

CLARION UNIVERSITY

COLLEGE OF HEALTH AND HUMAN SERVICES
DEPT OF HUMAN SERVICES, REHABILITATION, HEALTH AND SPORT SCIENCES

MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING

FIELD PLACEMENT HANDBOOK 2018-2019

Welcome to the Clinical Field Experiences Practicum
and Internship of the Master of Science in Clinical Mental Health Program

This handbook has been prepared to assist in the delivery of information directly related to the Clinical Field Education courses within the College of Health and Human Services, Department of Human Services, Rehabilitation, Health and Sport Sciences, in the Master of Science in Clinical Mental Health Counseling program. It has been designed to give the graduate student, agency and school supervisors, and the faculty supervisor a better understanding of each other's roles and expectations.

Note: Departmental faculty reserves the right to change any of the terms of the handbook in any section at any time.

Practicum and Internship Clinical Field Handbook revised Fall 2017

M.S. in Clinical Mental Health Field Placement Handbook

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INTRODUCTION

The field placement handbook is intended to assist students, site supervisors, faculty, and other personnel involved or interested in the practicum and internship courses of the Counseling program at Clarion University. The clinical instruction provided by field placements are the most critical experiences in the Counseling program for developing competent counseling techniques, personal awareness and compassion for others. Therefore, Clarion University is committed to assuring that the practicum and internship experiences of each student are well coordinated and that each student is adequately supervised by University faculty and staff, as well as by site supervisors. This handbook outlines the requirements and expectations for students, faculty and site supervisors.

Ultimately, students from Clarion University who are placed in practicum and internships are representatives of the University. Their behavior is to be guided by the values and principles inherent in the Mission Statement of the University and the goals of the program.

Mission Statement

The mission of the Department of Human Services, Rehabilitation, Health and Sport Sciences is to prepare students with appropriate academic preparation and personal growth opportunities to serve as professional Master's degree level counselors in their chosen specialty area. Graduate students are expected to develop a high level of self-awareness, a strong knowledge base, and competent counseling skills in order to practice ethically and professionally within a diverse society. Consistent with these expectations is the emphasis placed upon student growth in exhibiting the dimensions of warmth, empathy, unconditional positive regard, genuineness, and congruence, as well as the values of civility, integrity and responsibility. Faculty are expected to facilitate students' development and model appropriate professional behavior.

Purpose Statement

To develop professional counselors who have the ability and willingness to support and enhance the emotional, cognitive, social and spiritual development of others through the creative and caring use of counseling theories and techniques.

Goals for the Master of Science in Clinical Mental Health Counseling are to prepare professional counselors who are able to:

1. Respect the dignity, integrity and humanity of all those they serve in their counseling activities;
2. Maintain adequate self-awareness, emotional health and moral integrity in order to enhance their responsiveness to the needs of others;
3. Articulate a professional philosophy and theoretical orientation that guides their counseling approach;
4. Provide competent counseling that is guided by the ethical principles of the American Counseling Association.
5. Articulate the essential tenets of the major theories of counseling and the application of these theories in a variety of clinical settings with a range of presenting problems;
6. Effectively apply counseling theory and technique to address concerns raised in individual, group, family, and career counseling;
7. Demonstrate knowledge of developmental stages and processes across the lifespan and use this knowledge to inform therapeutic interventions and strategies;
8. Think critically and creatively regarding research and treatment methodologies in the fields of counseling and psychology;

9. Demonstrate in their personal and professional lives an awareness of, and sensitivity to, cultural diversity, gender equity, and social justice;
10. To competently evaluate individuals and programs through a variety of assessment instruments and methodologies;
11. Communicate clearly, both orally and in writing, with clients, peers, and the community at large, using a variety of traditional and electronic media;
12. Demonstrate the knowledge and skills set forth by the CACREP core and specialty standards.

CLINICAL OBJECTIVES FOR FIELD PLACEMENTS

The purpose of the practicum and internship courses is to offer practical experience in the application of counseling theories and techniques. The practicum and internship experiences will include the following:

- Direct service with clients, including the provision of both individual and group counseling;
 - Supervision by a Counseling program faculty during the course of the semester;
 - Supervision by a site supervisor that occurs weekly during the course of the internship placement;
 - Evaluation of student's progress and achievements at the end of the practicum/internship semester.
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- Field placements provide opportunities for students to gain practical knowledge of:
 - Fundamental counseling and interpersonal skills essential to the development of therapeutic relationships;
 - Counseling processes such as building rapport, motivating clients to change, resistance in counseling, and issues specific to the initial, intermediate, and termination phases of treatment;
 - Ethical and legal dilemmas and considerations that emerge during counseling and appropriate strategies and resources for resolving such dilemmas;
 - Biases, values and beliefs that may interfere with an ability to interact with genuine empathy and care toward individuals of various races, socioeconomic backgrounds, gender, age, or other culturally diversity issues;
 - Developing clinical conceptualization of cases utilizing established theories in the field of Counseling;
 - Serving individuals, agencies and communities as professional counselors;
 - Distinguishing the role of professional counselors from other human service providers and developing effective consultative and collaborative strategies;
 - Advocacy for clients regarding opportunities for personal growth and development, access to community resources, and issues of social justice.

It is expected that at the end of the field experiences available through the practicum and internships, that students will:

- Emerge with an enhanced awareness of themselves in relation to clients, and be able to articulate personal strengths and weaknesses evident in their ability to function as effective counselors;
- Be able to articulate a professional philosophy and theoretical orientation that guides their counseling approach.

OVERVIEW OF PRACTICUM AND INTERNSHIP COURSES

The purpose of the practicum and internship courses is to offer practical experience in the application of counseling theories and techniques. During the practicum and internship courses, students will work in agencies that provide counseling, psychotherapy and other human service activities.

Practicum and internship placements should provide students with opportunities to work under the supervision of an experienced practitioner who is responsible for involving the student in professional activities appropriate to the counseling profession. Students are encouraged to select approved sites that are related to their professional goals and objectives. It is advisable for the practicum and internship to be completed at the same site.

To complete the requirements for a Master of Science in Clinical Mental Health Counseling, students must complete both the practicum and internship courses. A description of these courses follows:

Practicum: This is an initial field placement in which students work directly with clients under the supervision of an experienced counselor. The course is designed to increase counseling skills and confidence, and to become familiar with the practical aspects of providing services, such as note taking, treatment coordination and case management. A minimum of 100 hours of onsite service is required, with a minimum of 40 hours spent in direct service with clients, and a minimum of one hour per week supervision on site, under the site supervisor. Students must also attend a group supervision class at Clarion University each week for 16 weeks.

The practicum course consists of one semester (16 weeks) in which the student will accumulate a minimum of 100 course-work hours in the following manner:

40 Hours of direct service with clients

15 Hours of individual or triadic supervision with a site supervisor under the supervision of a faculty member

45 Hours of “other activities” at the placement site

100 TOTAL HOURS

Internship: The internship experience is designed to give advanced students in Counseling the opportunity to practice and refine their counseling skills. It is also an opportunity for the student to learn from experienced professionals working in their chosen area of specialization. Each internship course will require students to complete 300 hours of onsite service, of which 120 must be in direct service with clients. Students must also attend a 90-minute group supervision class each week for 16 weeks. Individual supervision will be provided by the site supervisor at a minimum of 1 hour a week. The student is required to attend weekly class meetings facilitated by the internship or practicum advisor who will review counseling recordings and transcripts in a group setting. The purpose of the class is to refine counseling skills and to provide supervision and support for general questions regarding the integration of theory and practice, as well as clarification of ethical and/or practical concerns.

