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

COUNSELING FACULTY, DEPARTMENT OF EDUCATIONAL STUDIES,  
205 Gooch Hall  
THE UNIVERSITY OF TENNESSEE AT MARTIN, TN 38238
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*Revised: January 2019*
Introduction:

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

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

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

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

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

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

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

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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

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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. The following is a description of the process for applying for practicum:

- Attend Residency and obtain Candidacy into the program.
- 6 months prior (check the date on the Canvas Announcements shell for the exact date), provide: a completed practicum application, a student profile sheet, 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 Canvas 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 Canvas course.
- Complete the Site Agreement form with your site supervisor and submit this on the Education Graduate Program Announcement Canvas course.
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](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](http://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, a university representative 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/Intern Student 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.

♦ Observations:

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

♦ Recording Counseling Sessions:

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

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

♦ Procedures and Confidentiality
Students must obtain consent using the Informed Consent for Recording form and any additional site-specific paperwork that may be required. Students should express to clients when seeking permission to record that the purpose of the recording is to evaluate the student counselor to improve upon counseling skills, not to evaluate the clients or the issues discussed by the clients. The recordings will be shared in individual and/or group supervision in the field placement class. Additionally, students must take great care when storing and sharing recordings. The material contained in the recordings is considered confidential. Students are expected to maintain the highest level of ethical and professional behavior during practicum and internship experiences. Violating the confidentiality of a client is considered an ethical breach of conduct and grounds for dismissal from the course.
Submission
Student counselors should record their supervision meetings using Zoom or an audio/video recorder. Students should not record the counseling sessions with their cell phones. For information about Zoom’s HIPAA Compliance see https://zoom.us/docs/doc/Zoom-hipaa.pdf. Once the session has been recorded, the recording, along with the informed consent form should be uploaded to the appropriate Canvas assignment submission. At the close of the semester, the student counselor should permanently delete the recorded sessions.

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

Other Intern or Practicum Student Responsibilities:

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

Comply with the legal and ethical standards of their profession
Our students are knowledgeable of and agree to comply with the legal and ethical standards of their profession. Each of our students is required to submit to a background check, and obtain professional insurance before beginning practicum or internship. A course on legal and ethical issues is required for all of our students, which highlights the importance we give to this critical piece of professional training and education. In addition, legal and ethical concerns are addressed within the content of each of our other courses.

Conduct individual and group counseling
This is a very important component of the practicum and internship experiences, which will be discussed in more detail later in the Handbook.

Seek supervision when needed
Interns and practicum students are encouraged to become reflective professionals by continually assessing their own performance as a counselor and by being aware of counseling situations that require some type of supervision. While an hour of supervision is required each week, if additional supervision is needed, we expect our students to actively seek out your supervision when the need arises and to also be in continual contact with the university supervisor.

Assist the site supervisor with other counseling-related duties
There are many non-counseling duties performed by counselors and we expect our students to both observe and participate in these activities. While we do not want their time completely dominated by administrative tasks, we do expect them to help you as needed and to learn about this side of the counseling profession.
Keep appropriate records of all activities
Finally, the student is expected to keep track of his or her activities at the site in order to comply with your policies and procedures and also to properly log their hours and activities for the university. It is the individual intern or practicum student’s responsibility to maintain these records.

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.

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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

Revised: January 2019
practicum. You should approach working with your intern or practicum student in a similar way as you would one of your clients: full of potential, but susceptible to mistakes. Here are some important issues to consider in that regard:

- **Provide effective weekly supervision to reduce chances of problems arising**
- **Address the concerns first with the intern**
- **Contact the university supervisor either via phone or e-mail**

Supervision is ongoing so that problems or issues may be avoided or addressed before they become significant. Your ability to monitor the student and provide timely and effective feedback is the first step in making sure that an issue is a learning experience rather than a serious problem. It is possible, though unlikely, that a larger issue will emerge that you feel is serious in nature. The problem could be situational or procedural, so that you feel the student’s knowledge or judgment needs to be addressed. Or the problem could be more interpersonal. You may question the intern’s capabilities to become a counselor, or you notice a personal issue that should be addressed. In those situations, you should first consider how to discuss the issue with the intern and the urgency of the issue. You are the person best placed to handle an immediate situation. You are more able to provide specific examples of the problem or issue to the intern and can help them understand the importance of addressing the issue. You are also the person best placed to then work through that issue with them through guided training or learning. Please contact the university supervisor when these situations arise to inform and consult with them on the best course of action. The university supervisor can also work with the intern to help resolve the issue.

