

COUNSELING PROGRAMS

SITE SUPERVISOR MANUAL



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TROY UNIVERSITY SITE SUPERVISOR MANUAL

GENERAL INFORMATION

Thank you for participating in the clinical instruction of Troy University counseling students. The students you will be supervising have completed their core counseling curriculum and are beginning their clinical instruction in either practicum or internship.

All counseling programs at Troy University incorporate professional practice, which includes practicum and internship. Counseling programs include: Clinical Mental Health Counseling, Rehabilitation Counseling, School Counseling, Student Affairs Counseling, and Substance Abuse Counseling. Each program of study requires a minimum of a 100 hour practicum and a 600 hour internship (900 hour internship in Florida). Social Services Counseling is a non-certification and non-licensure program requiring a 100 practicum only.

Professional practice provides for the application of theory and the development of counseling skills under supervision. These experiences provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. The first clinical experience is practicum, in which the student must complete 100 hours of supervised practicum experience in a school or community site, with 40 hours of direct client contact, over a 10-week academic term. Practicum includes individual and group counseling. Practicum faculty and on-site supervisors provide one hour of individual supervision weekly. Practicum faculty provide 1 1/2 hours of group supervision with no more than 12 students weekly. For program faculty who provide individual and/or triadic supervision, the ratio is six students to one faculty member.

After successful completion of the practicum, students begin internship, which includes 300 hours of comprehensive work experience of a professional counselor in the student's designated program area, with 120 hours of direct client contact. Direct client contact includes individual and group counseling. Internship faculty provide 1 1/2 hours of group supervision to no more than 12 students weekly. On site supervisors provide one hour of individual supervision weekly. Students complete two internships, except in Florida where three internships are required to meet Florida licensure required hours for supervised clinical hours prior to graduation.

Programs

Troy University offers several programs that require the student to complete clinical coursework: Clinical Mental Health Counseling a 60 hour program of study; Rehabilitation Counseling a 48 hour program of study; School Counseling a 48 hour program of study; Student Affairs a 48 hour program; and Substance Abuse a 48 hour program of study. Each program of study requires at a minimum a 100 hour practicum and a minimum 600 hour internship.

Accreditation of Specialty Programs

The Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) at the following locations: Phenix City, Ft. Walton Beach, Orlando, Panama City/Tyndall AFB, Pensacola and Tampa FL

The School Counseling Program available at all four Alabama Campuses is accredited by both CACREP and by the National Council for Accreditation of Teacher Education (NCATE). The master's level School Counseling program is approved by the Alabama State Department of Education and leads to Alabama Class A certification. The education specialist level School Counseling program is approved by the Alabama State Department of Education and leads to Class AA certification.

The Rehabilitation Counseling Program offered at all four Alabama Campuses are accredited by the Council on Rehabilitation Education (CORE).

Clinical Mental Health Counseling

60 Semester Hours

Locations: Dothan; Montgomery; Phenix City; Southeast Region at Augusta, Ft. Walton Beach, Orlando, Panama City/Tyndall AFB, Pensacola, and Tampa; Troy.

Mission Statement:

The Clinical Mental Health Program is designed to train students to become mental health counselors. This 60-semester hour program has been tailored to meet educational standards for state licensure and national counseling credentials.

The program is designed to provide students with knowledge of theory, application of counseling skills to various agency populations, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.

Objectives for Clinical Mental Health Counseling

The Clinical Mental Health Counseling Program seeks to prepare graduates who have achieved the following:

1. An in-depth knowledge of professional ethics, including an understanding of ethical issues and applications
2. An active professional identity as evidenced by participating in professional associations, such as the American Counseling Association
3. A strong knowledge base regarding counseling facilitation skills, theories, and techniques

4. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
5. Culturally sensitive skills to ensure the ability to work with diverse populations, including understanding effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels.
6. An understanding of career development and related life factors
7. An understanding of theoretical and experiential concepts of group work
8. An understanding of individual and group approaches to assessment and evaluations, including the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
9. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.
10. An understanding of research methods, statistical analysis, needs assessment, and program evaluation
11. Knows evidence-based models, treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.
12. An understanding of research methods, statistical analysis, needs assessment, and program evaluation
13. Knows evidence-based models, treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.
14. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.
15. Understands the impact of crises, disasters, and other trauma-causing events on people.
16. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).

***Coursework for Clinical Mental Health Counseling
60 Semester Hours***

Required Courses: (54 semester hours)

CP 6600	3	Professional Orientation & Ethics
CP 6601	3	Legal, Ethical, and Professional Standards
CP 6605	3	Foundations of Mental Health Counseling
CP 6610	3	Facilitation Skills and Counseling Techniques
CP 6642	3	Group Dynamics and Counseling
CP 6649	3	Theories of Counseling
CP 6691	3	Research Methodology
PSY 6635	3	Vocational Psychology and Career
PSY 6645	3	Evaluation and Assessment of the Individual
PSY 6668	3	Human Lifespan and Development
PSY 6669	3	Behavior Pathology
PSY 6670	3	Diagnosis and Treatment Planning
PSY 6648	3	Theories of Personality Development
CP 6650	3	Practicum (100 hours)
CP 6651	3	Counseling Diverse Populations
CP 6656	3	Marriage, Family & Sex Therapy Counseling
CP 6659	3	Internship: Mental Health (300 hours)
CP 6660	3	Internship: Mental Health (300 hours)

*Select Option I or Option II below: (6 sh)**

**Option I (Required for licensure in Florida)*

*CP 6634 3 Drug Education, Prevention, and
Intervention

*CP 6661 3 Internship: Mental Health (300 hours)

OR

Option II

6 sh of Adviser-approved electives

Rehabilitation Counseling

48 Semester Hours

Location: Dothan, Montgomery, Phenix City, Troy

Mission Statement

The mission of the Troy University Rehabilitation Counseling program is to prepare rehabilitation counselors to provide rehabilitation services designed to assist individuals with disabilities to achieve their maximum potential. In addition, services will be provided to rehabilitation agencies and programs, and research related to rehabilitation will be pursued. The Troy University program leads to a Master of Science degree with a specialty in Rehabilitation Counseling. Students may choose an emphasis area in either hearing or visual impairment. Upon graduation, students will have the basic foundational knowledge, skill and experiences necessary to enter the profession of rehabilitation counseling and practice as rehabilitation counselors.

Objectives for Rehabilitation Counseling

To prepare master's-level rehabilitation counselors who:

1. To prepare master's-level rehabilitation counselors who
2. understand and follow the Code of Professional Ethics for Rehabilitation Counselors;
3. know the laws that affect individuals with disabilities and are able to advocate for the rights of those individuals;
4. understand the concept of choice, self-advocacy and self-determination, and promote these concepts throughout the rehabilitation process;
5. value the worth and dignity of all individuals and view individuals with disabilities as equal partners in the rehabilitation process;
6. demonstrate the ability to practice counseling techniques, job placement skills, and career strategies that will assist individuals with disabilities to develop the skills and competencies they need to function effectively in society; and
7. know the technology and accommodations that are available to provide individuals with disabilities access to work, leisure, and school activities.

To continuously update the Rehabilitation Counseling Specialty by:

1. encouraging communication, feedback, and evaluation between faculty, students, and community resources to promote quality programmatic improvement;

2. providing a balanced curriculum of knowledge and skill development that is consistent with the requirements of the Council on Rehabilitation Education (CORE);
3. promoting research by students and faculty in the area of rehabilitation counseling; and
4. promoting participation in local, state and national professional rehabilitation and counseling associations.

Coursework for Rehabilitation Counseling

48 Semester Hours

Required Courses (45 sh)

CP 6600	3	Professional Orientation and Ethics
CP 6610	3	Facilitation Skills and Techniques
CP 6649	3	Theories of Counseling
PSY 6645	3	Evaluation and Assessment of the Individual
CP 6691	3	Research Methodology
CP 6651	3	Counseling Diverse Populations
PSY 6635	3	Vocational Psychology and Career Development
PSY 6668	3	Human Lifespan and Development
CP 6650	3	Practicum (100 hours)
CP 6670	3	Internship: Rehabilitation Counseling (300 hours)
CP 6671	3	Internship: Rehabilitation Counseling (300 hours)
PSY 6688	3	Medical/Psychosocial Aspects of Disability
CP 6652	3	Rehabilitation Delivery and Process
CP 6686	3	Job Development and Placement
CP 6642	3	Group Dynamics and Counseling

Select one (adviser approval required): (3 sh)

PSY 6664	3	Assessment of Disabling Conditions
CP 6687	3	Placement of Special Disability Groups
CP 6680	3	Seminar: Counseling Approaches to Working with Hearing Impairment
CP 6681	3	Seminar: Counseling Approaches to Working with Visual Impairment

OR Adviser-Approved Elective in Rehabilitation Counseling

NOTE: Students entering the rehabilitation counseling specialty graduate degree program with an undergraduate degree in rehabilitation may have the option to take two electives in lieu of two required rehabilitation courses. The electives must be approved by the academic adviser and department chair.

School Counseling

48 Semester Hours

Locations: Dothan, Montgomery, Phenix City, Troy

Mission Statement

The School Counseling Program is designed to train certified teachers as school counselors. The program meets Alabama State Department of Education guidelines for school counselor certification and follows guidelines of Council for Accreditation of Counseling and Related Programs. The curriculum is designed to train school counselors in the knowledge of theory, application of counseling skills in working with K-12 grade level students, knowledge of program development, foundations, and implementation of comprehensive guidance programs, development of professional and personal dispositions, advocacy of children and adolescents, and development of public school educators to become professional school counselors.

Objectives for School Counseling

1. To develop knowledge of the foundations of school counseling to include history, philosophy, current trends/issues, models, role, functions, professional identity, leadership/advocacy strategies and legal and ethical issues.
2. To develop skills in technology as applied to school counseling.
3. To develop sensitivity to provide counseling to diverse school populations and skills to identify barriers that may impede academic, career, and personal/social development of students.
4. To develop skills in comprehensive guidance program development (e.g. ASCA National Model) to include needs assessments, program development and program evaluation.
5. To develop skills related to academic and behavioral assessment of students and interpretation of assessment results to administrators, parents and students.
6. To develop knowledge of understanding the influence of multiple factors (e.g., family dynamics, violence, abuse, disorders, substance abuse, anxiety, depression) that impact school age students.
7. To develop knowledge and skills in counseling to include individual, group, crisis management and classroom guidance.
8. To develop knowledge and skills in collaboration and consultation to include working to effectively work with community agencies, parents, teachers and other school personnel.
9. To develop knowledge and skills in conducting programs designed to enhance students'

academic, personal/social, career and other developmental needs of students

10. To understand the effects of health/wellness, atypical growth and development and resiliency related school age children.
11. To develop school emergency management plans and understand the role of the school counselor during crises, disasters and other trauma-causing events.
12. To develop knowledge in counseling, prevention and intervention including theories of effective counseling, techniques of counseling, treatment planning, and strategies for identifying student strengths and weaknesses to deal with problems.
13. To develop an understanding of research and evaluation including research relevant to the practice of school counseling, program evaluation, accountability, outcome data, best practices.
14. To develop knowledge of the relationship of the school counseling program to the academic mission of the school and skills for teaching counseling and guidance-related curricula.
15. To develop knowledge of the qualities, principles and skills of effective leadership in schools and to understand the role of the school counselor as system change agent.
16. To understand and have knowledge of student services such as the Individual Education Plans (IEP), the 504, and the Student Support Team (SST).

