

**Site Supervisor Handbook
For
Practicum and Internship**

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

**Counselor Education Program
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 school 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 school counseling. 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 standards outline the focus of our masters program in clinical mental health counseling and emphasize the knowledge, dispositions, and behaviors expected of our interns and practicum students.

CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in clinical mental health counseling.
2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).
8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.
9. Understands the impact of crises, disasters, and other trauma-causing events on people.
10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, selfhelp).
4. Knows the disease concept and etiology of addiction and co-occurring disorders.
5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.
6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.
7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
9. Understands professional issues relevant to the practice of clinical mental health counseling.

D. Skills and Practices

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
7. Applies current record-keeping standards related to clinical mental health counseling.
8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.
5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.
2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

ASSESSMENT

G. Knowledge

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.
3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.
4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

H. Skills and Practices

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.

2. Knows models of program evaluation for clinical mental health programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health counseling.
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

DIAGNOSIS

K. Knowledge

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.

Choosing an Internship or Practicum Site:

All students are responsible for selecting their practicum and internship sites. Selecting an appropriate site is essential for the greatest benefit. The student's advisor and/or course instructor will assist the student in any way possible; nonetheless, securing a site is the student's responsibility.

Counseling students should discuss possible sites with their advisors early in their program. The first term during which a counseling student is enrolled is not too early to begin thinking about practicum and internship. As the student and his/her advisor construct a degree plan, they will be projecting times for practicum and internship which will assist the student in planning well in advance.

It is wise to choose your site with some of these questions in mind: Can you find an onsite supervisor who meets the requirements? Is this person willing and able to supervise you weekly? Can you accrue the required number of direct contact hours? Is it possible to earn the total number of hours?

While you need to choose your site with these pragmatic questions in mind, you also need to consider the types of experiences available to you at a potential site. Consider the population of clients you may find at the site. Would this fit your interest? Consider the types of services, individual and group, that may be available for you at the site. Find out if there is a theoretical orientation preference (solution-focused, CBT, Gestalt, etc.) at the site. Does that orientation interest you? Would it be helpful to gain experience with that orientation?

Sites have the option of offering or declining to offer a student intern applicant a placement. The student applicant should approach each site visit just as he/she would a job interview. He/she should take a resume and any other documentation that might be helpful to the person in charge of placing interns at the sites selected.

Some students prefer completing the internships at different sites so they can experience more than one professional environment. Other students prefer completing both internships at the same site so they can have a long-term, in-depth experience. There are advantages and disadvantages to both approaches that can be discussed with the student's advisor, course instructor, and site supervisor.

Prior to the start of the internship, all internship and practicum students are expected to arrange an initial interview with their site supervisor. Students are expected to participate in on-site orientation before beginning the internship. This orientation will enable the internship student to become acquainted with workers at the placement site and will provide an orientation to site procedures.

Practicum and Internship Requirements:

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 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

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

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, 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 don't 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.

Student Application Process for Practicum and Internship:

All forms can be found on the Education Graduate Program Announcement Blackboard site. All program students are enrolled in and have access to this Blackboard course. Consult this site often to keep up with program announcements and changes.

Practicum:

Practicum should be taken the semester prior to the first internship. All forms and due dates can be found on the *Education Graduate Program Announcement* Blackboard course. The following is a description of the process for applying for practicum:

- ♦ Attend Residency and obtain Candidacy into the program.
- ♦ At Residency, provide a completed *Student Profile Sheet* (See Appendix G) and *Practicum Site Application*.
- ♦ Provide evidence of professional liability insurance.
- ♦ Complete the background check and submit evidence of this on the *Education Graduate Program Announcement* Blackboard site.
- ♦ After approval of the practicum application, have your potential site supervisor complete the *Site Supervisor Application*, and submit this form on the *Education Graduate Program Announcement* Blackboard course.
- ♦ Complete the *Site Agreement* form with your site supervisor and submit this on the *Education Graduate Program Announcement* Blackboard course.

