



Capital University
Ask. Think. Lead.

***Counselor Education
Practicum & Internship Manual
2022-2023***

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Introduction

Practicum and internship field experiences are an integral part of a counseling student's training and is often a time of tremendous personal and professional growth. During practicum and internship, counselor candidates begin to apply and hone the theories and techniques they have learned thus far in their graduate program. These experiences are intended to provide counselor candidates with an opportunity to experience, under supervision, a variety of counseling activities that a counselor is expected to perform.

The practicum component provides students with an initial overview of the role of the professional counselor and experience what it is like to be on site, either in a school or a clinical counseling setting. The experience is 100 total hours, which is supervised by an on-site Professional School Counselor (LPSC; school counseling) or Licensed Professional Clinical Counselor with a Supervisory credential (LPCC-S; clinical mental health counseling) and a faculty supervisor. The student is required to complete a minimum of 40 direct-service hours during one semester. The practicum experience occurs in the Spring semester of each academic year.

A student's internship placement occurs during consecutive Fall and Spring semesters. The total internship experience is 600 hours. Each semester, the student is required to complete 300 total hours with a minimum of 120 direct-service hours. The student will continue to work with an on-site supervisor (LPSC or LPCC-S) and a faculty supervisor over the entirety of the internship experience. The student will experience all tasks of the counselor's role as expected for professionals at their respective sites. These could include staff meetings, lesson planning, psychoeducational presentations, consultation, etc. However, 240 of the total 600 hours must be direct-service. Direct-service hours are defined in more detail later in the manual.

About Capital University

With a focus on liberal arts education and student success, Capital is the oldest university in Central Ohio with almost 200 years of academic excellence. Designed as an accessible higher education experience, Capital is a private four-year undergraduate institution and graduate school located in Columbus, Ohio.

Since its founding by the Lutheran Church in 1830 and charter as a university in 1850, Capital has created a community of students, faculty, staff, and alumni who are committed to making a positive impact in their communities and chosen industries.

Capital offers 60 majors and more than 50 minors. Dedicated faculty work with students through high-impact learning activities in the classroom, academic advising sessions, and research opportunities. Alumni can be found across the globe leading the way to a bright future.

Mission & Program Description

The mission of the Capital University Counselor Education program is to provide students a broad, holistic experience in which professional, ethical, and effective counselors are created. The 64-credit hour CACREP accredited Master of Arts in Clinical Mental Health Counseling and the Master of Arts in Education in School Counseling programs prepare students with the requisite knowledge and skills to work in settings including K-12 schools, hospitals, community agencies, college counseling centers, and private practice among others. Counselors receive training in eight core areas: human growth and development, social and cultural diversity, counseling and helping relationships, group counseling and group work, career development, assessment and testing, research and program evaluation, and professional counseling orientation and ethical practice. The programs are experiential and didactic with a 100-hour practicum and 600-hour internship.

Goals & Objectives

In order to accomplish our mission, the Capital University Counselor Education program has set the following goals:

- Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.
- Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.
- Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.
- Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in school and counseling settings.
- Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the Counselor Education program dispositions around working with a pluralistic society.

Accreditation

Capital University and the Counselor Education program are fully accredited at both the institution level and the program level. As of August 2023, the Counselor Education program is CACREP accredited through 2031. The program is also accredited by the Ohio Department of Higher Education, The Ohio Department of Education and the Higher Learning Commission.

Graduates of Capital University's Counselor Education Program are fully eligible to site for state licensure exams in either Clinical Mental Health or School Counseling.

Counselor Education Student Expectations

Academic and Professional Orientation

Students must acquire a minimum of 64 credit hours to complete either the Master of Arts in Clinical Mental Health Counseling or the Master of Arts in Education in School Counseling degrees.

The following expectations adhere to the eight core competencies outlined by CACREP: professional orientations and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation. The curriculum also meets the requirements for the Ohio Department of Higher Education and the National Board for Certified Counseling (NBCC) allowing graduates the opportunity to take relevant licensure and certification tests required to practice professionally.

Graduates of the Counselor Education program will:

- Understand the history and significant periods of development in the field of professional counseling.
- Understand and be able to utilize the basic theories and concepts of counseling practice.
- Demonstrate skills relevant to a counselor such as basic listening techniques, questioning, and communication of empathy.
- Develop an understanding of counseling practices within schools and professional settings.
- Learn and gain an understanding of the professional school counselor's role within the school and/or professional licensed counselor role in professional settings.
- Employ leadership skills and develop tools to help enhance the profession.
- Have a working knowledge of mental and emotional disorders.
- Be able to work in a pluralistic society and work with a diverse set of students and families.
- Understand the nature and value of the therapeutic counselor-client relationship.
- Understand group counseling principles and dynamics.
- Be grounded in counseling laws and ethics applicable to the profession of counseling.
- Be able to work in conjunction with community resources and other helping professionals.
- Know how to read and interpret research in counseling and be prepared to contribute to the body of knowledge in the field.
- Be familiar with testing and assessment materials used in psychological evaluation.
- Be able to assess and test for the presence of mental and emotional disorders.

- Understand lifestyle and career development as it relates to their chosen specialty.
- Be able use a variety of counseling interventions and techniques focused around theories of change, development, and therapy for the client.
- Have been involved in experiential courses designed to promote growth.
- Have a strong professional identity, advocate for the profession, and consider leadership opportunities within the field of counseling.
- Gain knowledge of emerging trends in their respective specialties.
- Be eligible for counselor licensure in the State of Ohio.

Professional Dispositions

Professional counseling is a process that requires high levels of ethical behavior, professionalism, integrity, and self-knowledge in addition to skills and academic knowledge. Capital University Counselor Education has adopted a set of dispositional expectations to be demonstrated by students and faculty. This is captured through the acronym SCOPPE. Students will be evaluated on these dispositions by faculty at the end of every semester. They are defined as:

Self-Aware – includes the willingness to reflect upon one’s own values, strengths, and limitations. Introspection on one’s place in this profession and a humility to serve others.