The student is expected to abide by the rules and regulations established by the facility sponsoring the field study throughout the placement.

PRACTICUM/INTERNSHIP REQUIREMENTS

The student must participate in providing direct service during each day he or she is working on-site. Students who intend to use their place of employment as a field experience site must provide evidence that their experience will meet the full requirements of the internship/practicum guidelines. In order to use a paid position as an internship site, students must clearly identify activities that will be used for field study and distinguish these from other duties described in their job description by completing the *Employment Plan Agreement*. This document must be signed by (a) the student (b) the employee's supervisor and (c) the Clinical Coordinator.

The field experience must provide opportunities for experiential learning that can be completed in a variety of ways, including:

Direct Therapy

Co-Therapy

Psychoeducation (e.g., facilitating parenting group)

Live observation of site supervisor or other student doing therapy with supervisor observing/consulting.

Viewing recordings of master therapists.

Individual or group supervision with site supervisor

The site supervisor will provide at least one hour of individual supervision weekly to the student.

The field placement site must allow the student to record at least one 1-hour counseling session each week.

The student is required to complete all paperwork associated with any case he or she is primarily responsible for in accordance with the field placement site policies and procedures.

The student will conduct themselves according to the ethical principles and the highest standards of practice, especially in maintaining confidentiality and the general well-being of the client.

EVALUATION OF STUDENT PERFORMANCE

The site supervisor is expected to make midterm and end-of-term assessments of the student, using an evaluation form supplied by Clarion University.

Clarion University faculty will consult with the site supervisor and evaluate all of the student's activities to assign a grade.

All assignments will be graded using the standard grading scale, below. A final grade of at least 80 points (equivalent to a B or above) must be obtained in order to receive a passing grade. All components must be satisfactorily completed to pass the class.

GRADING SCALE:

A: 90-100

B: 80-89

C: 75-79

F: Below 75

PREREQUISITES FOR PRACTICUM/INTERNSHIP

The practicum experience at Clarion University begins after the student has completed 40 graduate credits. In order to be eligible for the practicum, students must have completed the following courses:

COUN 552: Identity and Culture

COUN 530: Human Growth Across the Lifespan

COUN 586: Addiction and Dual Diagnosis

COUN 592: Family Systems

COUN 510: Group Counseling

COUN 580: Intervention Strategies: Counseling Skills and Techniques Electives

COUN 532: Professional Orientation and Ethical Practice in Counseling and Rehabilitation

COUN 542: Theories in Helping Relationships Winter Electives

COUN 537: Lifestyle and Career Development

COUN 519: Statistical Applications & Research for the Behavioral Sciences Summer

COUN 591: Diagnosis and Treatment

COUN 538: Crisis Intervention in Counseling Electives

Students are encouraged to begin to look for practicum placements early during their first year of enrollment.

Ideally, all paperwork required for the practicum should be completed one month before the practicum begins. In all cases, initial paperwork must be completed by the end of the first week of the Practicum or Internship course.

Prerequisites for the internship are that the student must have been admitted to candidacy, successfully completed all Practicum requirements, and have the approval of their advisor and Clinical Coordinator.

SITE-SUPERVISOR QUALIFICATIONS

The following qualifications for site supervisors are derived from the current CACREP standards:

A site supervisor must have:

1. a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;
2. a minimum of two years of pertinent professional experience in the program area in which the student is completing clinical instruction.
3. knowledge of the program's expectations, requirements, and evaluation procedures for students.

EXPECTATIONS OF FIELD SITES AND SITE SUPERVISORS

The agency in which the student is completing field work is to be informed of the expectations, requirements, and evaluation procedures prior to accepting the counseling intern. This is most effectively achieved by having the appropriate agency personnel read the Field Placement Contract and the Field Placement Handbook. Site supervisors acknowledge receipt and acceptance of the policies and procedures in the Field Placement Handbook when they sign the Field Placement Contract. The field-site coordinator collaborates with each student in planning and setting up the internship/practicum placement, and then follows through with an onsite contact at least once per semester. Site supervisors are encouraged to contact the field-site coordinator at any time throughout the semester with any concerns or questions regarding the student or requirements from the University. The Clinical Coordinator will consult with the practicum/internship instructors to inform them of the status of each student's activities as part of the final grade for the course.

The specific responsibilities of the field placement agency and site supervisor are:

1. To provide supervision by a professional who has a Master's degree in counseling or a related field plus two years' experience as a counselor or therapist.
2. To provide at least one hour each week to focus on the development of counseling skills and practice.
3. Provide supervised experience in individual and group counseling with clientele appropriate to the student's vocational tract. Opportunities for individual and group experiences must meet the explicit requirements for the practicum (40 direct service hours) or internship (120 direct service hours/300 on-site hours).
4. To allow the student to record at least one counseling session per week to be used for transcription and weekly group supervisory experience. (All recordings will be erased following group supervision to ensure confidentiality).
5. To complete a mid-term and end-of-term evaluation of the student.
6. To agree to consult personally with the Clarion University faculty regarding concerns related to the integrity and/or competence of the student as needed.
7. To provide opportunities for the student to engage in a variety of activities such as case consultation, group supervision, in-service trainings, interagency meetings, etc., that would enhance the student's knowledge and abilities as a counselor.

STUDENT REQUIREMENTS

To receive a passing grade, students must complete all assignments specific to the course they are enrolled in, plus the following:

1. Average to above average ratings on the Student Evaluation Form (completed by the Field Placement Supervisor).
2. Completion of “Report of Counseling Intern’s Hours at the Agency” form (due by the last class of the semester).
3. Monthly submission of Activity Logs to course instructor or Clinical Coordinator.
4. Submission of the following forms/documents:

Documents: Submission Timetable

- Field Placement Contract Prior to Course Start
- Ethical Guidelines Student Agreement Prior to Course Start
- Internship Student Information Form Prior to Course Start
- Site Supervisor Vita/Resume Prior to Course Start
- Weekly Internship Activity Logs End of each month
- Report of Counseling Intern’s Hours at the Agency End of semester
- Mid-Term Evaluation Midterm—week 8
- Final Evaluation: Supervisor Form Week 16
- Intern Site Evaluation: Intern Form Week 16

5. Attendance at all site supervision meetings
6. Attendance at all group supervision classes (unless excused by the instructor prior to class).
7. Active participation in classes and participation in case presentations.

SUBJECTIVE COMPONENT OF GRADING

Although all grading involves a subjective element, the evaluation of counselor preparedness depends on the professional judgment of the site-supervisor and the Counseling faculty. The fact is that students come with varying abilities, and that some of these abilities are what has been termed “intangibles.” Not all students have the same goals, cognitive abilities, social/emotional adjustment, initiative, perseverance, maturity or background. These factors will be an implicit component of the evaluations that you receive from the site supervisor and the University supervisor and faculty.

It is conceivable that a student may complete all the activities set forth in the course syllabus, complete all of the require field-service hours, and still not be awarded a “Passing” grade. Such a judgment by the course instructor would mean that the student was not able to achieve adequate performance of counseling skills and attitudes that might be demonstrated in role plays, group discussions, in providing feedback to others, an inability to articulate a theoretical understanding of the counseling process, or the use of ineffective or inappropriate practice skills. It may also be possible for a student to not be awarded a “Passing” grade for a practicum or internship course if he or she demonstrates emotional or cognitive limitations, in the judgment of the course instructor, that might impede or harm the development or mental health of potential clients.

