

SOUTHERN UNIVERSITY

AND AGRICULTURAL & MECHANICAL COLLEGE

Clinical Mental Health Counseling Program Clinical Experience Handbook

Updated September 2024

Table of Contents

INTRODUCTION	1
Practicum & Internship Overview	1
How to Use this Handbook.....	1
The Counseling Clinical Experience	2
Comments to the Student.....	2
THE CLINICAL EXPERIENCE	3
Getting Started	3
Choosing a Practicum or Internship Site	3
Orienting.....	4
Working	4
Terminating.....	4
Early Termination	4
Qualifications of Practicum and Internship Candidate	5
THE PLANNING PROCESS	6
Practicum/Internship Requirements.....	6
Prerequisite Coursework.....	6
Permission to Enroll in Clinical Courses.....	7
Clinical Application.....	7
Orientation	7
Site Selection	7
Background Check.....	8
Professional Liability Insurance	
Clinical Handbook	8
Professional Behavior	8
Supervision.	8
Required Documents.....	9
STUDENT RESPONSIBILITIES	11
Expectations.....	11
Guidelines	11
RESPONSIBILITIES OF THE SITE SUPERVISOR	13
Developing the Practicum or Internship Agreement	13
Orientation	13
Supervision	13
Role Modeling	13
Taping	14
Site Visits.....	14
Evaluation	14
RESPONSIBILITIES OF THE FACULTY SUPERVISOR	14
Providing Supervision.....	14
Offering Feedback	14
Group Supervision	15

Evaluating Progress	15
Ensuring Ethical Practice	15
Collaborating with Site Supervisors	15
Documentation	15
Supporting Professional Development	15
COURSE EVALUATIONS	16

APPENDIX A:

PRACTICUM AND INTERNSHIP FORMS AND REPORT FORMATS

Student Clinical Contract.....	17
Site Information Sheet	18
Site Agreement.....	19
Site Supervisor Contract	21
Faculty Supervisor Contract	23
Goal Statement.....	25
Weekly Reflection	26
Weekly Log.....	27
Informed Consent Agreement	28
Client Release Form.....	29
Supervisor's Mid-Semester and Final Evaluation of Counselor Trainee	30
Student Evaluation of Site Supervisor	33
Student Evaluation of Site	35
Directions for Final Client Evaluations for Internship.....	36
Student Evaluation: Individual Counseling (Internship only)	37
Student Evaluation: Group Counseling (Internship only)	38
Student Evaluation: Counseling Children (Internship only).....	39
Final Student Competency Evaluation (Internship only).....	40
Clinical Information Record & Final Data Sheet	41

APPENDIX B

SUPPLEMENTAL FORMS AND REPORT FORMATS

Case Notes: Individual.....	43
Case Notes: Group	44
Interview Rating Form	45
Case Presentation	46
Consultation Report Guidelines	48
Professional Development Activity	49
Mid-Semester Self-Evaluation Format	50
End of Semester Self-Evaluation Format	51

Introduction

Welcome. This document describes the Practicum and Internship training requirements for the Clinical Mental Health Counseling Program. It includes the procedures for applying for Practicum/Internship placement, descriptions of roles and responsibilities of those involved, and relevant terms. The Master of Science in Clinical Mental Health Counseling training experiences are designed to be compatible with general education requirements for professional counselor licensure; notes herein pertain to licensure requirements considerations. Students are advised to regularly review the licensure requirements of the jurisdiction in which they wish to pursue licensing to stay apprised of changes.

The Clinical Mental Health Counseling Program expects all those participating in counselor education and supervision to be practicing within the ethical standards and practice guidelines of the American Counseling Association (ACA) <https://www.counseling.org/knowledge-center/ethics>. The Clinical Mental Health Counseling Program permits training affiliation only with sites and supervisors who practice empirically based interventions that follow the current practice guidelines of the American Counseling Association (ACA).

Practicum & Internship Overview

The Practicum and Internship are essential elements of the degree program. They involve a supervised off-site counseling field training experience. This training provides students with the opportunity to apply their theoretical knowledge; to implement, develop and assess the efficacy of counseling techniques based on this knowledge; and to develop the professional and personal attitudes essential to the identity of a counselor.

The primary emphasis of training is the acquisition and refinement of core counseling skills, including initial interviewing, empathic listening, rapport-building, case formulation, treatment planning, establishing and maintaining appropriate conditions for Counseling, evaluation of the counseling process and progress, and beginning recognition and management of transference and counter-transference phenomena. Your efforts, professional interests, and continued openness to learning will largely determine the quality of practicum and internship experiences. The counseling faculty will assist you through this professional and personal growth period. The major goal of training is to experience providing direct counseling services.

The Practicum and internship experience bridge the gap between the skills acquired in the classroom and the world of professional practice. Entering a clinical placement signals that you have attained sufficient competencies in the practice of Counseling and are ready to function as a beginning professional under the supervision of faculty and site supervisors. Students are supervised by experienced clinicians who teach relevant skills, provide supervision of ongoing work, and serve as role models of professional identity and behavior. Students must be released by faculty for practicum/internship. Students must also be approved by the practicum instructor for an internship. See the Supervisor Qualifications section of the Council for Accreditation of Counseling & Related Educational Programs (CACREP) standards www.cacrep.org/section-3-professional-practice/.

How to Use this Handbook

All practicum and internship requirements are your responsibility. You want to spend some time acquainting yourself with the expectations and requirements of the clinical experience. Your faculty advisor can guide you through this process. The handbook contains specific information and a brief overview of the clinical training portion of the counseling program. The handbook also contains specific formats and forms for your clinical training.

The Clinical Mental Health Counseling Clinical Experience

Clinical Mental Health Counseling Program students participate in two to three semesters of field experience based on the selected number of clock hours for the Internship. Students are expected to obtain expertise in a broad range of skill areas, including individual Counseling; group counseling; psycho-educational groups; parent and/or family counseling; program development, implementation, and evaluation; staff development and training; and appropriate administrative functions and processes relative to their clinical placement. The practicum experience consists of 100 hours of on-site work, during one semester, with 40 hours in direct contact with clients and 60 indirect hours. The internship experience consists of 600 hours of on-site work, in one semester and/or 300 hours across two semesters, with 240 hours in direct contact with clients and 360 indirect hours.

Concurrent with the student's practicum or internship experience, the student will attend a university supervision seminar. The seminar will integrate the students' field learning experiences with the discussion of the theory and practice of Counseling, as well as provide an opportunity for the student to receive university-based clinical supervision (both individual and peer).

The clinical experience is one component of a comprehensive preparation program for counseling professionals. It is an essential component, as it provides an opportunity for each counseling student to integrate the information and skills gained from courses, workshops, seminars, and readings into a personal philosophy of counseling work. It also allows the student to explore areas of interest within the field and test out possible career options.

Comments to the Student

You should apply appropriate general counseling principles to ensure an optimal clinical experience. Remember that you are a student and are learning. The Practicum and Internship are an opportunity to blend your knowledge, skills, attitudes, and counseling philosophy and further your development. You should understand the counseling site (agency) for which you work within its organizational context. The "why and how" of a particular counseling site can be more important than the "what", particularly as you develop your philosophy. You may discover that the two philosophies differ as you build your own philosophy and compare them to the site where you work. Remember that different counselors work from different counseling philosophical perspectives. Despite emerging or perceived inconsistencies between you and other staff members with whom you are working, your behavior must remain professional, ethical, and supportive of the site where you work.

The Clinical Experience

The practicum and internship experience is more than a clinical exercise in the counseling program—they represent a meaningful career and personal development opportunity. As such, the more time, effort, and resources you commit to this process, the more likely you will place your feet firmly on the career path that suits your interests, talents, experiences, and training. The experiences and the skills you hone and develop through the Practicum and Internship compose critical elements of your resume and of your professional identity as well. You can think of your clinical experience developmentally. You will proceed through four phases as you work through the clinical placement process: Pre-placement, Initiation, Working, and Termination.

Getting Started: Begin with the end in mind. You have probably heard this before, but *the clearer your idea of where you want to go, the more likely you are to get there*. To do this takes time, effort, and planning. Talk with your faculty advisor and/or the school or community counseling program coordinator. Your faculty advisor is one of your most useful resources during the pre-placement phase. Talk to them about your career interests and goals. This process will help you clarify your Practicum, Internship, and career plans and let your faculty advisor serve as a resource person for you.

There are other resources, too. The Career Services Center can help you craft a resume that conveys to others your experiences and career-related attributes in a clear and concise way. You may find it useful to make an appointment for an individual career counseling session as you near the end of your training.

Informational interviewing may be helpful. Many students find informational interviewing provides a clearer picture of what professionals at schools and counseling agencies do in actual work settings. Through these interviews, you may also get leads to potential practicum or internship sites through networking. You may find it helpful to have a professional resume to leave with the interviewer(s) as a reminder of what you have to offer a potential practicum or internship placement.