Collaborative – to be approachable and work well with the many people involved in effective counseling. To advocate for clients and the profession at all levels.

Open-Minded – to be accepting of diversity in all its forms. To allow oneself to be flexible in thinking, understanding of oneself and others, and to evolve, grow, and learn through the process of becoming a counselor.

Passionate – to demonstrate an excitement and enthusiasm to the field. To take pride in the work with purpose and a desire to always be successful.

Professional – to approach counseling work conscientiously and to display reliability. To be authentic and integrous with clients and peers.

Empathetic – to be able to understand other’s points of view, their feelings, and their beliefs without judgement or condition. To be present with others in a caring and compassionate manner.

Faculty members will complete the Counselor Competencies Scale—Revised (CCS-R) on all students at the conclusion of every semester. In addition, faculty members who have concerns about a student who exhibits the kinds of potential problems identified on this rating scale may complete this scale at any other time during the program. The originating faculty member will review the scale with the student, and the original document will be

placed in the student's departmental file. The student will receive a copy. Although placement supervisors are not formally required to complete the disposition assessment for their trainees, if there are any concerns regarding trainee disposition, we encourage supervisors to reach out to Capital's placement coordinator (Dr. Roby Walsh – School Counseling Placement Coordinator; Dr. Sean Gorby – Clinical Mental Health Placement Coordinator).

The CCS-R assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Key Performance Indicators

The Counselor Education faculty developed a set of 15 key performance indicators (KPI's) to assess current students' knowledge and skills in areas determined by the faculty to be critical. Each KPI is aligned with one or more of the program's program objectives. KPI's are assessed via course assignments and each KPI is assessed at two time points during a student's enrollment.

KPI #1: The role and process of the professional counselor advocating on behalf of the profession

KPI # 2: Demonstrate awareness of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

KPI # 3: Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

KPI # 4: Help-seeking behaviors of diverse clients

KPI # 5: A general framework for understanding differing abilities and strategies for differentiated interventions

KPI # 6: Theories and etiology of addictions and addictive behaviors

KPI # 7: Approaches for assessing the conditions of the work environment on clients' life experiences

KPI #8: Essential interviewing, counseling, and case conceptualization skills

KPI # 9: Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

KPI # 10: Approaches to group formation, including recruiting, screening, and selecting members

KPI # 11: Types of groups and other considerations that affect conducting groups in varied settings

KPI #12 Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

KPI # 13: Development of outcome measures for counseling programs

KPI #14: School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies

KPI # 15: Strategies to advocate for persons with mental health issues

Preparing for Practicum & Internship

Applying

Students must apply for practicum and internship. It is required that students discuss potential placements sites with their advisor prior to submitting the initial placement request or a change in placement request. However, students are not required to find their own placement as Capital University works to place each student. The final placement decision will be made by Capital and the clinical placement coordinator in conjunction with the agreement of the placement site. Students may not hold a placement at a site from which they've recently attended as a student or client (e.g., high school, college).

Students must apply for practicum and internship no later than the Monday of the 6th week of the semester before they plan to start practicum or internship. Students will receive a link in their Capital email from the School of Education Administrative Assistant Beth Sweeney to complete the online Practicum/Internship application within Anthology, Capital's e-portfolio system. Please note that neglecting to complete this application may result in the postponement of the practicum or internship experience. Please see Appendix I for the practicum/internship application.

Student Liability Insurance

All students at a practicum or internship site must have their own professional liability insurance and must provide proof of coverage each semester. Students are not permitted to engage in any site activities until proof of coverage is confirmed. Students are able to obtain student liability insurance through:

- School Counselors. - [The American School Counselor Association \(ASCA\)](#)
- Clinical mental health students – [The American Counseling Association](#) or the [Ohio Counseling Association](#)

Background Checks

All students in both School Counseling and Clinical Mental Health Counseling are required to have both an FBI and a BCI background check completed prior to the start of their practicum/internship experience. Capital will accept previously conducted background checks if the background check has been completed within the previous year and does not expire prior to the completion of their practicum/internship. Background checks must be submitted to the School of Education Administrative Assistant, Beth Sweeney. Capital will store student's background checks within the students Anthology e-portfolio. Clinical Placement Coordinators will provide a copy of the completed checks to practicum/internship placement at the start of practicum/internship.

Student can complete their FBI and BCI background checks at a placement of their choosing. See the following link for a list of locations identified by the Ohio Attorney General's website: <http://www.ohioattorneygeneral.gov/Business/Services-for-Business/WebCheck/Webcheck-Community-Listing>

Additional, Capital partners with Biometric Information Management (BIM) to provide students an opportunity to complete their background checks. Students can either complete their check on campus with BIM (Times and Dates are TBD but are offered on several occasions each semester – check with Beth Sweeney for scheduled on campus times) or can make an appointment to go to the company's office to have fingerprinting done by calling 614-456-1296 or visiting them at 6059 Frantz Rd., Suite 102, Dublin, OH 43017.

When using an off-campus company, students must have results mailed to:

Capital University
Attn: Beth Sweeney, Education
1 College and Main
Columbus, OH 43209

If a school counseling student has a current, valid teaching license, districts may accept a copy of that in place of background checks. Our program will only accept a valid teaching license in place of a background check if the counselor trainee is completing practicum and internship in their district of employment. It is the student's responsibility to check with the district office. Our program requires a written confirmation that the school district is not requiring you to have another background check completed. The student will still be required to send the letter, copy of the valid teaching license, and background checks to Beth Sweeney. A delay in starting hours may be experienced if a student fails to provide the proper documentation.

Capital University does not reimburse students for the cost of the background checks.

Dual Relationships

Note for school counseling students: Those completing their practicum/internship hours at their place of employment are not permitted to counsel clients who are currently students in their classroom. If counseling students are substitute teachers, it is recommended that they do not substitute in the school they are serving as a counseling intern.

Capital University is unable to assume dual-responsibility for students who want to engage in a long-term school counseling position. This means that a faculty member cannot provide additional supervision to accommodate for the additional hours of a long-term school

counseling position. Students are expected to wait until after degree conferral to accept long-term or permanent school counselor positions.