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

**Final Thoughts:**

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

**Appendices**

**Summary of Site Supervisor’s Responsibilities**

*Revised: January 2019*
Summary of Site Supervisor’s Responsibilities:

- Review training material sent by the university supervisor
• Effectively communicate your expectations of the intern or practicum student

• Actively mentor the intern or practicum student by introducing him or her to the policies and procedures of your organization

• Meet with the practicum or internship student at for at least an hour a week for supervision. Additionally, be available/flexible if any additional supervisory needs come up outside of the weekly hour supervision.

• Assess the goals for the internship or practicum in terms of the realities of your site

• Develop an Individualized Plan to meet those goals

• Observe at least one individual session and one group session of the student and complete the observation form

• Assist the student in identifying clients who would be willing to record a session

• 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?
Revised: January 2019
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 clinical mental health site. 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.

Revised: January 2019
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 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;
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**

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

**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

*Revised: January 2019*
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

Revised: January 2019
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
2. Group counseling/psychotherapy activities Coleading Leading
3. Intake interviewing counseling Taking social history information
4. Testing
5. __________________________
6. Referrals Professional team collaboration
7. Psychoeducational /Classroom guidance Parent conferences Outreach
8. Career
9. Individual supervision

Revised: January 2019
 Administration supervision Analysis 
Interpretation of results 

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 Master’s Degree in counseling or related field required.)*
   - **Universities Attended**  
     - ____________  
     - ____________  
     - ____________  
   - **Degree Earned**  
     - ____________  
     - ____________  
     - ____________  
   - **Dates**  
     - ____________  
     - ____________  
     - ____________  
   - **Major:** ________________________________________________

2. **Professional Experience** *(Minimum of two years counseling experience.)*
   - **Employer:** ____________  
   - **Position/Duties:** ________________________________________________  
   - **Dates:** ________________________________________________
     - ____________  
     - ____________  
     - ____________  

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

4. **Professional Membership**
   a. Please list the professional organizations to which you belong.
      ________________________________________________

   b. Please list the professional development activities/meetings in counseling you have attended in the past two years.
      ________________________________________________

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

   ________________________________________________

**Signature** ______________________  **Date** ____________
**Practicum Student/Intern**  
**Individualized Plan**

**Student Name:** ______________________  
**Date:** __________

**Placement Site:** ______________________________________________________

**Site Supervisor:** _________________________

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activities to Reach Goal</th>
<th>Evaluation of Goal</th>
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Observation Form
OBSERVATION REPORT

Clinical Mental Health Counseling Program
University of Tennessee, Martin

Counselor-In-Training:

Site Location and Age/Gender of Client:

Observed Experience:
____ Individual Counseling
____ Group Counseling
____ Family Counseling
____ Marriage/Couples Counseling
____ Other (Please specify):

Content of Session:

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

At least 3 Suggestions for Improvement:

Site Supervisor’s Signature: ________________________________________________

Student’s Signature: ______________________________________________________

Date: ________________________________________________________________

Revised: January 2019
Recording Counseling Sessions- Consent Form and Additional Information for Clients

Informed Consent for Recording
Please enter your information into the appropriate fields, check boxes, or item lists.

<table>
<thead>
<tr>
<th>Student Counselor Information</th>
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<tbody>
<tr>
<td>Student Name:</td>
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<tr>
<td>Internship Site:</td>
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</table>

<table>
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<tr>
<th>Site Supervisor Information</th>
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<tbody>
<tr>
<td>Site Supervisor Name:</td>
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<tr>
<td>Email:</td>
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<tr>
<td>Phone:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>University Supervisor Information</th>
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<tbody>
<tr>
<td>University Supervisor Name:</td>
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<tr>
<td>Email:</td>
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<tr>
<td>Phone:</td>
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</tbody>
</table>

Informed Consent for Audio/Video Recording
As a graduate student counselor, I am required to be under the direct supervision of qualified clinical or school supervisors, at the university and at the school or mental health agency. My supervisors review services I provide clients. You have the right to know the name of my supervisors and how to contact each of them. This information is listed above.