Internship:

- ◆ The internships are the culminating experience and should be the last courses taken in the program. Internship courses **MUST** be taken in the last two semesters before you plan to graduate. The final internship course **MUST** be taken in the term you plan to graduate. School internships are offered only during fall and spring semesters. Any requests for summer internships in school counseling must be approved well in advance of the application deadline dates; the request must include a written request from the student and documentation from the school that the appropriate internship would be available and that there will be a licensed school counselor available to supervise the intern. The request should be submitted to the Education Graduate Program Coordinator, who will then obtain the appropriate approval and notify the student of the decision.

Consult the *Education Graduate Program Announcement* Blackboard course for the following forms and specific due dates for each:

1) Application for Internship

All counseling majors who plan to enroll in an internship course during an upcoming semester must complete and submit an “Application for Internship” to the Education Graduate Office by the deadlines. Applications will be reviewed and students will be notified after the application is approved. You will be coded in Banner and will be able to register yourself for the appropriate internship(s). You will not be allowed to register for the internship course without an approved application.

2) Site Agreement for Internships

This is the formal agreement between UTM and the site, which outlines the expectations and responsibilities of the university, the site, and the intern. A signed form must be submitted before the student is allowed to begin the field experience. This should be submitted as soon as possible after the approval of the placement.

3) Site Supervisor Application

Each student is responsible for finding a site that can provide an appropriate site supervisor. The proposed site supervisor must complete and submit this application as soon as possible after the approval of the placement. The student will be notified when this application has been approved. The field experience may not begin until this application has been approved.

4) Student Profile Sheet

This form should be completed by the student and given to a proposed site. The information on the form can help a site determine whether to accept the student.

5) Student Ethics and Internship Agreement

Each student is expected to adhere to the legal and ethical guidelines of his or her professional organization. This form must be signed before the experience may begin.

6) Proof of Background Check Application

The information and procedures for completing your criminal background check are

located on the Education Student Services web page: <http://www.utm.edu/departments/ess/criminal.php>. Please follow those directions to ensure you complete this process. Documentation of previous background check will be accepted for those students whose current employment requires a background check appropriate for schools, daycare employees, or other childcare workers. Ask your employer to send documentation to this office.

7) **Proof of Liability Insurance**

All students must have personal professional liability insurance before beginning any field placement experience. Such insurance is available at student rates from the American Counseling Association (ACA).

Application forms for liability insurance and membership in ACA are available online at www.counseling.org.

University Responsibilities:

- ♦ **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 it's 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 email or telephone contact. The site supervisor is encouraged to contact the university supervisor at any time during the semester to discuss issues, concerns, or share celebrations.

Practicum/Internship Site Responsibilities:

- ♦ **Provide an appropriately credentialed site supervisor**
To be eligible to be a site supervisor, the individual must possess a minimum of a masters 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.

Practicum Student/Intern Responsibilities:

- ♦ **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 feel 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 minors and parents 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 students.

- ♦ **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.

♦ **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. 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 don't 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.

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. The American Counseling Association (ACA) has developed a National Model for school counseling programs. 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.

Developing Goals for Internship or Practicum:

- ♦ **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 students: 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 email**
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's 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 school counseling, dedicating themselves to complete our program requirements in preparation for this chance to work with you and your students. 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

Internship Site Agreement

Practicum Site Agreement

Site Supervisor Application

Individualized Plan

Practicum/Internship Midterm Evaluation

Practicum Final Evaluation

Internship Final Evaluation

Final Log of Hours

Summary of Site Supervisor's Responsibilities:

- ♦ 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
- ♦ Assess the goals for the internship or practicum in terms of the realities of your site
- ♦ Develop an Individualized Plan to meet those goals
- ♦ 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 AGREEMENT FOR COUNSELING INTERNSHIPS

This agreement is made this _____ day of _____, by and among _____ (hereafter referred to as the SITE), the University of Tennessee at Martin (hereafter referred to as the UNIVERSITY), and _____ (hereafter referred to as the INTERN). This agreement will be effective for a period from _____ to _____.