Professional Practice & Supervision

Counselor trainees in practicum or internship will have two types of supervision: site supervision completed with a qualified site supervisor, and university supervision completed with a faculty instructor within the practicum/internship course.

On-site supervision focuses on the services that the counselor trainee provides not only to the clients but also to their site. The ultimate goal is to be client-centered with emphasis on the needs and welfare of their clients. The practicum/internship experience includes: assessment, interventions, appropriate referral techniques, consultation, psychoeducation, and advocating for clients. Clinical mental health students need to also have opportunities to diagnose and treat mental and emotional disorders as part of their work.

Purpose of Supervision

- Provides mentorship and consultation from an experienced professional
- Aides in counselor development and confidence in skills and fosters professional and personal growth
- Protects clients who are working with counselor trainees
- Ensures the delivery of competent services
- Accountability of counselor trainees to function within their scope of practice
- Prepares counselor trainees to become licensed and eventually independent professionals
- Accountability for services provided by counseling candidates

Site Supervisor

The site supervisor is an experienced individual who oversees the student's work conducted at the practicum and/or internship site. On-site supervisors must be either an LPSC for school counseling or LPCC-S for clinical mental health counseling. They have the primary responsibility to oversee the counselor and the work they complete on-site. They work collaboratively with Capital's placement coordinator and faculty supervisor to support the learning of the counselor trainee. The site supervisor provides a quality experience by offering feedback regarding the performance of the counselor trainee, direct supervision, and mentorship to the profession. The site supervisor will provide a minimum of one-hour one-on-one supervision with the counselor trainee each week. The site supervisor is responsible for reviewing the ASCA/ACA Ethical Standards for counseling and for holding counselor trainees accountable for these standards in their practice. The site supervisor, as

well as the student, are legally and ethically responsible for all services that the trainee provides to students/clients. In addition, both parties are responsible for appropriate professional behavior. Site supervisors are required to follow the guidelines, expectations, requirements, and evaluation procedures as set by Capital University as outlined in this practicum and internship manual. In addition, the site supervisor is to introduce the student to the site environment, provide consultation, and incorporate the counselor trainee into their staff as is appropriate.

Site Supervisor Qualifications

A potential on-site supervisor must meet all the following outlined qualifications:

School Counseling Supervisor

- A master's degree in school counseling
- A professional School Counseling License (Pupil Service) issued by the Ohio Department of Education
- A minimum of two years of experience as a Licensed Professional School Counselor with a preference of three years of experience as a full-time LPSC
- Knowledge of Capital's expectations, requirements, and evaluations of the trainee through the receipt and review of the Practicum and Internship manual

Clinical Mental Health Counseling Supervisor

- A master's degree in clinical mental health counseling
- Be recognized as a Licensed Professional Clinical Counselor with Supervision endorsement by the Ohio Counselor, Social Worker, and Marriage and Family Therapy Board.
- Knowledge of Capital's expectations, requirements, and evaluations of the trainee through the receipt and review of the Practicum and Internship manual

Site Supervisor Responsibilities

- Complete the Site Supervisor Contract and Agreement (Appendix VII)
- Provide supervision (individual or group) to the supervisee averaging one hour each week in a semester
- Provide additional supervision when student exceeds 20 hours of work in a single week
 - Internship students are required 1 hour of supervision for every 20 hours of internship, or a minimum of 1 hour of supervision per week
 - Practicum students are required 1 hour of supervision per week
- Provide additional consultation as needed or when requested by the counselor trainee
- Provide ongoing feedback to the student regarding their performance

- Review and sign the student’s weekly time log
- Clinical Mental Health Practicum/Internship only: review and sign student’s weekly supervision note
- Coordinate the audio and/or video recording of at least one client session involving the student as counselor or co-counselor. This recording will be reviewed, and feedback given to the student by both the site supervisor and university supervisor. If audio/video recording is not permitted at the site due to site policy, direct observation must be substituted, with documentation of the observation and discussion signed by the supervisor and supervisee (alternative recording form is located in the forms section of this manual)
- Complete, sign, and review with the student the Supervisor Evaluation (Appendix V or Appendix VI) – This is to be completed at the middle and end of each semester.
- Communicate concerns about the supervisee’s professional behavior and/or issues pertaining to the skills or counseling competencies to Capital’s Placement Coordinator (Dr. Walsh – School; Dr. Gorby – Clinical Mental Health)
- Oversee all site work completed by the supervisee

Site Supervisor Roles

- Orient the counselor trainee to the work environment by providing site specific information
- Play a valuable role in the professional development of the student for the semester as well as
- Designate methods for individual supervision
- Give support for professional growth and development
- Provide supervisee with feedback that is timely, clear, and specific
- Encourage supervisee in exploring and clarifying thoughts, feelings, and behaviors in a space that allows for development and growth of the individual
- Work in a professional manner to challenge personal and/or professional deficits of the trainee
- Address any practices that may be deemed as unethical or incompetent
- Provide the counseling student with a set of emergency protocols as well as emergency contact information
- Be available to the supervisee outside of the established supervision schedule for impromptu supervision in the event of emergencies
- Evaluate competencies of the supervisee during a session through listening to recordings or by direct observation
- Keep signed records of all documents as well as supervision logs

Site Supervisor Best Practices

To best work with supervisees, it is important to understand the impact of developmental stages of the counselor trainee. Below are some basic guidelines:

Initial Stage – Counselor trainee often lacks confidence. Is looking for concrete solutions, methods, and techniques

- Provide structured training opportunities that will produce successful results with minimal challenge and confrontation
- Provide ideas on how to solve problems while challenging them to evaluate alternatives in order to promote critical thinking

Middle Stage - Counselor trainee feelings fluctuate between self-doubt and self-confidence as they undertake new tasks

- Increasingly provide more autonomy for the counselor trainee as they start to master tasks. Counselor trainee behavior that is confronted at this stage often more welcomed and integrated