Ultimately the instructor of the practicum or internship course will determine the final grade, in consultation with the Site Supervisor, and, when appropriate, the Clinical Coordinator and the Graduate Supervisor/Intern.

CANDIDACY

After completing at least 24 credit hours including COUN 552: Identity and Culture, COUN 510: Group Counseling, COUN 580: Intervention Strategies: Counseling Skills and Techniques, and COUN 542: Theories in Helping Relationships. Students will have to advance to the level of M.S. in Clinical Mental Health Counseling Candidacy in order to continue in the program. An application for candidacy will be completed during the semester in which the student will complete 24 graduate credits. Students are ultimately responsible for the timely submission of their candidacy application. Each student applying for candidacy status will be evaluated on their academic record, character issues, current abilities and potential as counselors, and appropriate completion of the core courses in counseling. Students denied candidacy may appeal their decision in writing within 72 hours of notification to the Director of Graduate Programs in Counseling. If the appeal is denied, the matter will be referred to the Provost or Academic Affairs.

Candidacy Process

The following schedule should be followed for all students applying for candidacy. Typically this will occur the semester in which the student will be completing 24 graduate credits in counseling. If a student is eligible for admission to candidacy within some other time period, a timetable agreed upon by the student and his or her advisor will determine the completion of the following steps:

1. Students will be eligible to apply for candidacy and enroll in COUN 594 Practicum if they have: first completed 24 credits in Counseling, including COUN 552: Identity and Culture, COUN 510: Group Counseling, COUN 580: Intervention Strategies: Counseling Skills and Techniques, and COUN 542: Theories in Helping Relationships; and second have maintained a minimum grade point average of 3.0.
2. The application for candidacy will typically be submitted when they are expected to complete 24 credit hours in Counseling.
3. Students will submit a formal application for candidacy status and a 500-word essay (minimum) regarding their own personal and professional development since entering the Counseling program.
4. A candidacy selection committee will convene the week following in which the candidacy application is due. The candidacy selection committee will include the program director, the clinical coordinator, the faculty advisor, and a Clarion University faculty from a discipline outside the Counseling Department.
5. Faculty will review both objective and subjective data regarding the candidate, including Counselor Potential Rating Forms from prior Counseling courses, a professional counseling performance evaluation from the instructor for COUN 510: Group Counseling, and COUN 580: Intervention Strategies: Counseling Skills and Techniques, the student's essay regarding his or her personal and professional development, and any other materials deemed pertinent to the decision to admit to candidacy.
6. The candidacy selection committee will move to either admit to candidacy, or to deny candidacy.

7. The student will be notified in writing of the decision by the candidate selection committee within 3 business days of the decision.

8. Students denied candidacy can finish the semester, then they are dismissed from the program. Students can reapply by submitting an essay detailing their awareness of why they were denied candidacy and what steps they have taken to resolve the problem and what they will do in the future. Application for re-instatement will be reviewed by program faculty and Academic Affairs. Faculty decision will be submitted for final approval by Academic Affairs.

DIRECT HOURS

Direct hours consist of face-to-face interactions with clients, including individual, group, or psychoeducational activities. Direct face-to-face consultations with clients, counselors, parents, and teachers that are completed in order to enhance or clarify interventions with a client also constitute direct hours.

MALPRACTICE INSURANCE

Students must purchase malpractice insurance through an American Counseling Association sponsored provider (www.counseling.org) or through a provider sponsored by the American Mental Health Counselors Association at www.amhca.org. The fees for the malpractice insurance are covered in the American Counseling Association dues.

CRIMINAL RECORD AND CHILD ABUSE CLEARANCE

Students are required to complete a Pennsylvania Child Abuse History Clearance (Act 151) and Criminal Record Check (Act 34), and FBI Clearance, prior to their participation in field experience. Students may also be required to update the 151 and 34 clearance forms annually in order to satisfy the requirements of their field service agency. FBI Clearances are also required by many employers.

The criminal record check can be completed online at www.psp.state.pa.us.

The Pennsylvania child Abuse History Clearance can be downloaded online at www.dpw.state.pa.us/child/childabuseneglect/

The FBI clearance information can be found at https://www.pa.cogentid.com/index_dpw.htm

Each student is responsible for obtaining criminal record and child abuse clearance forms prior to the start of the practicum/internship.

Any student that has a record listed on **any** clearance report should contact the Pennsylvania Board of Licensed Professional Counselors for official information about how that record could affect licensure. Students are required to report any changes in their record status to the Program Director.

ETHICAL AND LEGAL GUIDELINES

Students and faculty of the Clinical Mental Health Counseling program at Clarion University adhere to the American Counseling Association (ACA) Code of Ethics and Standards of Practice. It is the student's responsibility to have read and be familiar with ethical standards and practice standards set forth by the ACA. Furthermore, it is expected that ethical concerns will arise during the course of a practicum. Such concerns should be brought to the site supervisor and group supervision class for discussion and recommendations. Failure to adhere to the Ethical Principles and Practice Guidelines and state laws

POLICY REGARDING SUSPECTED ABUSE

Students are expected to contact their site-supervisor immediately when he or she suspects that an individual with whom they have a professional relationship may be a victim of child/elder abuse. Additionally, they are to contact their course instructor within 24 hours to alert the faculty of their concerns. A decision to report the abuse will be made by the site supervisor, in collaboration with the University faculty. Practicum and internship students may be required to report suspected abuse, but are not to do so without the express knowledge and supervision of both site-supervisor and/or the course instructor. Under no circumstances may a student initiate a report of abuse without the knowledge of the site-supervisor or agency representative.

SITE SUPERVISOR CONCERNS REGARDING STUDENTS

There are several options open to a site supervisor who is concerned that a student is not meeting minimal expectations of counseling competence, is practicing in a manner that may be harmful to clients, or whose presence at the agency is detrimental to the goals and objectives of the agency. If possible, the following procedures should be followed:

Develop specific solutions to identified problems encountered by the student and develop a remedial plan to be agreed upon by the student and site supervisor. Such remedial plans might include participating in additional in-services or agency trainings; obtaining additional knowledge through reading or video observations; or receiving enhanced supervision; etc.

- A copy of the remedial plan is to be given to the course instructor and the University's field-site coordinator.
- If a remedial plan cannot be worked out between the student and the site supervisor, the Clinical Coordinator will be contacted.
- The Clinical Coordinator and/or the course instructor will meet with the student and the site supervisor to attempt to resolve the issues.

If the problems are not able to be mediated to the satisfaction of the site supervisor, the University faculty or the student, then the student will need to obtain an alternative site. In some cases, the remedial work identified during the process above will be required of the student in order to complete the practicum even if the student must select an alternative placement.

STUDENT CONCERNS REGARDING THE SITE SUPERVISOR

If the student has concerns regarding the site supervisor, the student should meet with the site supervisor to discuss these concerns and work toward a resolution of the problem. If a resolution cannot be achieved, then the student should contact the internship/practicum course instructor. The course instructor or faculty representative of the Counseling program will meet with the site supervisor and the student to attempt to resolve the conflict. If an agreement cannot be made regarding the resolution of the conflict, the student may select an alternative placement.

If the student is concerned about potential ethical or legal violations by the site supervisor or the agency, he or she should bring these concerns to the course instructor before going directly to the site supervisor.