Coursework for School Counseling

48 Semester Hours

Required Courses: (42 sh)

CP 6600	3	Professional Orientation and Ethics
CP 6610	3	Facilitation Skills and Techniques
CP 6642	3	Group Dynamics and Counseling
CP 6649	3	Theories of Counseling
CP 6691	3	Research Methodology
CP 6651	3	Counseling Diverse Populations
CP 6641	3	School Counseling Program Management
PSY 6606	3	Interventions for Children and Adolescents
PSY 6645	3	Evaluation and Assessment of the Individual
PSY 6668	3	Human Lifespan and Development
CP 6650	3	Practicum (100 hours)

CP 6657	3	Internship: School Counseling (300 hours)
CP 6658	3	Internship: School Counseling (300 hours)
PSY 6635	3	Vocational Psychology and Career Development

Select ONE option (6 semester hours):*

Option A

PSY 6653 3 Measurement and Evaluation

PSY 6659 3 Cognitive and Behavioral Interventions

Option B

Adviser-Approved Electives: (6 sh)

**Students who have not taken the survey of special education course are required to take that course.*

Social Services Counseling

36 Semester Hours

Locations: Montgomery, and in the Southeast Region at Ft. Walton, Jacksonville, Marianna, Orlando, Panama City/Tyndall, Pensacola, and Tampa

**This is a non-licensure/non-certification degree.*

Mission Statement

The Social Services Counseling Program is designed to train students to become social service counselors. This 36-semester-hour program has been tailored to meet needs of individuals interested in providing social services in settings that do not require licensure.

Objectives for Social Services Counseling

1. To develop knowledge of the foundations of the counseling profession to include history, current trends/issues, roles, functions, professional identity, leadership/advocacy and laws/legislation
2. To develop sensitivity and skill in providing counseling services within the cultural context of relationships, issues, and trends in a multicultural society
3. To develop an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts
4. To understand career development theory, assessment, and decision making in social service settings
5. To demonstrate skill in the counseling process including an orientation to counseling theory, wellness and prevention, consultation, crisis intervention, and interviewing skills

6. To demonstrate skill in group work including group dynamics, leadership, theories and methods
7. To develop an understanding of individual and group approaches to assessment and evaluation

Coursework for Social Services Counseling

36 Semester Hours

Required Courses: (30 sh)

CP 6600	3	Professional Orientation and Ethics
CP 6642	3	Group Dynamics and Counseling
PSY 6645	3	Evaluation and Assessment of the Individual
CP 6649	3	Theories of Counseling
CP 6651	3	Counseling Diverse Populations
CP 6655	3	Practicum (100 hours)
CP 6691	3	Research Methodology
PSY 6635	3	Vocational Psychology and Career Development
CP 6610	3	Facilitation Skills and Counseling Techniques
PSY 6668	3	Human Lifespan and Development

Advisor-Approved Electives (6 sh)

Student Affairs Counseling

48 Semester Hours

Location: Troy

Mission Statement

The mission of the Troy University Student Affairs Counseling program is to prepare student affairs counselors to provide competent professional service in all areas of student services counseling at the post-secondary level. Upon graduation, students will have foundational knowledge of the theories of student development and of the characteristics, needs, and programs required to assist students in higher education. Students will also have the basic skills and experience in assessment, services, and administration of student affairs departments to enter the profession of Student Affairs Counseling.

Objectives for Student Affairs Counseling:

1. Develop knowledge of the foundations of the student affairs profession to include history, philosophy, current trends/issues, functions, and legal and ethical considerations.
2. Develop knowledge and sensitivity to provide counseling services to students from diverse populations.

3. Develop knowledge and skills in conducting student affairs programs to provide the academic, social and career environments that promote student success.
4. Develop skills related to assessment of students and the college environment and interpretation of assessment results to administrators, students and faculty.
5. Develop skills in consultation to include working with faculty, professional staff, and student families in areas related to student development and welfare.
6. Develop skills in technology as applied to student affairs services.
7. Develop knowledge and skills of theories, models, and practices of leadership, organizational management, and program development.

Coursework for Student Affairs Counseling

48 Semester Hours

Required Courses: (30 sh)

CP 6600	3	Professional Orientation and Ethics
CP 6610	3	Facilitation Skills and Counseling Techniques
CP 6642	3	Group Dynamics and Counseling
CP 6649	3	Theories of Counseling
CP 6651	3	Counseling Diverse Populations
CP 6691	3	Research Methodology
PSY 6668	3	Human Lifespan Development
PSY 6645	3	Evaluation and Assessment of the Individual
PSY 6635	3	Vocational Psychology and Career Development
CP 6650	3	Practicum (100 hours)

Specialty Courses: (12 sh)

CP 6636	3	Foundations of Student Affairs
CP 6637	3	Administration of Student Affairs Programs
CP 6638	3	Internship: Student Affairs (300 hours)
CP 6639	3	Internship: Student Affairs (300 hours)

Advisor Approved Electives: (6 sh)

Substance Abuse Counseling

48 Semester Hours

Location: Dothan, Montgomery

Mission Statement

The Substance Abuse Counseling Program is designed to train substance abuse counselors. This 48-semester-hour program has been tailored to meet educational standards for state licensure and national counseling credentials.

The program is designed to provide students with adequate knowledge of theory, application of counseling skills particularly as it relates to substance abuse counseling, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.

Objectives for Substance Abuse Counseling:

1. To develop knowledge of the foundations of the counseling profession to include history, current trends/issues, roles, functions, and professional identity. The program is designed to provide students with adequate knowledge of theory, application of counseling skills particularly as it relates to substance abuse, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.
2. To develop knowledge of commonly abused drugs, the physiological and psychological implications related to substance abuse, drug abuse prevention and intervention.
3. To develop knowledge and skills in technology as it is applied to psycho- educational presentations and general counseling, as well as understanding the limitation of technology as it applies to counseling.
4. To develop sensitivity and skill in providing counseling services to diverse cultural populations.
5. To develop knowledge and skill in research to include the capacity for being a consumer of research data, and the ability to contribute to program evaluation.
6. To develop sound clinical and ethical judgment and skills.
7. To develop knowledge and skill in consultation and cooperation with other counseling agencies and professionals.
8. To promote counselor accountability and professional credibility.
9. To demonstrate psychological health and the ability to use high levels of self awareness.

Coursework for Substance Abuse Counseling

48 Semester Hours

Required Courses:

CP 6600	3	Professional Orientation and Ethics
CP 6610	3	Facilitation Skills and Counseling Techniques
CP 6649	3	Theories of Counseling
CP 6642	3	Group Dynamics and Counseling
PSY 6669	3	Behavior Pathology
PSY 6645	3	Evaluation and Assessment of the Individual
CP 6691	3	Research Methodology
CP 6651	3	Counseling Diverse Populations
PSY 6635	3	Vocational Psychology and Career Development
PSY 6668	3	Human Lifespan and Development
CP 6650	3	Practicum (100 hours)

Select THREE Courses from the following (9 sh)

CP 6602	3	Seminar in the Prevention/Treatment of Chemical Dependency
CP 6615	3	Treatment of Addictive Family Diseases
CP 6617	3	Treatment Theories and Modalities of Addictive Disease
CP 6634	3	Drug Education, Prevention, and Intervention
PSY 6610	3	Physiological Dynamics of Alcohol and other Drugs

Education Specialist (Ed.S.)

The Educational Specialist degree is available with a community or school counseling emphasis at certain Troy University Campuses. This degree prepares graduates to pursue advanced practice and/or administrative opportunities in the counseling field.

Community Counseling (Ed.S.)

30 Semester Hours

Location: Montgomery

Note: This is a non-certification degree.

The Ed.S. in Community Counseling is restricted to students who hold a minimum 36-semester hour master's degree in counseling. It is not a program which is approved by the Alabama State Department of Education as a certification program. The goal of the program is to provide broader experiences in counseling. The knowledge base expands the student's exposure to theories of counseling, group leadership, and specialized areas of study.

Objectives for Ed.S. in Community Counseling

1. To expand knowledge of the functions, roles, professional identity, current trends/issues, professional organizations, and professional identity.
2. To expand sensitivity and skill in providing counseling services to diverse cultural populations.
3. To expand knowledge and skill in research.
4. To expand knowledge of principles, theories, and practices of community interventions.
5. To expand knowledge related to the general principles and practices of etiology, diagnosis, treatment, referral, and prevention of mental and emotional disorders and dysfunctional behavior.
6. To expand the ability to apply sound clinical and ethical judgment and skills.
7. To demonstrate psychological health and the ability to use high levels of self-awareness.

Coursework for Ed.S. Community Counseling

CP7702	3	Advanced Theories and Techniques of Counseling
CP7700	3	Advanced Practicum in Group Leadership
CP7753	1-6	Internship: Advanced Counseling
7754		

7755		
CP7791	1-3	Research Seminar
7792		
7793		
CP7794	3-6	Field Project or Thesis
7795		
PSY6693	3	Psychological and Educational Statistics
CP66XX or	12-15	Adviser-Approved Electives)
PSY66XX		

School Counseling (Ed.S.)

36 Semester Hours

Location: Dothan, Montgomery, Phenix City

Certification Program

Goals and Objectives

The goal of the Ed.S. School Counseling program is to strengthen and extend the students' knowledge and skills developed at the Master's level so that the students will:

1. become informed, reflective decision makers;
2. understand the developmental, proactive, and preventive focus of counseling in the schools;
3. facilitate academic, career, and personal-social development of K-12 students;
4. provide interventions for learning and behavioral problems;
5. work collaboratively with parents, school personnel, and with other agencies and organizations to facilitate student learning; and manage a comprehensive developmental counseling program.

Coursework for Ed.S. School Counseling

Required Courses*

CP6656	3	Marriage, Family and Sex Therapy Counseling
CP7700	3	Advanced Practicum in Group Leadership
CP7702	3	Advanced Theories and Techniques of Counseling
PSY6669	3	Behavior Pathology

Select ONE Research Course below **

PSY6693	3	Psychological and Educational Statistics
EDU6693	3	Quantitative Methods of Evaluation of Teaching and Learning
EDU7792	3	Advanced Research in Education

Field Project or Thesis 3-6 hours

CP7791	1-3	Research Seminar
7792		
7793		
CP7794	3	Field Project
CP7795	6	Thesis
7796		

**In addition to the required courses, a survey course in special education is required unless previously completed.*

*** A grade of "B" or better is required in this research course.*

Definition of Clinical Supervision

Clinical supervision is a type of intervention. It involves a supervisor, a senior member of the profession and one or more supervisees, junior members of the profession. Clinical supervision is defined as a relationship that is "... evaluative, extends over time and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to clients that she, he, or they see(s), and serving as a gatekeeper of those who are to enter a particular profession" (Bernard & Goodyear, 2004, p. 8).