- I am not required to have this session recorded, and I will receive services regardless of whether or not I permit recording. _____
- I may withdraw my permission to have the session recorded at any time during or after the recorded session. My care will not change by my decision not to be recorded. _____
- I have the right to review my recording with my student counselor during a counseling session. _____
- The recording will be only used for evaluation of student counselor in supervision and will remain confidential. _____
- The recording will not be part of any clinical record of our work together. _____
- This recording will be destroyed once it has been reviewed and discussed by the student counselor and supervisor at the end of supervision. _____
- This consent expires 6 months from the date of my signature below. I may revoke this consent at any time prior to the expiration date by submitting a request to withdraw my permission to the student counselor. _____
- A copy of this consent form will be submitted to the university supervisor along with the recording. _____
- I understand that the student counselor will be responsible for the safe storage of the recording. _____
- I may contact the student’s site or university supervisor with questions or concerns. _____

Your signature below confirms that you have read and understand this form and initialed by each point above.

<table>
<thead>
<tr>
<th>Signatures</th>
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</thead>
<tbody>
<tr>
<td>Client Signature</td>
</tr>
<tr>
<td>Signature of Parent/Guardian (if client is under 18)</td>
</tr>
<tr>
<td>Student Counselor’s Signature</td>
</tr>
<tr>
<td>Site Supervisor’s Signature</td>
</tr>
</tbody>
</table>

Revised: August 2018
Why does student counselor want to record our work together?
The student counselor is a student at UT Martin. As part of his/her education and internship experience, he/she is required to have recordings of their work leading counseling sessions to be assessed by the university’s counseling faculty.
You are being asked to consent to the recording of sessions because the counseling intern feels that your work together is likely to show his/her skills and learning.

How will the recording be used?
The recording will be reviewed by UT Martin counseling faculty. The faculty members will use the recording to make a judgement on the counseling skills of the student counselor and to help the counselor improve his/her counseling skills.
The university faculty will not be assessing you as the client, or making any judgement about the things you discuss. The focus will only be on how the student counselor performs during the recording.

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

What will happen to the recording once it is made? How will the recording be protected?
The student counselor will keep the recording safe and secure while at the placement, and it will only be used for review and evaluative purposes during supervision. Upon review and evaluation of the recording and completion of supervision, the counseling student will delete the recording.
SITE SUPERVISOR’S EVALUATION OF PRACTICUM/INTERN
CLINICAL MENTAL HEALTH
STUDENT’S PERFORMANCE – MIDTERM EVALUATION

**STUDENT: Provide the following information:**

Name of practicum student/intern: ____________________________________________________

Site Supervisor Name: _____________________________________________________________

Date of Evaluation: __________________________ or period covered by the evaluation

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

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

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

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

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

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

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

*Revised: January 2019*
### STUDENT’S PERFORMANCE – MIDTERM EVALUATION

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Skill or Ability</th>
<th>CACREP</th>
<th>Standard (2016)</th>
<th>NA</th>
<th>Unacceptable</th>
<th>Beginning</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.j.) GENERAL SUPERVISION COMMENTS</td>
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<tr>
<td>1.</td>
<td>Demonstrates a personal commitment in developing professional competencies</td>
<td>CACREP.2016.2. F.1.k.</td>
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<tr>
<td>2.</td>
<td>Invests time and energy in becoming a counselor</td>
<td>CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.f.</td>
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<tr>
<td>3.</td>
<td>Accepts and uses constructive criticism to enhance self-development and counseling skills</td>
<td>CACREP.2016.2. F.1.k.; CACREP.2016.2. F.1.m.</td>
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<tr>
<td>4.</td>
<td>Engages in open, comfortable, and clear communication with peers and supervisors</td>
<td>CACREP.2016.2. F.1.m.</td>
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<tr>
<td>5.</td>
<td>Recognizes own competencies and skills and shares these with peers and supervisors</td>
<td>CACREP.2016.2. F.1.k.</td>
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<tr>
<td>6.</td>
<td>Recognizes own deficiencies and actively works to overcome them with peers and supervisors</td>
<td>CACREP.2016.2. F.1.m.</td>
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<tr>
<td>7.</td>
<td>Completes case reports and records punctually and conscientiously</td>
<td>CACREP.2016.5. C.2.m.</td>
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<tr>
<td>8.</td>
<td>Understands and maintains confidentiality of client information at appropriate times</td>
<td>CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.</td>
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<tr>
<td>10.</td>
<td>Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work</td>
<td>CACREP.2016.2. F.1.k.</td>
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<tr>
<td>11.</td>
<td>Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities</td>
<td>CACREP.2016.2. F.1.k.</td>
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<tr>
<td>12.</td>
<td>Makes efforts to become aware of issues of diversity and culture in the setting of the site</td>
<td>CACREP.2016.2.F. 2.d.; CACREP.2016.2. F.2.c.</td>
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<tr>
<td>13.</td>
<td>Demonstrates respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds</td>
<td>CACREP.2016.5. C.2.a.; CACREP.2016.2. F.2.h.</td>
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<tr>
<td>14.</td>
<td>Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.)</td>
<td>CACREP.2016.5. C.1.b.; CACREP.2016.5. C.2.d.</td>
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<tr>
<td>15.</td>
<td>Maintains appropriate records and documentation in accordance with state and federal laws</td>
<td>CACREP.2016.5. C.2.m.</td>
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<tr>
<td>16.</td>
<td>Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of clinical mental health counseling</td>
<td>CACREP.2016.2. F.1.i.</td>
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<tr>
<td>Item Number</td>
<td>Skill or Ability</td>
<td>CACREP (2016)</td>
<td>NA</td>
<td>Unacceptable</td>
<td>Beginning</td>
<td>Emerging</td>
<td>Proficient</td>
<td>Advanced</td>
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<td>17.</td>
<td>Advocates for and protects the rights of clients</td>
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<td>18.</td>
<td>Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed</td>
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</table>

