

**Student 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 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 clinical mental health 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 and must be completed the semester prior to the student's first internship. During this field experience the student is expected to become involved in direct client services such as individual counseling, group counseling, intake sessions, or family counseling sessions. The purpose of the practicum is to provide the student with the specific counseling skills necessary to advance to the more involved duties of the internship.

The internship is the culminating field experience in the UTM counseling program. The internships provide students with experience in all aspects of professional functioning applicable to clinical mental health counseling. This includes both administrative tasks and counseling tasks. The intern become more integrated into the comprehensive clinical mental health counseling program by working with clients, counselors, supervisors, and the treatment team. 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 client populations. Since interns already have received training in counseling, the clients, counselors, supervisors, and the treatment team 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. Students who are currently employed as clinical mental health counselors and who intend on counting work hours toward internship requirements should discuss any additional duties (e.g. hours, experiences) that may be required with the practicum or internship instructor.

The faculty of the Counseling Department encourages you to take full advantage of this great training opportunity. Enter these experiences with an open mind, ready to learn from your site supervisor and willing to challenge yourself to further develop your counseling skills. And remember that your university supervisor is always available for consultation, advice, and support.

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

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 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.

Student Application Process for Practicum and Internship:

All forms can be found on the Education Graduate Program Announcement Canvas site. All program students are enrolled in and have access to this Canvas 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. Clinical mental health practicums are only offered during the fall and spring semesters. All forms and due dates can be found on the *Education Graduate Program Announcement* Canvas course → **CHECK THIS OFTEN**. The following is a description of the process for applying for practicum:

- ♦ Attend Residency and obtain Candidacy into the program.
- ♦ Provide evidence of professional liability insurance.
- ♦ Complete the background check and submit evidence of this on the *Education Graduate Program Announcement* Canvas site.
- ♦ Apply for your practicum. You may find the form on the *Education Graduate Program Announcement* Canvas course.

- ◆ 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* Canvas course.
- ◆ Complete the *Site Agreement* form with your site supervisor and submit this on the *Education Graduate Program Announcement* Canvas 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.* Clinical mental health internships are offered during fall, spring, and summer semesters.

Consult the *Education Graduate Program Announcement* Canvas 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. Site supervisors must have the following credentials:

- 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.

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 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.

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 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.

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 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.

♦ **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.

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.

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:

For the Site Supervisor:

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.

For the Intern/Practicum Student:

Naturally we hope that your field experience is problem free and enriching. You may, however, encounter issues that cause you concern. This could involve difficulties addressing the needs of clients. Or it could involve a problem interacting with the organization where you are placed. It might even involve a conflict with your site supervisor. Regardless of the root of your issue, here are some important things to consider as you look to resolve the problem:

Use your weekly supervision time with the university supervisor well. During this time, be sure to bring up any issues or problems that have occurred or that you suspect might occur. Be as honest and as open as you can, as early in the placement as you can. It is possible to head off some problems before they become unmanageable.

Seek to form as close of a relationship with your site supervisor as possible. Feeling comfortable with your site supervisor is critical in the success of your experience. This is the person you should turn to first when you have an issue. The better your ability to communicate with this person, the more likely you can resolve any issues that might arise.

Always keep in mind the well-being of the clients. If your priority is always on the well-being of the population you are serving, you are better able to avoid problems. Your decision making process should always involve a consideration of their needs first. This requires you to be familiar with the ethical codes applicable to your placement.

Do not try to resolve an issue on your own. Both of your supervisors (site supervisor and university supervisor) are there to support you. Rely on them both when an issue arises. You may, for example, need to address an issue in between scheduled supervision times. Please feel free to contact your university supervisor in between these sessions. We want to help you! Discuss with the site supervisor early in your placement how to deal with problems or issues that arise. Develop a plan that outlines how best to contact him or her in an emergency, and what to do if he or she is not available.

Final Thoughts:

The field placements in practicum and internship are vital aspects of our students' professional development. Through these experiences the theory and techniques learned in our courses are applied in the real world, bridging the gap between theory and practice. Collaboration between the university, the site, and the student is essential to the success of both practicum and internship placements. We hope that this Handbook is a useful resource to both encourage that collaboration, and to prepare you for practicum or internship. If you have other questions or concerns, please contact your faculty advisor or university supervisor.