Thus, in supervising practicum and internship students, the goals of supervision should include enhancing the functioning of the student professional and monitoring the welfare of the client/consumer. The clinical supervisor is charged with continuing to help the counselor in training develop counseling skills, helping the supervisee move along a continuum of expertise and enhance clinical wisdom and knowledge base (Bernard & Goodyear, 1992). For the supervisee, the outcomes of effective supervision include increased confidence and autonomy, increased self-awareness, increased ability to focus on the client without over-investment in the client's issues, and increased feelings of relaxation in the role of counselor (Hill, Charles, & Reed, 1981; Stoltenberg & Pierce, 1981). Your supervisor will assume a variety of roles- teacher, counselor, consultant, and mentor- to assist you improve your competence and provide quality services to your clients.

You are expected to be prepared for supervision. You will need to listen to your tapes, identify your strengths, weaknesses, and be prepared to request specific help from your supervisor.

Roles of the Clinical Supervisor (Bernard & Goodyear, 2009)

Teacher:

The supervisor teaches the supervisee in relation to his or her specific needs as a developing counselor. As a teacher, the clinical supervisor must evaluate the supervisee in counseling sessions. This may be conducted via live supervision or listening to audiotapes of the counseling session. The supervisor as teacher may wish to ask the supervisee to provide a hypothesis regarding the client/consumer's issues, interpret significant events in the counseling session, and assist the supervisee in identifying appropriate interventions. The supervisor as teacher may also demonstrate and model counseling interventions, as well as explain the rationale behind the interventions.

Counselor:

The supervisor as counselor helps the supervisee examine his or her behavior, thoughts, and feelings associated with client, especially if barriers are present. The supervisor as counselor does not provide therapeutic services to the supervisee, rather helps the supervisee develop

insight related to the client and the counseling session. The supervisor as counselor may help the supervisee explore his or her feelings regarding interventions, define strengths and weaknesses as a counselor in general and within specific counseling sessions, as well as encourage self exploration in the role of counselor. In addition, if the supervisee seems to be having trouble relating to the supervisor or content of the supervision, the supervisor as counselor can help the supervisee explore such feelings.

Consultant:

The supervisor as consultant works with the supervisee to explore or offer ideas about a particular client or issue. The supervisor will solicit supervisee needs and attempt to provide services to meet those needs through allowing the supervisee to structure the supervision session and encourage the discussion of perceived client/ consumer problems and motivations, as well as suggesting alternative interventions or conceptualizations and brainstorming of interventions.

Mentor:

The supervisor as mentor will encourage the professional growth of the supervisee through encouragement of professional activities in the field of counseling, including active membership in professional organizations, attendance at conferences and trainings, encouraging review of literature for help with clients, and possibly contributing to the counseling literature.

The Practicum / Internship Experience

Each student's practicum includes all of the following:

1. A site supervisor with the following qualifications:
 - a. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
 - b. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
 - c. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
 - d. Relevant training in counseling supervision.
2. Proof of professional liability insurance prior to beginning practicum and throughout the practicum experience.
3. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
4. Weekly interaction that averages one hour per week of individual and/or triadic

supervision throughout the practicum by a program faculty member.

5. An average of 1 ½ hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member with no more than 12 students. For program faculty who provide individual and/or triadic supervision, the ratio is six students to one faculty member.
6. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
7. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

The internship requires 300 hours of comprehensive work experience of a professional counselor appropriate to the student's designated program area. The internship is begun after successful completion of the practicum. Students complete two internships, except in Florida, where three internships are required to meet Florida licensure required hours for supervised clinical hours prior to graduation. Each student's internship includes all of the following:

1. An internship site that provides a counseling environment conducive to modeling, demonstration, supervision, and training, including:
 - a. Settings for individual counseling, with assured privacy and sufficient space for appropriate equipment.
 - b. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.
 - c. Necessary and appropriate technologies and other observational capabilities that assist learning.
 - d. Procedures that ensure that the client's confidentiality and legal rights are protected.
2. A site supervisor with the following qualifications:
 - a. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
 - b. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
 - c. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
 - d. Relevant training in counseling supervision.
3. At least 120 clock hours of direct service, including experience leading groups.
4. Weekly interaction that averages one hour per week of individual and/or triadic

supervision throughout the internship, usually performed by the onsite supervisor.

5. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member with no more than 12 students.
6. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
7. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
8. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

Practicum and Internship Sites

Practicum and internship sites must provide students with the opportunity for the comprehensive work experience of a professional counselor in the student's designated program area. The sites will provide the opportunity for the student to apply theory and to develop individual and group counseling skills under supervision. The sites give students the opportunity to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings). The sites provides one hour individual supervision weekly and evaluation of the student at the midterm and the end of the course.

The practicum and internship sites will provide a counseling environment conducive to modeling, demonstration, supervision, and training. The counseling environment includes all of the following (CACREP I H):

1. Settings for individual counseling, with assured privacy and sufficient space for appropriate equipment.
2. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.
3. Necessary and appropriate technologies and other observational capabilities that assist learning.
4. Procedures that ensure that the client's confidentiality and legal rights are protected.

The practicum and internship sites will also provide:

1. 100 hours of counseling experience, with 40 hours of direct client contact, for practicum students.
2. 300 hours of counseling experience, with 120 hours of direct client contact for internship students.
3. A site supervisor to provide one hour of individual and/or triadic supervision weekly.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.

Site Supervisor Requirements

The practicum and internship site will provide a site supervisor with the following qualifications (CACREP III C):

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 enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.
5. Supervisors for school counselors must be a certified school counselor with two years experience.

The practicum and internship site supervisor will provide:

1. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member.
2. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.
3. Live supervision of the student's interactions with clients if there is not an opportunity for the development of program-appropriate audio/video recordings for use in supervision.

Counseling Clinical Instruction

The clinical instruction requirement is the most critical experience element in Troy University's counseling and psychology programs. All faculty, including clinical instruction faculty and supervisors, are expected to be committed to preparing professional counselors and promoting the development of the student's professional counselor identity.

Troy University's clinical instruction is provided by program faculty members with appropriate licensure and/ or certification in their respective field of study, who provide individual and/ or group practicum and/ or internship supervision. Relevant professional experience and appropriate credentials/ licensure and/ or demonstrated competence in counseling are required, as is relevant training in supervision.

Since clinical instruction is a tutorial form of instruction, program faculty providing individual and/ or triadic supervision maintain a class ratio of six students to one faculty member. Group supervision does not exceed 12 students. The faculty ensures all students are covered by professional liability insurance during the practicum and internship. Students are also encouraged to maintain professional liability coverage after they complete their clinical coursework.

Practicum Hour Requirements

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term or 16 week semester. The practicum provides for the development of counseling skills under supervision.

The student's practicum includes all of the following:

1. Forty (40) hours of direct service with clients that contributes to the development of counseling skills, including experience in individual counseling and group work;
2. One (1) hour per week of individual and/ or triadic supervision over a minimum of one academic term by a site supervisor.
3. One (1) hour per week of individual and/ or triadic supervision over a minimum of one academic term by a program faculty member;
4. One and one half (1 ½) hours per week of group supervision that is provided in class over the course of the student's practicum by a program faculty member;
5. Development of program-appropriate audio/ video recordings for use in supervision or live supervision of the student's interactions with clients; and
6. Evaluation of the student's performance throughout the practicum including a formal evaluation of the student's performance throughout the practicum including a formal

evaluation after the student completes the practicum. The evaluation by the site supervisor is included in the Appendix and is completed at midterm and at the end of the practicum.

Note: In some cases the student may not complete their practicum within the specified timeframe. In this case the student will be granted an “IP” grade and cannot enroll in the internship until all required hours are obtained and documentation completed.

Internship Hour Requirements

The program requires students to complete two supervised internships of 300 clock hours that begin after successful completion of the student’s practicum. The internship provides an opportunity for the student to perform, under supervision, the comprehensive work experience of a professional counselor appropriate to the designated program area. The student’s internship includes all of the following:

1. 120 hours of direct service for each internship, including leading groups;
2. One (1) hour per week of individual and/ or triadic supervision throughout the internship with the site supervisor;
3. One and one half (1 ½) hours per week of group supervision throughout the internship with the program faculty member;
4. The opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings);
5. The opportunity for the student to develop program-appropriate audio recordings of the student’s interactions with clients for use in supervision or live supervision of the student’s interactions with clients;
6. Evaluation of the student’s performance during the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor (see Appendix for the student evaluation form.).

For both the practicum and internship, students must provide proof of professional liability insurance prior to providing counseling services at the practicum or internship site. Students will formally evaluate their supervisors and learning experiences at the midterm and at the end of their experience with the supervision site evaluation (see the Appendix for both forms.)

Practicum/Internship Student Responsibilities

In addition to the responsibilities of students listed above in this handbook, students are expected to adhere to the following:

1. Schedule and complete interviews with on-site contacts.
2. Arrange work schedule with the site supervisor.
3. In consultation with site and university supervisors, develops goals and objectives for his/her experience and submits this to his/her university supervisor.
4. Attend all individual and group supervisory sessions, as well as required class meetings.
5. Complete the experience requirements.
6. Adhere to the policies and operational procedures of the site and performs site responsibilities in a professional manner as if a paid employee.
7. Submit practicum/internship notebook at the end of the placement experience.
8. Comply with all legal and ethical regulations; bring all potential legal and ethical issues to the attention of university and site supervisors.
9. Obtain liability insurance. Students are responsible for costs associated with any medical treatment needed due to accidents/injuries that happen during field placements.
10. Complete the practicum and internship.

University Clinical Supervisor Responsibilities

The University Practicum or Internship Supervisor/Instructor:

1. Approves student's goals and objectives to be pursued at site.
2. Explains the requirements of the experience and provides pertinent information.
3. Consults with site supervisor about the student's progress and encourages site supervisors to contact the university supervisor for assistance and consultation during the semester.
4. Provides supervision to the students in a group setting for 1½ hours of weekly supervision.
5. Reviews work samples (audio/video tapes) of the student's field work.
6. Appropriately maintains confidentiality about information obtained during supervision.
7. Collects logs and supervisor evaluations from each student.
8. Assigns grades to students for the practicum and internship experience.