Choosing a Practicum or Internship Site: A practicum or internship experience that prepares you to work with diverse clients allows you to fit into a more extensive range of positions, possibly the one you desire in the future. You can strive to experience opportunities that will provide exposure to a variety of client populations and settings, (e.g., in geriatric Counseling, play therapy, substance abuse counseling, higher education, hospice care, etc.), through volunteer work or through some other aspect of your Practicum or Internship.

Look for a site that offers a balance of experiential and didactic opportunities. Not all your learning will come from direct contact with clients. A clinical site can provide you with various experiential and didactic learning opportunities, such as welcoming you as a participant in a case staffing or offering you valuable in-service training. Look for a site that welcomes you as a valuable team member. Since much of what you gain from a clinical placement comes from your relationship with others, seek placements where you are welcomed and viewed as an important contributor. Many sites utilize practicum and internship students because they value their contributions. In addition, sites appreciate the fresh perspective and current knowledge that counseling students bring to their placement.

There are a few points to consider when looking for a practicum or internship site and when potential sites are looking at you. Look for a qualified supervisor. The site supervisor has many responsibilities. The site supervisor's willingness to supervise you represents an investment of time and resources and the responsibility to ensure that you practice Counseling in a therapeutic, legal, and ethical manner. Your weekly supervisory meetings are key to your professional development. These weekly (and any additional supervisory moments) assure you and your supervisor that you are carrying out counseling activities ethically and in accordance with the principles of best practice. A site supervisor

also has the responsibility to assist the Clinical Mental Health Counseling Program Coordinator and the university supervisors in evaluating the quality of your practicum or internship performance.

Interview your potential supervisor. Below are some suggested questions to consider asking a supervisor in an interview:

- What is the supervisor's approach to Counseling and supervision?
- How much direction will she/he be able to provide?
- How does he/she provide feedback?
- Will this site provide opportunities to develop general counseling skills with diverse clients?
- Will there be adequate opportunities for direct student/client contact, group facilitation, as well as any associated duties?

Below is some additional suggestions to assist in adjusting to your Practicum and/or internship site placement:

- **Orienting**
 - **Ask questions.** People, and your relationships with them, are your greatest resources. When starting your placement, take time to build relationships, ask questions, and learn how the organization operates. The orienting phase is a time for you and the organization to become familiar with each other. Most sites have an orientation period before assigning clients to you.
 - **Read.** Most sites have written materials that will prove helpful. For example, they most likely have a mission statement informing policies, procedures, and scope of services. Ask for any relevant written materials such as policy and procedure manuals. Be sure to find out the procedures for responding to critical incidences, such as a suicide threat, abuse, or threat of violence.
 - **Observe.** You may find it helpful to shadow a counselor to see how he or she works through professional decision-making and action complexities. This is also the time, early on, to fine-tune your working agreement with the site and your supervisor.
- **Working**
 - After a period of settling in, you begin the work of Practicum or Internship. As the routine becomes more familiar, you will likely feel more relaxed and confident, and understand first-hand the scope of experiences available to you. You may wish to discuss possibilities for taking on new challenges with your site supervisor. Some students may begin to work *too* independently as they grow in confidence and experience and supervisors may spend less time supervising and teaching. Periodically, if this should occur, you may wish to discuss the issue with your site supervisor as a check-in for both of you.
- **Terminating**
 - Terminating the Practicum or Internship generally signals the start of a new beginning. Completing assignments, transferring clients, and saying goodbye to supervisors and colleagues mark this period. It is a busy time that requires you to stay focused and energized. It is an excellent time to gather recommendations from supervisors. Begin to finalize all paperwork; case notes, site and supervisor evaluations, client evaluations, etc. Appropriate termination with the site puts you on solid footing for your next career move.
- **Early Termination**
 - There are rare incidents when a practicum or Internship ends early. Early separation may be site, intern initiated, or a combination. An early separation aims to make it a positive learning experience for the student and to maintain positive programmatic working relationships with the site. Permission for early separations is granted only after other efforts to address the situation have been unsatisfactory. If an early separation is appropriate, it will occur with the mutual consent of all parties (**see policies and guidelines**).

Qualifications of Practicum and/or Internship Candidate: When you choose a practicum or internship site, you are not the only one who gets to choose. The site and the program also have a say related to this match. Clinical sites look for students with strong communication skills. If utilized, your resume, cover letter, and interview convey early and important evidence of your communication skills. Take time to present yourself in a professional manner. Practicum and internship sites look for evidence that a student is responsible and has a positive work ethic.

Your work and academic histories are evidence of your willingness to take personal responsibility for your choices and your willingness to follow through. Be sure to let the interviewer know specific incidents which you have accepted responsibility for and worked persistently to finish challenging assignments. Let the interviewer know that you respond positively to supervision and appreciate constructive feedback. Offer examples of times when you have received feedback and incorporated it into your training and clinical work. Clinical sites look for students that are flexible and open to new challenges.

One way to express flexibility and openness is to ask for challenging assignments (with appropriate supervision!). A caveat here: take care to balance your needs with those of the prospective site. You will want to avoid sites that expect you to change your schedule frequently and dramatically to suit their needs. Remember: be a part of the team, participate appropriately but keep in mind you are an "intern", not an employee.

A few questions to consider before accepting the practicum or internship position:

- What hours will I work?
- When will I begin seeing clients?
- What are the procedures for ensuring client safety?
- What is expected of me when I am ill?
- What roles are practicum and internship students expected to fill?

Current Job as a Site: Students are unable to use their current place of employment as a practicum or internship site.

A Final Word: Termination is a period of reflection, evaluation, preparation, and action...a complex juxtaposition of activities. In this way, terminating a practicum or Internship is not unlike closure with clients. During this transitional period, you can misplace time for reflection as you move toward new beginnings. The ending of your clinical placement can be an invitation to sort through and find meaning for in feelings, thoughts, and experiences.

The Planning Process

Practicum/Internship Requirements

The requirements cover the areas of preparation of the student (prerequisite courses), the student's choice of training site(s), the supervision provided, and an expected level of progression in the student's capabilities. The requirements include placement at an approved site. The Practicum/Internship requires 700 hours accumulated over three academic periods for approximately nine to twelve months (approximately 10 hours for practicum students and 30-40 hours per week for intern students) under the supervision of an experienced professional. Some training sites may require additional hours, or require the student's presence on certain days. Students in Practicum/Internship are expected to spend at least 40 practicum hours and 240 internship hours providing direct face-to-face services to clients. Typically, direct client contact comes in four different forms, (a) individual Counseling, (b) group counseling, (c) psycho-educational or classroom guidance groups, and (d) parent or family meetings.

Prerequisite Coursework

Placement in a clinical site represents the culmination of the successful completion of the necessary academic work and the achievement of the basic skills needed to work with clients. Prerequisite courses must be completed prior to the start of the Practicum/Internship. The following courses are prerequisites for the Practicum/Internship:

- Completion of 36 semester hours of counseling requirements with a **B** or better in:
 1. RDCO 500: Introduction to Professional Counseling
 2. RDCO 502: Professional Orientation and Ethics in Counseling
 3. RDCO 510: Theories and Process of Counseling
 4. RDCO 511: Social and Cultural Diversity in Counseling
 5. RDCO 513: Pre-Practicum in Counseling
 6. RDCO 514: Psychopathology and Diagnosis (DSM-5)
 7. RDCO 515: Human Growth and Development
 8. RDCO 520: Group Counseling and Group Work
 9. RDCO 525: Substance Abuse and Mental Health Counseling
 10. RDCO 564: Assessment and Testing
 11. RDCO 565: Research Methods, Statistics, and Program Evaluation
 12. RDCO 571: Career Counseling, Job Development, and Job Placement

In addition to the aforementioned requirements, the Internship requires successful completion of RDCO 601 Comprehensive, the Counselor Preparation Comprehensive Examination (CPCE). The student must receive a score of 77% to pass the CPCE.

Clinical Practicum (RDCO 590) is registered for one semester for 3 credits.

During this experience, you will receive training and supervision from your site and conduct a minimum of 40 direct hours of service with clients and 60 indirect hours of services (a total of 100 hours on site). It is important that the practicum students commit to the contract. In rare instances, the site or the supervisor may ask to terminate the contract or ask to change supervisors. If this happens, you must contact the University Supervisor as soon as possible. Dismissal from a site may result in termination from the program.

Clinical Internship, RDCO 591 (3 credits), and RDCO 592 (3 credits) occur in two semesters or RDCO 593 (6 credits) in one semester. Students must complete their Practicum (RDCO 590) before beginning the Internship. Practicum hours cannot be counted towards the 600 required internship hours. The student will complete a total of 600 hours (240 are direct) over the course of the Internship. The hours should be evenly distributed, you may not be excused from internship class if you complete all hours early. Therefore, we highly encourage you evenly distribute clinical hours with supervision.

Practicum and Internship requirements are based on the Council for Accreditation of Counseling & Related Educational Programs (CACREP) standards www.cacrep.org/for-programs/2016-cacrep-standards/. These courses are considered the most critical experiential elements in both counselor training programs. According to CACREP, the Practicum and Internship provide "*for the application of theory and the development of counseling skills under supervision... [as students] counsel clients who represent the ethnic and demographic diversity of their community.*" All faculty members and school and/or clinical site supervisors are committed to preparing ethical, effective, culturally competent professional counselors and promoting the development of the student's professional counselor identity. Before initiating Practicum, all prospective practicum students will attend a mandatory fieldwork orientation meeting.