Later Stage – Counselor Candidates are increasingly confident. Seek independence in completing tasks and may show initiative in objectives/goals

- Encourage candidates to think for themselves, problem solve, and assume more responsibility
- May benefit from opportunities to lead projects, workshops, or psychoeducational proposals

Supervisor Strategies

Ideal strategies for helping counseling trainees to develop personally and professionally include:

- Modeling counseling competencies and professional behaviors to counselor candidates
- Live observation and processing of sessions
- Role-plays and rehearsals of new tasks
- Case studies of difficult cases
- Case conceptualizations of challenging clients
- Integration into the site environment, attending staff meetings, case reviews, psychoeducational presentations and other regular duties of counselors on site
- Aide in record keeping procedures and maintenance
- Be available to candidates for feedback outside of scheduled supervision sessions if necessary

Practicum/Internship Placement Sites

Placement settings are sites that serve as a student's in-field training. They vary across and between tracks. The school track typically is any traditional public, private, or charter K-12 school within or around the community. Students can work in elementary, middle, or high

school settings or, at times, a hybrid of these levels. The clinical mental health counseling track can include hospitals, community agencies, college counseling centers, and various other settings that employ mental health counselors and an LPCC-S.

The Capital University Placement Coordinator (Dr. Walsh – School; Dr. Gorby – CMH) will assist with site placement of counselor trainees. The Placement Coordinator will monitor the application process, recruit potential site placements, and clarify supervision expectations for site supervisors.

Program Faculty Supervisor

A counselor education instructor will facilitate the practicum and internship courses. These courses will be where group supervision is facilitated for up to 12 students per course. Students will receive a minimum of 1.5 hours of group supervision each week during the semester. The courses are scheduled for 2 hours each week to account for paperwork related tasks.

The group supervision experience allows students the opportunity to experience peer consultation with support from an experienced counselor educator. As part of the course, students will present case conceptualizations that may include audio/video recordings of student/client sessions. If the counselor trainee is unable to conduct an audio/video recording of their session, then a review of a supervision session evaluation may be presented as part of the case conceptualization.

Supervisee Expectations

A supervisee is a student enrolled in the counselor education program who has met the minimum educational requirements, course prerequisites and is enrolled in the counseling practicum or internship course.

Expectations of the supervisee include:

- Collaborate with site supervisor to create a supervision agreement
- Discuss with your supervisor the goals and/or skills you would like to develop
- Come prepared to work with clients and site supervisor
- Be open to guidance, feedback, and instruction from the site, site supervisor, faculty supervisors, and others
- Complete all site related work in a timely manner
- Prompt follow through when given instructions/directions
- Inform your site supervisor of any difficulties you are having in the areas of services, completing paperwork, or collaborating with other staff members
- Request information related to emergency and crisis procedures for your site
- Seek supervision at your whenever uncertain about a situation

- Follow all protocols as outlined by your placement for emergency situations
- Inform your site supervisor of any emergency as they are legally and ethically responsible
- Advise the site supervisor of any important changes in a student/client's case
- Consult and inform your site supervisor if changes need to be made to your established schedule
- Be prepared to provide audio or video recordings, or have your site supervisor observe sessions as needed
- Engage in at least one hour of supervision with site supervisor per week
- Do not engage in dual/multiple relationships with students/clients
- Ensure that all clients, students, and parents are aware that you are a counselor in training as part of disclosure
- Adhere to the ASCA/ACA ethical guidelines
- Dress in a professional manner and adhere to the dress code of the site
- Inform site supervisor and faculty supervisor if you are unable to attend your placement

Responsibilities of the supervisee include:

- Attend weekly group supervision during the practicum or internship course
- Arrive to class and to your site on time and prepared
- Actively participate in peer group supervision
- Obtain, maintain, and provide proof of Professional Liability Insurance
- Complete all paperwork and upload all completed paperwork to Canvas and/or your Anthology e-portfolio in an ongoing and timely manner
- Provide documentation to the instructor each week for review
- Maintain copies of everything submitted
- Present case conceptualizations as assigned

Session Recordings

Adhering to CACREP standards, counselor trainees must provide faculty with audio and/or video recording of sessions with students/clients. The purpose of this activity is to provide the counselor candidate with constructive feedback to promote insight and professional development. It also serves as a factor in gatekeeping for faculty to assure quality services are being provided to students/clients. Requirements for recording will be outlined in the practicum/internship class.

Recording methodology may vary among sites. You should consult with the on-site supervisor regarding existing policies for recording and how they would prefer you to do so. In general, recordings should be kept safe and confidential. There should be no visible, identifying marks on the recording (physically or digitally) that might identify the student/client. Digital recordings should be password protected and physical recordings

locked when not being used. All recordings should be destroyed and/or completely deleted when the practicum/internship experience has been completed.

To maintain confidentiality, the counselor trainee should obtain a signed informed consent. You should use the same consent the site uses if they have one or you may use the consent provided in this manual (Appendix IV). For minors, the student/client's legal guardians should complete this form before recording.

In the event that a site does not permit audio/video recording, the counseling trainee may substitute live supervision as provided by the on-site supervisor. Please use the form provided in Appendix V for this process. For minors, counselor trainees should still have the student/client's legal guardians complete the informed consent form.

Practicum

The counseling practicum course is a supervised learning experience that allows students to gain a better understanding of the role of a school counselor. This course serves as a prerequisite training experience that takes place the spring semester before internship. The course requires the completion of a supervised counseling experience that totals a minimum of 100 hours. Of the 100 hours, at least 40 hours are direct contact hours with students/clients. Students should expect to be on-site 10 hours per week for the entire semester.

“Direct service” is defined by CACREP as: the supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.

Practicum Prerequisites

The following course work is expected to be completed by the student:

EDUC 503 Introduction to the Profession
EDUC 523 Theories and Techniques of Individual Counseling
EDUC 553 Counseling Diverse Populations

The student will be concurrently enrolled in or completed the following courses:

EDUC 533 Theories and Techniques of Group Counseling
EDUC 564 Ethical and Legal Issues in Counseling

Applying for Practicum

School Counseling: The student must have completed, reviewed with their advisor, signed and submitted the Practicum/Internship Application via Anthology by the 6th week of the semester prior to the semester in which they plan to enroll in the counseling practicum or internship course.