The UNIVERSITY program agrees

1. to assign a faculty supervisor to facilitate communication between the UNIVERSITY and the SITE and to coordinate the internship experience;
2. that the faculty supervisor shall be available for consultation with both SITE supervisor and INTERN and shall be immediately contacted should any problem or change in relation to the INTERN, SITE, or UNIVERSITY occur;
3. to select an INTERN who has completed all of the prerequisite courses and practicum experience;
4. to complete a background check on the INTERN prior to placement in an internship;(effective 2010)
5. to provide the SITE prior to or at the time of placement of the INTERN the following information:
 - a. a profile of the INTERN named above,
 - b. an academic calendar that shall include dates for periods during which the INTERN will be graded,
 - c. course outline delineating program expectations;
6. to notify the INTERN that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the SITE;
7. to advise the INTERN that he/she MUST have adequate liability and accident insurance; and,
8. that the UNIVERSITY supervisor is responsible for the assignment of an internship grade.

The SITE agrees

1. to provide the INTERN with an overall orientation to the SITE's specific services necessary for the implementation of the internship experience;
2. to designate an internship supervisor with appropriate credentials, time and interest for training the internship student;
3. to provide opportunities for the INTERN to engage in a variety of counseling activities under supervision and for the purpose of evaluating the INTERN'S performance (minimum of 120 hours direct client/student contact);
4. to provide the INTERN with adequate work space, telephone, or office supplies necessary to conduct the activities above;
5. to provide a minimum of 1 hour per week (minimum 15 hours per semester) of supervisory contact that involves some examination of the INTERN'S work using audio/visual tapes, observation , or live supervision as well as didactic interaction; and
6. to provide written evaluation of INTERN performance based on criteria established by the UNIVERSITY program.

The INTERN agrees

1. to purchase and maintain liability insurance for the duration of the internship;
2. to adhere to the administrative policies, rules, standards, and practices of the SITE;
3. to adhere to the ethical standards of the American Counseling Association with the understanding that any breach of these ethics or any unethical behavior on his/her part will result in the removal of the INTERN from the internship site, a failing grade, and documentation of behavior in the INTERN'S permanent record;
4. to keep the SITE and UNIVERSITY supervisors informed about his/her internship experiences at all times; and
5. to complete a total of 300 hours per internship course to include a minimum of 15 hours of

supervision from the SITE supervisor and 120 hours of direct client/student contact.

Within the specified time frame, _____ (SITE supervisor) will be the primary internship site supervisor. As appropriate and/or available, the training activities below will be provided for the INTERN in sufficient amounts to allow an adequate evaluation of the INTERN'S level of competence in each activity. _____ (UNIVERSITY supervisor) will be the faculty liaison with whom the INTERN and SITE supervisor will communicate regarding progress, problems, and performance evaluations.

Internship Activities

- | | |
|--|--|
| <p>1. Individual counseling/psychotherapy
Personal/social nature
Occupational/educational nature</p> | <p>6. Consultation
Referrals
Professional team collaboration</p> |
| <p>2. Group counseling
Coleading/leading</p> | <p>7. Parent conferences
Outreach</p> |
| <p>3. Conducting Classroom Guidance
Lessons</p> | <p>8. Career counseling</p> |
| <p>4. Testing
Administration
Analysis
Interpretation of results</p> | <p>9. Individual supervision</p> |
| <p>5. Report writing
Recordkeeping
Treatment plans</p> | <p>10. Group or peer supervision</p> |
| | <p>11. Case conferences or staff meetings</p> |
| | <p>12. Other (please list) _____</p> |

Equal Opportunity

It is mutually agreed that no party shall discriminate on the basis of age, sex, race, color, nationality, ethnic origin, sexual orientation, religion or creed.

Termination

It is understood and agreed upon by the UNIVERSITY and the SITE that the SITE has the right to terminate the internship experience of the INTERN whose health status is detrimental to the services provided the students or clients of the SITE. Further, it has the right to terminate the use of the SITE by the INTERN if, in the opinion of the supervising counselor, such person's behavior is detrimental to the operation of the SITE and/or to student or client care. Such action will not be taken until the grievance against any INTERN has been discussed with the INTERN and with UNIVERSITY representatives.