Appendices

Summary of Site Supervisor's Responsibilities

Frequently Asked Questions

Internship Site Agreement

Practicum Site Agreement

Site Supervisor Application

Individualized Plan

Practicum/Internship Midterm Evaluation

Practicum Final Evaluation

Internship Final Evaluation

Monthly Log of Hours

Final Log of Hours

Evaluation of Practicum/Internship Site

Evaluation of Site Supervisor

Evaluation of University Supervisor

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
- ♦ 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
- ♦ 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

Clinical Mental Health Counseling Internship Frequently Asked Questions

How do I choose an internship site?

The internship is your chance to get supervised practice in your chosen profession. It is important to consider what you want to get out of this training and find a site that fits those needs and goals. Ideally you would be able to visit clinical mental health settings (outpatient, inpatient, etc.), meet with the mental health counselor(s) and/or clinical director, and discuss the clinical mental health counseling setting. You need to find out how you can be involved in the activities of the clinical mental health setting. Find out what the duties of the clinical mental health counselor at that setting entail. Will you be more of an assistant, or a counselor? Does the clinical mental health counselor conduct individual and group sessions with clients?

It is wise to also consider these questions for each potential placement: Can you accrue the required number of direct contact hours? Is it possible to earn the total number of hours? Can you find an onsite supervisor who meets the requirements? Is this person willing and able to supervise you weekly?

It is your responsibility to seek out potential internship sites.

How do I get approval for an internship?

You must complete and submit the appropriate internship application forms by the publicized due date.

When and how will I be notified that my internship application has been approved?

There is no set notification date for internship approval. Your application is approved by the counseling university internship committee soon after being submitted. The Education Student Services office will notify you as soon as the site tells them whether your placement has been approved.

Where do I get the internship forms and how do I submit them?

The internship forms can be found on the Education Graduate Student Announcements Canvas site, under the “Counseling” section. The directions for submission of all forms is included on this site. Pay strict attention to the due dates for these forms.

What are the requirements for a potential onsite supervisor?

In addition to your onsite supervisor being willing to meet with you for an hour of supervision each week of your internship, he or she must have:

- 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 he or she is an active member of counseling professional organizations and has experience as a supervisor, though this is not mandatory.

Will there be a Canvas course for internship?

Yes. You should go to the Canvas course immediately when you are enrolled in order to read about the specific requirements for completing your internship.

What assignments do I have to complete in internship?

Internship is your chance to immerse yourself in the job of clinical mental health counselor. Your focus should be on becoming as active as possible at your site, performing the duties of a clinical mental health counselor. The exact duties will be determined by you and your onsite supervisor. For the course, you must: complete your 300 hours onsite and submit a Final Log of those hours, signed by your onsite supervisor; complete a separate evaluation of your onsite supervisor, your site, and your university supervisor; ensure that your onsite supervisor submits both a midterm and final evaluation of you; complete course assignments (discussion boards, etc.), meet with your onsite supervisor for 1 hour a week, and meet with your university supervisor weekly. The instructor of the course may assign additional assignments as needed.

How many hours do I have to complete during internship?

Each internship requires 300 hours at the school. A minimum of 120 hours must be in direct contact with clients. Each week you must meet with your onsite supervisor for an hour of supervision, for a total of 15 hours. The remaining 165 hours can be in indirect contact with students. Additionally, you will be meeting with your university supervisor weekly that will count towards your indirect hours.

What is meant by "direct contact hours"?

Direct contact hours include any activity in which you are meeting face-to-face with clients. This could include, for example, individual counseling, group counseling, intake assessments, or family counseling sessions.

What is meant by "indirect contact hours"?

Indirect hours can include any task required of a clinical mental health counselor that does not include meeting face-to-face with a client. This may include administrative tasks such as keeping records, filing, meetings, planning groups, or consulting with counselors.

Does driving to and from my site count towards my indirect hours?

No.

When can I begin to accrue hours for my internship?