Clinical Mental Health Counseling: During the fall semester, you will attend the Capital Practicum/Internship Fair. This is an opportunity for you to visit with and explore potential practicum/internship placements with some of our community partners. You will apply for practicum following the fair during the semester prior to beginning practicum.

Practicum Expectations

- Students are to complete all course requirements and course hours within the academic semester
- Students are to complete a total of 100 hours during the practicum experience (at least 40 direct contact hours)
- A minimum of one hour of weekly face-to-face supervision with the site supervisor
- Attend and participate in each practicum class during the semester
- Students are not permitted to provide service to clients when the practicum course is not in session without approval from the course instructor and the placement coordinator.

Practicum Objectives (based on CACREP Standards)

Students Will:

- Incorporate self-care strategies appropriate to the counselor role. (II.G.1.d)
- Have knowledge of counseling supervision models, practices, and processes. (II.G.1.e)
- Be knowledgeable and incorporate into practice the ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (II.G.1.j)
- Understand the cultural context of relationships, issues, and trends in a multicultural society, including multicultural and pluralistic trends, characteristics and concerns within and among diverse groups nationally and internationally. (II.G.2.a)
- Complete a supervised practicum experience that totals a minimum of 100 clock hours over a minimum 10-week academic term. (III.F)
- Complete 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. (III.F.a)
- Engage in weekly interactions that averages one hour per week of individual and/or triadic supervision throughout the practicum course by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract. (III.F.b)
- Engage in an average of 1.5 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor. (III.F.c)
- Develop program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with student. (III.F.d)
- Complete an evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation by the supervisor after the student completes the practicum. (III.F.e)

Practicum Evaluation

Students will be given a letter grade after the completion of the practicum experience. The faculty member will make the final decision regarding grading and course credit. A grade of an “I” (Incomplete) may be received if the 100 hours required for practicum are not completed by the end of the semester. However, an “I” (Incomplete) will only be given in extreme cases and must be approved by the core faculty members of the program. Please note that if given an “I”, hours must be completed within two weeks of the following semester, or the grade will automatically turn to an “F”. It is the student’s responsibility to notify the instructor once the hours are completed and to request the grade to be changed.

The following will be used to evaluate students during the practicum course:

1. Demonstration of the counseling skills, competencies, and professional behaviors outlined in the program’s Practicum and Internship Manual and on-site supervisor evaluation forms
2. The student completed all 100 hours (at least 40 direct) within the semester
3. The timely completion of practicum logs and timely uploading of logs
4. The timely completion and submission of weekly experiential journals
5. All other paperwork will be completed in an ongoing and timely manner
6. All paperwork will be uploaded by assigned due dates or as directed by faculty supervisor
7. The evaluations of the student from the site and faculty supervisor
8. Any additional assignments as given by the course instructor

Internship

This course compliments students’ internship site placements. Students will further their experiences through case-presentations, peer feedback, theoretical orientation exploration, and technique training. Students will help design treatment plans and explore options with problematic cases. Internship placements help further develop students chosen specialties. For example, the school counseling internship experience will center on the counseling and consultation process to further develop interpersonal relationship and communication skills and also to develop a deeper understanding and application of the ASCA national model. The clinical mental health counseling experience will center on developing diagnostic skills, treatment of mental and emotional disorders, and utilizing assessments as part of case conceptualization and treatment planning.

The counseling internship requires completion of a supervised experience that total a minimum of 600 clock hours, with at least 240 direct service hours, that is completed across two consecutive academic semesters. Students should expect to be on-site 20 hours per week for the entire year.

“Direct service” is defined by CACREP as: the supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.

The counseling internship student is required to attend and participate in the counseling internship course with a counseling education faculty member. The course meets for two hours a week at arranged times to review and discuss the on-site internship activities.

Internship Prerequisites

Internship student will have successfully completed practicum and have earned a minimum grade of a B or higher. In addition, the student has progressed as a student as defined by the counselor education program (dispositions evaluations and key performance indicators met).

The following course work is expected to be completed by the student:

EDUC 517 Research Methods

Applying for Internship

School Counseling: The student must have completed, reviewed with their advisor, signed and submitted the Practicum/Internship Application via Anthology by the 6th week of the semester prior to the semester in which they plan to enroll in the counseling practicum or internship course.

Clinical Mental Health Counseling: Students will complete their internship application via Anthology during the semester they are enrolled in practicum. Communication about application, including timeline, will come from the CMH Placement Coordinator.

Internship Expectations

- Complete a total of 600 hours, with at least 240 clock hours of direct service
- A student is required to enroll in internship for two consecutive semesters (fall & spring)
- Students will continue to have a minimum of one-hour of face-to-face supervision each week with their assigned site supervisor
- Students will continue to have university supervision from a counselor faculty member during the entirety of internship experience

- Students will regularly attend and actively participate in the internship course
- Students will ensure supervision evaluation forms are completed by the site supervisor, complete self-evaluation forms, and evaluation forms regarding site supervisor and supervision experience
- Students are not permitted to provide service to clients when the internship course is not in session without approval from the course instructor and the placement coordinator.