**B.) THE COUNSELING PROCESS**

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Skill or Ability</th>
<th>CACREP (2016)</th>
<th>NA</th>
<th>Unacceptable</th>
<th>Beginning</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>19.</td>
<td>Researches the referral prior to the first interview/session</td>
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<td>20.</td>
<td>Keeps appointments on time</td>
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<td>21.</td>
<td>Begins the interview/session smoothly</td>
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<td>22.</td>
<td>Explains the nature and objectives of counseling when appropriate</td>
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<td>23.</td>
<td>Is relaxed and comfortable in the interview/session</td>
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<td>24.</td>
<td>Communicates interest in and acceptance of the client</td>
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<td>25.</td>
<td>Facilitates client expression of concerns and feelings</td>
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<td>26.</td>
<td>Focuses on the content of the client’s problem</td>
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<td>27.</td>
<td>Recognizes and resists manipulation by the client</td>
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<td>28.</td>
<td>Recognizes and deals with positive affect of the client</td>
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<td>29.</td>
<td>Recognizes and deals with negative affect of the client</td>
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<td>30.</td>
<td>Is spontaneous in the interview/session</td>
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<td>31.</td>
<td>Uses silence effectively in the interview/session</td>
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<td>32.</td>
<td>Is aware of own feelings in the counseling session</td>
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<td>33.</td>
<td>Communicates own feelings to the client when appropriate</td>
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<td>34.</td>
<td>Recognizes and skillfully interprets the client’s covert messages</td>
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<td>35.</td>
<td>Facilitates realistic goal setting with the client</td>
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<td>36.</td>
<td>Encourages appropriate action-step planning with the client</td>
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<td>37.</td>
<td>Employs judgment in the timing and use of different techniques</td>
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<td>38.</td>
<td>Initiates periodic evaluation of goals, action-steps, and process during counseling</td>
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<tr>
<td>Item Number</td>
<td>Skill or Ability</td>
<td>CACREP.2016.5 Standard (2016)</td>
<td>NA</td>
<td>Unacceptable</td>
<td>Beginning</td>
<td>Emerging</td>
<td>Proficient</td>
<td>Advanced</td>
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<td>40.</td>
<td>Terminates the interview/session smoothly</td>
<td>CACREP.2016.2. F.1.b.;</td>
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<td></td>
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<td>CACREP.2016.2. F.5.g.</td>
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<tr>
<td>C.) KNowledge and Skills</td>
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<td>41.</td>
<td>Has the ability to manage crisis situations when they arise</td>
<td>CACREP.2016.2. F.5.m.;</td>
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<td></td>
<td></td>
<td>CACREP.2016.5. C.2.f.</td>
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<td>42.</td>
<td>Focuses on specific behaviors and their consequences, implications, and contingencies</td>
<td>CACREP.2016.5. C.3.b.</td>
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<td>43.</td>
<td>Recognizes and pursues discrepancies and meaning of inconsistent information</td>
<td>CACREP.2016.2. F.5.g.</td>
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<tr>
<td>44.</td>
<td>Uses relevant case data in planning both immediate and long-range goals</td>
<td>CACREP.2016.5. C.3.b.</td>
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<td>45.</td>
<td>Uses relevant case data in considering various strategies and their implications</td>
<td>CACREP.2016.2. F.8.b.;</td>
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<td></td>
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<td>CACREP.2016.5. C.3.b.</td>
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<td>46.</td>
<td>Bases decisions on a theoretically sound and consistent rationale of human behavior</td>
<td>CACREP.2016.5. C.1.b.</td>
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<tr>
<td>47.</td>
<td>Is perceptive in evaluating the effects of own counseling techniques</td>
<td>CACREP.2016.2. F.1.k.</td>
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<td>48.</td>
<td>Demonstrates ethical behavior in the counseling activity and case management</td>
<td>CACREP.2016.2.F. 1.k.;</td>
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<td></td>
<td></td>
<td>CACREP.2016.5. C.2.i.</td>
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<td>49.</td>
<td>Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions</td>
<td>CACREP.2016.2. F.5.d.</td>
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Please describe the methods you have used to guide the practicum student/intern toward improvement on any items that were rated "Beginning" or "Unacceptable".