STUDENT CONCERNS REGARDING UNIVERSITY SUPERVISORS

If the student has concerns regarding the course instructor or clinical coordinator the student should meet with the course instructor/supervisor to discuss these concerns and work toward a resolution of the problem. If a resolution cannot be achieved, then the student should contact the Director of Graduate Programs in Counseling. The individual responsible for supervising the clinical supervisors or another faculty representative identified by Director of Graduate Programs in Counseling will meet with the Supervisor and the student to attempt to resolve the conflict. The Director of Graduate Programs in Counseling is ultimately responsible for making final decisions regarding the resolution of conflicts that might arise between students and faculty, graduate supervisors, or supervising interns.

If the student is concerned about potential ethical or legal violations by a University Supervisor or faculty, he or she should bring these concerns to the Director of Graduate Programs in Counseling.

STUDENT RESPONSIBILITY TO NOTIFY CLINICAL COORDINATOR OF DISCIPLINARY ACTION OR ABUSE INVESTIGATION:

In the event that a student is identified as a person to be investigated for suspected child/elder abuse, or if there is any disciplinary action taken against the student by the host agency, the student **MUST** notify the Clinical Coordinator with 24 hours. Failure to do so may result in automatic withdrawal from the practicum/internship course and the Counseling program.

GETTING THE MOST FROM THE CLINICAL EXPERIENCE

The practicum and internship experiences are the cornerstone of counselor training. In order to get the most from your clinical experiences you will have to be open to learning from many people who will be supervising, observing and commenting on your effectiveness as a counselor. Students who are open to learning from their clients, their peers, supervisors and clinical instructors will get the most from the practicum and internship experiences. However, “being open” often means accepting and reflecting on the comments and constructive critiques of your counseling abilities and even your personal attributes.

Becoming an effective counselor requires a commitment to self-exploration and personal development. All of us have biases, values, beliefs, attitudes, and feelings that may interfere with our ability to be fully present and available to our clients. Many of these personal attributes have been shaped by our personal experiences and temperaments. Often, we do not think about how we affect or are affected by others. Becoming an effective counselor requires that you begin to identify and track these potential barriers to counseling more deliberately. This is a large part of the focus of supervision. So, take advantage of the opportunity to have your work reviewed by supervisors and by your peers. Some of what you will hear and/or experience in supervision will challenge you at a personal as well as professional level. Regardless of how good you are as a counselor—or how good you may think you are—there is always more we can learn from supervisory experiences. So be willing to accept feedback from others and carefully consider the implications of this feedback for your own personal and professional development.

The Counseling program at Clarion University strongly encourages counselors-in-training to experience counseling first hand. You are encouraged to seek out personal counseling in your own community. If you like, you can also participate in free confidential counseling from the Clarion University Counseling Center. The counselors at the University Counseling Center are not instructors in the program and your involvement with them will be strictly confidential.

During your practicum and internship experiences you will be expected to comport yourself to professional standards. Your host agency will expect you to function as though you were an employee of that agency, so it is incumbent upon you to respect the policies and procedures set forth by that agency. Always dress professionally and interact with clients, coworkers, administrators and the public according to professional and ethical standards. Maintain a positive attitude and demonstrate your willingness to meet the highest standards set forth by the agency in which you are working.

It is essential that you come prepared for all your meetings with site supervisors and group supervision. In addition to having your required paperwork completed, you should also have a case formulation and relevant clinical questions formed for each case you are presenting in supervision. The preparation you do prior to supervision will teach you how to develop hypotheses and a deeper understanding of the theoretical framework that should guide your counseling practice throughout your career.

CONCLUDING COMMENTS

Clarion University understands that students completing their practicum and internship experiences are busy and may be anxious about beginning their clinical work in counseling. Site supervisors and host agencies are also busy and have many obligations to fulfill. The Counseling program appreciates the hard work of students, host agencies, supervisors and faculty in their efforts to create a meaningful learning experience. While this handbook is intended to facilitate and guide the field placement activities, it is expected that questions will arise about issues that are not covered in this handbook, or that new ideas will emerge that would improve the field placement experience.

Please do not hesitate to offer your comments or questions. Your insights may be useful for use in future revisions of this Handbook.

Sincerely,

Dr. Mark Lepore
Professor and Clinical Coordinator

ADDENDUM

**INTERNSHIP/PRACTICUM
PLACEMENT PACKETS**

INTERNSHIP/PRACTICUM PLACEMENT PACKETS

Enclosed are the following forms:

1. Practicum and Internship Policies and Procedures
2. Field Placement Contract (Attached to Policies and Procedures)
3. Ethical Guidelines Student Agreement
4. Supervisor Fact Sheet
5. Employment Plan Agreement
6. Internship Student Information Form
7. Weekly Internship Activity Log
8. Report of Counseling Intern's Hours at the Agency
9. Informed Consent for Audio/Video Taping
10. Mid-Term Evaluation: Supervisor Form (required EACH SEMESTER OF PLACEMENT)
11. Final Intern Evaluation: Supervisor Form (required EACH SEMESTER OF PLACEMENT)
12. Intern Site Evaluation: Intern Form (required EACH SEMESTER OF PLACEMENT)

Please take care to file these forms for your use throughout your practicum/internship experience. You will need to make copies of some of these forms as needed (e.g. Weekly Internship Activity Log, Informed Consent for Audio/Video Taping).

You should also give a copy of the internship/practicum packet to your site supervisor so they will have the forms they need, as well as be aware of the forms you are utilizing for data collection purposes.

You must have a signed Field Placement Contract, Ethical Guidelines Student Agreement, and Internship Student Information Form turned into the practicum/internship instructor before or at the time of the first class meeting.

You are to submit the Weekly Internship Activity Log to the course facilitator each week.

IMPORTANT NOTE: Signed copies of the Contract and Ethical Guidelines must be single page/double-sided.

The Report of Counseling Intern's Hours at the Agency is to be turned in to Clinical Coordinator or practicum/internship instructor at the end of the course.

The Mid-term evaluations and Supervisor Forms should be shared with you by your site supervisor. If the supervisor wishes to mail a copy as well, it may be mailed directly to:

Clarion University Attn: Dr. Mark Lepore
114 Stevens Hall
840 Wood Street
Clarion, PA 16214

The Intern Evaluation/Intern Form must be submitted to the Clinical Coordinator or course instructor by the last day of class. Failure to submit all required forms by the end of the course prevents you from receiving a passing grade.

PRACTICUM/INTERNSHIP FORM COMPLETION CHECKLIST

Student: _____

Location: _____

Semester/Year: ____ Fall 2018 ____ Spring 2019 ____ Summer 2019

Clearances & Liability Insurance

- _____ **Certificate of Liability Insurance**
- _____ **Pennsylvania Child Abuse History Clearance (Act 151)**
- _____ **PA State Police Criminal Record Check (Act 34)**
- _____ **FBI Clearance**

Initial Forms [Due first week of class]

- _____ **Internship Student Information Form**
- _____ **Field Placement Contract**
- _____ **Employment Plan Agreement (if site is also place of employment)**
- _____ **Ethical Guidelines Student Agreement**
- _____ **Resume of Supervisor**

Final Forms [Due by final week of class]

- _____ **Weekly Internship Activity Logs**
- _____ **Report of Intern's Hours at the Agency**
- _____ **Mid-Term Evaluation: Supervisor Form**
- _____ **Final Evaluation: Supervisor Form**
- _____ **Intern Site Evaluation: Intern Form**
- _____ **Informed Consent Form/s**

Practicum/ Internship Site Contact Information:

PRACTICUM AND INTERNSHIP POLICIES AND PROCEDURES

The purpose of the practicum and internship courses is to offer practical experience in the application of counseling theories and techniques. During the practicum and internship courses, students will work in agencies that provide counseling, psychotherapy and other human service activities. Practicum and internship placements should provide students with opportunities to work under the supervision of an experienced practitioner who is responsible for involving the student in professional activities appropriate to the counseling profession. Students are encouraged to select approved sites that are related to their professional goals and objectives. It is advisable for the practicum and internship to be completed at the same time.