Principal/Administrator at the SITE

Date

Internship supervisor at the UNIVERSITY

Date

Intern

Date

SITE AGREEMENT FOR COUNSELING PRACTICUM

This agreement is made this _____ day of _____, by and among _____ (hereafter referred to as the SITE), the University of Tennessee at Martin (hereafter referred to as the UNIVERSITY), and _____ (hereafter referred to as the PRACTICUM STUDENT). This agreement will be effective for a period from _____ to _____.

The UNIVERSITY program agrees

1. to assign a faculty supervisor to facilitate communication between the UNIVERSITY and the SITE and to coordinate the practicum experience;
2. that the faculty supervisor shall be available for consultation with both SITE supervisor and PRACTICUM STUDENT and shall be immediately contacted should any problem or change in relation to the PRACTICUM STUDENT, SITE, or UNIVERSITY occur;
3. to select an PRACTICUM STUDENT who has completed all of the prerequisite courses and practicum experience;
4. to complete a background check on the PRACTICUM STUDENT prior to placement in an practicum;(effective 2010)
5. to provide the SITE prior to or at the time of placement of the PRACTICUM STUDENT the following information:
 - a. a profile of the PRACTICUM STUDENT named above,
 - b. an academic calendar that shall include dates for periods during which the PRACTICUM STUDENT will be graded,
 - c. course outline delineating program expectations;
6. to notify the PRACTICUM STUDENT that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the SITE;
7. to advise the PRACTICUM STUDENT that he/she MUST have adequate liability and accident insurance; and,
8. that the UNIVERSITY supervisor is responsible for the assignment of a practicum grade.

The SITE agrees

1. to provide the PRACTICUM STUDENT with an overall orientation to the SITE's specific services necessary for the implementation of the practicum experience;
2. to designate an practicum supervisor with appropriate credentials, time and interest for training the practicum student;
3. to provide opportunities for the PRACTICUM STUDENT to engage in a variety of counseling activities under supervision and for the purpose of evaluating the PRACTICUM STUDENT'S performance (minimum of 40 hours direct client/student contact);
4. to provide the PRACTICUM STUDENT with adequate work space, telephone, or office supplies necessary to conduct the activities above;
5. to provide a minimum of 1 hour per week (minimum 15 hours per semester) of

supervisory contact that involves some examination of the PRACTICUM STUDENT'S work using audio/visual tapes, observation, or live supervision as well as didactic interaction; and

6. to provide written evaluation of PRACTICUM STUDENT performance based on criteria established by the UNIVERSITY program.

The PRACTICUM STUDENT agrees

1. to purchase and maintain liability insurance for the duration of the practicum;
2. to adhere to the administrative policies, rules, standards, and practices of the SITE;
3. to adhere to the ethical standards of the American Counseling Association with the understanding that any breach of these ethics or any unethical behavior on his/her part will result in the removal of the PRACTICUM STUDENT from the practicum site, a failing grade, and documentation of behavior in the PRACTICUM STUDENT'S permanent record;
4. to keep the SITE and UNIVERSITY supervisors informed about his/her practicum experiences at all times; and
5. to complete a total of 100 hours per practicum course to include a minimum of 10 hours of supervision from the SITE supervisor and 40 hours of direct client/student contact.

Within the specified time frame, _____ (SITE supervisor) will be the primary practicum site supervisor. As appropriate and/or available, the training activities below will be provided for the PRACTICUM STUDENT in sufficient amounts to allow an adequate evaluation of the PRACTICUM STUDENT'S level of competence in each activity.

(UNIVERSITY supervisor) will be the faculty liaison with whom the PRACTICUM STUDENT and SITE supervisor will communicate regarding progress, problems, and performance evaluations.