On-Site Supervisor Responsibilities

The Site/ Agency Supervisor:

1. Interviews potential practicum or internship students and indicates preferences among those students for site placement, without regards to race, religion, gender, age, national origin, disability, or sexual orientation.
2. Informs students interviewed if they will be offered a practicum or internship placement. **Note:** the number and assignment of trainees will be mutually agreed upon between the site and the university coordinator.
3. Assigns accepted students to qualified on-site supervisors
4. Provides adequate workspace, access to telephone, and necessary supplies and equipment for the student.
5. Works with student as it relates to work hours and responsibilities.
6. Orients the student to the mission, goals, and objectives of the site, as well as to internal operating and programmatic procedures.
7. Develops goals and objectives with the student for his/her experience by the second class meeting.
8. Attends the supervisor luncheon and training session which benefit supervision practice.
9. Ensures that the student has appropriate experiences during the placement based on the student's program goals and objectives and personal/ career goals.
10. Meets at least one-hour each week with student for individual supervision.
11. Provides a written evaluation of the student's performance at the end of the placement. Evaluations are to be submitted to the student's university supervisor.
12. Maintains contact with university supervisor for assistance and consultation relating to student's progress.
13. Engages in ongoing assessment of the student's performance and communicates with the clinical coordinator about any issues/ problems/ concerns with the student's performance. If problems continue, the site supervisor, in consultation with the coordinator, will develop a remediation plan.
14. Maintains confidentiality regarding information obtained during supervision with the student.

Faculty Supervisor Responsibilities (Practicum)

The Faculty Supervisor:

1. Provides supervision one hour per week in either individual or triadic supervision.
2. Reviews student progress including audio/video, tapes, case studies, etc..., as it relates to the student's field work.
3. Adheres to and models Ethical guidelines and behaviors as it relates to information obtained during supervision.
4. Engages in ongoing assessment of the student's performance and communicates with the clinical coordinator and Practicum instructor related to issues/ problems/ concerns with student performance.
5. Provides written evaluation to the University Supervisor/Instructor and the student regarding student progress.

Clinical Coordinator Responsibilities

The Clinical Coordinator:

1. Reviews and approves or denies site placement.
2. Coordinates with sites regarding student placement with the site supervisor.
3. Maintains a collaborative relationship throughout the process with students, advisors, and university and site supervisors.
4. Consults as needed with site and university supervisors regarding issues/ concerns during the student's placement.
5. Visits sites at a minimum of once per practicum and internship experience.
6. Coordinates site supervisor professional development and training.

Note: Rehabilitation Students, who request placement with the Alabama Department of Rehabilitation Services, coordinate their Practicum/Internship with the Coordinator of the Rehabilitation Counseling Program.

Evaluation of the Supervisee

Fair and impartial evaluation of the counselor in training's clinical performance is an essential aspect of the clinical training. There is a developmental progression to the abilities and skills of supervisees, and clinical supervisors must be aware of where their supervisees are on this continuum. Thus, reviewing counseling session with a clinical skills checklist can be a beneficial method of supervision.

Supervisors of practicum or internship students must complete a 'Student Evaluation' form midway and at the end of the student's field experience, however, **if problems arise, the Clinical Coordinator is to be notified immediately.** Supervisors are expected to review their evaluations with students before submitting the evaluation form to the Practicum/Internship Supervisor. Supervisors are also encouraged to write specific strengths and weaknesses. This evaluative process provides the university supervisor and the student an opportunity to assure student and programmatic success and information in terms areas where intervention and a need for improvement might be necessary.

Evaluation of Progress

At the mid-point of the practicum or internship experience, supervisors and students will be expected to evaluate students' progress and make any necessary adjustments to the goals and objectives that were developed at the beginning of the field experience. It is essential that supervisors engage in ongoing assessment of the student's performance. If there are any problems with the student's performance, the supervisor is expected to communicate this to the student and the clinical coordinator. A remediation plan will be developed by the supervisor and student and submitted to the student's instructor. If a remediation plan is developed, the clinical coordinator should be provided with verbal and/or written feedback from both the student and supervisor on a weekly basis as to the student's progress.

Forms for evaluation of students are found in this handbook. Skills identified in these forms may be helpful to faculty and site supervisors to know the skills to be observed. It is helpful to review the checklist with the student during the one hour on-site supervision. If any concerns arise about the supervision process, site and faculty supervisors should contact the clinical coordinator.

Ethical Issues in Clinical Supervision

Counselor trainees, faculty, and supervisor are expected to know and abide by applicable professional codes of ethics such as the American Counseling Association (ACA) Code of Ethics (2005).

Informed Consent

Supervisors have a responsibility to incorporate the principles of informed consent as these relate to their supervisees and the clients they serve.

- Supervisors adequately discuss with supervisees expectations, roles, and rules related to the supervisory relationship.
- Supervisees should be aware of procedures for contacting their supervisors, or an alternate supervisor, in cases of crisis situations.
- Supervisees and supervisors should clearly review expectations of performance (e.g., what the supervisees' work assignments/responsibilities will entail), evaluation criteria and procedures, and due process and appeal procedures of their institution.
- Supervisors must be sure that consumers are aware that their counselors are being supervised, the parameters of that supervision, and how this influences confidentiality (e.g., that tapes and case studies will be reviewed by supervisor and a supervision group).

Confidentiality

Supervisors make every effort to safeguard confidentiality within both the therapeutic and supervisory relationships.

- Supervisors work to ensure supervisees' awareness of and respect for consumers' rights to privacy and confidentiality in their working relationship and the information resulting from it (e.g., case notes, test results).
- Supervisors help supervisees differentiate between confidentiality, privacy, and privileged communication. Supervisees need to be aware of agency policies regarding procedures for obtaining consumers' consent for release of information.
- Supervisees should understand when confidentiality must be broken and how this should be done.
- Supervisors are responsible for protecting supervisees' right to privacy and confidentiality. It is important for supervisors and supervisees to review the limits of confidentiality within the supervision relationship.

Multiple Relationships

Despite the inherent duality in the supervisory relationship, supervisors are responsible for creating and maintaining appropriate relationship boundaries with supervisees.

Social and Sexual Relationships

- Supervisors clearly define and maintain ethical, professional, and social relationship boundaries with their supervisees. They are aware of the differential in power that exists and the supervisee's possible incomprehension of that power differential.
- Supervisors should not engage in social contact or interaction that would compromise the supervisor-supervisee relationship. Dual relationships with supervisees that might impair the supervisor's objectivity and professional judgment should be avoided and/or supervisory relationship terminated.
- Supervisors do not engage in sexual relationships with supervisees and do not subject them to sexual harassment.

Counseling Supervisees

- Supervisors should not establish a psychotherapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only in terms of the impact of these issues on clients and on professional functioning.
- If supervisees request counseling, supervisors provide them with acceptable referrals. Supervisors do not serve as counselors for supervisees over whom they hold administrative, teaching, or evaluative roles.
- Supervisors do not accept close relatives as supervisees.

Multiple Supervisory Roles

- Supervisors who have multiple roles with supervisees should minimize potential conflicts. When supervisors function in more than one role (e.g., clinical supervisor, administrative supervisor), the roles should be divided among different supervisors when possible. When this is not possible, it is important to carefully explain to supervisees the expectations and responsibilities associated with each supervisory role.

Competence

Supervisors have multiple responsibilities. They must balance their responsibility to protect consumers' well-being while simultaneously promoting supervisees' professional development.

- Supervisors are responsible for making every effort to monitor consumer welfare, supervisee performance (actions and non-actions) and professional development, and supervisee compliance with relevant legal, ethical, and professional standards of care.

- To assist in monitoring both consumer welfare and supervisee development, supervisors should meet regularly in face-to-face sessions with their supervisees. Actual work samples (via tape or live observation) in addition to case notes should be reviewed by supervisors as a regular part of the ongoing supervisory process.
- Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities.
- Supervisors encourage and assist supervisees in defining their own theoretical orientation toward their work, in establishing supervision goals for themselves, and in learning to monitor and evaluate their own progress toward meeting these goals.
- Supervisors should be competent to assess supervisees' skills and restrict supervisees' activities to those that are commensurate with their current level of skills. At the same time, supervisors must be able to appropriately challenge supervisees in developing additional skills.

Evaluation

- Supervisors clearly state to supervisees the levels of competency expected, appraisal methods, and timing of evaluations.
- Supervisors, through ongoing supervisee assessment and evaluation, should be aware of any personal or professional limitations of supervisees which are likely to impede future professional performance.
- Supervisors provide supervisees with periodic performance appraisal and evaluation feedback.

Remediation and Dismissal

- Supervisors have the responsibility of recommending to and securing remedial assistance for supervisees who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the University Clinical Coordinator who will address issues with the student (supervisee).
- Supervisors should not endorse a supervisee for certification, licensure, completion of an academic training program, or continued or future employment if the supervisor believes that the supervisee is not qualified for the specific tasks associated with employment or are impaired in any way that would interfere with the performance of their duties.
- Supervisors take reasonable steps to assist students or supervisees who are not certified for endorsement to become certified.
- Supervisors seek professional consultation and document their decision to dismiss or refer students and supervisees for assistance. Supervisors assure that supervisees have recourse to address such decisions.

Retention/Dismissal/Endorsement

Supervisors are simultaneously facilitators of their supervisees' growth and gatekeepers for the profession. They should to give supervisees every possible opportunity to succeed in their field placements and employment, to keep them informed to their progress, and to dismiss from the site or work settings supervisees who are unable to counsel effectively. We must be fair to supervisees whose performance is inadequate and help them improve, but also act as gatekeepers to the profession.

APPENDIX A: PRCTICUM/ INTERNSHIP APPLICATION & CONTRACT

Department of Counseling
Troy University _____ Campus/Site
MASTER'S PRACTICUM AND INTERNSHIP APPLICATION

Fall_____Spring_____Summer_____ OR
Term 1____ Term 2 ____ Term 3 ____ Term 4 ____ Term 5____

____New Application

____Amended Application

____Clinical Mental Health

____Rehabilitation

____School

____Social Services

____Substance Abuse

____Student Affairs

Note: Clinical Coordinator's approval and signature must be obtained after you have your on-site supervisor's signature. BOTH signatures MUST be on the application as well as a FULL mailing address for your site supervisor. Do not begin collecting hours until application is approved. INCOMPLETE APPLICATIONS WILL BE RETURNED.

Student's Name: _____ Date: _____

Address: _____

City, State, Zip: _____

Home Telephone: _____ Office Telephone: _____

E-Mail Address: _____

Specific Dates of Collection of Internship Hours: **(Must be completed)**

Beginning _____, 20____ Ending _____, 20____

List the term you will register for the course: _____ 20____

Site Information

(This must be a **complete mailing address** that is *legible*, if not you will not be approved)

Name of Site: _____

Address: _____

City, State, Zip: _____

Telephone Number: _____

Site is within a 50-mile radius of Troy University Campus/Site: _____ Yes _____ No

On-Site Supervisor Information

Site supervisors must have the following qualifications (CACREP III C.):

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 enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.