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Additional comments and/or suggestions:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Revised: January 2019
My signature indicates that I have read the above evaluation and have discussed the content with my site supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Date: __________ Signature of practicum student/intern: _________________________________
SITE SUPERVISOR’S EVALUATION OF PRACTICUM STUDENT
CLINICAL MENTAL HEALTH
PRACTICUM STUDENT’S PERFORMANCE – FINAL EVALUATION

**STUDENT:** Provide the following information:

Name of Practicum Student: ____________________________________________________

Site Supervisor Name: ___________________________________________________

Date of Evaluation: __________________________ or period covered by the evaluation

_______

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

<table>
<thead>
<tr>
<th><strong>Not Applicable:</strong></th>
<th>The practicum student has not had a chance to perform this skill or task.</th>
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</thead>
<tbody>
<tr>
<td><strong>Unacceptable:</strong></td>
<td>- Lacks the ability to perform this skill, task, or role</td>
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<td></td>
<td>- Shows no understanding of the concepts that underlie this skill, task, or role.</td>
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<tr>
<td></td>
<td>- Is not prepared to perform this skill, task, or role in the clinical mental health setting</td>
</tr>
</tbody>
</table>

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

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

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

| **Advanced:**       | - Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level. |
|                     | - Shows a strong understanding of the concepts needed to perform this skill, task, or role. |
|                     | - Is consistently prepared to perform this skill, task, or role in the clinical mental health setting. |
## PRACTICUM STUDENT’S PERFORMANCE – FINAL EVALUATION

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Skill or Ability</th>
<th>CACREP.2016.2. Standard (2016)</th>
<th>N/A</th>
<th>Unacceptable</th>
<th>Beginning</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Advanced</th>
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<td>A.) GENERAL SUPERVISION COMMENTS</td>
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<tr>
<td>1.</td>
<td>Demonstrates a personal commitment in developing professional competencies</td>
<td>CACREP.2016.2. F.1.k.</td>
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<tr>
<td>2.</td>
<td>Invests time and energy in becoming a counselor</td>
<td>CACREP.2016.2. F.1.b.;</td>
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<td></td>
<td></td>
<td>CACREP.2016.2. F.5.f.</td>
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<td>3.</td>
<td>Accepts and uses constructive criticism to enhance self-development and counseling skills</td>
<td>CACREP.2016.2. F.1.k.;</td>
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<td></td>
<td></td>
<td>CACREP.2016.2. F.1.m.</td>
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<tr>
<td>4.</td>
<td>Engages in open, comfortable, and clear communication with peers and supervisors</td>
<td>CACREP.2016.2. F.1.m.</td>
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<tr>
<td>5.</td>
<td>Recognizes own competencies and skills and shares these with peers and supervisors</td>
<td>CACREP.2016.2. F.1.k.</td>
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<tr>
<td>6.</td>
<td>Recognizes own deficiencies and actively works to overcome them with peers and supervisors</td>
<td>CACREP.2016.2. F.1.m.</td>
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<td>33.</td>
<td>Communicates own feelings to the client when appropriate</td>
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<td>34.</td>
<td>Recognizes and skillfully interprets the client’s covert messages</td>
<td>CACREP.2016.5. C.3.b.</td>
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<td>35.</td>
<td>Facilitates realistic goal setting with the client</td>
<td>CACREP.2016.2. F.5.i.</td>
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<td>36.</td>
<td>Encourages appropriate action-step planning with the client</td>
<td>CACREP.2016.5. C.3.b.</td>
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<td>37.</td>
<td>Employs judgment in the timing and use of different techniques</td>
<td>CACREP.2016.5. C.3.b.</td>
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<td>38.</td>
<td>Initiates periodic evaluation of goals, action-steps, and process during counseling</td>
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<td>40.</td>
<td>Terminates the interview/session smoothly</td>
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C.) KNOWLEDGE AND SKILLS