Permission to Enroll in Clinical Courses involves the following steps:

1. **Clinical Application.** The Clinical Application should be submitted prior to enrolling in Practicum. At the time of submission, the student must indicate the practicum or internship class sections, a copy of the signed site agreement [with a completed outline of hours], signed supervisor contract, signed student clinical contract, signed acknowledgment regarding handbook, and their current liability insurance. Lack of any of these documents will prevent the student to be enrolled in Practicum.
2. **Orientation.** All incoming practicum students are required to attend orientation the semester *immediately preceding the semester they intend to enroll in Practicum/Internship*. Orientation sessions are held mid-way through each academic year's fall and spring semesters. The Clinical Coordinator will send notification of orientation dates via email. Each orientation session is two hours and includes an overview of course requirements, expectations, and instructions on course documentation and timelines. ***Failure to attend orientation may delay enrollment.***
 - a. All required documentation should be completed and submitted to the Clinical Coordinator by the end of the semester immediately before enrollment in practicum/internship.
 - b. Once approved by the Clinical Coordinator, a permission number will be provided and the student can officially register.
 - c. *Students are expected to maintain a personal copy of all practicum documents and are responsible for making their own copies PRIOR to submitting official documents to the Clinical Coordinator.*
 - d. If the Clinical Coordinator is unavailable, students will submit practicum/internship documents to the Program Assistant, who will deliver them to the Clinical Coordinator.
3. **Site Selection.** A current list of potential practicum and internship sites will be distributed at the clinical meeting (orientation) for Practicum and intern students. *Students are responsible for contacting sites, securing an interview, and accepting or declining any offer.* Once a site has been determined, a student must arrange to contact and meet with the designated site supervisor. At this meeting, the final Clinical Agreement and Supervisor Contract must be completed (contact information and arrangements with some sites may vary). Please check with the Clinical Coordinator.

In addition:

- a. Sites are selected through registration. Students should clarify with their advisor before registration if they have a preferred setting.

- b. All contact with a site, beginning with your initial phone call, requires professional behavior. You never know who might turn out to be your future employer.
 - c. Students are expected to be knowledgeable of and provide site supervisors with the basic requirements of the Practicum (e.g., direct/indirect hours, clinical supervision, timeline, course requirements, etc.).
 - d. Sites can be competitive and are not guaranteed.
4. **Background Check.** A background check is required for students enrolled in practicum/internship and must be completed within **60 days** before the beginning of the semester enrolled. The Clinical Mental Health Counseling Program expects that all background checks be completed. Students will not be allowed to attend class or be on-site until the background check is documented with the Clinical Mental Health Counseling Program.
5. **Professional Liability Insurance.** Students must have Professional Liability Insurance when they take Practicum and Internship. This can be purchased through HPSO (www.hpso.com). Liability insurance is also available to students with memberships in LCA or ACA. Forms are available through ACA or LCA websites (www.counseling.org or www.lacounseling.org).
6. **Clinical Handbook.** An electronic copy of The Clinical Handbook, which includes all the required forms, will be available to all students.
7. **Professional Behavior.** A demonstration of professional behavior throughout this process is stressed. Should circumstances arise that might prevent you from fulfilling a clinical placement after an agreement has been signed, the student must inform the site, the site supervisor directly, and the appropriate Clinical Coordinator.
 - a. Students are expected to conduct themselves as professionals when at their sites. They should familiarize themselves with the expectations of staff at their site and adhere to them. Practicum and internship students are expected to set their daily and semester schedules to coincide with the calendar of their host site, including daily work schedules, holidays, vacation days, etc. At all times, students are expected to maintain appropriate confidentiality regarding activities at the site and adhere to the ethical guidelines the American Counseling Association set forth.
 - b. Students should carry out the duties and responsibilities of their Practicum or Internship agreement to the best of their ability and meet with their supervisor to modify any aspect of the agreement which may become problematic. Students are expected to keep their supervisor informed of their activities, needs, concerns, and accomplishments with regard to the Practicum or Internship.
8. **Supervision.** Supervision is a key component of both the Practicum and Internship. To support your professional development and learning during this time, you will receive at least two kinds of supervision: on-site supervision and university-based supervision. Practicum/Internship students must meet weekly for on-campus individual and group clinical supervision with a faculty supervisor and weekly for on-site individual clinical supervision with a site supervisor.
 - a. Practicum/Internship students must meet weekly for university-based group supervision [peer] and weekly for on-site individual clinical supervision. During individual and group supervision, both on-campus and on-site, you will receive assistance with skill development and guidance on client-related and professional development matters. In addition, your university supervisor, who also leads the group supervision, can discuss and develop solutions with you for the complex problems that occasionally arise in a placement. The site supervisor must be a qualified professional.

- b. The counseling program defines a qualified site supervisor as a person holding a master's degree in a recognized helping profession for at least two years prior to being a supervisor and having attended our mandatory site supervisor's training. All clinical mental health supervisors must show proof of LPC-S or LPC credentials.
- c. Supervision requirements may vary among licensing and certification agencies and boards. Various state licensing and certification organizations may have specific requirements for supervision. If you are pursuing a license as a counselor or other certification such as a chemical dependency counselor or marriage and family therapist, consult the specific responsible agency or board. In some cases, interns pursuing multiple licenses and/or certifications may find it necessary to have more than one supervisor. *You are responsible for knowing and meeting these requirements (see attached supervisor qualification forms).*

9. Required Documents. Practicum and Internship students are responsible for seeing that all required forms such as Case Notes, Weekly Logs, Weekly Reflections, Professional Development, and Evaluations (Mid and End of Semester) are submitted to the Practicum or internship course instructor. Failure to meet these requirements will result in an unsatisfactory grade.

a. Case Notes

b. Weekly Logs

i. Written/ Electronic Logs:

- Each student will complete an ongoing log of accumulated hours attained through the practicum or internship experience (see Appendix A). The log sheet requires students to provide a detailed list of hours accumulated in various activities during the clinical experience.
 - a. All students completing a practicum must accumulate a minimum of 100 hours, with 40 hours of direct client contact.
 - b. Internship students must accumulate a minimum of 300 hours over two consecutive semesters or 600 hours in one semester, with 240 hours cumulative of direct client contact.
- In the clinical setting, direct client contact hours are gained through individual Counseling, small group counseling, psycho-educational group or classroom group guidance, and family or parent meetings.
- All other hours can include duties appropriate to the clinical setting or supervision (either on-site or University) as listed on the log sheets.
- The log of hours will become part of the student's permanent Practicum and internship record, indicating successful completion of the clinical experience and will be kept on file with the Clinical Mental Health Counseling Program.

c. Weekly Reflection

- i. Each week practicum or internship students will submit a weekly reflection of their thoughts, feelings, activities, and experiences for the preceding week at their site (see Appendix A and follow specific syllabus instructions). This reflection is intended to provide students with an opportunity to reflect on the activities that they participated in at their sites and any thoughts and feelings associated with these experiences. In addition, the reflection is an opportunity to express any concerns to the course instructor. The weekly reflection format also allows students to record their accumulated hours. NOTE: These reflections will not be included in the final Practicum or internship completion file.

- d. Professional Development
 - i. One professional development activity will be completed during the practicum/internship semesters. See the Professional Development Activities Form in Appendix B.

- e. Evaluation Process and Evaluation Forms
 - i. The student will conduct a mid-semester self-evaluation. This self-evaluation will include a written statement (format included in the supplemental forms, Appendix B) and a conference with the site supervisor to assess work toward goals established at the semester's beginning. The written portion of the self-evaluation should be submitted to the internship course instructor.
 - ii. A formal evaluation from the site supervisor will be conducted at the end of the semester. During the final week of the practicum/internship experience (the end of each semester), students will complete an evaluation of their internship site and an evaluation of their internship site supervisor.
 - iii. These forms should be submitted to the Clinical Mental Health Counseling Program Clinical Coordinators. Copies of all evaluation forms are provided in Appendix A of this manual.

Student's Responsibilities

Expectations of Students

You are responsible for knowing and following practicum and internship guidelines. You risk complicating the practicum or internship process, which may affect your progression through the program. If unsure how to proceed, consult your faculty advisor and the Clinical Mental Health Counseling Clinical Coordinator. Since these guidelines also cover your on-site actions, check with your site supervisor to ensure that you are acting according to the institution and/or school policies and procedures. For example, know and follow the procedures for requesting a professional day or taking sick leave. As noted earlier, practicum and internship students, even unpaid ones, must adhere to professional, institutional, and ethical standards. The following guidelines apply.