Potential Practicum Activities

- | | |
|--|--|
| 1. Individual counseling/psychotherapy
Consultation Personal/social nature
Occupational/educational nature | 6.
Referrals
Professional team collaboration |
| 2. Group counseling/psychotherapy
activities Coleading
Leading | 7. Psychoeducational /Classroom guidance
Parent conferences
Outreach |
| 3. Intake interviewing
counseling Taking social history information | 8. Career |
| 4. Testing | 9. Individual supervision |

- | | |
|--|---|
| Administration
supervision Analysis | 10. Group or peer |
| Interpretation of results | 11. Case conferences or staff meetings |
| 5. Report writing | 12. Other (please list) _____ Recordkeeping |
| Treatment plans | |

Equal Opportunity

It is mutually agreed that no party shall discriminate on the basis of age, sex, race, color, nationality, ethnic origin, sexual orientation, religion or creed.

Termination

It is understood and agreed upon by the UNIVERSITY and the SITE that the SITE has the right to terminate the practicum experience of the PRACTICUM STUDENT whose health status is detrimental to the services provided the students or clients of the SITE. Further, it has the right to terminate the use of the SITE by the PRACTICUM STUDENT if, in the opinion of the supervising counselor, such person's behavior is detrimental to the operation of the SITE and/or to student or client care. Such action will not be taken until the grievance against any PRACTICUM STUDENT has been discussed with the PRACTICUM STUDENT and with UNIVERSITY representatives.

Practicum supervisor at the SITE

Date

Practicum supervisor at the UNIVERSITY

Date

PRACTICUM STUDENT

Date

SITE SUPERVISOR APPLICATION

Name _____ Date _____

School/ Agency Address _____

Phone _____ Email address _____

1. Formal Training (Minimum of a Masters 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

SITE SUPERVISOR'S EVALUATION OF PRACTICUM/INTERN STUDENT'S PERFORMANCE - MIDTERM

Suggested Use: This form is to be used to check performances in the counseling practicum and internship. The form is appropriate for individual or group counseling.

Name of practicum student/intern _____

Date of supervision _____ or period covered by the evaluation _____

Directions: The supervisor, at midterm, circles a number that best evaluates the student on each item:

General Supervision Comments	Poor	Adequate	Good
1. Demonstrates a personal commitment in developing professional competencies	1 2	3 4	5 6
2. Invests time and energy in becoming a counselor	1 2	3 4	5 6
3. Accepts and uses constructive criticism to enhance self-development and counseling skills	1 2	3 4	5 6
4. Engages in open, comfortable, and clear communication with peers and supervisors	1 2	3 4	5 6
5. Recognizes own competencies and skills and shares these with peers and supervisors	1 2	3 4	5 6
6. Recognizes own deficiencies and actively works to overcome them with peers and supervisors	1 2	3 4	5 6
7. Completes case reports and records punctually and conscientiously	1 2	3 4	5 6
The Counseling Process			
8. Researches the referral prior to the first interview	1 2	3 4	5 6
9. Keeps appointments on time	1 2	3 4	5 6
10. Begins the interview smoothly	1 2	3 4	5 6
11. Explains the nature and objectives of counseling when appropriate	1 2	3 4	5 6
12. Is relaxed and comfortable in the interview	1 2	3 4	5 6
13. Communicates interest in and acceptance of the client	1 2	3 4	5 6
14. Facilitates client expression of concerns and feelings	1 2	3 4	5 6
15. Focuses on the content of the client's problem	1 2	3 4	5 6
16. Recognizes and resists manipulation by the client	1 2	3 4	5 6
17. Recognizes and deals with positive affect of the client	1 2	3 4	5 6
18. Recognizes and deals with negative affect of the client	1 2	3 4	5 6
19. Is spontaneous in the interview	1 2	3 4	5 6
20. Uses silence effectively in the interview	1 2	3 4	5 6
21. Is aware of own feelings in the counseling session	1 2	3 4	5 6
22. Communicates own feelings to the client when appropriate	1 2	3 4	5 6
23. Recognizes and skillfully interprets the client's covert messages	1 2	3 4	5 6
24. Facilitates realistic goal setting with the client	1 2	3 4	5 6
25. Encourages appropriate action-step planning with the client	1 2	3 4	5 6
26. Employs judgment in the timing and use of different techniques	1 2	3 4	5 6
27. Initiates periodic evaluation of goals, action-steps, and process during counseling	1 2	3 4	5 6