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<td>41.</td>
<td>Has the ability to manage crisis situations when they arise</td>
<td>CACREP.2016.2. F.5.m.; CACREP.2016.5. C.2.f.</td>
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<td>42.</td>
<td>Focuses on specific behaviors and their consequences, implications, and contingencies</td>
<td>CACREP.2016.5. C.3.b.</td>
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<td>43.</td>
<td>Recognizes and pursues discrepancies and meaning of inconsistent information</td>
<td>CACREP.2016.2. F.5.g.</td>
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<td>44.</td>
<td>Uses relevant case data in planning both immediate and long-range goals</td>
<td>CACREP.2016.5. C.3.b.</td>
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<td>46.</td>
<td>Bases decisions on a theoretically sound and consistent rationale of human behavior</td>
<td>CACREP.2016.5. C.1.b.</td>
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<td>47.</td>
<td>Is perceptive in evaluating the effects of own counseling techniques</td>
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<td>49.</td>
<td>Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions</td>
<td>CACREP.2016.2. F.5.d.</td>
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Please check the box that corresponds with your final evaluation of this student's ability to advance to internship where they will have greater professional responsibilities and autonomy:

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

Additional comments and/or suggestions

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Date: ___________ Signature of site supervisor: ____________________________________________

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

Revised: January 2019
supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Date __________ Signature of practicum student: __________________________________________
# SITE SUPERVISOR’S EVALUATION OF INTERN

## CLINICAL MENTAL HEALTH

### INTERNSHIP STUDENT’S PERFORMANCE – FINAL EVALUATION

**STUDENT:** Provide the following information:

| Name of Student Intern: _________________________________ |
| Site Supervisor Name: _________________________________ |

Date of Evaluation: ________________________________ or period covered by the evaluation

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

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

**Unacceptable:**

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

**Beginning:**

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

**Emerging:**

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

**Proficient:**

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

**Advanced:**

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

Revised: January 2019
### INTERNSHIP STUDENT’S PERFORMANCE – FINAL EVALUATION

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<td>1.</td>
<td>Demonstrates a personal commitment in developing professional competencies</td>
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<td>2.</td>
<td>Invests time and energy in becoming a counselor</td>
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<td>Accepts and uses constructive criticism to enhance self- development and counseling skills</td>
<td>CACREP.2016.2. F.1.k.; CACREP.2016.2. F.1.m.</td>
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<td>4.</td>
<td>Engages in open, comfortable, and clear communication with peers and supervisors</td>
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<td>5.</td>
<td>Recognizes own competencies and skills and shares these with peers and supervisors</td>
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<td>6.</td>
<td>Recognizes own deficiencies and actively works to overcome them with peers and supervisors</td>
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**B.) THE COUNSELING PROCESS**

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<td>33.</td>
<td>Communicates own feelings to the client when appropriate</td>
<td>CACREP.2016.2. F.1.b.</td>
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<td>34.</td>
<td>Recognizes and skillfully interprets the client’s covert messages</td>
<td>CACREP.2016.5. C.3.b.</td>
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<td>35.</td>
<td>Facilitates realistic goal setting with the client</td>
<td>CACREP.2016.2. F.5.i.</td>
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<td>36.</td>
<td>Encourages appropriate action-step planning with the client</td>
<td>CACREP.2016.5. C.3.b.</td>
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<td>37.</td>
<td>Employs judgment in the timing and use of different techniques</td>
<td>CACREP.2016.5. C.3.b.</td>
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<td>38.</td>
<td>Initiates periodic evaluation of goals, action-steps, and process during counseling</td>
<td>CACREP.2016.2. F.5.i.</td>
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<tr>
<td>Item Number</td>
<td>Skill or Ability</td>
<td>CACREP.2016.5. C.1.e.</td>
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<td>39.</td>
<td>Explains, administers, and interprets tests/assessments correctly</td>
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<td>40.</td>
<td>Terminates the interview/session smoothly</td>
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</tbody>
</table>