You must be enrolled in the internship course in order to accrue hours for internship. You may begin accruing hours for your internship when the UTM semester starts as long as all of the appropriate paperwork has been submitted and approved.

Can I start my internship if I haven't submitted all of my paperwork?

No.

What if I can't complete all 300 hours for an internship during a semester?

If you find yourself at the end of UTM's semester without having the required hours, you can be given an incomplete for the course. Then you may continue at the site until your hours are completed. Once you have completed all requirements for the course, the incomplete will be removed.

Can I complete my internship during the summer?

Yes, you can complete a summer internship. However, you must be aware of a few things:

- (1) The summer term is shorter than the regular terms (Fall and Spring), but the required hours are not any shorter. That being said, you are still expected to accumulate 300 hours in the summer term.
- (2) You must find a clinical mental health placement that allows you to get the required direct contact hours. Again, the same amount of hours each time, but just be mindful that it is a shorter term.
- (3) You must have someone to supervise you that meets the supervision requirements.

Can I take another course while I am enrolled in internship?

UTM allows students to take one other 3-hour course while enrolled in internship.

Can I take COUN 785 while I am enrolled in internship?

No. The Practicum course, COUN 785, must be taken before you begin internship.

Can I complete both internships at the same time?

Under certain circumstances you may complete both internships during the same semester. You must be able to demonstrate that it is possible for you to work both internships in order to schedule the required number of hours during the semester. Contact the instructor to discuss this option before submitting an application.

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 license(s) do you hold? _____

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. 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.

**Evaluation of Practicum/Internship Site
The University of Tennessee at Martin
Clinical Mental Health Counseling Program**

Internship Site: _____

Student Intern: _____

Semester/Year: _____

Use the following questions to evaluate your internship site by placing a check in the appropriate box:

	Seldom True	Often True	Usually True	Not Applicable
The site's counseling department has a professional atmosphere.				
The site's counseling department is supportive of the intern's professional development.				
Other site staff are supportive of the intern.				
There is a general climate of trust and openness at this site.				
There is a broad range of clients with which the student intern can work.				
The clients treat the intern with respect.				
The intern feels that the site staff supports intern involvement at this site.				
The intern feels as though the administration supports the training of the intern.				
The intern feels as though there is camaraderie among the staff at the site.				
Staff members act professionally and ethically toward clients.				
Counseling staff members act ethically toward each other.				
Counseling staff members act ethically toward clients.				

Please address your perceptions of the overall quality of the site for a practicum or internship placement (please use the back if needed).

Please add any additional comments:

Practicum/Intern Student Signature _____ Date _____

Practicum/Intern Student Evaluation of Site Supervisor

The University of Tennessee at Martin
Master's Program in Clinical Mental Health Counseling

This completed evaluation will only be shared with your site supervisor after your relationship has been terminated. If shared, it will be used as an educational tool to provide feedback for their growth as an intern supervisor. Please be constructive in your comments so as to assist these supervisors in their growth and support of future graduate interns.

Intern's Name:	
Site Supervisor's Name:	
Site of Internship:	
Intern's Signature:	

1. Did you have an office in which to work with clients? Yes No
 - a. If no, did you have access to an office space in which to meet with clients privately?
 Yes No
 - b. Describe office set-up:

2. Were you provided
 - a. An orientation to the office and the office policies? Yes No
 - b. An introduction to office staff at an office meeting? Yes No
 - c. Individual introductions to office staff as you began your work with clients? Yes No
 - d. Qualifying feedback:

3. What was your individual client caseload?

0-5 clients 6-10 clients 11-15 clients 16 and up.