On-Site Supervisor: _____ Title: _____

Address: (if different from site address) _____

City, State, Zip: _____

Telephone Number: _____ E-Mail Address: _____

On-Site Supervisor's Graduate Degrees (s) and major(s): _____

Number Years of Relevant Post Masters Experience _____

On-Site Supervisor's Credentials: _____

School Counselor Certification _____ NCC _____ CCMHC _____

CRC _____ LPC _____ Other _____

On-Site Supervisor Signature Date

Advisor's Signature Date

Note: Placement may begin only after the clinical coordinator has signed the application. Total hours must be completed before the term ends in which you register for the course. Students must submit documentation of liability insurance prior to collection of hours. For more information, contact academic advisors. Please list insurance information below.

Name of Company _____

Policy # _____

Coverage Dates _____

If you have questions or need further information, please contact the Practicum and internship Coordinator.

Approved _____ Denied _____

Clinical Coordinator's Signature Date

Reason(s) for Denial:

Department of Counseling
Troy University _____ Campus/Site
MASTER'S PRACTICUM AND INTERNSHIP CONTRACT

Fall____ Spring____ Summer____ OR
Term 1____ Term 2 ____ Term 3 ____ Term 4 ____ Term 5____

- _____ Clinical Mental Health
- _____ Rehabilitation
- _____ School
- _____ Social Services
- _____ Substance Abuse
- _____ Student Affairs

This agreement is made on _____ by and between _____
(date) (Field Site)

and the **Troy University Counseling Program on the _____ Campus/Site.**

The agreement will be effective for a period from _____ to _____ for
(begin date) (end date)

(Check one)

_____ **100** Practicum Hours (**40** clinical hours of direct contact with clients [10 hours in leading or co-leading group activities]; **60** Administrative hours)

_____ **600** Internship Hours (**240** clinical hours of direct contact with clients; **360** Administrative hours)

_____ **900** Internship Hours (**360** clinical hours of direct contact with clients; **540** Administrative hours)

For _____
(Student's name)

Purpose:

The purpose of this agreement is to provide a qualified graduate student with a practicum/internship experience to apply knowledge and develop counseling skills under supervision.

The University Program agrees:

1. To assign a university faculty liaison to facilitate communication between the university and the placement site;
2. To notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
3. To be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site, or university occur; and,
4. To provide practicum students weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member (CACREP III F. 2.) and 1 1/2 hours per week of group supervision with no more than 12 students (CACREP I R. & III F. 3). For program faculty who provide individual and/or triadic supervision, the ratio is six students to one faculty member. To provide internship students an average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
5. To be responsible for the evaluation of the student's counseling performance throughout the practicum and internship, including documentation of a formal evaluation after the student completes the practicum and internship in consultation with the site supervisor and (CACREP II G. 6) assignment of a fieldwork grade.
6. To provide orientation, assistance, consultation, and professional development opportunities by the counseling program faculty to the site supervisors (CACREP III D.).
7. To provide site supervisors with information on the program's expectations, requirements, and evaluation procedures for students (CACREP III C. 4.).

The Practicum/Internship Site agrees:

1. To assign a practicum/internship supervisor who has the following qualifications (CACREP III C.): a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses; a minimum of two years of pertinent professional experience in the program area in which the student is enrolled; knowledge of the program's expectations, requirements, and evaluation procedures for students; relevant training in counseling supervision; and a commitment to preparing professional counselors and promoting the development of the student's professional

counselor identity. The onsite supervisor for students in the school counseling program must be a certified school counselor with two years of experience in the field.

2. To provide a practicum/internship site conducive to modeling, demonstration, supervision, and training (CACREP I H). The counseling environment includes all of the following (CACREP I H) : settings for individual counseling, with assured privacy and sufficient space for appropriate equipment; settings for small-group work, with assured privacy and sufficient space for appropriate equipment; necessary and appropriate technologies and other observational capabilities that assist learning; procedures that ensure that the client's confidentiality and legal rights are protected.
3. To provide the opportunity for students to apply theory and to develop counseling skills under supervision, including counseling clients who represent the ethnic and demographic diversity of the community (CACREP III).
4. To provide the opportunity for practicum students to complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term, including the following (CACREP III F): 40 clock hours of direct service with actual clients that contributes to the development of counseling skills; the opportunity to become familiar with a variety of professional activities in addition to direct service, including record keeping, supervision, information and referral, in-service and staff meetings; the development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients; one hour of individual and/or triadic supervision throughout the practicum by a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract: and evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.
5. To provide internship students with the opportunity to complete supervised internships in the students designated program area of 300 clock hours which includes the comprehensive work experience of a professional counselor appropriate to the designated program area. The internship includes all of the following (CACREP III G): at least 120 clock hours of direct service, including experience leading groups. weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship; the opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings);

the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients; evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship.

6. To provide a copy of the site supervisor's appropriate license or certification;
7. To provide the student with adequate work space, telephone, office supplies, and staff to conduct professional activities;

The student agrees:

1. I hereby attest that I have read and understood the American Counseling Association and the American Mental Health Counseling Association ethical standards and will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part will result in my removal from practicum, a failing grade, and documentation of such behavior will become part of my permanent record.
2. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship site.
3. I understand that my responsibilities include keeping my practicum/internship supervisor(s) informed regarding my practicum/internship experiences.
4. I understand that in order to earn a passing grade in practicum/internship, I must demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as required.
5. I agree not to divulge any information regarding material, cases, names, concerns, etc., to any party outside this class meeting. Failure to do so will constitute violation of confidentiality and be representative of unprofessional conduct.
6. I absolve Troy University of any liability in the performance of my counseling practicum/internship activities for the term . year .
7. I agree to obtain and provide verification of my professional liability insurance to the university supervisor prior to the first night of class and to the Site/Agency supervisor.

SITE SUPERVISOR CRITERIA

Site supervisors must have the following qualifications (CACREP III C.):

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 enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.

Within the specified time frame, _____
(Site Supervisor)

will be the primary site supervisor. The training activities (indicated below) will be provided for the student in sufficient amounts to allow an adequate evaluation of the student's level or competence in each activity.

_____ will be the faculty liaison with whom
(Practicum/Internship Faculty)
the student and site supervisor will communicate regarding progress, problems, and performance evaluations.

SUGGESTED PRACTICUM AND INTERNSHIP ACTIVITIES

1. Individual Counseling/Psychotherapy
Personal/Social Nature
Occupational/Education Nature
2. Group Counseling/Psychotherapy
Co-leading
Leading
3. Intake Interviewing
Including taking personal/social history information
4. Testing
Administration
Analysis
Interpretation of Results

5. Report Writing
 - Record Keeping
 - Treatment Plans
 - Treatment Summaries
6. Consultation
 - Referrals
 - Professional Team Collaboration
7. Psycho/Educational Activities
 - Parent Conferences
 - Outreach
 - Client Orientation
 - Contact with Community Resources
 - In-service
8. Career Counseling
9. Individual Supervision
10. Group or Peer Supervision
11. Case Conferences or Staff Meetings
12. Other as identified by faculty supervisor of specialty

EQUAL OPPORTUNITY

It is mutually agreed that neither party shall discriminate on the basis of race, gender, color, age, religion, national origin, or handicap.

Practicum Site Supervisor: _____ Date: _____

Student: _____ Date: _____

Clinical Coordinator: _____ Date: _____

APPENDIX B: PRACTICUM EVALUATION FORMS

Practicum Student Evaluation

Student Name _____

Troy University Campus/Site _____

Evaluation Period Beginning
and End Dates _____

Check Course #: ___CP 6650 ___CP 6655

Please Check One _____ Midterm _____ Final (Complete in LiveText)

- Purpose:**
1. To provide the student with an opportunity to review levels of competency in counseling knowledge, skills, and professional development.
 2. To provide the student with a basis for formulating practicum or internship and supervision goals.

- Directions:**
1. The site supervisor completes this form with the student at the midterm and end of practicum or supervision
 2. Circle a number to indicate your assessment of current competency.
 3. Complete the supervision recommendations.

SKILLS ASSESSMENT

Directions Circle the desired rating for each item (1= Poor; 2= Below average; 3= Average; 4= Mastery; 5= Exceptional; NA= not able to observe) and make comments in the space provided.

1. Knowledge of opening skills (nonverbal, open/closed questions, minimal encouragers, door openers)	1	2	3	4	5	NA
2. Ability to apply opening skills	1	2	3	4	5	NA
3. Knowledge of reflecting skills (paraphrase, reflection of feeling, and reflection of meaning, summaries)	1	2	3	4	5	NA
4. Ability to apply reflecting skills	1	2	3	4	5	NA
5. Ability to recognize and handle positive affect	1	2	3	4	5	NA
6. Ability to recognize and handle negative affect	1	2	3	4	5	NA
7. Knowledge of challenging skills (feedback, confrontation)	1	2	3	4	5	NA
8. Ability to apply challenging skills, confrontation and feedback	1	2	3	4	5	NA
9. Knowledge of group counseling process and practice, including group counseling skills	1	2	3	4	5	NA

10. Ability to apply knowledge of group process and practice, and apply group counseling skills.	1	2	3	4	5	NA
11. Applies comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias (genogram, mental health assessment, mental status exam, screening for addictions, aggression, and danger to self and others)	1	2	3	4	5	NA
12. Ability to assess client's stage of dependence, change, or recovery for determining treatment and placement within the continuum of care	1	2	3	4	5	NA
13. Ability to discriminate between meaningful and irrelevant client data	1	2	3	4	5	NA
14. Ability to formulate clinical hypothesis	1	2	3	4	5	NA
15. Ability to test and revise a clinical hypothesis	1	2	3	4	5	NA
16. Ability to identify diagnostic criteria and accurate multi-axial diagnosis	1	2	3	4	5	NA
17. Ability to differentiate developmentally appropriate reactions during crisis, disasters, and other trauma causing events	1	2	3	4	5	NA
18. Ability to identify goals from diagnosis with client	1	2	3	4	5	NA
19. Ability to identify objectives for goals with client	1	2	3	4	5	NA
20. Develops and uses measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	1	2	3	4	5	NA
21. Knowledge of solution skills	1	2	3	4	5	NA
22. Ability to apply solution skills	1	2	3	4	5	NA
23. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders	1	2	3	4	5	NA
24. Ability to begin and end session (summaries)	1	2	3	4	5	NA
25. Ability to establish continuity from session to session	1	2	3	4	5	NA
26. Ability to apply ethical and legal standards	1	2	3	4	5	NA
27. Ability to apply multicultural counseling competencies to case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders in individual, couple, family, and group counseling	1	2	3	4	5	NA
28. Promotes optimal human development, wellness and mental health through prevention, education and advocacy	1	2	3	4	5	NA
29. Knowledge of community resources	1	2	3	4	5	NA
30. Ability to promote client understanding of and access to community resources	1	2	3	4	5	NA
31. Knowledge of couple, family, group, and systems theories and techniques	1	2	3	4	5	NA
32. Ability to apply couple, family, group, and systems theories and techniques in assessment and treatment	1	2	3	4	5	NA
33. Ability to apply procedures for assessing and managing suicide risk	1	2	3	4	5	NA
34. Ability to apply current record keeping standards	1	2	3	4	5	NA