Internship Objectives (based on CACREP Standards)

Students Will:

- Have knowledge of counseling supervision models, practices, and processes. (II.G.1.e)
- Understand the role and process of the professional counselor advocating on behalf of the profession. (II.G.1.h)
- Be knowledgeable and incorporate into practice the ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (II.G.1.j)
- Understand the cultural context of relationships, issues, and trends in a multicultural society, including multicultural and pluralistic trends, characteristics and concerns within and among diverse groups nationally and internationally. (II.G.2.a)
- Complete a supervised internship of 600 clock hours, to begin after successful completion of the practicum. (III.G)
- Complete at least 240 clock hours of direct service, including group experience. (III.G.a)
- Engage in weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor. (III.G.b)
- Engage in an average of 1.5 hours per week of group supervision provided on a regular schedule throughout the internship experience and performed by a program faculty member. (III.G.c)
- Engage in opportunities that allow 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). (III.G.d)
- Develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with students. (III.G.e)
- Engage in an 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. (III.G.f)

Internship Evaluation

Students will be given a letter grade in the fall and spring after the completion of each semester. The faculty member will make the final decision regarding grading and course credit. A grade of an “I” (Incomplete) may be received if the 300 hours required for each section of internship are not completed by the end of each semester. However, an “I” (Incomplete) will only be given in extreme cases and must be approved by the core faculty members of the program. An “I” cannot be given to a student at the end of the spring semester if the student wishes to graduate in the same semester. Please note that if given an “I” (Incomplete), hours must be completed within two weeks of the following semester, or the grade will automatically turn to an “F”. It is the student’s responsibility to notify the instructor once the hours are completed to request the grade to be changed.

The following will be used to evaluate students during the internship course:

1. Demonstration of the counseling skills, competencies, and professional behaviors outlined in the program’s Practicum and Internship Manual and on-site supervisor evaluation forms.
2. The student made sufficient progress towards direct and indirect contact hours in the first semester and completed remaining hours in the second semester.
3. The timely completion of weekly practicum logs and timely uploading of logs.
4. The timely completion and submission of weekly experiential journals.
5. All other paperwork will be completed in an ongoing and timely manner.
6. All paperwork will be uploaded by assigned due dates or as directed by the faculty supervisor.
7. The evaluations of the student from the site and faculty supervisor.

Internship Flex Hours

As faculty we recognize that the collection of internship hours can be challenging for students. There are many sites that operate on a schedule that does not align with the university’s academic calendar. Internship students who are in good academic standing and have had a successful practicum experience will be eligible for the flex hour opportunity (see Appendix XII).

In the fall, students may start at their internship site one-week prior to Capital University’s semester start date. In order to start early, the student must have all required documents on file with the Placement Coordinator. It is the student’s responsibility to communicate the early start date and to ensure all the necessary initial documents are completed and correctly uploaded to Canvas or Anthology. If the student fails to ensure all initial documents are received prior to the early start date, the faculty supervisor and the department reserves the right to not accept the hours completed a week prior to the university start date.

During Capital University's winter break, students may continue to earn hours toward the second semester of internship. Once the fall semester has concluded, following the university's academic calendar, students can start to earn hours toward the second semester of internship. Students will be required to gain the permission of the site supervisor through the completion of the Flex Hour form. The form waves the university and informs the site supervisor that counselor trainees are not engaged in faculty supervision during winter break. All background checks must be current and cannot expire over winter break. If a student wishes to engage in the flex hour opportunity, background checks must be renewed before Capital University's winter break.

Please note: The internship flex opportunity was designed to support students to complete hours. The program was not designed to allow students to "rush" through the completion of hours. Students are required to continue at their internship site placement for the whole academic year regardless of when the 600 hours have been completed.

Counselor Education Curriculum

Clinical Mental Health Curriculum

- COUNSELING FOUNDATIONS (18 semester hours)
 - EDUC 503 Introduction to the Profession (2 cr.)
 - EDUC 523 Theories and Techniques of Individual Counseling (4 cr.)
 - EDUC 533 Theories and Techniques of Group Counseling (4 cr.)
 - EDUC 553 Counseling Diverse Populations (4 cr.)
 - EDUC 564 Ethical and Legal Issues in Counseling (4 cr.)

- HUMAN DEVELOPMENT (4 semester hours)
 - EDUC 513 Personality and Human Development (2 cr.)
 - EDUC 634 Counseling through the Lifespan (2 cr.)

- PROFESIONAL COUNSELING (10 semester hours)
 - EDUC 584 Diagnosis of Mental and Emotional Disorders (4 cr.)
 - EDUC 644 Clinical Assessment and Evaluation (2 cr.)
 - EDUC 684 Theories of Counseling Supervision (2 cr.)
 - EDUC 694 Trauma and Crisis Counseling (2 cr.)

- COUNSELING POPULATIONS (8 semester hours)
 - EDUC 543 Counseling Children and Adolescents (2 cr.)
 - EDUC 544 Substance Abuse and Addictions Counseling (2 cr.)
 - EDUC 573 Career Counseling (2 cr.)
 - EDUC 554 Family Systems and Couple Counseling (2 cr.)

- ADVANCED COUNSELING (12 semester hours)
 - EDUC 517 Research Statistics and Methodology (4 cr.)
 - EDUC 574 Advanced Techniques in Individual/Group Counseling (2 cr.)
 - EDUC 527 Comprehensive Professional Research (2 cr.)
 - EDUC 654 Wellness and Prevention Counseling (2 cr.)
 - EDUC 664 Advanced Assessment (2 cr.)

- CLINICAL FIELD EXPERIENCE (12 semester hours)
 - EDUC 594 Clinical Mental Health Counseling Practicum (4 cr.)
 - EDUC 604 Clinical Mental Health Counseling Internship (8 cr.)

* Or Thesis Option

School Counseling Curriculum

- COUNSELING FOUNDATIONS (18 semester hours)
 - EDUC 503 Introduction to the Profession (2 cr.)
 - EDUC 523 Theories and Techniques of Individual Counseling (4 cr.)
 - EDUC 533 Theories and Techniques of Group Counseling (4 cr.)
 - EDUC 553 Counseling Diverse Populations (4 cr.)
 - EDUC 564 Ethical and Legal Issues in Counseling (4 cr.)

- HUMAN DEVELOPMENT (4 semester hours)
 - EDUC 513 Personality and Human Development (2 cr.)
 - EDUC 634 Counseling through the Lifespan (2 cr.)

- PROFESSIONAL COUNSELING (12 semester hours)
 - EDUC 584 Diagnosis of Mental and Emotional Disorders (4 cr.)
 - EDUC 644 Clinical Assessment and Evaluation (2 cr.)
 - EDUC 623 Working in a School System (4 cr.)
 - Elective (2 cr.)