4. Did you consistently receive 1-hour of supervision from your supervisor? Yes No
 - a. Did you consult with your supervisor regularly about the clients on your caseload
 Yes No
 - b. Clarifying feedback:

5. How is the site implementing the American Counseling Association's Code of Ethics? (check all that apply)
- | | | | |
|--|--|--|--|
| a. Informed consent | <input type="checkbox"/> Yes <input type="checkbox"/> No | f. Research and Publishing | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| b. Respecting client rights | <input type="checkbox"/> Yes <input type="checkbox"/> No | g. Distance Counseling
(Technology and
Social Media) | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| c. Professional Responsibility | <input type="checkbox"/> Yes <input type="checkbox"/> No | h. Data Collection | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| d. Evaluating, Assessing, and
Interpreting | <input type="checkbox"/> Yes <input type="checkbox"/> No | i. Resolving Ethical
Issues | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| e. Supervising, Training, and
Teaching | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| j. Describe your role if any, in the above activities (co-presenter, data collector, etc.) | | | |
6. Did you attend any of the following meetings/conferences? (check all that apply)
- Staff/office meeting
 - Treatment team meeting
 - Company/office professional development
 - State or National Association Professional Development
 - Other (Please list any/all that were attended that are not listed above):
7. How would you rate your supervisor's skills in the following areas as it relates to mentoring and supervising?
- | | |
|---------------------------|--|
| a. Time Management skills | <input type="checkbox"/> Poor <input type="checkbox"/> Fair <input type="checkbox"/> Good <input type="checkbox"/> Excellent |
| b. Organization skills | <input type="checkbox"/> Poor <input type="checkbox"/> Fair <input type="checkbox"/> Good <input type="checkbox"/> Excellent |
| c. Communication skills | <input type="checkbox"/> Poor <input type="checkbox"/> Fair <input type="checkbox"/> Good <input type="checkbox"/> Excellent |
| d. Feedback skills | <input type="checkbox"/> Poor <input type="checkbox"/> Fair <input type="checkbox"/> Good <input type="checkbox"/> Excellent |
| e. Comments: | |

8. Would you recommend this supervisor to another graduate student? Why/why not?

9. Would you recommend this site to another graduate student? Why/why not?

**Evaluation of University Supervisor
The University of Tennessee at Martin
Clinical Mental Health Counseling Program**

UNIVERSITY SUPERVISOR'S NAME: _____

COURSE: _____ SEMESTER/YEAR: _____

DIRECTIONS: The following list of items provides descriptions of behaviors which contribute to effectiveness in supervising counselor education students. Please rate your supervisor on the following items according to how accurately each item describes the supervisor's actual behavior during the semester which has just ended. Please omit items that are not applicable.

Do not sign your name on this form; the ratings are to remain anonymous.

The rating scale is as follows:

- 5 = almost always descriptive of my supervisor's behavior
- 4 = frequently descriptive of my supervisor's behavior
- 3 = generally descriptive of my supervisor's behavior
- 2 = infrequently descriptive of my supervisor's behavior
- 1 = almost never descriptive of my supervisor behavior

<u>DESCRIPTION OF MY SUPERVISOR'S BEHAVIOR</u>	<u>SCALE RATINGS</u>				
	5	4	3	2	1
This supervisor...					
1. Gives appropriate feedback to supervisees about effective counseling behaviors.	_____	_____	_____	_____	_____
2. Gives appropriate feedback to supervisees about ineffective counseling behaviors.	_____	_____	_____	_____	_____
3. Offers suggestions to supervisees when appropriate.	_____	_____	_____	_____	_____
4. Confront supervisees when appropriate.	_____	_____	_____	_____	_____
5. Helps supervisees assess their own strengths.	_____	_____	_____	_____	_____
6. Helps supervisees assess their own weaknesses.	_____	_____	_____	_____	_____
7. Helps supervisees in developing self-confidence as emerging counselors.	_____	_____	_____	_____	_____
8. Shares his or her own experiences with clients with supervisees.	_____	_____	_____	_____	_____
9. Establishes good rapport with supervisees.	_____	_____	_____	_____	_____
10. Demonstrates an openness to address professional issues which arise from	_____	_____	_____	_____	_____

experiences in practicum/internship setting.

- | | | | | | |
|---|-----|-----|-----|-----|-----|
| 11. Helps supervisees define and maintain ethical behavior in counseling and case management. | ___ | ___ | ___ | ___ | ___ |
| 12. Offers resource information when I request or need it. | ___ | ___ | ___ | ___ | ___ |

Additional Comments:

**Return To: Mrs. Laurie Green
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