C.) KNOWLEDGE AND SKILLS

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Skill or Ability</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.</td>
<td>Has the ability to manage crisis situations when they arise</td>
<td>CACREP.2016.2. F.5.m.; CACREP.2016.5. C.2.f.</td>
</tr>
<tr>
<td>42.</td>
<td>Focuses on specific behaviors and their consequences, implications, and contingencies</td>
<td>CACREP.2016.5. C.3.b.</td>
</tr>
<tr>
<td>43.</td>
<td>Recognizes and pursues discrepancies and meaning of inconsistent information</td>
<td>CACREP.2016.2. F.5.g.</td>
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<td>44.</td>
<td>Uses relevant case data in planning both immediate and long-range goals</td>
<td>CACREP.2016.5. C.3.b.</td>
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<td>46.</td>
<td>Bases decisions on a theoretically sound and consistent rationale of human behavior</td>
<td>CACREP.2016.5. C.1.b.</td>
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<tr>
<td>47.</td>
<td>Is perceptive in evaluating the effects of own counseling techniques</td>
<td>CACREP.2016.2. F.1.k.</td>
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<tr>
<td>49.</td>
<td>Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions</td>
<td>CACREP.2016.2. F.5.d.</td>
</tr>
</tbody>
</table>

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

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Revised: January 2019
Date: __________ Signature of site supervisor: ______________________________

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

Date: __________ Signature of student intern: ______________________________
CLINICAL MENTAL HEALTH COUNSELING MONTHLY
PRACTICUM/INTERNSHIP LOG

Student: ________________________________ Date ________________________________

Faculty Supervisor: _____________________________________________________________

Site Supervisor ______________________________________________________________

<table>
<thead>
<tr>
<th>Week Dates</th>
<th>Hours in Individual Counseling</th>
<th>Hours in Group Counseling</th>
<th>Hours in Admin. Duties</th>
<th>Hours in Supervision</th>
<th>Total Hours per Week</th>
<th>Site Supervisor Initials</th>
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</table>

TOTAL:

At the end of each month, please total all columns and return your log to your faculty supervisor. Please be mindful of the hours you have for each type (direct/indirect).

Student Signature ________________________________ Supervisor Signature ________________________________

Date ________________________________ Date ________________________________

Revised: January 2019
# CLINICAL MENTAL HEALTH COUNSELING FINAL PRACTICUM/INTERNSHIP LOG

Student: ___________________________ Date __________________________

Faculty Supervisor: __________________________________________________________

Site Supervisor ______________________________________________________________

<table>
<thead>
<tr>
<th>Week Dates</th>
<th>Hours in Individual Counseling</th>
<th>Hours in Group Counseling</th>
<th>Hours in Admin. Duties</th>
<th>Hours in Supervision</th>
<th>Total Hours per Week</th>
<th>Site Supervisor Initials</th>
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<td>TOTAL:</td>
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</table>

At the completion of your internship, please total all columns and return your log to your faculty supervisor.

Student Signature ___________________________ Supervisor Signature ___________________________

Date ___________________________ Date ___________________________

Revised: January 2019
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:

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

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 ________________

Revised: January 2019
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 □ Yes □ No
   b. Respecting client rights □ Yes □ No
   c. Professional Responsibility □ Yes □ No
   d. Evaluating, Assessing, and Interpreting □ Yes □ No
   e. Supervising, Training, and Teaching □ Yes □ No
   f. Research and Publishing □ Yes □ No
   g. Distance Counseling (Technology and Social Media) □ Yes □ No
   h. Data Collection □ Yes □ No
   i. Resolving Ethical Issues □ Yes □ 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 □ Poor □ Fair □ Good □ Excellent
   b. Organization skills □ Poor □ Fair □ Good □ Excellent
   c. Communication skills □ Poor □ Fair □ Good □ Excellent
   d. Feedback skills □ Poor □ Fair □ Good □ 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

**DESCRIPTION OF MY SUPERVISOR’S BEHAVIOR**

<table>
<thead>
<tr>
<th>This supervisor...</th>
<th>SCALE RATINGS</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>5</td>
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</table>

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.
   
   
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

*Revised: January 2019*
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
205 Gooch Hall - UTM
Martin, TN 38238