28. Explains, administers, and interprets tests correctly	1 2	3 4	5 6
29. Terminates the interview smoothly	1 2	3 4	5 6

The Conceptualization Process

30. Focuses on specific behaviors and their consequences, implications, and contingencies	1 2	3 4	5 6
31. Recognizes and pursues discrepancies and meaning of inconsistent information	1 2	3 4	5 6
32. Uses relevant case data in planning both immediate and long-range goals	1 2	3 4	5 6
33. Uses relevant case data in considering various strategies and their implications	1 2	3 4	5 6
34. Bases decisions on a theoretically sound and consistent rationale of human behavior	1 2	3 4	5 6
35. Is perceptive in evaluating the effects of own counseling techniques	1 2	3 4	5 6
36. Demonstrates ethical behavior in the counseling activity and case management	1 2	3 4	5 6

Please describe the methods you have used to guide the student toward improvement on any items that were rated 1 or 2.

Additional comments and/or suggestions

Date _____ Signature of 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 counselor _____

SITE SUPERVISOR'S EVALUATION OF PRACTICUM STUDENT'S PERFORMANCE - FINAL

Suggested Use: This form is to be used to check performances in the counseling practicum. The form is appropriate for individual or group counseling.

Name of practicum student _____

Date of supervision _____ or period covered by the evaluation _____

Directions: The supervisor, at the end of the semester, circles a number that best evaluates the practicum student on each performance at that point in time.

General Supervision Comments	Poor	Adequate	Good
1. Demonstrates a personal commitment in developing professional competencies	1 2	3 4	5 6
2. Invests time and energy in becoming a counselor	1 2	3 4	5 6
3. Accepts and uses constructive criticism to enhance self-development and counseling skills	1 2	3 4	5 6
4. Engages in open, comfortable, and clear communication with peers and supervisors	1 2	3 4	5 6
5. Recognizes own competencies and skills and shares these with peers and supervisors	1 2	3 4	5 6
6. Recognizes own deficiencies and actively works to overcome them with peers and supervisors	1 2	3 4	5 6
7. Completes case reports and records punctually and conscientiously	1 2	3 4	5 6
The Counseling Process			
8. Researches the referral prior to the first interview	1 2	3 4	5 6
9. Keeps appointments on time	1 2	3 4	5 6
10. Begins the interview smoothly	1 2	3 4	5 6
11. Explains the nature and objectives of counseling when appropriate	1 2	3 4	5 6
12. Is relaxed and comfortable in the interview	1 2	3 4	5 6
13. Communicates interest in and acceptance of the client	1 2	3 4	5 6
14. Facilitates client expression of concerns and feelings	1 2	3 4	5 6
15. Focuses on the content of the client's problem	1 2	3 4	5 6
16. Recognizes and resists manipulation by the client	1 2	3 4	5 6
17. Recognizes and deals with positive affect of the client	1 2	3 4	5 6
18. Recognizes and deals with negative affect of the client	1 2	3 4	5 6
19. Is spontaneous in the interview	1 2	3 4	5 6
20. Uses silence effectively in the interview	1 2	3 4	5 6
21. Is aware of own feelings in the counseling session	1 2	3 4	5 6
22. Communicates own feelings to the client when appropriate	1 2	3 4	5 6
23. Recognizes and skillfully interprets the client's covert messages	1 2	3 4	5 6
24. Facilitates realistic goal setting with the client	1 2	3 4	5 6
25. Encourages appropriate action-step planning with the client	1 2	3 4	5 6
26. Employs judgment in the timing and use of different techniques	1 2	3 4	5 6
27. Initiates periodic evaluation of goals, action-steps, and process	1 2	3 4	5 6

during counseling			
28. Explains, administers, and interprets tests correctly	1 2	3 4	5 6
29. Terminates the interview smoothly	1 2	3 4	5 6