To complete the requirements for a Master of Science in Clinical Mental Health, students must complete both the practicum and internship courses. A description of these courses follows:

Practicum: This is an initial field placement in which students work directly with clients under the supervision of an experienced counselor. The course is designed to increase counseling skills and confidence, and to become familiar with the practical aspects of providing services, such as note taking, treatment coordination and case management. A minimum of 100 hours of onsite service is required, with a minimum of 40 hours spent in direct service with clients. Students must also attend a group supervision class at Clarion University each week for 16 weeks.

Internship: The internship experience is designed to give advanced students in Counseling the opportunity to practice and refine their counseling skills. It is also an opportunity for the student to learn from experienced professionals working in their chosen area of specialization. Each internship course will require students to complete 300 hours of onsite service, of which 120 must be in direct service with clients. Students must also attend a 90-minute group supervision class each week for 16 weeks. Students are required to complete two internship semesters, preferably at the same agency.

Internship Requirements

The student is required to attend weekly class meetings facilitated by the internship or practicum advisor who will review counseling recordings and transcripts in a group setting. The purpose of the class is to refine counseling skills and to provide supervision and support for general questions regarding the integration of theory and practice, as well as clarification of ethical and/or practical concerns.

The student is expected to function as a half-time employee at the field placement site for a total of 16 weeks during the internship. They are to assume the responsibilities expected of other employees of the facility and abide by the rules and regulations established by the facility.

The student must participate in providing direct service during each day he or she is working on-site.

Students who intend to use their place of employment as a field experience site must provide evidence that their experience will meet the full requirements of the internship/practicum guidelines by completing and signing the *Employment Plan Agreement*.

The field experience must provide opportunities for experiential learning that can be completed in a variety of ways, including:

Type of Activity	Spent in Activity	Number of Hours	
		= Direct Service	= Supervision
Direct Therapy	1	1	0
Co-Therapy	1	1	0
Psychoeducation	1	1	0
Live observation of site supervisor	1	0	1
Viewing recordings of master therapists.	1	0	1
Individual or group supervision with site supervisor	1	0	1

The site supervisor will provide at least one hour of individual supervision weekly to the student. The field placement site must allow the student to record at least one 1-hour counseling session each week.

The student is required to complete all paperwork associated with any case he or she is primarily responsible for in accordance with the field placement site policies and procedures. Malpractice insurance is provided to students enrolled in Practicum and Internship classes by Clarion University. Students are also required to carry their own personal liability insurance, through a provider sponsored by the American Counseling Association or by the American Mental Health Counselors Association.

The student will conduct themselves according to the ethical principles and the highest standards of practice, especially in maintaining confidentiality and the general well-being of the client.

Evaluation of the Student Performance

The field placement supervisor is expected to make midterm and end-of-term assessments of the student, using an evaluation form supplied by Clarion University. The Midterm Evaluation form should be given to the supervisor by week 6 of the semester, reviewed by supervisor and student intern in supervision, and returned to the University by week 8 of the semester. The Final Evaluation form should be given to the supervisor by week 14 of the semester, reviewed with the student intern in supervision, and returned to the University by week 16, the end of the semester.

The Clarion University faculty will consult with the Clinical Coordinator and evaluate all of the student's activities to assign a grade. All grades for the internship and practicum will be either Pass or Fail (P/F). No letter grades will be awarded.

Failure to submit all required placement documents by the end of the semester will result in a grade of Incomplete for the course. The grade of Incomplete converts to Fail if requirements are not fulfilled in a timely fashion.

**FIELD PLACEMENT CONTRACT
PRACTICUM / INTERNSHIP**

Clarion University hereby enters into an agreement with _____
(Agency) to provide _____(Student) with a field placement in
Counseling.

This agreement will be in effect for a period from _____ to _____.

Clarion University Agrees:

1. To provide the Field Placement Site with the following information:
 - a. the student's resume.
 - b. a statement of the expectations of practicum/internship.
 - c. all necessary evaluation and administrative forms.
2. To assign a faculty member who will provide group supervision and coordination of the internship/practicum. This faculty member will be responsible for maintaining communication between the field placement supervisor, the student, and Clarion University.
3. To ensure that the student has met minimum academic qualifications appropriate for the student's placement in the field.
4. To inform and advise students of the expectations, ethical obligations, and standards of practice required of professional counselors.

The Field Site Agrees:

1. To provide supervision by a professional who has a Master's degree in counseling or a related field plus two years' experience as a counselor or therapist.
2. To provide at least one hour each week to focus on the development of counseling skills and practice.
3. To provide supervised experience in individual and group counseling and clientele appropriate to the student's vocational tract.
4. To allow the student to make audio recordings of at least two counseling sessions to be used for transcription and weekly group supervisory experience. (All recordings will be erased following group supervision to ensure confidentiality).
5. To complete a mid-term and end-of-term evaluation of the student.
6. To agree to consult personally with the Clarion University faculty regarding concerns related to the integrity and/or competence of the student as needed.

ETHICAL GUIDELINES

Student Name

Agency Name/Supervisor Name

All those taking part in internship opportunities are expected to adhere to certain guidelines for ethical, responsible conduct and to adhere to federal and state law and regulations. This is necessary for the benefit and protection of the interns themselves, as well as for the clients, placement agencies, instructor, supervisor, and your academic institution. Certain basic guidelines are described in this appendix, but these are not exhaustive. Interns are also expected to learn and adhere to the broader ethical guidelines dictated by ACA as well as the guidelines specific to their placement agency. In addition, students must familiarize themselves with and follow federal and state laws and regulations (e.g., HIPAA). If at any time, interns have questions about ethics or responsible conduct, they should contact their instructor or the placement supervisor. At a minimum, interns agree to adhere to the following principles:

1. Confidentiality. The identity of clients, or information that would reveal the identity of clients, cannot be revealed without the specific permission of the client and only according to HIPAA guidelines where they apply. The only exceptions to this are cases in which the client may be dangerous to him or herself or others and in cases of child abuse. In such situations, there may be legal requirements that responsible agencies be informed. There are also certain legal proceedings in which case notes and other records can be ordered to be released by the courts. Interns must familiarize themselves with, and adhere to, confidentiality procedures of their placements and the laws of the state and federal government. Personal notes pertaining to specific patients and any case material discussed in class must be prepared in such a way that confidentiality is maintained. Any records or communications involving electronic technologies, e.g. computers, e-mail, PDA, and the like, must be protected by passwords, encryption, and any other means prescribed by your placement site, academic institution, HIPAA regulations, or other laws. Interns do not discuss cases in public settings outside of class or their internship, nor do they discuss their cases with persons who are not specifically authorized.

2. Recognition of qualifications and limitations. Interns must recognize the limitations to their training and abilities and must not exceed these in work with clients. It is incumbent upon interns that they recognize when clinical situations are beyond their knowledge or ability. When such situations arise, interns will seek assistance from their supervisors and instructor.

3. Identification as interns. Interns will explicitly identify themselves as interns to their clients, in reports, and in other professional activities. They will not misrepresent their training, qualifications or status. Interns who will be at a placement for a limited time will inform clients of that limitation at the outset of therapy and will consider it in their work with clients.

4. Record Keeping. Interns will accurately and reliability maintain written and other records as required by their placement agency and by state and federal laws.