Guidelines for Practicum and Internship Students

- Counseling practicum and internship students will adhere to the following guidelines.
 1. The clinical experience will commence at the beginning of the semester when students have completed and submitted all required documentation and have registered for the Practicum (RDCO 590) or Internship (RDCO 591/592 or 593) course.
 2. Know and meet practicum and internship expectations, guidelines, and procedures as outlined in the Clinical Handbook for the Clinical Mental Health Counseling Program and other programmatic resources (e.g., the Graduate Student Handbook).
 3. Know and meet all practicum and internship deadlines.
 4. Ensure that the practicum and internship documentation is accurate, current, and complete.
 5. Complete the duties assigned to them at the Practicum or internship site in accordance with University, departmental, and cooperating agency or school policies and procedures, as well as the ethics, statutes, and laws governing the professional practice of Counseling.
 6. Meet with the site supervisor weekly for an average of one 1 hour of individual supervision.
 7. Practicum students will meet for 1 hour of individual supervision per week with the site supervisor and participate in a minimum of 1.5 hours of group supervision per week. All practicum students are required to be registered for RDCO 590 for the semester in which they are working in a practicum setting. See items H and I in the Practicum section of the Council for Accreditation of Counseling & Related Educational Programs (CACREP) standards www.cacrep.org/section-3-professional-practice/.
 8. Internship students will meet for 1 hour of individual supervision per week with the site supervisor and participate in a minimum of 1.5 hours of group supervision per week. All internship students are required to be registered for RDCO 591, 592, or 593 for the semester in which they are working in a clinical setting. See items L and M in the Internship section of the Council for Accreditation of Counseling & Related Educational Programs (CACREP) standards www.cacrep.org/section-3-professional-practice/.
 9. Practicum and internship students will provide either audio or videotaped counseling sessions for review in group supervision and individual supervision with the university supervisor.

10. When obtaining tapping permission from clients or clients' parents, the Southern University Clinical Mental Health Counseling Program client release form provided in this manual will be used in addition to any release form from the agency or school.
11. Understand that specific certification and licensing requirements may differ from programmatic requirements. Interns are responsible for knowing and meeting the specific requirements for the certification and licensure they wish to pursue.
12. Early separation **or** leave of absence from the Practicum and Internship requires written approval of the Clinical Mental Health Counseling Program Coordinator, the site supervisor, and the university instructor. Other programmatic and University leave policies and procedures may apply.
13. **Accept responsibility for knowing and understanding that failure to act within these guidelines may result in one or more of the following:** a disciplinary letter placed in the student's practicum/internship file, receive an unsatisfactory grade for practicum/internship, removal from the site, and possible termination from the program.

Responsibilities of the Site Supervisor

The cooperating counseling professional who will have direct responsibility for the practicum or internship student at the workplace will be designated the site supervisor. Site supervisors should have the credential of Licensed Professional Counselor-Supervisor (LPC-S) or Licensed Professional Counselor (LPC). Consideration will be given to practicum sites within public schools with the approval of the professor and/or clinical coordinator. Practicum and/or Internship students potentially perform several tasks and frequently work with different staff members for continuity purposes. Overall supervision and final evaluation are done by one site supervisor designated for each student's entire Practicum or Internship.

Developing the Practicum or Internship Agreement

The site supervisor should meet with the practicum or internship student to discuss and complete the practicum/internship agreement. During this meeting, the student shares with the site supervisor their goals for the clinical experience (i.e., what they want to develop, strengthen, gain, etc.). The supervisor should provide suggestions and guidance in terms of realistic goals and activities that can be completed within the time constraints of the clinical experience.

Orientation

The site supervisor is responsible for providing an orientation to the practicum or internship position. This orientation should include general information about the site, an overview of the administrative structure, and the role of the counseling office within the overall helping community. The site supervisor should also make sure that the Practicum or internship student is formally introduced to other staff in the site and individuals in other areas with whom the student will interact.

Supervision

The site supervisor is expected to spend a minimum of one hour a week in direct supervision of the practicum or internship student. Initially, sessions may cover such topics as review of the practicum or internship agreement, orientation to the workplace, and start-up work on outlined activities. As the clinical experience progresses, this time should be spent reviewing the student's progress in meeting the specific requirements of the agreement, consultation concerning ongoing caseload, discussion of professional concerns as they affect the workings of the site, or other relevant topics. This time is designed to provide the practicum or internship student with feedback on his or her performance and clinical skills, and for the practicing professional to share insights and experience with the student.

Role Modeling

The site supervisor is expected to serve as a professional role model for the practicum or internship student in job performance, personal growth, and professional and ethical behavior. As such, the site supervisor is expected to possess appropriate training, knowledge, and experience in a recognized helping profession, preferably Counseling. Site supervisors are expected to hold at least a master's degree in their field, with appropriate licenses from the state pertaining to the clinical setting, and at least two years (2) of work experience in the field of Counseling or other mental health profession.

Taping

All practicum/internship sites must allow for a taped supervision review process of students. This further facilitates the professional development of students and assists in the quality control of services delivered to clients. Site supervisors should help students identify clients who will be amenable to audio or videotaping sessions for university supervision purposes. See item B in the Entry-Level Professional Practices section of the Council for Accreditation of Counseling & Related Educational Programs (CACREP) standards www.cacrep.org/section-3-professional-practice/.

Practicum and internship students will be instructed to use a site's permission to release form along with the Southern University and A&M College Clinical Mental Health Counseling Program approved permission to release form. The permission to tape form is only required when students are audio or videotaping clients for supervision purposes. This form is not to be considered a general permission form for students to counsel clients.

Site Visits

A site visit by the university course instructor is required for all practicum and internship students. These visits are required for each semester that a student is enrolled in Practicum and Internship. The instructor will contact the site supervisor to arrange this meeting. [NOTE: If for any reason site visits cannot be made, the university instructor will be in contact with site supervisors via phone, email, and/or synchronous videoconferencing].

Evaluation

The site supervisor is expected to provide ongoing feedback to the student concerning his or her overall performance and behavior at the Practicum or internship site.

The Practicum or internship student will complete a mid-semester self-evaluation (see attached form in Appendix B). This self-evaluation will also include a conference with the site supervisor to assess work toward goals established at the semester's beginning. A formal evaluation from the site supervisor will be conducted at the end of the semester. This form should be given to the Clinical Mental Health Counseling Clinical Coordinators in a sealed envelope with the supervisor's Signature on the flap. Copies of all evaluation forms are provided in the forms (Appendix A) of this manual.

Responsibilities of the Faculty Supervisor

To align with CACREP Standard 3.R, which focuses on the responsibilities of faculty supervisors in the context of practicum and internship experiences, you can include the following language:

Faculty supervisors are integral to the practicum and internship experiences, ensuring that students receive the necessary support, guidance, and evaluation to develop their counseling skills. In alignment with CACREP Standard 3.R, faculty supervisors are responsible for the following:

Providing Supervision

Conduct regular individual and/or triadic supervision sessions with supervisees to facilitate the development of counseling skills, professional identity, and ethical decision-making. Supervision should include direct observation, video recordings, or live supervision of the supervisee's work.

Offering Feedback

Provide timely, constructive, and formative feedback to supervisees regarding their performance, helping them to reflect on and enhance their counseling competencies.

Facilitating Group Supervision

Lead or facilitate group supervision that encourages the development of counseling skills, peer feedback, and professional growth. Group supervision should be held on a regular basis throughout the practicum and internship experiences.

Evaluating Progress

Conduct formal evaluations of supervisees' performance at regular intervals, assessing their progress toward meeting the program's clinical training objectives. Use these evaluations to guide further development and to determine readiness for subsequent training experiences.

Ensuring Ethical Practice

Promote ethical practice by modeling ethical behavior, discussing ethical dilemmas, and guiding supervisees in applying ethical standards to their work with clients.

Collaborating with Site Supervisors

Communicate and collaborate with site supervisors to ensure the coordination of supervision efforts and to address any concerns related to the supervisee's performance or the clinical site.

Maintaining Documentation

Keep accurate records of supervision activities, including session notes, evaluations, and any interventions or remediation plans, in accordance with program and institutional policies.

Supporting Professional Development

Encourage supervisees to engage in professional development activities, such as attending workshops, participating in professional organizations, and pursuing continuing education.

Course Evaluations

Final evaluation and successful completion of the practicum or internship course will be based on the student's work at the site and in the academic component of the Practicum or internship class.

Detailed evaluation of the clinical experience is an important part of the student's learning. The student's Practicum or internship agreement should serve as the basis for this evaluation. In addition to progress toward achieving established goals on assigned projects, the evaluation will address the development of skills needed to complete assignments, attitude toward work on the site, working knowledge of site operations, interactions with co-workers on the site, and appropriate use of supervision.

Site supervisors are encouraged to conduct a mid-semester evaluation conference with each student. It is at this point any modification to the practicum or internship agreement should be made if necessary and should occur after consultation and approval with the Practicum or internship course instructor. The university practicum or internship course instructor should also be notified of any concerns the site supervisor may have at this time about the student's general performance.

The final evaluation should be completed during the last week of the clinical placement. This evaluation should be forwarded to the Clinical Mental Health Counseling Clinical Coordinator. If there is disagreement over the evaluation, the university practicum or internship course instructor will be responsible for contacting those involved and determining the final resolution of the disagreement.

