.b.						
35.	Facilitates realistic goal setting with the client	CACREP.2016.2.F.5.i.						
36.	Encourages appropriate action-step planning with the client	CACREP.2016.5.C.3.b.						
37.	Employs judgment in the timing and use of different techniques	CACREP.2016.5.C.3.b.						
38.	Initiates periodic evaluation of goals, action-steps, and process during counseling	CACREP.2016.2.F.5.i.						

Item Number	Skill or Ability	CACREP Standard (2016)	N/A	Unacceptable	Beginning	Emerging	Proficient	Advanced
39.	Explains, administers, and interprets tests/assessments correctly	CACREP.2016.5.C.1.e.						
40.	Terminates the interview/session smoothly	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.g.						
C.) KNOWLEDGE AND SKILLS								
41.	Has the ability to manage crisis situations when they arise	CACREP.2016.2.F.5.m.; CACREP.2016.5.C.2.f.						
42.	Focuses on specific behaviors and their consequences, implications, and contingencies	CACREP.2016.5.C.3.b.						
43.	Recognizes and pursues discrepancies and meaning of inconsistent information	CACREP.2016.2.F.5.g.						
44.	Uses relevant case data in planning both immediate and long-range goals	CACREP.2016.5.C.3.b.						
45.	Uses relevant case data in considering various strategies and their implications	CACREP.2016.2.F.8.b.; CACREP.2016.5.C.3.b.						
46.	Bases decisions on a theoretically sound and consistent rationale of human behavior	CACREP.2016.5.C.1.b.						
47.	Is perceptive in evaluating the effects of own counseling techniques	CACREP.2016.2.F.1.k.						
48.	Demonstrates ethical behavior in the counseling activity and case management	CACREP.2016.2.F.1.i.; CACREP.2016.5.C.2.l.						
49.	Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions	CACREP.2016.2.F.5.d.						

Please check the box that corresponds with your final evaluation of this student's ability to advance to internship where they will have greater professional responsibilities and autonomy:

- Fully ready to assume the responsibilities of internship
- Will need some support but mostly ready to assume responsibilities associated with internship
- Will need considerable support but will probably be able to assume responsibilities
- Really isn't ready to assume responsibilities associated with internship
- I have some real concerns about this person moving to internship

Additional comments and/or suggestions

Date: _____ Signature of site supervisor: _____

My signature indicates that I have read the above evaluation and have discussed the content with my site

supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Date _____ Signature of practicum student: _____

SITE SUPERVISOR'S EVALUATION OF INTERN CLINICAL MENTAL HEALTH INTERNSHIP STUDENT'S PERFORMANCE – FINAL EVALUATION

STUDENT: Provide the following information:

Name of Student Intern: _____

Site Supervisor Name: _____

Date of Evaluation: _____ or period covered by the evaluation

SITE SUPERVISOR: Respond to the items below (1-49) to evaluate your student intern. Use the definitions of the descriptors listed below to aid in your evaluation.

Not Applicable: The student intern has not had a chance to perform this skill or task.

Unacceptable:

- Lacks the ability to perform this skill, task, or role
- Shows no understanding of the concepts that underlie this skill, task, or role.
- Is not prepared to perform this skill, task, or role in the clinical mental health setting

Beginning:

- Demonstrates limited ability to perform this skill, task, or role
- Shows minimal understanding of the concepts needed to perform this skill, task, or role
- Is rarely prepared to perform this skill, task, or role

Emerging:

- Demonstrates some ability to perform this skill, tasks, or role
- Shows some understanding of the concepts needed to perform this skill, task, or role
- Is occasionally prepared to perform this skill, task, or role

Proficient:

- Demonstrates the ability to perform this skill, task, or role.
- Shows an understanding of the concepts needed to perform this skill, task, or role.
- Is usually prepared to perform this skill, task, or role.

Advanced:

- Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level.
- Shows a strong understanding of the concepts needed to perform this skill, task, or role.
- Is consistently prepared to perform this skill, task, or role in the clinical mental health setting.

INTERNSHIP STUDENT'S PERFORMANCE – FINAL EVALUATION

Item Number	Skill or Ability	CACREP Standard (2016)	N/A	Unacceptable	Beginning	Emerging	Proficient	Advanced
A.) GENERAL SUPERVISION COMMENTS								
1.	Demonstrates a personal commitment in developing professional competencies	CACREP.2016.2.F.1.k.						
2.	Invests time and energy in becoming a counselor	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.f.						
3.	Accepts and uses constructive criticism to enhance self- development and counseling skills	CACREP.2016.2.F.1.k.; CACREP.2016.2.F.1.m.						
4.	Engages in open, comfortable, and clear communication with peers and supervisors	CACREP.2016.2.F.1.m.						
5.	Recognizes own competencies and skills and shares these with peers and supervisors	CACREP.2016.2.F.1.k.						
6.	Recognizes own deficiencies and actively works to overcome them with peers and supervisors	CACREP.2016.2.F.1.m.						
7.	Completes case reports and records punctually and conscientiously	CACREP.2016.5.C.2.m.						
8.	Understands and maintains confidentiality of client information at appropriate times	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.g.						
9.	Demonstrates knowledge and understanding of the American Counseling Association (ACA) Code of Ethics	CACREP.2016.2.F.1.i.						
10.	Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work	CACREP.2016.2.F.1.k.						
11.	Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities	CACREP.2016.2.F.1.k.						
12.	Makes efforts to become aware of issues of diversity and culture in the setting of the site	CACREP.2016.2.F.2.d.; CACREP.2016.2.F.2.c.						
13.	Demonstrates respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds	CACREP.2016.5.C.2.a.; CACREP.2016.2.F.2.h.						
14.	Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.)	CACREP.2016.5.C.1.b.; CACREP.2016.5.C.2.d.						
15.	Maintains appropriate records and documentation in accordance with state and federal laws	CACREP.2016.5.C.2.m.						
16.	Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of clinical mental health counseling	CACREP.2016.2.F.1.i.						