Ability to demonstrate reflective practitioner skills:						
35. Self awareness of counselor thoughts, feelings, and skills	1	2	3	4	5	NA
36. Correct identification of skills	1	2	3	4	5	NA
37. Accurate assessment of skill demonstration	1	2	3	4	5	NA
38. Accurate assessment of skill effectiveness with client	1	2	3	4	5	NA
39. Accurate identification of alternative skill interventions	1	2	3	4	5	NA
40. Applies relevant research findings to inform counseling practice	1	2	3	4	5	NA
41. Accurate recognition of limitations as a counselor and seeks supervision and provides appropriate referrals	1	2	3	4	5	NA
42. Advocates for policies, programs, and services that are equitable and responsive to the needs of clients	1	2	3	4	5	NA
Knowledge of counseling theory-based techniques (Please list)						
43.	1	2	3	4	5	NA
44.	1	2	3	4	5	NA
45.	1	2	3	4	5	NA
Ability to apply theory-based techniques (Please list)						
46.	1	2	3	4	5	NA
47.	1	2	3	4	5	NA
48.	1	2	3	4	5	NA
49. Ability to apply knowledge of public mental health policy, financing, and regulatory process to improve service delivery opportunities in clinical mental health counseling	1	2	3	4	5	NA

Write a brief statement concerning student's needs in supervision

STUDENT SIGNATURE

DATE

SITE SUPERVISOR SIGNATURE

DATE

FACULTY SUPERVISOR SIGNATURE

DATE

Practicum Evaluation Form
REHABILITATION COUNSELING PROGRAM
CP 6650

(This form is used as the Student Self-Evaluation and the Site Supervisor Final Evaluation of Practicum/Internship)

Student: _____

Agency: _____ Department: _____

As a **rehabilitation counseling** practicum/internship student, you are asked to complete this progress report to reflect your evaluation of your performance and growth at your practicum/internship site using the following criteria.

Definitions of Rating terms

Exceptional (5): Always performs above the minimum requirements and shows outstanding aptitude, application of techniques and concepts of rehabilitation counseling

Below Average (2): Occasionally fails to meet minimum requirements in a satisfactory manner; performing at a level somewhat below that expected of an intern

Mastery (4): Always meets minimum requirements in a satisfactory manner, and performs considerably above that normally expected of an intern

Poor (1): Usually fails to meet minimum requirements in a satisfactory manner; performs at a level considerably below that expected of an intern

Average (3): Usually meets minimum requirements in a satisfactory manner; performing as might be expected of an intern

No Basis: There is no basis on which to evaluate the intern for the item in the question

I. Success in Forming Effective Relationships

Area of Competence	Poor 1	Below Average 2	Average 3	Mastery 4	Exceptional 5	No Basis
A. With Clients						
B. With other Professionals and						

Staff						
C. Supervisors						
D. Outside Agencies						

II. Skills in Counseling Techniques

A. KNOWLEDGE AND UNDERSTANDING						
Area of Competence	Poor 1	Below Average 2	Average 3	Mastery 4	Exceptional 5	No Basis
1. Principles and Process						
a. Knowledge of history, philosophy, and legislation affecting rehabilitation						
b. Application of principles of Disability-related legislation (i.e. rights of persons with disabilities, inclusion, access)						
c. Application of relevant Professional literature and Research into rehabilitation Counseling						
d. Participation in agency or Community research Activities or projects						
2. Psychological Aspects						
3. Human Behavior						
4. Case Work Principles and Practices						

a. Application of cultural, social, economic, disability-related, and environmental factors in planning						
b. Ability to collaboratively develop a client-centered rehabilitation and/or independent living plan with the consumer						
5. Professional Ethics						
a. Application of ethical principles and standards						
b. Application of appropriate legal principles and utilization of ethical decision-making skills to resolve ethical dilemmas						
6. Medical Aspects of Rehabilitation						
7. The World of Work						
a. Ability to facilitate consumer involvement in determining vocational goals and capabilities						
b. Utilization of career/occupational materials and labor market information for vocational planning						
c. Exploration of occupational alternatives, develop career plans						

d. Knowledge of career development theories and the importance of work to individuals						
e. Ability to identify prerequisite experiences, relevant training, and functional capacities needed for selected consumer career goals						
f. Ability to determine and resolve job adjustment problems through the provision of post-employment services to consumer						
8. Community Resources						
a. Knowledge of community resources for consumer and referral purposes						
b. Ability to identify community resources with the consumer to develop an appropriate rehabilitation plan						
c. Ability to establish working relationships and determine mutual responsibilities with other service providers, family, or client advocates involved with the consumer						
d. Consultation with professionals in other disciplines within the community						

e. Ability to serve as a consultant and market rehabilitation services to other community agencies for integration of individuals with disabilities into the community						
f. Ability to assist the consumer in identifying areas of personal responsibility including potential fiscal resources to obtain services						
g. Ability to identify and plan for the need and appropriate use of rehabilitation and assistive technology						
9. Assessment						
a. Knowledge of and capability to plan comprehensive and individual assessments to determine appropriate services						
b. Utilization of information regarding the existence, onset, severity, progression, and expected duration of an individual disability						
c. Ability to determine eligibility for rehabilitation services and/or programs including entering, engaging in, or retaining gainful employment						
d. Assessment of individual strengths, resources, experiences, career knowledge and interests, and individual						

capabilities to make decisions						
e. Evaluation of feasibility of individual rehabilitation or independent living objectives & determine vocational & independent living skills						
f. Ability to interpret assessment results with consumer or family						
10. Job Development and Placement						
a. Evaluation of work activities through job and task analyses						
b. Ability to restructure or modify jobs where appropriate						
c. Consultation with experts to increase individual level of functioning						
d. Education of perspective employers regarding benefits of hiring persons with disabilities						
e. Ability to assist employers to identify, modify, and/or eliminate architectural, procedural, and/or attitudinal barriers						
f. Ability to review data in order to determine potential person-job match						

g. Ability to provide support services for and teach job-seeking and retention skills						
h. Ability to establish follow-up or follow-along procedures to maximize independent functioning through post-employment services						
B. CASE WORK and ABILITIES						
11. Skill in Developing a Treatment Plan						
12. Skill in Effectively Coordinating & Implementing a Treatment Plan						
13. Ability to Practice Rehabilitation Counseling						
a. Ability to practice with individuals						
b. Ability to practice with groups and/or families						
c. Ability to develop and maintain the counseling relationship, assist a client in crisis resolution, & facilitate individual decision-making						
d. Ability to conduct group counseling sessions on adjustment or vocational problems & recommend strategies to resolve problems impeding the rehabilitation process						

III. Professionalism

Area of Competence	Poor 1	Below Average 2	Average 3	Mastery 4	Exceptional 5	No Basis
A. Completed agreed upon assignments with agency						
B. Was consistently prepared and punctual						
C. Demonstrated appropriate professional and ethical behavior throughout experience						
D. Maintained appropriate confidentiality throughout experience						
E. Demonstrated knowledge and abilities related to advocating for consumers						

IV. Classroom and Lab Activities

Area of Competence	Poor 1	Below Average 2	Average 3	Mastery 4	Exceptional 5	No Basis
A. Was able to maintain client files as instructed						
B. Presentations were well prepared and clear						
C. Participated in receiving and giving feedback during supervision sessions						
D. Maintained quality internship journals						

Practicum/Internship Student: _____ Date: _____

Faculty Supervisor: _____ Date: _____

APPENDIX C: INTERNSHIP EVALUATION FORMS

**TROY UNIVERSITY
DEPARTMENT OF COUNSELING AND PSYCHOLOGY**

**Student Affairs Counseling
Site Supervisor Evaluation Form**

Intern: _____

Please complete the following before submitting this form to your Site supervisor for completion.

Student's Name: _____

Date: _____

Course: _____CP 6638 _____CP 6639

Semester: _____

University Supervisor: _____

Internship Site: _____

Site Supervisor's Name: _____

Position: _____

Site Supervisor:

Please rate the student intern using the following scale based on the student's current level of professional development.

- 1. Poor 2. Below Average 3. Average 4. Mastery 5. Exceptional**

This evaluation will be used for the professional development of our internship students. After you have completed this form, you may share your responses and rationale for your responses with the student. Students will then submit this form to their university supervisor to be placed in their internship folders.

PERSONAL AND PROFESSIONAL CHARACTERISTICS

The Intern demonstrates:	1.	2.	3.	4.	5.
Self-awareness					
Emotional Stability					
Self-confidence					
Dependability					
Ethical decision-making behavior					
Cooperativeness					
Ability to be tactful					
Initiative and leadership					
Openness to constructive feedback					
Ability to interact appropriately with clients					
Ability to interact/collaborate appropriately with peers, staff, and administrators					
Recognizes personal limitations					

COUNSELING SKILLS AND PROCESS

The Intern demonstrates:	1.	2.	3.	4.	5.
Ability to assess student needs and utilize appropriate intervention strategies					
Ability to work effectively with diverse students					
Ability to document/keep appropriate client records					
Ability to assess for client danger to self/others					
Ability to help clients with decision-making					
Knowledge of site's functions					

Knowledge of relationships among educational, personal/social, career roles and responsibilities of students and others.					
--	--	--	--	--	--

PROFESSIONAL COMPETENCIES

The Intern demonstrates:	1.	2.	3.	4.	5.
Ability to apply knowledge of issues that affect Student Affairs practice (e.g., public policy, finance, governance, cultural issues ,international education)					
Knowledge of leadership, organization, and management practices that help the institution accomplish its mission					
Awareness of various systems and environmental contexts that affect students					
Knowledge of the psychological impact of crises, disasters, and other trauma-causing events on students, faculty, and institutions					
Ability to apply multicultural competencies to the practice of Student Affairs					
Skills in facilitating the academic, social, and career success of postsecondary students					
Skills in helping postsecondary students cope with personal and interpersonal problems					
Skills in crisis intervention in response to personal, educational, and community crises					
Ability to assess and manage suicide risk					

PROFESSIONAL COMPETENCIES (continued)

	1.	2.	3.	4.	5.
Ability to assist in the design, implementation, and evaluation of programs that promote wellness					
Knowledge of how student learning and learning opportunities are influenced by the characteristics of both the student and the college environment					
Ability to assess postsecondary student needs for appropriate learning and developmental opportunities					

OVERALL RATING OF STUDENT :

Intern demonstrates:	1.	2.	3.	4.	5.
Counseling ability					
Coordination ability					
Consultation ability					
Potential for success in a similar setting					

Are there other evaluation issues specific to your site on which the intern should be evaluated? If so, please comment on them in the space provided.