If the site supervisor or university practicum or internship course instructor identifies deficiencies in a student's performance (professional behavior, skill demonstration, or other expectations of the student) and the student after appropriate and timely notification, does not address these. The student may be asked to leave the placement based on the site supervisor recommendation after consultation with the practicum or internship course instructor and the Clinical Mental Health Counseling Clinical Coordinator. If this occurs, the student will not be placed at a different site to complete the practicum or internship experience during that academic semester. A remediation plan to address the problem areas will be developed by the Clinical Mental Health Counseling Clinical Coordinator, the course instructor, and the student's faculty advisor, and placement will be attempted for the next semester in which new clinical placements are made. No adjustments to the practicum or internship requirements will be made to accommodate this remediation process. A student repeating the Practicum or Internship in a subsequent semester will be expected to complete all course provisions, with no carry-over of completed hours from the previous failed attempt.

Students will also be evaluated on the academic component of the course. This evaluation will be based on attendance and participation in the seminar, active utilization of group and individual supervision, positive utilization of feedback, timely and thorough completion of weekly reports, performance on all required assignments, and evaluations from the site supervisor.

Southern University and A&M College
Clinical Mental Health Counseling Program

Student Clinical Contract

I, _____, agree to adhere to the following guidelines during my Practicum/Internship.

1. **Confidentiality.** I will always try to protect the identity of my clients/students and their information. As an intern, I will never discuss client/student cases in public settings outside of class, nor will I discuss cases with persons who are not authorized and associated with my clinical training.
2. **Recognition of Qualifications.** I will recognize the limitations of my training and abilities. I will consult and seek assistance from my supervisor and university instructor in cases where a clinical situation is beyond my knowledge and ability.
3. **Record Keeping.** As required by my university program, I will accurately and reliably maintain written records [case notes, hourly logs, etc.]. I will also accurately and reliably maintain written records as required by my site and state and federal law.
4. **Dual Relationships and Sexual Misconduct.** I will follow the ethical guidelines set forth by the American Counseling Association [ACA] and the American School Counseling Association [ASCA] regarding multiple relationships with persons with whom I am a counselor. Under no circumstances will I ever form a sexual or romantic relationship with clients/students or their family members. I will refrain from sexual harassment and be sensitive to others regarding sexual matters.
5. **Clinical Recordings.** I verify by my Signature that any recordings [CD, video, digital] that I submit as part of my clinical course requirements have been completed during the semester that I am registered for Practicum or Internship with clients/students I am currently working with at my site. These recordings are submitted solely for this course and will be erased upon completion.
6. **Self-awareness and Monitoring.** I will monitor my emotional and physical status during my clinical experience and be aware of any conditions that might adversely impact my ability to serve my clients/students or placement site. I will inform my placement supervisor and university instructor if such conditions arise.

By signing below, I agree to adhere to these guidelines listed above and those of the Counseling Profession, state and federal laws, and my specific placement site.

Intern Signature: _____ Date: _____

Site Supervisor: _____ Date: _____

University Instructor: _____ Date: _____

[Adapted from Baird, B.N. (2008) *The Internship, Practicum, and field placement handbook: A guide for helping professionals* [5th ed.] 9/2009

Southern University and A&M College
Clinical Mental Health Counseling Program

Site Information Sheet

Student's Name: _____

Address: _____

City: _____ State _____ Zip _____

Email Address: _____

Phone (Home): _____

Site: _____

Site Address: _____

City: _____ State _____ Zip _____

Phone: _____

Supervisor Name & Credentials: _____

Ex: Jane Doe, LPC, NCC

Supervisor Email: _____

Agency Director/ School Principal: _____

Schedule:

	Time
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Southern University and A&M College Clinical Mental Health Counseling Program

Site Agreement

Student Name _____ Phone _____

Address: _____

City: _____ State _____ Zip _____

Semester/Year _____

Site Location: _____

Site Supervisor Name & Credentials: _____

Ex: Jane Doe, LPC, NCC

Title _____ Phone _____

Email Address _____

Address: _____

City: _____ State _____ Zip _____

Degree: _____ Field: _____ Years of Counseling Experience: _____

Experience Summary

On the next page, **concisely** outline the proposed Practicum or internship experience. The agreement should make clear the chief responsibilities of the student. After consulting with your instructor and site supervisor, you may take advantage of new opportunities.

The agreement should cover the duties that you will perform. List each of the duties and indicate an approximate time that will be devoted to each. A practicum or internship student should have the opportunity to engage in the activities that a site staff member performs.

After the Practicum or internship agreement is completed and signed by the student, site supervisor, and practicum or internship supervisor, copies for the site supervisor and student should be made. The original is to be given to the university supervisor.

When developing the practicum or internship agreement, the student and site supervisor should keep in mind the basic clinical requirements for the program. If this is a practicum, the total experience should equal **100 hours**, with a minimum of **60 hours** of direct client contact. For an internship, the total experience for each semester should equal **300 hours**, with a minimum of **120 hours** of direct client contact. Typically, direct client contact comes in four different forms, (a) individual Counseling, (b) group counseling, (c) psycho-educational groups or classroom guidance, and (d) parent or family meetings. All other activities are considered non-direct hours.

Practicum or Internship Agreement Outline: [NOTE: This page detail specific activities student must be engaged in to accomplish required experiences and hours]

Student _____ Date _____

Site Supervisor _____ Date _____

University Supervisor _____ Date _____

Southern University and A&M College Clinical Mental Health Counseling Program

Site Supervisor Contract

As the cooperating counseling professional who will have direct responsibility for this practicum or internship student, I will be responsible for:

Assistance in Developing the Practicum or Internship Agreement

I will meet with the practicum or internship student to discuss and complete the practicum or internship agreement. During this meeting, I will collaborate with the student in developing their goals for the clinical experience (i.e., what they want to learn, strengthen, gain, etc.). I will provide suggestions and guidance regarding realistic goals and activities that can be completed within the time constraints of this clinical experience.

Orientation

I will provide an orientation to the practicum or internship site/position. This orientation will include general information about the site, an overview of the administrative structure, and the role of the counseling office within the overall helping community. I will also ensure to introduce the practicum or internship student to other staff at the site and individuals in other areas with whom the student will interact.

Supervision

I will spend a minimum of one hour a week directly supervising the practicum or internship student. Initially, sessions may cover such topics as the review of the practicum or internship agreement, orientation to the workplace, and start-up work on outlined activities. As the clinical experience progresses, I will spend time reviewing the student's progress in meeting the specific requirements of the agreement, consultation concerning the ongoing caseload, and discussing professional concerns as they affect the workings of the site or other relevant topics. I will provide the practicum or internship student with constructive feedback on his or her performance and share insights and experiences with the student for the practicing professional.

Role Modeling

I will serve as a professional role model for the practicum or internship student in job performance, personal growth, and professional and ethical behavior. As a site supervisor, I am expected to possess appropriate training, knowledge, and experience in a recognized helping profession, preferably Counseling.

Taping

I will assist in facilitating the practicum or internship students need to tape as part of their clinical training. I understand that this process facilitates the professional development of students and assists in the quality control of services delivered to clients. I will help students identify clients that will be amenable to audio or videotaping sessions for training and university supervision purposes. During our weekly one-hour supervision sessions, I will review audio or video tapes as appropriate and needed.

Site Visits

I recognize that site visits are required for all internship students by the university course instructor. I will meet with the instructor to review student performance and any concerns. As a practicum site, I realize contact may be by phone or a site visit, to be determined, based on need, by the university course instructor.

Evaluation

I will provide ongoing feedback to the student concerning his or her performance of agreed-upon duties, as well as his or her overall performance and behavior at the Practicum or internship site.

I will participate in the practicum or internship student's mid-semester self-evaluation. I will set up a conference with the student to assess his or her work toward goals established at the semester's beginning. I will conduct a final formal evaluation with the student at the end of the semester and submit to the Practicum/Internship instructor a copy of this final evaluation after reviewing it with the student.

 Supervisor & Credentials

 Date

Southern University and A&M College Clinical Mental Health Counseling Program

Faculty Supervisor Contract

As the practicum/internship instructor and faculty supervisor with direct responsibility for this practicum or internship student, I will be responsible for:

Supervision

I will conduct regular individual and/or triadic supervision sessions (minimum 1 hour per week) with the student to facilitate their development of counseling skills, professional identity, and ethical decision-making ability. This supervision will include direct observation, video recordings, and/or live supervision of the supervisee's work.

Feedback

I will provide the student with timely, constructive, and formative feedback regarding their performance, designed to help them reflect on and further enhance their counseling competencies.

Group Supervision

I will facilitate group supervision designed to encourage the student's development of counseling skills, their ability to provide accurate and thoughtful peer feedback, and enhance their professional growth. Group supervision will be held weekly, for a minimum of 1.5 hours throughout both the practicum and internship experiences.

Site Visits

I will conduct a minimum of one site visit, to meet with the site supervisor and review the student's performance and address any concerns.

Evaluation

I will conduct formal and informal evaluations of supervisees' performance at regular intervals to assess student progress. These evaluations will be used to further guide further development, and to determine the student's readiness for subsequent training experiences.