5. Dual relationships. Interns will strictly follow ethical guidelines regarding multiple relationships and will refrain from clinical work with persons with whom the intern is involved in other types of relationships. Such “dual relationships” may inhibit the effectiveness of the intern’s clinical work and may jeopardize both the client and the trainee. For example, it would not be ethical for a trainee to take as a client someone who was a fellow student in class. Similarly, co-workers, friends, and others should not be seen as clients.

6. Prohibition regarding sexual conduct or harassment. Under no circumstances shall interns become involved in sexual or romantic relationships of any sort with clients or their family members. Interns will also refrain from sexual harassment and will respect the sensitivity of others regarding sexual matters.

7. Self-awareness and monitoring. Interns will monitor their own emotional and physical status and should be aware of any conditions that might adversely impact their ability to serve their clients or placement agencies. If such conditions arise, interns should inform their placement supervisor and instructor.

8. Ethics discussion with supervisor. Each intern must discuss the ethical standards of his or her placement with the supervisor before performing any clinical work or patient contact. Space is provided at the bottom of this form to indicate that such discussions have taken place and the intern has been informed of ethical expectations, state and federal laws and regulations, and any other specific guidelines of the agency.

By signing below, the intern agrees to adhere to the guidelines listed above as well as those of the professional discipline, state and federal laws, and the specific placement agency.

Intern Signature: _____ Date: _____

Site Supervisor: _____ Date: _____

Site Location: _____

Clarion University Clinical Coordinator: _____

STUDENT: OBTAIN ALL SIGNATURES, THEN MAKE THREE (3) SINGLE-PAGE/DOUBLE SIDED, SIGNED COPIES; DISTRIBUTE ONE EACH TO SITE SUPERVISOR, CLINICAL COORDINATOR (files), AND STUDENT.

**SUPERVISOR FACT SHEET
CLARION UNIVERSITY COUNSELING PROGRAM
PRACTICUM AND INTERNSHIP**

Dear Supervisor:

These are the requirements that Master of Science in Clinical Mental Health students must meet for graduation and eventual licensure. All requirements must also be met for a student to use a place of employment as a placement site.

Hours and type of work: Practicum consists of 100 hours on site, over a 16-week semester. At least 40 of these hours must be in direct counseling, which is defined as individual, group, couples, or family counseling.

Internship consists of 600 hours over two semesters; this averages out to 20 hours per week, over two 16-week semesters. The student must complete a total of 240 hours of direct counseling services within the 600 hours of Internship (about 8 hours per week).

- “Direct counseling” does not include case management, TSS work, Resource Coordination, clinical management, or documentation time (e.g. BSC hours spent developing a Behavior Plan).
- All duties other than direct counseling (those above, as well as phone calls, meetings, training, etc.) should be logged as “Other Hours” and will count toward the total hours needed.
- Supervision hours are also logged weekly by the student

A student who is unable to complete the required number of direct service hours at a site will need to add another site. If your agency can provide an opportunity for this, we appreciate your help in guiding the student to another department.

Documentation: All hours must be documented weekly by the student, and the site supervisor must sign the student’s weekly log as well as the Report of Hours at the end of each semester. In addition, the student will provide the Midterm Evaluation at the halfway point (8 weeks) of each placement semester, and a Final Evaluation by week 15 of the 16-week semester. We recommend that these should be shared with the student.

Supervision: The student must receive a minimum of one (1) hour per week of individual and/or triadic supervision under the supervision of a Master’s level (or higher) supervisor who has at least 2 years’ experience on the job. The supervisor must be in regular contact with the program faculty throughout the placement. Students may also receive group supervision in addition to their hour of individual supervision.

Distinction between Employment Hours and Placement Hours: Although Clarion Counseling students are allowed to use qualified employment hours toward placement requirements, there should be a clear sense that training is happening during the placement hours. In other words, “work as usual” will not complete the requirements for training as specified by the American Counseling Association.

One way to provide training is to allow the student to conduct different kinds of counseling services than usual ones, e.g. establish a new group, work individually with a different age group or population, or work from a different theoretical perspective, under supervision. This should be documented in the Employment Plan Agreement as well as in Midterm and Final Evaluations that are completed each semester by the direct site supervisor.

Recording of sessions: Students are required to record sessions for supervision review. Students will be required to produce recordings and written transcripts of parts of sessions for group supervision on campus, throughout all three semesters of placement. In addition, we strongly encourage site supervisors to use these recordings in your supervision with the student. These recordings are treated with the highest confidentiality,

and recordings are destroyed after supervision. Clients must sign permission forms allowing recording to occur; we include a form in our Field Placement Handbook, or the student can use the agency's form. In either case, the form should stay with the client's file, and the client can revoke permission at any time, without penalty of any kind.

If your agency prohibits recordings leaving the site, this must be discussed with the Clinical Coordinator prior to the student signing a Contract for placement, and an alternative method of recording sessions must be designed to allow the student to engage fully in training and supervision activities at the University. Inability to provide recordings from a site for supervision will prevent the student from using the site for placement.

Support and Guidance: Students are required to be supervised closely throughout their placement semesters, and any concerns should be brought to the immediate attention of the Clinical Coordinator. Our goal is to provide the highest quality training experiences for all Clarion students, and we greatly appreciate your help toward this goal.

- A student should never be placed in a dangerous or compromising position, such as being left alone or in an isolated place with a client.
- Students working with children or adolescents should never be expected to meet alone with the client; this puts all parties in an untenable position.
- The supervisor, or another qualified person standing in for the supervisor, must be available to the student during all placement hours for consultation, support, and guidance.
- The student is ethically required to work only within the boundaries of their competence; before conducting new techniques, modalities, or counseling tasks, the student must be provided appropriate training, and must receive close supervision during the execution of these new tasks.
- It is highly recommended that students be allowed to "shadow" or work as partners with experienced supervisors before they are assigned new duties. This provides the student with direct on-the-job training, and the supervisor with direct knowledge of the student's skills.

Professional Liability Insurance: All Clarion University students are covered by the University's liability insurance. However, this only covers students while completing placement hours and duties. For students completing placement at a place of employment, the agency must provide appropriate liability coverage during other hours of employment. A copy of this coverage should accompany the student's Contract and Ethical Guidelines prior to the start of placement hours. In addition, students are required to purchase liability insurance through the American Counseling Association (available free for members, or at a nominal price for others). Students are not covered by University liability insurance during semester breaks, and must have alternative coverage for those hours.

Contacting the Clinical Coordinator: Please do not hesitate to contact the Clinical Coordinator with any question, concerns, or comments:

Mark Lepore
Email: mlepore@clarion.edu
Phone: 814-393-2474

Student: This information sheet should be given to your supervisor along with a copy of the Contract, a copy of the Ethical Guidelines, and a copy of your Student Information Sheet, no later than the first week of your placement at the agency.

Also, please obtain a copy of your supervisor's résumé or curriculum vitae and submit to the Clinical Coordinator (or to your paperwork file via instructor) with copies of the Contract, Ethical Guidelines and information sheet.

EMPLOYMENT PLAN AGREEMENT

Students completing *any part of their Practicum and/or Internship at their place of employment must complete the following plan* and return this signed page with the Contract and Ethical Guidelines by the end of the first week of the semester in which the placement is being completed. If any changes are made in employment or placement, you must notify the Clinical Coordinator immediately.