Please comment on the following questions.

1. What are the strengths of the student as an intern?

2. What areas need further development?

3. What recommendations would you make to enhance this student's development?

4. Please add any other comments.

Student's Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Troy University
School Counseling Internship – CP 6657/6658

Site Supervisor's Evaluation

and

Instructors's Evaluation

Department of Counseling and Psychology
Troy University

Complete in LiveText

Semester/Term Academic Year

Person Completing Form (Select One)

Instructor (Type in Name)

On-Site School Counselor (Type in Name)

Student Name

Student ID (not SS#)

Ethnicity

Gender (Male/Female)

Home Location:

Alabama (School Counseling Programs)

Dothan

Montgomery

Phenix City

Troy

Rate the School Counseling Intern in the Following Areas:

1-Poor; 2-Below Average; 3-Average; 4-Mastery; 5-Exceptional		1	2	3	4	5	Not Observed
I. PERSONAL AND PROFESSIONAL ATTRIBUTES OF INTERN							
A.	The Intern demonstrates the following personal qualities						
	1. Flexibility						
	2. Dependability						
	3. Enthusiasm						
	4. Sense of Humor						
	5. Stability						

1-Poor; 2-Below Average; 3-Average; 4-Mastery; 5-Exceptional		1	2	3	4	5	Not Observed
6. Human relations skills							
7. Initiative							
8. Professional Appearance							
9. Clear Voice and speech							
10. Sensitivity							
B.	The Intern demonstrates the following professional attributes						
1. Identifies and plans professional growth and development							
2. Ethical decision making and behavior							
3. Creativity ability and leadership							
4. Professional interest							
5. Knowledge							
6. Openness to constructive feedback							
7. Ability to evaluate self							
8. Awareness of self							
9. Ability to work with supervisors							
10. Ability to collaborate and/or consult with peers/colleagues							
11. Ability to work with diverse student populations							
12. Professional potential as school counselor							
C.	The Intern demonstrates the following indicators of professional effectiveness						
1. Ability to establish objectives							
2. Awareness of student needs							
3. Ability to establish short-range program plans							
4. Ability to establish a long-range program plan							
5. Efficiency in keeping records							
6. Efficiency in use of time							
7. Ability to motivate interest							

1-Poor; 2-Below Average; 3-Average; 4-Mastery; 5-Exceptional		1	2	3	4	5	Not Observed
8. Ability to establish effective counseling relationships							
9. Ability to evaluate progress of students							
10. Ability to conduct effective student interviews							
11. Ability to identify and use resources							
12. Recognition of and provision for individual differences							
13. Effective classroom management							
14. Efficiency in follow-up							
II. PERFORMANCE OF INTERN IN SCHOOL							
A.	The Intern demonstrates the following knowledge of the organization /structure of the school						
1. Knowledge of organizational structure							
2. Awareness of staff responsibilities							
3. Knowledge of school procedures and services							
4. Knowledge of available resources							
5. Knowledge of cooperating agencies and referral sources							
B.	The Intern is able to use the following counseling and guidance activities to promote school success						
1. Intake interview (including developmentally appropriate disclosure)							
2. Assess student needs and plan interventions accordingly							
3a. Individual counseling							
3b. Group counseling							
4. Make referrals							
5. Form constructive relationships with parents and other stakeholders							

1-Poor; 2-Below Average; 3-Average; 4-Mastery; 5-Exceptional		1	2	3	4	5	Not Observed
C.	The Intern demonstrates the following abilities/skills in program management						
	1. Organization of work and time including the use of available technologies to assist planning, design, implementation and evaluation of program components						
	2. Effective planning of lessons and interventions to achieve program goals						
	3. Use available data to plan/revise program						
	4. Implement processes and activities that assist in achieving program-identified student competencies						
	5. Work with multiple systems (staff, family, community) that affect students						
D.	The Intern demonstrates the consultation skills needed to participate fully in the following						
	1. Parent/Teacher conferences						
	2. Committee meetings (504, student support teams, grade level teams, etc.)						
E.	The Intern engages in evaluations and research activities that enhance the school counseling program and counselor effectiveness						

III. Overall evaluation of this School Counseling Intern as a potential employee.

IV. Additional Comments (unique strengths or skills, areas needing further development, professional potential, etc.)

V. Have you discussed your evaluation with the Intern? _____

If you are the on-site school counselor, are you willing for the university supervisor to share this evaluation with the Intern? _____

VI. Final grade recommended: _____ Pass (P) _____ Fail (F)

Internship Student Evaluation

Student Name _____

Troy University Campus/Site _____

Evaluation Period Beginning
and End Dates _____

Check Course #: _ CP 6659 _CP 6660 _CP 6661

Please Check One _____ Midterm _____ Final (Complete in LiveText)

- Purpose:**
1. To provide the student with an opportunity to review levels of competency in counseling knowledge, skills, and professional development.
 2. To provide the student with a basis for formulating practicum or internship and supervision goals.

- Directions:**
1. The site supervisor completes this form with the student at the midterm and end of practicum or supervision
 4. Circle a number to indicate your assessment of current competency.
 5. Complete the supervision recommendations.

SKILLS ASSESSMENT

Directions Circle the desired rating for each item (1= Poor; 2= Below average; 3= Average; 4= Mastery; 5= Exceptional; NA= not able to observe) and make comments in the space provided.

1. Knowledge of opening skills (nonverbal, open/closed questions, minimal encouragers, door openers)	1	2	3	4	5	NA
2. Ability to apply opening skills	1	2	3	4	5	NA
3. Knowledge of reflecting skills (paraphrase, reflection of feeling, and reflection of meaning, summaries)	1	2	3	4	5	NA
4. Ability to apply reflecting skills	1	2	3	4	5	NA
5. Ability to recognize and handle positive affect	1	2	3	4	5	NA
6. Ability to recognize and handle negative affect	1	2	3	4	5	NA
7. Knowledge of challenging skills (feedback, confrontation)	1	2	3	4	5	NA
8. Ability to apply challenging skills, confrontation and feedback	1	2	3	4	5	NA

9.	Knowledge of group counseling process and practice, including group counseling skills	1	2	3	4	5	NA
10.	Ability to apply knowledge of group process and practice, and apply group counseling skills.	1	2	3	4	5	NA
11.	Applies comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias (genogram, mental health assessment, mental status exam, screening for addictions, aggression, and danger to self and others)	1	2	3	4	5	NA
12.	Ability to assess client's stage of dependence, change, or recovery for determining treatment and placement within the continuum of care	1	2	3	4	5	NA
13.	Ability to discriminate between meaningful and irrelevant client data	1	2	3	4	5	NA
14.	Ability to formulate clinical hypothesis	1	2	3	4	5	NA
15.	Ability to test and revise a clinical hypothesis	1	2	3	4	5	NA
16.	Ability to identify diagnostic criteria and accurate multi-axial diagnosis	1	2	3	4	5	NA
17.	Ability to differentiate developmentally appropriate reactions during crisis, disasters, and other trauma causing events	1	2	3	4	5	NA
18.	Ability to identify goals from diagnosis with client	1	2	3	4	5	NA
19.	Ability to identify objectives for goals with client	1	2	3	4	5	NA
20.	Develops and uses measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	1	2	3	4	5	NA
21.	Knowledge of solution skills	1	2	3	4	5	NA
22.	Ability to apply solution skills	1	2	3	4	5	NA
23.	Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders	1	2	3	4	5	NA
24.	Ability to begin and end session (summaries)	1	2	3	4	5	NA
25.	Ability to establish continuity from session to session	1	2	3	4	5	NA
26.	Ability to apply ethical and legal standards	1	2	3	4	5	NA
27.	Ability to apply multicultural counseling competencies to case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders in individual, couple, family, and group counseling	1	2	3	4	5	NA
28.	Promotes optimal human development, wellness and mental health through prevention, education and advocacy	1	2	3	4	5	NA
29.	Knowledge of community resources	1	2	3	4	5	NA
30.	Ability to promote client understanding of and access to community resources	1	2	3	4	5	NA
31.	Knowledge of couple, family, group, and systems theories and techniques	1	2	3	4	5	NA
32.	Ability to apply couple, family, group, and systems theories and techniques in assessment and treatment	1	2	3	4	5	NA
33.	Ability to apply procedures for assessing and managing suicide risk	1	2	3	4	5	NA

34. Ability to apply current record keeping standards	1	2	3	4	5	NA
Ability to demonstrate reflective practitioner skills:						
35. Self awareness of counselor thoughts, feelings, and skills	1	2	3	4	5	NA
36. Correct identification of skills	1	2	3	4	5	NA
37. Accurate assessment of skill demonstration	1	2	3	4	5	NA
38. Accurate assessment of skill effectiveness with client	1	2	3	4	5	NA
39. Accurate identification of alternative skill interventions	1	2	3	4	5	NA
40. Applies relevant research findings to inform counseling practice	1	2	3	4	5	NA
41. Accurate recognition of limitations as a counselor and seeks supervision and provides appropriate referrals	1	2	3	4	5	NA
42. Advocates for policies, programs, and services that are equitable and responsive to the needs of clients	1	2	3	4	5	NA
Knowledge of counseling theory-based techniques (Please list)						
43.	1	2	3	4	5	NA
44.	1	2	3	4	5	NA
45.	1	2	3	4	5	NA
Ability to apply theory-based techniques (Please list)						
46.	1	2	3	4	5	NA
47.	1	2	3	4	5	NA
48.	1	2	3	4	5	NA
49. Ability to apply knowledge of public mental health policy, financing, and regulatory process to improve service delivery opportunities in clinical mental health counseling	1	2	3	4	5	NA

Write a brief statement concerning student's needs in supervision

STUDENT SIGNATURE

DATE

SITE SUPERVISOR SIGNATURE

DATE

FACULTY SUPERVISOR SIGNATURE

DATE

Practicum Evaluation Form
REHABILITATION COUNSELING PROGRAM
 CP 6670/CP 6671

(This form is used as the Student Self-Evaluation and the Site Supervisor Final Evaluation of Practicum/Internship)

Student: _____

Agency: _____ Department: _____

As a **rehabilitation counseling** practicum/internship student, you are asked to complete this progress report to reflect your evaluation of your performance and growth at your practicum/internship site using the following criteria.