Ethical Practice

I will model ethical behavior, discuss ethical dilemmas, and guide students in the application of the appropriate ethical standards to their work with clients.

Communication with Site Supervisors

I will communicate regularly with site supervisors to address any concerns related to the student's performance or the clinical site, and to ensure the coordination of supervision efforts.

Record-Keeping

I will keep accurate records of all supervision activities, including session notes, evaluations, and any interventions or remediation plans, in accordance with program and institutional policies.

Professional Development

I will encourage supervisees to engage in professional development activities, such as attending conferences, workshops, joining professional organizations, and participating in other professional development activities.

Faculty Supervisor Name & Credentials

Date

Southern University and A&M College
Clinical Mental Health Counseling Program

Goal Statement

Name: _____

Date: _____

Site: _____

Self-evaluation of counseling skills:

Strengths:

Weaknesses:

Which counseling skills are you developing and looking to refine now?

Goals for this clinical experience:

How will you know whether or not you have accomplished these goals?

Signature

Date

Southern University and A&M College
Clinical Mental Health Counseling Program

Weekly Reflection

Name: _____ Week of: _____

Site: _____

Total Hours: _____ Total Direct Client Contact Hours: _____

General description of your activities:

General impressions, inferences from these activities:

Areas of concern, areas needing clarification, questions:

Signature

Date

Southern University and A&M College
Clinical Mental Health Counseling Program

Weekly Log

Student Name: _____

Site: _____

Site Supervisor: _____

Week # _____

Week Dates MM/DD/YY		Direct Client Contact Individual	Direct Client Contact Small Group	Direct Client Contact Parent or Family Meetings	Direct Client Contact Classroom Guidance or Psy. Ed. Groups	Other Duties Consulting, Assessments, IE, Staff Meeting	On-Site Supervision	SUBR Individual or Group Supervision
Sunday								
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
Weekly Subtotals:								

Weekly Total:	
Weekly Direct Client Contact Hours:	Weekly Indirect Hours:
Cumulative Total:	
Cumulative Direct Client Contact Hours:	Cumulative Indirect Hours:

Student Signature _____ Date _____

Site Supervisor Signature _____ Date _____

University Supervisor Signature _____ Date _____

Southern University and A&M College Clinical Mental Health Counseling Program

Informed Consent Agreement

The Clinical Mental Health Counseling Program at Southern University and A&M College focus on growth in meeting life's personal, family, and social demands and educational or vocational choices. Emphasis is on improving personal-social skills and adjustment to life situations, developing improved problem-solving and decision-making capabilities, and working through personal, relational, or career concerns.

In using the services of a counseling intern from the Clinical Mental Health Counseling Program, the student/client must understand that for training purposes, it may require videotapes/audiotapes of counseling sessions. These recordings enable the counseling faculty to assess the skills of the counselor trainee.

It should be clearly understood that the information obtained from or divulged by the client is treated with the strictest confidence in accordance with the ethical and professional standards provided by the American Counseling Association information will not be transmitted to any person or agency without the written consent of the client and/or the parent/guardian of the client (if the client is a minor). The **EXCEPTIONS to CONFIDENTIALITY** are:

Subpoena or court ordered by a judge
Suspicion of child/elderly abuse/neglect
Client threatens/commits harm to self or a third party.

I have read the above and understand its contents. I hereby agree to the following:

- Taping of all counseling sessions. Tapes will be erased at the termination of Counseling.
- The counseling faculty and peer supervision group will listen to or view the tape to assess counselor trainee skills.
- What is said or done by the student or client will be kept in confidence and not be transmitted outside the counseling supervision class or supervision process. Only the client or parent/guardian may release this information to persons or agencies outside the counseling program.
- Testing may be helpful for the client and, if necessary by the client and counselor-trainee, will be conducted to provide additional case information.
- The case records maintained concerning these counseling sessions will be kept in a confidential file and always protected by the counselor-trainee and faculty.

Client or Parent/Guardian Signature

Date

Southern University and A&M College
Clinical Mental Health Counseling Program

Client Release Form

I _____ agree to be counseled by a Practicum or Internship student from the Clinical Mental Health Counseling Program. I understand that my identity will remain anonymous and all information will be kept strictly confidential.

I realize that the counselor is a graduate student being trained in counseling skills and that he or she is receiving supervision from a faculty member in the Clinical Mental Health Counseling Program.

I understand that my counselor will be recording our sessions for his or her educational purposes only. I give permission for interviews to be recorded and for other counselors-in-training to listen to those counseling sessions only when used as a part of the counselor training program.

Client Signature: _____ Date: _____

Parent or Guardian Signature: _____ Date: _____
(if the client is under 18 years of age)

Counselor Signature: _____ Date: _____

DEPARTMENT OF REHABILITATION, DISABILITY STUDIES, AND COUNSELING
CLINICAL MENTAL HEALTH COUNSELING
SOUTHERN UNIVERSITY

CLINICAL INTERNSHIP: SUPERVISOR EVALUATION FORM

Intern's Name _____ Semester _____

Agency's Name _____ Supervisor _____

The following should be rated in terms of the demonstrated performance of the task.

Ratings are based on the following scale:

4 = Above-average performance

3 = Average, an acceptable level of performance

2 = Below average performance, some aspects acceptable

1 = Unacceptable performance

NA = Not applicable or no opportunity to perform

Performance Factors						
The efficiency of work habits						
1	Completion and organization of work assignments, utilization of time, etc.	4	3	2	1	N/A
Assessment						
1	Conducting initial assessment or intake interviews when first meeting a client (2.F.7.b. Assessment & Testing)	4	3	2	1	N/A
2	Using assessment information with a framework to understand differing abilities and strategies for differentiated interventions in treatment and service planning (2.F.3.h. Human Growth & Development)	4	3	2	1	N/A
3	Conceptualization of clients from multiple theoretical perspectives (6.B.1.c. Counseling)	4	3	2	1	N/A
Rehabilitation planning and case management with clients						
1	Working with consultants as appropriate to prepare for plan development	4	3	2	1	N/A
2	Jointly developing a mutually acceptable mental health rehabilitation plan with a client and determining eligibility for agency services	4	3	2	1	N/A

Career and vocational counseling with the client						
1	Developing a client's understanding of his/her vocational strengths and areas of improvement	4	3	2	1	N/A
2	Assisting a client to identify appropriate job modification procedures or assistive devices related to potential occupations and placement	4	3	2	1	N/A
Personal and social Counseling with clients						
1	Demonstrating Counseling and interviewing skills in accordance with own personal model of counseling and own personality style (2.F.5.n. Counseling & Human Relationships)	4	3	2	1	N/A
2	Identifying and utilizing appropriate evidence-based counseling practices with clients (2.F.8.b. Research & Program Evaluation)	4	3	2	1	N/A
3	Demonstrating skill in effective group leadership (2.F.6.d. Group Counseling & Group Work)	4	3	2	1	N/A
4	Providing mental health counseling services in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that may affect the counseling process (2.F.2.h. Social & Cultural Diversity)	4	3	2	1	N/A
5	Knowledge of biopsychosocial aspects of mental health and impact on case conceptualization and treatment planning (5.C.1.c. Clinical Mental Health Counseling-Foundations)	4	3	2	1	N/A
Job development and placement for clients						
1	Collecting and analyzing occupational information in a community	4	3	2	1	N/A
2	Facilitating career and vocational rehabilitation planning using diagnostic and assessment information through interviews, observations, and/or vocational and educational tests and assessments (2.F.4.i. Career Development)	4	3	2	1	N/A
Community resource utilization						
1	Determining and utilizing appropriate resources for (circle all applicable): income maintenance, housing, transportation, education, recreation, cultural enrichment, health care, and legal assistance.	4	3	2	1	N/A

Recording and reporting for clients						
1	Preparing written summaries and reports on vocational evaluations and rehabilitation plans	4	3	2	1	N/A
Professional participation and development						
1	Demonstrating knowledge of and skill in applying ethical and legal considerations in Counseling (2.F.1.i. Professional Counseling Orientation & Ethical Practice)	4	3	2	1	N/A
2	Providing mental health counseling services in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that may affect the counseling process (2.F.2.h. Social & Cultural Diversity)	4	3	2	1	N/A
3	Communicating and interacting with other members of the mental health service team	4	3	2	1	N/A

Comments: (Personal maturity, adjustment, commitment to the profession, ability to tolerate stress, openness to change, flexibility, conscientiousness, resourcefulness, enthusiasm, strengths, weakness, etc.)

Supervisor's Printed Name _____

Supervisor's Signature _____ Date _____

Student's Printed Name _____

Student's Signature _____ Date _____

Southern University and A&M College
Clinical Mental Health Counseling Program

Student Evaluation of Site Supervisor

Student Name: _____

Name of School/Agency: _____

Supervisor Name: _____

Course: _____

Semester/Year: _____

Please circle the appropriate response for each statement. For each item please use the following scale:

1 = Poor 2 = Average 3 = Strong 4 = Excellent N/A = Not applicable

My Supervisor....