Item Number	Skill or Ability	CACREP Standard (2016)	N/A	Unacceptable	Beginning	Emerging	Proficient	Advanced
17.	Advocates for and protects the rights of clients	CACREP.2016.5.C.3.e.						
18.	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.1.m.; CACREP.2016.5.C.3.d.						
B.) THE COUNSELING PROCESS								
19.	Researches the referral prior to the first interview/session	CACREP.2016.2.F.5.g.						
20.	Keeps appointments on time	CACREP.2016.2.F.1.b.						
21.	Begins the interview/session smoothly	CACREP.2016.2.F.1.b.						
22.	Explains the nature and objectives of counseling when appropriate	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.g.						
23.	Is relaxed and comfortable in the interview/session	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.f.						
24.	Communicates interest in and acceptance of the client	CACREP.2016.5.C.2.j.						
25.	Facilitates client expression of concerns and feelings	CACREP.2016.2.F.5.g.						
26.	Focuses on the content of the client's problem	CACREP.2016.5.C.3.b.						
27.	Recognizes and resists manipulation by the client	CACREP.2016.2.F.5.g.						
28.	Recognizes and deals with positive affect of the client	CACREP.2016.2.F.5.g.						
29.	Recognizes and deals with negative affect of the client	CACREP.2016.2.F.5.g.						
30.	Is spontaneous in the interview/session	CACREP.2016.2.F.5.f.						
31.	Uses silence effectively in the interview/session	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.g.						
32.	Is aware of own feelings in the counseling session	CACREP.2016.2.F.1.k.						
33.	Communicates own feelings to the client when appropriate	CACREP.2016.2.F.1.b.						
34.	Recognizes and skillfully interprets the client's covert messages	CACREP.2016.5.C.3.b.						
35.	Facilitates realistic goal setting with the client	CACREP.2016.2.F.5.i.						
36.	Encourages appropriate action-step planning with the client	CACREP.2016.5.C.3.b.						
37.	Employs judgment in the timing and use of different techniques	CACREP.2016.5.C.3.b.						
38.	Initiates periodic evaluation of goals, action-steps, and process during counseling	CACREP.2016.2.F.5.i.						

Item Number	Skill or Ability	CACREP Standard (2016)	N/A	Unacceptable	Beginning	Emerging	Proficient	Advanced
39.	Explains, administers, and interprets tests/assessments correctly	CACREP.2016.5.C.1.e.						
40.	Terminates the interview/session smoothly	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.g.						
C.) KNOWLEDGE AND SKILLS								
41.	Has the ability to manage crisis situations when they arise	CACREP.2016.2.F.5.m.; CACREP.2016.5.C.2.f.						
42.	Focuses on specific behaviors and their consequences, implications, and contingencies	CACREP.2016.5.C.3.b.						
43.	Recognizes and pursues discrepancies and meaning of inconsistent information	CACREP.2016.2.F.5.g.						
44.	Uses relevant case data in planning both immediate and long-range goals	CACREP.2016.5.C.3.b.						
45.	Uses relevant case data in considering various strategies and their implications	CACREP.2016.2.F.8.b.; CACREP.2016.5.C.3.b.						
46.	Bases decisions on a theoretically sound and consistent rationale of human behavior	CACREP.2016.5.C.1.b.						
47.	Is perceptive in evaluating the effects of own counseling techniques	CACREP.2016.2.F.1.k.						
48.	Demonstrates ethical behavior in the counseling activity and case management	CACREP.2016.2.F.1.i.; CACREP.2016.5.C.2.l.						
49.	Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions	CACREP.2016.2.F.5.d.						

Please check the box that corresponds with your final evaluation of this student's ability to enter the counseling profession.

- Satisfactory: I believe this student is prepared to move toward licensure and furthering their professional development as a counselor.
- Unsatisfactory: I have some real concerns about this person entering the counseling profession.

Additional comments and/or suggestions

Date: _____ Signature of site supervisor: _____

My signature indicates that I have read the above evaluation and have discussed the content with my site supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Date: _____ Signature of student intern: _____

DIRECTIONS FOR FINAL PRACTICUM/INTERNSHIP LOG

1. Please document hours in the form provided. Document time spent in internship activities in fractions of an hour, using decimals (e.g., .75 or 1.25 hours).
2. Transpose all hours obtained and total each column and row.
3. For internship, you must have a minimum of 300 total hours. 120 of those hours must be in direct client contact. For practicum you must have a minimum of 100 hours. 40 of those hours must be in direct client contact.
4. The documentation of your supervision hours on the table provided is very important.
5. This is the final documentation of your field experience. You must insure its accuracy. The onsite supervisor's signature serves as verification of the accuracy of the log.