Definitions of Rating terms

Exceptional (5): Always performs above the minimum requirements and shows outstanding aptitude, application of techniques and concepts of rehabilitation counseling

Below Average (2): Occasionally fails to meet minimum requirements in a satisfactory manner; performing at a level somewhat below that expected of an intern

Mastery (4): Always meets minimum requirements in a satisfactory manner, and performs considerably above that normally expected of an intern

Poor (1): Usually fails to meet minimum requirements in a satisfactory manner; performs at a level considerably below that expected of an intern

Average (3): Usually meets minimum requirements in a satisfactory manner; performing as might be expected of an intern

No Basis: There is no basis on which to evaluate the intern for the item in the question

I. Success in Forming Effective Relationships

Area of Competence	Poor 1	Below Average 2	Average 3	Mastery 4	Exceptional 5	No Basis
A. With Clients						
B. With other Professionals and Staff						
C. Supervisors						
D. Outside Agencies						

II. Skills in Counseling Techniques

A. KNOWLEDGE AND UNDERSTANDING						
Area of Competence	Poor 1	Below Average 2	Average 3	Mastery 4	Exceptional 5	No Basis
1. Principles and Process						
a. Knowledge of history, philosophy, and legislation affecting rehabilitation						
b. Application of principles of Disability-related legislation (i.e. rights of persons with disabilities, inclusion, access)						
c. Application of relevant professional literature and research into rehabilitation counseling						
d. Participation in agency or community research activities or projects						
2. Psychological Aspects						
3. Human Behavior						
4. Case Work Principles and Practices						
a. Application of cultural, social, economic, disability-related, and environmental factors in planning						
b. Ability to collaboratively develop a client-centered rehabilitation and/or						

independent living plan with the consumer						
5. Professional Ethics						
a. Application of ethical principles and standards						
b. Application of appropriate legal principles and utilization of ethical decision-making skills to resolve ethical dilemmas						
6. Medical Aspects of Rehabilitation						
7. The World of Work						
a. Ability to facilitate consumer involvement in determining vocational goals and capabilities						
b. Utilization of career/occupational materials and labor market information for vocational planning						
c. Exploration of occupational alternatives, develop career plans						
d. Knowledge of career development theories and the importance of work to individuals						
e. Ability to identify prerequisite experiences, relevant training, and functional capacities needed for selected consumer career goals						

f. Ability to determine and resolve job adjustment problems through the provision of post-employment services to consumer						
8. Community Resources						
a. Knowledge of community resources for consumer and referral purposes						
b. Ability to identify community resources with the consumer to develop an appropriate rehabilitation plan						
c. Ability to establish working relationships and determine mutual responsibilities with other service providers, family, or client advocates involved with the consumer						
d. Consultation with professionals in other disciplines within the community						
e. Ability to serve as a consultant and market rehabilitation services to other community agencies for integration of individuals with disabilities into the community						
f. Ability to assist the consumer in identifying areas of personal						

responsibility including potential fiscal resources to obtain services						
g. Ability to identify and plan for the need and appropriate use of rehabilitation and assistive technology						
9. Assessment						
a. Knowledge of and capability to plan comprehensive and individual assessments to determine appropriate services						
b. Utilization of information regarding the existence, onset, severity, progression, and expected duration of an individual disability						
a. Ability to determine eligibility for rehabilitation services and/or programs including entering, engaging in, or retaining gainful employment						
b. Assessment of individual strengths, resources, experiences, career knowledge and interests, and individual capabilities to make decisions						

c. Evaluation of feasibility of individual rehabilitation or independent living objectives & determine vocational & independent living skills						
i. Ability to interpret assessment results with consumer or family						
10. Job Development and Placement						
a. Evaluation of work activities through job and task analyses						
b. Ability to restructure or modify jobs where appropriate						
c. Consultation with experts to increase individual level of functioning						
d. Education of perspective employers regarding benefits of hiring persons with disabilities						
e. Ability to assist employers to identify, modify, and/or eliminate architectural, procedural, and/or attitudinal barriers						
f. Ability to review data in order to determine potential person-job match						
g. Ability to provide support services for and teach job-seeking and retention skills						

h. Ability to establish follow-up or follow-along procedures to maximize independent functioning through post-employment services						
B. CASE WORK and ABILITIES						
11. Skill in Developing a Treatment Plan						
12. Skill in Effectively Coordinating & Implementing a Treatment Plan						
13. Ability to Practice Rehabilitation Counseling						
a. Ability to practice with individuals						
b. Ability to practice with groups and/or families						
c. Ability to develop and maintain the counseling relationship, assist a client in crisis resolution, & facilitate individual decision- making						
d. Ability to conduct group counseling sessions on adjustment or vocational problems & recommend strategies to resolve problems impeding the rehabilitation process						

III. Professionalism

Area of Competence	Poor 1	Below Average 2	Average 3	Mastery 4	Exceptiona 1 5	No Basis
A. Completed agreed upon assignments with agency						
B. Was consistently prepared and punctual						
C. Demonstrated appropriate professional and ethical behavior throughout experience						
D. Maintained appropriate confidentiality throughout experience						
E. Demonstrated knowledge and abilities related to advocating for consumers						

IV. Classroom and Lab Activities

Area of Competence	Poor 1	Below Average 2	Average 3	Mastery 4	Exceptiona 1 5	No Basis
A. Was able to maintain client files as instructed						
B. Presentations were well prepared and clear						
C. Participated in receiving and giving feedback during supervision sessions						
D. Maintained quality internship journals						

Practicum/Internship Student: _____ Date: _____

Faculty Supervisor: _____ Date: _____

APPENDIX D: OFF CAMPUS AGREEMENT

Note: Contract agreements specific to programs (i.e. School Counseling and Student Affairs Counseling) are located in the Student Practicum and Internship Manual.

OFF CAMPUS INTERNSHIP AGREEMENT

This agreement is made on _____ by and between _____ and Troy University, Department of Counseling and Psychology.

PURPOSE:

The purpose of this agreement is to provide a qualified graduate student with a practicum or internship experience in the field of counseling.

The University Program agrees:

1. to assign a University faculty liaison to facilitate communication between University and site;
2. to notify the internship student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
3. to be available for consultation with both site supervisors and interns should any problem or change in relation to internship student, site, or University occur;
4. to be responsible for the assignment of a fieldwork grade (Pass/Fail); and
5. to notify potential practicum/internship students that they will have to undergo background checks when necessary.

The Internship Site agrees:

1. to assign an internship supervisor who has at least a Master's Degree and appropriate credentials (including a minimum of two years of pertinent professional experience), time, and interest for training the internship student. For individual specialties this would mean:
 - a. Student Affairs Counseling: A student affairs professional with a Master's Degree and at least two years of professional experience.
 - b. School Counseling: A Certified School Counselor at the university will supervise school counseling students.
 - c. Community Counseling: A Licensed Professional Counselor (LPC) at the university will supervise community counseling students. The LPC credential is preferred by not required of the site supervisor.

2. to provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the intern's performance (Practicum: 100 total clock hours of experience for 3 graduate credit hours/ 45 clock hours of direct client contact. Internship: 300 total clock hours/120 hours direct client contact);
3. to provide a copy of appropriate license or certification;
4. to provide the intern with adequate workspace, telephone, office supplies, and staff to conduct professional activities.
5. to provide supervisory contact which involves review of the intern's work using audio/video tapes, observation, and/or live supervision; and
6. to provide written evaluation of the intern based on criteria established by the University.
7. to abide by ethical standards and university policies that provide appropriate relationship boundaries with students and supervisees. This means:
 - a. Supervisors agree not to enter into a simultaneous counseling relationship with students.
 - b. Supervisors agree not to engage in behaviors that create a hostile working environment that may be experienced as sexual harassment.
 - c. Supervisors agree to refrain from sexual relationships with students.

Within the specified time frame, _____
 (Site Supervisor)

will be the primary internship site supervisor. The training activities (circled on the Internship Activities form) will be provided for the intern in sufficient amounts to allow an adequate evaluation of the intern's level of competence in each activity. The University Supervisor will be the faculty liaison with whom the intern and internship site supervisor will communicate regarding progress, problems, and performance evaluations.

Equal Opportunity: It is mutually agreed that neither party shall discriminate on the basis of race, color, nationality, or ethnic origin, age, sex, or creed.

Financial Arrangements: There are no financial stipulations in this agreement.

Termination: It is understood and agreed by and between the parties hereto that the AGENCY has the right to terminate the Internship experience of the intern whose health status is detrimental to the services provided the patients or clients of the AGENCY. Further, it has the right to terminate the use of the AGENCY by an intern if, in the opinion of the Supervising Counselor/Therapist, such person's behavior is detrimental to the operation of the AGENCY and/or to patient or client care. Such action will not be taken until the grievance against any Intern has been discussed with the Intern and with UNIVERSITY officials.

In witness Whereof, the parties hereto have caused this agreement to be signed the day and year first written above.

Site Administrator

Date

Site Supervisor

Date

University Supervisor

Date

Glossary of Terms

Clinical Supervision - An ongoing educational process in which one person in the role of supervisor helps another person in the role of supervisee acquire appropriate professional behavior through an examination of the trainee's professional activities" (Hart, 1982, p. 12). Thus, in supervising practicum and internship students, the goals of supervision should include enhancing the functioning of the student professional and monitoring the welfare of the client/consumer. The clinical supervisor is charged with continuing to help the counselor in training develop counseling skills, helping the supervisee move along a continuum of expertise and enhance clinical wisdom and knowledge base (Bernard & Goodyear, 1992). From the supervisee, the outcomes of effective supervision include increased confidence and autonomy, increased self-awareness, increased ability to focus on the client without over-investment in the client's issues, and increased feelings of relaxation in the role of counselor (Hill, Charles, & Reed, 1981; Stoltenberg & Pierce, 1981).

Academic Supervisor - The supervisor teaches the supervisee in relation to his or her specific needs as a developing counselor. As a teacher, the clinical supervisor must evaluate the supervisee in counseling sessions. This may be conducted via live supervision or listening to audiotapes of the counseling session. The supervisor as teacher may wish to ask the supervisee to provide a hypothesis regarding the client/consumer's issues, interpret significant events in the counseling session, and assist the supervisee in identifying appropriate interventions. The supervisor as teacher may also demonstrate and model counseling interventions, as well as explain the rationale behind the interventions.

Counselor - The supervisor as counselor helps the supervisee examine his or her behavior, thoughts, and feelings associated with client, especially if barriers are present. The supervisor as counselor does not provide therapeutic services to the supervisee, rather helps the supervisee develop insight related to the client and the counseling session. The supervisor as counselor may help the supervisee explore his or her feelings regarding interventions, define strengths and weaknesses as a counselor in general and within specific counseling sessions, as well as encourage self exploration in the role of counselor. In addition, if the supervisee seems to be having trouble relating to the supervisor or content of the supervision, the supervisor as counselor can help the supervisee explore such feelings.

Consultant - The supervisor as consultant works with the supervisee to explore or offer ideas about a particular client or issue. The supervisor will solicit supervisee needs and attempt to provide services to meet those needs through allowing the supervisee to structure the supervision session and encourage the discussion of perceived client/ consumer problems and motivations, as well as suggesting alternative interventions or conceptualizations and brainstorming of interventions.

Mentor - The supervisor as mentor will encourage the professional growth of the supervisee through encouragement of professional activities in the field of counseling, including active membership in professional organizations, attendance at conferences and trainings, encouraging review of literature for help with clients, and possibly contributing to the counseling literature.