- | | | | | | |
|---|---|---|---|---|-----|
| 1. explained his/her role as a supervisor | 1 | 2 | 3 | 4 | N/A |
| 2. helped me to feel at ease with the supervisory process | 1 | 2 | 3 | 4 | N/A |
| 3. gave me feedback about my role as a counselor who was accurate and usable | 1 | 2 | 3 | 4 | N/A |
| 4. helped me clarify issues which my client brought to the session | 1 | 2 | 3 | 4 | N/A |
| 5. assisted me in understanding my own feelings about the client and his/her issues | 1 | 2 | 3 | 4 | N/A |
| 6. encouraged me to develop a plan to work with specific clients | 1 | 2 | 3 | 4 | N/A |
| 7. modeled appropriate counseling techniques when necessary | 1 | 2 | 3 | 4 | N/A |

My supervisor helped promote...

- | | | | | | |
|---|---|---|---|---|-----|
| 8. my professional identity by encouraging membership in professional organizations | 1 | 2 | 3 | 4 | N/A |
| 9. legal and ethical practice by discussing and by modeling appropriate ethical behaviors | 1 | 2 | 3 | 4 | N/A |

I felt....

10. confident of my supervisor's skills	1	2	3	4	N/A
11. my supervisor respected me and was concerned with my professional growth	1	2	3	4	N/A
12. my supervisor was committed to his/her roles as a supervisor	1	2	3	4	N/A
13. my supervisor motivated and encouraged me	1	2	3	4	N/A
14. my supervisor served as an appropriate professional role model	1	2	3	4	N/A
15. my supervision sessions allowed for both personal and professional growth	1	2	3	4	N/A
16. my supervisor recognizes his/her own limitations	1	2	3	4	N/A
17. my supervisor was genuine, congruent, empathetic, and honest	1	2	3	4	N/A

My supervisor helped me...

18. to clarify my ideas about counseling theory	1	2	3	4	N/A
19. to focus on specific counseling strategies to assist the client	1	2	3	4	N/A
20. to develop techniques to resolve conflict	1	2	3	4	N/A

Please use this space and the back of this page for additional comments.

Southern University and A&M College Clinical Mental Health Counseling Program

Student Evaluation of Site

Student Name: _____

Practicum Site: _____

University Supervisor: _____

Course: _____

Semester/Year: _____

Please rate your experiences at your practicum or internship site in the following areas. Use the scale provided.

1 Very Satisfactory	2 Moderately Satisfactory	3 Moderately Unsatisfactory	4 Very Unsatisfactory
---------------------------	---------------------------------	-----------------------------------	-----------------------------

- _____ Amount of on-site supervision.
- _____ Quality and usefulness of on-site supervision.
- _____ Ability to obtain overall hours.
- _____ Ability to obtain direct client contact hours.
- _____ Usefulness and helpfulness of course.
- _____ Relevance of experience to career goals.
- _____ Exposure to and communication of school/ agency goals.
- _____ Exposure to and communication of school/agency procedures.
- _____ Exposure to professional roles and functions within the school/agency.
- _____ Exposure to information about community resources.

_____ Rate all applicable experiences that you had at your site.

- _____ Report writing
- _____ Intake interviewing
- _____ Administration and interpretation of tests
- _____ Staff presentations/case conferences
- _____ Individual Counseling
- _____ Group counseling
- _____ Family/couple counseling
- _____ Psycho-educational activities
- _____ Consultation
- _____ Career counseling
- _____ Other _____

In the space below, or on the back of this form, please comment on any items that you considered moderately or very unsatisfactory. Provide solutions if possible.

Directions for Final Client Evaluation

To Student: Make sure the client/student knows that their evaluation of you is anonymous and confidential. Explain that their feedback is being used for training purposes only [to help you improve your counseling skills].

1. Please give an evaluation form to **all** clients/students [those older than 10] that you have seen this semester for a minimum of **3** sessions.
2. Do not give the evaluation form until Counseling is completed to avoid impacting the process.
3. Depending on the situation [clinical/school setting] it is preferred that the student/client fill out the evaluation without you present.
4. Plan to ask someone [supervisor, clerical staff, etc.] to accept the completed evaluation.
5. Two copies will be made of the completed original evaluation. The original evaluation is given to your university instructor, a copy goes to your site supervisor, and you retain a copy.
6. If evaluating a group, follow the same process as above. Evaluate only those groups you facilitated or co-facilitated for a minimum of 3 sessions.
7. If you have been working with children under the age of 10 and have been utilizing *Play Therapy* with them, then please use the Play Therapy evaluation form and have a teacher and/or parent fill it out. Follow the procedures as stated in #1-5.
8. If you have worked with children 10 years of age and younger and utilized *Talk Therapy* with them use the Counseling Children evaluation form and have a teacher and/or parent fill it out. Follow the procedures as stated in #1-5.

Southern University and A&M College
Clinical Mental Health Counseling Program

Counseling Outcome Evaluation
[How did I do?]

Individual Counseling

Counselor's Name: _____ Date: _____

Number of Sessions: _____

We would appreciate you taking a moment to offer us feedback on your experience receiving Counseling from the Intern at your school [agency]:

Please circle the number at the <u>right</u> that best describes your counseling experience. Circle N/A if it does not apply.	Not Applicable N/A	Strongly Agree 5	Agree 4	Neither Agree or Disagree 3	Disagree 2	Strongly Disagree 1
--	--------------------------	------------------------	------------	--------------------------------------	---------------	---------------------------

1. My relationship with my counselor was good	N/A	5	4	3	2	1
2. I would recommend my counselor to friends	N/A	5	4	3	2	1
3. Counseling has helped me	N/A	5	4	3	2	1
4. I can better talk about my thoughts and feelings	N/A	5	4	3	2	1
5. I felt my counselor understood me fully	N/A	5	4	3	2	1
6. I can better identify my feelings	N/A	5	4	3	2	1
7. I can better understand things that bother me	N/A	5	4	3	2	1
8. I feel I can better handle my feelings and behaviors	N/A	5	4	3	2	1
9. I feel less stressed and/or overwhelmed	N/A	5	4	3	2	1
10. Counseling has helped me improve my relationships with others	N/A	5	4	3	2	1
11. I have a more positive view of myself	N/A	5	4	3	2	1
12. Counseling helped me to stay in school	N/A	5	4	3	2	1
13. I am satisfied with my counseling experience	N/A	5	4	3	2	1
14. If needed, I am more likely to seek Counseling in the future	N/A	5	4	3	2	1

Comments:

What did you like most about your counselor?
How could your counselor do better to help you and others?
Any additional comments:

Southern University and A&M College
Clinical Mental Health Counseling Program

Counseling Outcome Evaluation
[How did I do?]

Group Counseling

Counselor's Name: _____ Date: _____

Number of Sessions: _____

We would appreciate you taking a moment to offer us feedback on your experience participating in group counseling at your school [agency]:

Please circle the number at the <u>right</u> that best describes your counseling experience. Circle N/A if it does not apply.	Not Applicable N/A	Strongly Agree 5	Agree 4	Neither Agree or Disagree 3	Disagree 2	Strongly Disagree 1
--	--------------------------	------------------------	------------	-----------------------------------	---------------	---------------------------

1. I made progress in group counseling	N/A	5	4	3	2	1
2. I would recommend group counseling to friends	N/A	5	4	3	2	1
3. Group counseling has helped me	N/A	5	4	3	2	1
4. The counselor was a good leader for this group	N/A	5	4	3	2	1
5. I am more sensitive to and accepting of differences in others	N/A	5	4	3	2	1
6. I can better talk about my thoughts and feelings	N/A	5	4	3	2	1
7. Now I can have healthier relationships with others	N/A	5	4	3	2	1
8. I have learned how to work more effectively on my personal problems	N/A	5	4	3	2	1
9. I feel I can better handle my feelings and behaviors	N/A	5	4	3	2	1
10. I feel less stressed and/or overwhelmed	N/A	5	4	3	2	1
11. I have a more positive view of myself	N/A	5	4	3	2	1
12. Group counseling helped me to stay in school	N/A	5	4	3	2	1
13. I am satisfied with my group counseling experience	N/A	5	4	3	2	1

Comments:

What did you like most about your group experience?
How could your counselor do better in leading a group?
Any additional comments:

Southern University and A&M College
Clinical Mental Health Counseling Program

Counseling Outcome Evaluation
[How did I do?]

Counseling Children

Counselor's Name: _____ Date: _____

Number of Sessions: _____

We understand that one of your students or your child has been participating in Counseling with the counselor named above. We would appreciate you taking a moment to offer us feedback about that experience by responding to the questions below. In advance, thank you for helping us to evaluate the effectiveness of the services our students provide.