The Conceptualization Process

30. Focuses on specific behaviors and their consequences, implications, and contingencies	1 2	3 4	5 6
31. Recognizes and pursues discrepancies and meaning of inconsistent information	1 2	3 4	5 6
32. Uses relevant case data in planning both immediate and long-range goals	1 2	3 4	5 6
33. Uses relevant case data in considering various strategies and their implications	1 2	3 4	5 6
34. Bases decisions on a theoretically sound and consistent rationale of human behavior	1 2	3 4	5 6
35. Is perceptive in evaluating the effects of own counseling techniques	1 2	3 4	5 6
36. Demonstrates ethical behavior in the counseling activity and case management	1 2	3 4	5 6

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 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 counselor _____

SITE SUPERVISOR'S EVALUATION OF INTERN STUDENT'S PERFORMANCE - FINAL

Suggested Use: This form is to be used to check performances in the counseling practicum. The form is appropriate for individual or group counseling.

Name of practicum student _____

Date of supervision _____ or period covered by the evaluation _____

Directions: The supervisor, at the end of the semester, circles a number that best evaluates the practicum student on each performance at that point in time.

General Supervision Comments	Poor	Adequate	Good
1. Demonstrates a personal commitment in developing professional competencies	1 2	3 4	5 6
2. Invests time and energy in becoming a counselor	1 2	3 4	5 6
3. Accepts and uses constructive criticism to enhance self-development and counseling skills	1 2	3 4	5 6
4. Engages in open, comfortable, and clear communication with peers and supervisors	1 2	3 4	5 6
5. Recognizes own competencies and skills and shares these with peers and supervisors	1 2	3 4	5 6
6. Recognizes own deficiencies and actively works to overcome them with peers and supervisors	1 2	3 4	5 6
7. Completes case reports and records punctually and conscientiously	1 2	3 4	5 6
The Counseling Process			
8. Researches the referral prior to the first interview	1 2	3 4	5 6
9. Keeps appointments on time	1 2	3 4	5 6
10. Begins the interview smoothly	1 2	3 4	5 6
11. Explains the nature and objectives of counseling when appropriate	1 2	3 4	5 6
12. Is relaxed and comfortable in the interview	1 2	3 4	5 6
13. Communicates interest in and acceptance of the client	1 2	3 4	5 6
14. Facilitates client expression of concerns and feelings	1 2	3 4	5 6
15. Focuses on the content of the client's problem	1 2	3 4	5 6
16. Recognizes and resists manipulation by the client	1 2	3 4	5 6
17. Recognizes and deals with positive affect of the client	1 2	3 4	5 6
18. Recognizes and deals with negative affect of the client	1 2	3 4	5 6
19. Is spontaneous in the interview	1 2	3 4	5 6
20. Uses silence effectively in the interview	1 2	3 4	5 6
21. Is aware of own feelings in the counseling session	1 2	3 4	5 6
22. Communicates own feelings to the client when appropriate	1 2	3 4	5 6
23. Recognizes and skillfully interprets the client's covert messages	1 2	3 4	5 6
24. Facilitates realistic goal setting with the client	1 2	3 4	5 6
25. Encourages appropriate action-step planning with the client	1 2	3 4	5 6
26. Employs judgment in the timing and use of different techniques	1 2	3 4	5 6
27. Initiates periodic evaluation of goals, action-steps, and process	1 2	3 4	5 6

during counseling			
28. Explains, administers, and interprets tests correctly	1 2	3 4	5 6
29. Terminates the interview smoothly	1 2	3 4	5 6

The Conceptualization Process

30. Focuses on specific behaviors and their consequences, implications, and contingencies	1 2	3 4	5 6
31. Recognizes and pursues discrepancies and meaning of inconsistent information	1 2	3 4	5 6
32. Uses relevant case data in planning both immediate and long-range goals	1 2	3 4	5 6
33. Uses relevant case data in considering various strategies and their implications	1 2	3 4	5 6
34. Bases decisions on a theoretically sound and consistent rationale of human behavior	1 2	3 4	5 6
35. Is perceptive in evaluating the effects of own counseling techniques	1 2	3 4	5 6
36. Demonstrates ethical behavior in the counseling activity and case management	1 2	3 4	5 6

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 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 counselor _____

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. 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.