Student Name: _____

Name of Agency: _____

Address of Agency: _____

Name of supervisor: _____

Supervisor's Phone and Email: _____

I will be using my place of employment as a placement site during the period _____ YES
In addition to, or instead of, my usual duties or procedures, I will complete the following training activities: (*specify activities and estimated hours per week*)

Your signature indicates that you understand that the training experiences must be clearly different from usual work duties, and that you will complete the required number of hours doing these activities.

Intern Signature: _____ Date: _____

Site Supervisor: _____ Date: _____

Clinical Coordinator: _____ Date: _____

STUDENT: PROVIDE SIGNED COPIES FOR YOURSELF, YOUR SUPERVISOR, AND THE CLINICAL COORDINATOR

PRACTICUM/INTERNSHIP STUDENT INFORMATION FORM

Please complete the following for each placement site, AND return to Clinical Coordinator:

Student Name: _____

Student Home Address: _____

Phones: _____

Home: _____ Best times to call: _____

Work: _____ Best times to call: _____

Site: _____ Best times to call: _____

Cell: _____ Best times to call: _____

Other: _____ Best times to call: _____

Student E-mail addresses (Clarion and other): _____

Practicum/Internship site name _____

Site address: _____

Site supervisor's name and title: _____

Site supervisor's phone number(s): _____

Site supervisor's email address: _____

Typical Schedule for Site:

	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
Morning						
Afternoon						
Evening						

***RETURN THIS FORM WITH THE SIGNED FIELD PLACEMENT CONTRACT AND SIGNED ETHICAL GUIDELINES TO THE CLINICAL COORDINATOR OR YOUR COURSE INSTRUCTOR BY THE END OF THE FIRST WEEK OF EACH SEMESTER OF PLACEMENT.**

INFORMED CONSENT FOR AUDIO/VIDEO RECORDING

In order to ensure quality service, the use of audio/video recording may be utilized to enhance the supervision of counseling interns and practicum students. Recordings are considered part of the educational process and allow the practicum/internship student to learn more effectively.

Recordings are considered confidential and will only be used to assist in increasing counseling skills. The recordings belong to the agency and not to the intern/practicum student. The agency will erase all recordings within 30 days of their initial recordings.

I, _____, hereby give my consent for audio/video recording of my counseling sessions with _____. I understand that all appropriate safeguards have been taken to ensure confidentiality of the recorded counseling sessions and that I can revoke my consent at any time without compromising my treatment.

Signature of Client

Date

Signature of Parent or Guardian
if Client is less than 18 years old

Date

Signature of Witness

Date

**SITE SUPERVISOR'S EVALUATION
OF STUDENT COUNSELOR'S PERFORMANCE**

MIDTERM

This form is to be used to check performance in counseling practicum or internship.

Name of Student: _____

Date of Evaluation: _____

Name of Supervisor: _____

Agency or school: _____

Phone Number: _____

Please rate each item using the following scale:

- 1- Far below expectation, needs close supervision, a concern
- 2- Below expectations
- 3- Acceptable, meets standards for interns
- 4- Above expectations for the average intern
- 5- Exceeds expectations, works well beyond average level for interns

Professional Behavior:

- 1. ___ Arrives on time and completes hours and days on site.
- 2. ___ Appropriate dress and behavior
- 3. ___ Completes paperwork, case notes, and assigned tasks on time.
- 4. ___ Communicates written information clearly and effectively.
- 5. ___ Communicates orally clearly and effectively.
- 6. ___ Demonstrates respectful behavior toward peers and clients.

Ethical Awareness:

- 7. ___ Demonstrates knowledge and awareness of ethical and legal standards.
- 8. ___ Personal behavior consistent with ethical guidelines.
- 9. ___ Consults with supervisor about ethical issues as needed.

Skill Development:

- 10. ___ Listens to verbal and nonverbal communication.
- 11. ___ Assists clients in goal setting.
- 12. ___ Communicates empathy, acceptance, and genuineness with clients.
- 13. ___ Understands resistance to assist clients.
- 14. ___ Uses silence as an effective intervention technique.
- 15. ___ Uses basic skills as paraphrasing, reflections, questions, and summaries effectively.
- 16. ___ Identifies client themes and patterns,
- 17. ___ Uses client cultural background in assessment, diagnosis, and treatment.
- 18. ___ Works effectively with clients who are culturally different. (ex. race, ethnicity, gender, religion, etc.)
- 19. ___ Sets and maintains personal boundaries.
- 20. ___ Understands differences between self and client.

Interaction with clients/students:

- 21. ____ Initiates interaction with clients.
- 22. ____ Builds rapport and respect with clients.
- 23. ____ Sensitive to client's needs.
- 24. ____ Sensitive to gender and cultural differences; ex. race, ethnicity, gender, religion, etc.
- 25. ____ Understands and addresses transference and countertransference.

Supervision:

- 26. ____ Initiates supervision when necessary.
- 27. ____ Prepared at supervision sessions.
- 28. ____ Shows interest in learning.
- 29. ____ Receptive to encouragement, feedback and constructive criticism from supervisor.
- 30. ____ Willingness to explore personal strengths and weaknesses.

Strengths:

Challenges:

Additional Comments:

SIGNATURE OF SITE SUPV: _____ **DATE:** _____

SIGNATURE OF STUDENT: _____ **DATE:** _____

**Site Supervisor's Evaluation of Student Counselor's Performance
FINAL**

This form is to be used to evaluate performance in counseling practicum or clinical field. This form must be completed at the end of the semester. This form is appropriate for individual or group counseling.

Name of Student: _____
Date of Supervision/Semester: _____
Name of Supervisor: _____
Agency: _____
Phone Number: _____

Directions:

The supervisor is to circle a number which best evaluates the student counselor on each performance at that point in time. **PLEASE REVIEW THE EVALUATION WITH THE STUDENT. RETURN THIS FORM BY WEEK 16 OF THE SEMESTER TO THE STUDENT**

<i>General Supervision Comments:</i>	Poor		Average		Good	
1. Demonstrates a personal commitment in developing professional competencies.	1	2	3	4	5	N/A
2. Accepts and uses constructive feedback and criticism to enhance self-development and counseling skills.	1	2	3	4	5	N/A
3. Engages in open, comfortable, and clear communication with peers and supervisors.	1	2	3	4	5	N/A
4. Recognizes own competencies and skills and shares these with peers and supervisors.	1	2	3	4	5	N/A
5. Recognizes own deficiencies and actively works to overcome them with peers and supervisors.	1	2	3	4	5	N/A
6. Completes case reports and charts punctually and conscientiously.	1	2	3	4	5	N/A
7. Keeps appointments on time.	1	2	3	4	5	N/A
8. Seems to be relaxed and comfortable in the interview.	1	2	3	4	5	N/A
	Poor		Average		Good	
9. Communicates interest in and acceptance of the client.	1	2	3	4	5	N/A
10. Communicates orally clearly and effectively	1	2	3	4	5	N/A

11. Able to build appropriate relationships with coworkers, etc.	1	2	3	4	5	N/A
12. Recognizes and resists manipulation by the client.	1	2	3	4	5	N/A
13. Dresses appropriately for the work setting	1	2	3	4	5	N/A
14. Uses silence effectively in the interview.	1	2	3	4	5	N/A
15. Is aware of own feelings in the counseling interview.	1	2	3	4	5	N/A
16. Facilitates realistic goal-setting with the client	1	2	3	4	5	N/A
17. Encourages appropriate action-step planning with the client.	1	2	3	4	5	N/A
18. Employs judgment in the timing and use of different techniques and strategies.	1	2	3	4	5	N/A
19. Understands counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;	1	2	3	4	5	N/A
20. Understands counseling supervision models, practices, and processes	1	2	3	4	5	N/A
21. Understands the effects of crises, disasters, and other trauma-causing events on persons of all ages.	1	2	3	4	5	N/A
22. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	1	2	3	4	5	N/A
23. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	1	2	3	4	5	N/A
24. Promotes optimal human development,	1	2	3	4	5	N/A

wellness, and mental health through prevention, education, and advocacy activities.