Please circle the number at the <u>right</u> that best describes the child's counseling experience. Circle N/A if it does not apply.	Not Applicable N/A	Strongly Agree 5	Agree 4	Neither Agree or Disagree 3	Disagree 2	Strongly Disagree 1
---	--------------------------	-------------------------------	-------------------	---	----------------------	----------------------------------

From your perspective, **the [your] child...**

15. Has made progress toward goals	N/A	5	4	3	2	1
16. Can better communicate feelings	N/A	5	4	3	2	1
17. Can control inappropriate behaviors more effectively	N/A	5	4	3	2	1
18. Feels less stressed and/or overwhelmed	N/A	5	4	3	2	1
19. Has a more positive view of them self	N/A	5	4	3	2	1
20. Feels more comfortable in school	N/A	5	4	3	2	1

From your perspective:

1. The child's relationship with the counselor was good	N/A	5	4	3	2	1
2. I would recommend this counselor to work with other children	N/A	5	4	3	2	1
3. Counseling has helped the [my] child	N/A	5	4	3	2	1

Comments:

Has Counseling been helpful for the [your] child?
How can the counselor do better in helping children?
Any additional comments:

Final Student Competency Evaluation

Each student in the Internship will choose **one** (1) client/student with whom they have had an "ongoing" (at least 5 sessions) counseling relationship and will complete an evaluation of this relationship in terms of the counselor's effectiveness. This assessment will include an overview of the client/student, objectives and goals, theoretical and treatment strategies, and a final outcome evaluation.

Guidelines:

- a. Title: *Final Competency Evaluation*
- b. Identifying Information
 - Provide background/demographic information of the client/student (be precise and concise)
 - Use the client's initials and not his or her full name
- c. Precipitating event for Counseling
 - What brought him or her to Counseling? (be precise and concise)
- d. Presenting problem
 - What is the issue/problem focused on? (be precise and concise)
 - Symptoms (symptomatic behaviors related to the presenting problem-emotional, cognitive, behavioral, familial, etc.) that gave you insight
- e. History of presenting issue/problem
 - How did the problem/issue/concern develop over time?
- f. Bio-psychosocial history of the client (be precise and concise; include only information you believe is essential to understanding the client/student's problem/concern)
 - Developmental history and dynamics
 - Social history and cultural dynamics
 - Health history & health behaviors
 - Mental health history (client/student & family)
- g. Support system and strengths of client/student
- h. Vulnerabilities of the client/student
- i. Clinical formulation: working hypothesis
 - name the theory you might use to support your clinical formulation
 - any specific technique(s), activities, etc.
- j. Therapeutic relationship assessment
 - Describe briefly and concretely your perception of the relational dynamics between you and the client/student
- m. Client/student evaluation
 - use the Individual Client/Student Evaluation form provided
 - follow guidelines for obtaining client/student final evaluation

NOTE: *Remember that Counseling progress or success is not entirely dependent on your performance as a counselor.*

Southern University and A&M College
Clinical Mental Health Counseling Program

**Clinical Information Record
Final Data Sheet**

Counselor Name: _____

Course: _____

Semester/Year: _____

Location: _____

Please complete the following information:

Site: Urban _____ Suburban _____ Rural _____

School: Elementary _____ Middle _____ Secondary _____

Describe Agency Focus:

Describe Client/School Population:

Describe Degree of Diversity at Agency/School:

Total # of clients/students seen during the semester:

Break-down of # clients/student sessions: 1 _____ 2-5 _____ 6 or more times _____

Total # of hours of supervision during semester [including site and University]: _____

NOTE: Throughout the semester keep records and running totals of the above information to assist you in completing this form.

Case Notes: Individual Clients

Student's Name: _____ Client ID _____ Session # _____

Date of Session: _____

Type of activity:

Your goal(s) for the session:

Summary of content:

Counselor's conceptualization of the problem/issues:

Comments on positive counseling behaviors:

Comments on counseling behaviors needing improvement:

Plans for future:

Did you tape the session?	YES	NO
If yes, have you listened to the tape?	YES	NO
If yes, what did you learn from listening?		

Your evaluation of your work: 5 (great) to 1 (poor): _____

Case Notes: Groups

Student's Name: _____ Group _____ Session # _____

Date of Session: _____

Type of group activity:

Your goal for the activity:

Summary of group:

Comments on Positive Counseling Behaviors:

Comments on Counseling Behaviors Needing Improvement:

Plans for the Future:

Your evaluation of your work: 5 (great) to 1 (poor): _____

Interview Rating Form

Name: _____ Date of session: _____

Rating
(best to least)

Opening: Unstructured, friendly? Is any introduction needed?	5	4	3	2	1
Rapport: Was the stage set for a productive session?	5	4	3	2	1
Interview responsibility: Counselor or client initiative? Appropriate?	5	4	3	2	1
Interaction: Meaningful?	5	4	3	2	1
Acceptance/permissiveness: Were you accepting of The client's emotions, feelings, and thoughts?	5	4	3	2	1
Reflection of feelings:	5	4	3	2	1
Counselor responses: Meaningful or trivial?	5	4	3	2	1
Value management: Attempt to impose your values?	5	4	3	2	1
Duration: Was the session too long or too short?	5	4	3	2	1
Vocabulary level: Appropriate?	5	4	3	2	1
Mannerisms displayed:	5	4	3	2	1
Verbosity: Did you dominate session, interrupt or override?	5	4	3	2	1
Silences: Broken to meet counselor needs or dealt with effectively?	5	4	3	2	1
Closing: Who initiated? Abrupt?	5	4	3	2	1

Southern University and A&M College Clinical Mental Health Counseling Program

Case Presentation

Conducting counseling sessions with the support and feedback of others is an important part of a trainee's professional development. In most training programs, sessions are recorded on either audio or video tape. Once a session is completed, the trainee listens to the recording, providing him/herself with feedback that can lead to ideas for future sessions and recognition of areas in which one's work can be improved. Advanced counselors, as well as trainees, listen to develop a full picture of what happened in the session: important client emotions, beliefs, and personality characteristics not fully seen during the actual session, significant moments or turning points, and significant things the counselor did or did not do. Receiving organized feedback from the supervisor and giving organized feedback to oneself are major vehicles both for improving one's work with a given client and for building one's professional skills.

The following outline is offered to produce a written analysis of a counseling session, especially one that has been recorded. Used carefully, the outline can help the trainee organize thoughts about the client, the session, and the quality of one's work.

Background information

Demographic information, such as age, grade in school, employment, family unit, and history that seems relevant to the presenting problem.

Presenting problem: Why did the client approach you, from the client's perspective? Or why did you approach the client?

Was there a precipitating set of circumstances? How long has the problem(s) persisted?

If third parties are involved, what were their observations and concerns?

Overview of the session

What did you talk about?

What were the dominant issues and themes for this session?

If this was a session beyond the initial meeting, what were your process and outcome goals going into the session?

Observations and assessment: Conceptualization of Problem

Describe your observations and impressions of the client.

What is your view of the problem? What are the common themes?

What are the client's barriers to growth and coping skills?

What is the etiology of the client's present psychological capacity or incapacity?

What is she/he trying to accomplish by various behaviors?

What are your counseling goals?

Observations about self

Describe significant themes and patterns you observed in your behavior, noting what you did that you considered especially effective and areas that were troublesome for you.

Describe your own internal experiences during the session, with a special focus on times or places where you felt confused, tense, angry, or at a loss.

Plans for the next session

How do you hope to follow up in subsequent sessions?

What issues and concerns do you think are worthwhile to explore?

What process goals will you try to accomplish?

Help

Specifically, what kind of help would you like, either from your university instructor or from fellow students, about this client, this session, and your counseling efforts?

Southern University and A&M College
Clinical Mental Health Counseling Program

Consultation Report Guidelines

When a practicum or internship student conducts a consultation, a written consultation report will be prepared. The consultation consists of the student intern consulting with other professionals i.e. teachers, administrators, social workers, psychologists, etc. regarding one of the intern's clients/students or other appropriate matters. The report should address (a) the reasons for the consultation, (b) the results of the consultation, and (c) the intern's application of these results.

Southern University and A&M College
Clinical Mental Health Counseling Program

Professional Development Activity

Student Name: _____

Site: _____

University Supervisor: _____

Course: _____

Semester/Year: _____

Description of professional development activity (e.g., attending a national conference, etc.) student would like to use for **indirect service** hours:

Number of hours acquired from activity: _____

The hours a student proposes to exchange for indirect Practicum or Internship hours must be discussed with the University professor and the on-site supervisor prior to engaging in the professional development activity. Both supervisors need to approve of this use of time.

Site Supervisor

Date

University Supervisor/Instructor

Date

Southern University and A&M College
Clinical Mental Health Counseling Program

Mid-Semester Self-Evaluation

1. How have you progressed toward meeting your goals as stated at the beginning of the semester?
Please be specific and provide examples.

2. What you have learned about
 - a. counseling in general
 - b. supervision in Counseling
 - c. yourself as a counselor

3. Evaluate your skills and effectiveness as a counselor based on:
 - a. feedback from peers
 - b. feedback from supervisors
 - c. self-assessment

Signature

Date

Southern University and A&M College
Clinical Mental Health Counseling Program

End of Semester Self-Evaluation

1. Have you fulfilled your goals as stated at the beginning of the semester? Please be specific and describe how you have or have not achieved these goals.
2. Evaluate your skills and effectiveness as a counselor based on your level as a graduate student at the end of this semester.
3. How could this seminar be improved? Please be specific.

Signature

Date