- COUNSELING POPULATIONS (8 semester hours)
 - EDUC 543 Counseling Children and Adolescents (2 cr.)
 - EDUC 573 Career Counseling (2 cr.)
 - EDUC 554 Family Systems and Couple Counseling (2 cr.)
 - EDUC 663 Counseling Students with Exceptionalities (2 cr.)

- ADVANCED COUNSELING (10 semester hours)
 - EDUC 517 Research Statistics and Methodology (4 cr.)
 - EDUC 527 Comprehensive Professional Research* (2 cr.)
 - EDUC 563 Consultation and Collaboration (4 cr.)

- CLINICAL FIELD EXPERIENCE (12 semester hours)
 - EDUC 603 School Counseling Practicum (4 cr.)
 - EDUC 613 School Counseling Internship (8 cr.)

* Or Thesis Option

Appendices

****All applications and evaluations are to be completed and submitted via Anthology****

Appendix I

Application for Practicum and Internship

Note: The initial form should be used to apply for practicum. The internship form should be completed to apply for internship and/or request a change in site from practicum to internship.

Application for Practicum

Name:
Phone Number:
Employee Status: ___ Part-Time ___ Full-Time
Anticipated Graduation:
Current Employer:

Capital ID:
Email:

For School Counseling Students:

Do you wish to complete your hours in the school/district you are employed? YES or NO

| | |
|---|--|
| Grade Level Preference (order by preference): | Location Preference (different districts): |
| ___ Elementary | 1. |
| ___ Middle | 2. |
| ___ High School | 3. |

For Clinical Mental Health Counseling Students:

Site Preferences (order by preference):

- 1.
- 2.
- 3.
- 4.
- 5.

Every effort will made to accommodate your preferences but please note that this is not a guarantee that you will be placed with at preferred locations or grade levels

Special circumstances to consider (i.e. need site to be on a bus line, can only work specific days/times):

I met with my advisor to discuss potential placements:

Student Signature:

Date:

Advisor Signature:

Date:

Advisor Notes:

Application for Internship

Name: _____ Capital ID: _____

Phone Number: _____ Email: _____

Employee Status: _____ Part-Time _____ Full-Time

Anticipated Graduation: _____ Current Employer: _____

For School Counseling Students:

Do you wish to complete your internship hours at your practicum site? YES or NO

Grade Level Preference (order by preference):

____ Elementary

____ Middle

____ High School

Location Preference (different districts):

1. _____

2. _____

3. _____

For Clinical Mental Health Counseling Students:

Do you wish to complete your internship hours at your practicum site? YES or NO

Site Preferences (order by preference):

1. _____

2. _____

3. _____

4. _____

5. _____

Every effort will made to accommodate your preferences but please note that this is not a guarantee that you will be placed with at preferred locations or grade levels

Special circumstances to consider (i.e. need site to be on a bus line, can only work specific days/times):

I met with my advisor to discuss potential placements:

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Advisor Notes:

Appendix II

Recording/Live Supervision Verification Form

Recording/Live Supervision Verification Form

In order to ensure that client confidentiality is not compromised, the Counselor Education program at Capital University does not maintain any records containing student/client identification within our counseling students' records. Students are required to removed names of students/clients from any practicum and/or internship assignments. The university does not collect consent forms from counselor trainees. Although consent to record/observe and release other information may expire, we keep records only to the extent required by law and the state board.

This form is used to verify that the client and/or guardian signatures were obtained by the counselor trainee to record and/or present information related to the counseling session. The site supervisor signs this form to verify that there is an authorization for consent to record on file at the school site location of the counselor trainee.

If you have any questions, you may contact the instructor of the course:

Instructor Name: _____

Instructor Phone: _____

Instructor Email: _____

Capital Student Signature: _____ Date: _____

Field Site Supervisor Signature: _____

Client Alias: _____

Appendix III

Permission and Consent to Record/Receive Live Supervision

Note: This form is to be signed by the client/trainee/parents/guardians and should be kept at the school site location in the Site Supervisor's files. This should not be loaded to Canvas or Anthology

Permission and Consent to Record

I, _____, hereby give consent to the

(client's name)

counseling intern, _____, a graduate student at

(counselor in training's name)

Capital University within the Counselor Education program, to video/audio record the counseling session. I understand the counselor trainee is receiving supervision from the following individuals:

Site Supervisor: _____ Contact: _____

Faculty Instructor & Supervisor: _____

I understand the recording will only be used for educational and training related purposes. I acknowledge that some or all of the recording will be heard by other counselor trainees, their faculty instructor, and their site supervisor for educational and training purposes only. Please note that all recordings are kept strictly confidential with no identifying information is added. An alias name is used to protect the client. The recording will be destroyed once it has served its purpose.

I understand that refusal to sign this form does not affect eligibility of services provided by the school.

Client/Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

Counselor Trainee: _____ Date: _____

Site Supervisor: _____ Date: _____

Permission and Consent to Live Supervision

I, _____, hereby give consent to the
(client's name)

counseling intern, _____, a graduate student at
(counselor trainee's name)

Capital University within the Counselor Education program, to receive live supervision during my counseling session. I understand the counselor trainee is receiving supervision from the following individuals:

Site Supervisor: _____ Contact: _____

Faculty Instructor & Supervisor: _____

I understand that live supervision is only be used for educational and training related purposes. I acknowledge that the supervisor is only present in order to evaluate the counselor trainee.

I understand that refusal to sign this form does not affect eligibility of services provided by the school.

Client/Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

Counselor Trainee: _____ Date: _____

Site Supervisor: _____ Date: _____

Appendix IV

Live Supervision Evaluation Form

Note: This form should only be used if the counselor trainee is not permitted to audio/video record the counseling session by the site. The site supervisor is to directly observe the counseling session. The trainee should complete the first page as it provides background information to the site supervisor. The site supervisor is to complete the evaluation checklist and skills rating form. Please check that these forms have no identifying client information.