	Poor		Average		Good	
	1	2	3	4	5	N/A
25. Applies effective strategies to promote client understanding of and access to a variety of Clinical Mental Health resources.	1	2	3	4	5	N/A
26. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	1	2	3	4	5	N/A
27. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	1	2	3	4	5	N/A
28. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	1	2	3	4	5	N/A
29. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	1	2	3	4	5	N/A
30. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	1	2	3	4	5	N/A
31. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling (CACREP Clinical B.2).	1	2	3	4	5	N/A
32. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	1	2	3	4	5	N/A
<i>Educational Attainment:</i>						
33. Is able to professionally identify with the counseling profession	1	2	3	4	5	N/A
34. Demonstrates an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse	1	2	3	4	5	N/A

society.

35. Shows the ability to incorporate the nature and needs of individuals at all developmental levels into the counseling process.	1	2	3	4	5	N/A
36. Has a working knowledge of career development and related life factors.	1	2	3	4	5	N/A
37. Demonstrates knowledge of counseling and consultation processes.	1	2	3	4	5	N/A
38. Knows both the theoretical and experiential understandings of group purpose, development, dynamics, and other group approaches.	1	2	3	4	5	N/A
39. Understands individual and group approaches to assessment and evaluation.	1	2	3	4	5	N/A
40. Has an understanding of research methods, statistical analysis, needs assessment, and program evaluation as it relates to the counseling process.	1	2	3	4	5	N/A
41. Demonstrates ongoing development of counseling skills.	1	2	3	4	5	N/A

Additional comments and/or suggestions:

Date _____ **Signature of Supervisor** _____

Student Counselor comments and/or suggestions:

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

Date _____ **Signature of Student Counselor** _____

INTERN PRACTICUM/CLINICAL FIELD SITE EVALUATION FORM

Please answer all questions—information will be kept confidential

Name _____
Date: _____
Agency: _____

Would you be willing to be contacted regarding this practicum/field experience? _____
If so, please provide either a telephone number or e-mail address. _____

Respond to each of the following questions by giving a rating based on the following scale:

0 1 2 3 4 5
Not applicable Not at all A little Sometimes Usually Very much

1. Practicum Experience:

- a. Were you involved in professional activities? _____
- b. Were your counseling experiences appropriate for your skill level? _____

2. Client Treatment Standards:

- a. Is the agency responsive to client needs? _____
- b. Is the agency sensitive to multi-cultural diversity? _____

3. Supervision:

- a. Did you meet with your supervisor weekly? _____
- b. Did your supervisor/ display good supervision skills? _____
- c. Was your supervisor appropriately confrontational? _____
- d. Were your mistakes welcomed as a learning experience? _____
- e. Were practical skills taught? _____
- f. During supervisory sessions, were the sessions free of distractions and interruptions? _____
- g. Was your supervisor open to feedback and different points of view? _____

4. Training Component:

- a. Were you oriented to the agency's policies and procedures? _____
- b. Were you provided with enrichment in the form of books, videos, and special training? _____
- c. Did you attend in-service training programs? _____

5. Would you recommend this site as a future practicum/ site? _____

Comments:

CLARION UNIVERSITY
 Master of Science in Clinical Mental Health
Counselor Potential Rating Form

Course: _____ Session: _____ Student's Name: _____

Instructions: Please rate the student on each of the following variables, based on your observations in the teaching of this course. Comparisons to actual and ideal first-year students should guide your judgments in rating this student.

Evaluation Criteria:
0—Does not meet criteria for program level
1—meets criteria minimally or inconsistently
2—adequate performance, meets criteria consistently
3—exceeds criteria, very strong in this area
N—not enough information, no opportunity to observe

<i>Social skills: Student demonstrates appropriate comportment in social situations</i>					
Student relates to peers, professors, and others in a positive manner, consistent with stated professional standards	0	1	2	3	N
Student demonstrates honesty, respect, fairness, self-restraint, in interactions with others	0	1	2	3	N
Student exhibits appropriate levels of self-confidence, competency, self-assurance, and trust in own abilities in classes, peer interactions, and placement situations	0	1	2	3	N
Student demonstrates a positive attitude toward cohort and program, and sensitivity to others' ideas and values; student offers constructive feedback in a useful, effective manner.	0	1	2	3	N
<i>Conscientiousness: dependability, discipline, initiative</i>					
Student demonstrates good attendance, punctuality, awareness of deadlines; makes appropriate arrangements for missing classes; takes responsibility for making up missed work	0	1	2	3	N
Student completes all work in a timely manner; meets program requirements for assignments, reading, projects, and paperwork.	0	1	2	3	N

Student is prepared for classes; participates actively; demonstrates eagerness to learn	0	1	2	3	N
Student takes an active interest in own progress, and that of others in the program, and offers constructive feedback to peers, faculty as appropriate	0	1	2	3	N
<i>Core proficiencies: academic and counseling skills</i>					
Student demonstrates proficiency in written and oral communication	0	1	2	3	N
Student demonstrates a self-reflective stance, openness to criticism and feedback, and ability to make constructive changes in attitudes and skills as needed.	0	1	2	3	N
Student demonstrates listening skills, ability to refrain from speaking when appropriate, ability to allow others to express feelings and thoughts without needing to give advice or make judgments	0	1	2	3	N
Student shows progress appropriate to academic level in developing counseling skills, and willingness to practice skills in and out of class	0	1	2	3	N
<i>Openness to Experience and Cognitive Complexity</i>					
Student demonstrates a desire for knowledge, curiosity about professional topics, openness to diverse ideas and values	0	1	2	3	N
Student demonstrates flexibility in thinking, and the ability to analyze new information and ideas and integrate these into pre-existing ideas to develop more sophisticated models of thinking	0	1	2	3	N
Student is attuned to her/his own inner state, and receptive to emotional experiences of self and others, without becoming defensive or overly professional	0	1	2	3	N
<i>Professional Comportment and Presentation</i>					
Student is able to maintain a calm, self-confident stance, and demonstrates appropriate anger control and impulse control in relationships with faculty, peers, and clients	0	1	2	3	N
Student is able to cope with new, stressful situations by developing effective strategies and decisions, and to be resilient in the face of changing situations or ongoing life stressors.	0	1	2	3	N
Student is able to express warmth and friendliness while also setting appropriate limits in an assertive way, with peers, faculty, clients, and other professionals.	0	1	2	3	N
Student demonstrates appropriate self-care as well as compassion for others, and is able to maintain a balance between caring for self and caring for others.	0	1	2	3	N

Student uses the ethical code of the American Counseling Association as a guideline for interactions with others and maintains behavior in accordance with the code at all times.	0	1	2	3	N
<i>Please feel free to offer additional comments below or contact the student's Academic Advisor to discuss any additional concerns.</i>					

Absences:

Week 1 _____ Week 5 _____ Week 9 _____ Week 13 _____

Week 2 _____ Week 6 _____ Week 10 _____ Week 14 _____

Week 3 _____ Week 7 _____ Week 11 _____ Week 15 _____

Week 4 _____ Week 8 _____ Week 12 _____ Week 16 _____

Student Signature

Date

Professor/Advisor Signature

Date