Live Counseling Session Evaluation Form

Only to be submitted when recording is not permitted by the site. The use of this form must be preapproved by the counseling faculty at Capital University.

| | |
|-------------------------------|--|
| Client's Alias Name | |
| Name of Counselor in Training | |
| Date of Counseling Session | |
| Date of Critique | |
| Session Number | |
| Length of Session | |
| Evaluated by | |

Background Information

| | |
|--------------------|--|
| Presenting Problem | |
| Relevant History | |
| Counseling Goals | |

Counseling Session Evaluation Checklist

| Openings | Skill | Notes |
|-----------------|-----------------------------|-------|
| | Structure/Time | |
| | Transition | |
| | Expectations | |
| | Permission to record | |
| Content | | |
| | Identify/Restate Concerns | |
| | Translate Concerns to Goals | |
| | Brainstorm | |
| | Weigh Alternatives | |
| | Action Plan | |
| Closings | | |
| | Reference to Time | |
| | Summary | |
| | Invitation Back | |

Counselor Considerations (Strengths, Concerns, Suggestions)

Skills Rating Form

| <u>Skill</u> | <u>Rating (unacceptable - acceptable)</u> | | | | |
|---|---|---|---|---|---|
| Structuring and Goals- was a facilitative structure present in the session? Did the counselor engage in goal setting or work on active goals? | 1 | 2 | 3 | 4 | 5 |
| Attending/Listening- did the counselor demonstrate appropriate nonverbal, active, and alert attending/listening skills? | 1 | 2 | 3 | 4 | 5 |
| Reflections- did the counselor restate the content of the client's verbal message in a concise, understandable manner? Was the trainee able to reflect on feeling and meaning within context to the situation? | 1 | 2 | 3 | 4 | 5 |
| Silence- did the counselor wait for the student to answer when the client needed time to respond? | 1 | 2 | 3 | 4 | 5 |
| Empathy- did the counselor convey an understanding of the client's experiences? In what way? Did the trainee communicate empathy verbally and/or nonverbally? | 1 | 2 | 3 | 4 | 5 |
| Summarization(trainee)- did the trainee identify a major theme of feeling, content, or process content from a prior session? (i.e. summarizes content and goals from first or most recent past session) | 1 | 2 | 3 | 4 | 5 |
| Probing- did the counselor ask questions that helped with storytelling (Open questions rather than close questions) | 1 | 2 | 3 | 4 | 5 |
| Confrontation- did the counselor use opportunities to provide insight on discrepancies or patterns when considering the student's behaviors and feelings? | 1 | 2 | 3 | 4 | 5 |
| Summarization(supervisee)- did the supervisee identify major themes of feelings, content, or process content from a prior session? Was the supervisee able to make connections? | 1 | 2 | 3 | 4 | 5 |
| Closing- was the closing smooth, appropriate, and well facilitated? Explain why or why not. | 1 | 2 | 3 | 4 | 5 |

Appendix V

***Practicum and Internship Evaluation of Student –
School Counseling***

Student and Site Evaluation

Note: You are to have your site supervisor complete this during midterm and finals week. Once completed by the site supervisor, you both should review and sign the document. In addition, your faculty supervisor will complete a final evaluation of your performance at the end of each semester.

**Capital University
Counselor Education – School Counseling
Supervisor Evaluation**

Student Name: _____

Name of School: _____

Site Supervisor: _____

Semester/Year _____

Evaluation of Supervisee

Please rate the student as fairly and objectively as possible, considering the student's developmental level and experience (e.g. practicum or internship semester 1 or 2).

Rate the student's delivery of services overall as a student-in-training based on your observations for each of the following areas:

| | Highly Underprepared | Underprepared | Prepared | Highly Prepared | Not Observed |
|--------------------------------------|-------------------------|---------------|----------|--------------------|-----------------|
| Individual Counseling | | | | | |
| Group Counseling | | | | | |
| Core Curriculum Classroom Lessons | | | | | |
| Consultation | | | | | |

Additional Narrative or Comments:

Consultation and Collaboration

| | Highly Underprepared | Underprepared | Prepared | Highly Prepared | Not Observed |
|---|----------------------|---------------|----------|-----------------|--------------|
| Understands and advocates for the role of the school counselor | | | | | |
| Knowledge of schools as systems and their role on multidisciplinary teams | | | | | |
| Works collaboratively with faculty, staff, and stakeholders | | | | | |
| Understands the nature and limits of confidentiality in a PK-12 setting | | | | | |
| Knowledge of community resources and referral process | | | | | |

Additional Narrative or Comments:

Cultural Self-Awareness and Service Delivery

| | Highly Underprepared | Underprepared | Prepared | Highly Prepared | Not Observed |
|---|----------------------|---------------|----------|-----------------|--------------|
| Designs and implements culturally responsive interventions | | | | | |
| Conceptualizes and responds to students' mental health, social emotional, and educational needs | | | | | |
| Applies developmentally appropriate and differentiated counseling interventions | | | | | |
| Guides students' college, career, and post-secondary readiness at the PK-12 level | | | | | |
| Understands career development foundations and interventions in the PK-12 settings | | | | | |
| Understands career development foundations and interventions in the PK-12 settings | | | | | |
| Utilizes strategies to facilitate grade promotion and/or post-secondary transitions | | | | | |
| Can connect and work with all students regardless of backgrounds or beliefs | | | | | |

Additional Narrative or Comments:

Counseling Skills and Knowledge

Scoring:

Absent - not using skill;

Developing - use of skill sporadically and/or inefficiently;

Emerging -use of skill effectively at times but needs additional practice;

Skilled - use of skill demonstrates intentionality and proficiency

Accomplished - use of skill demonstrates mastery and aptitude expected of a professional in the field

| | Absent | Developing | Emerging | Skilled | Accomplished | Not Observed |
|---|--------|------------|----------|---------|--------------|--------------|
| Attending Skills (non-verbal, active listening, client observations) | | | | | | |
| Relationship Building (respect, warmth, genuineness) | | | | | | |
| Use of Questions (open, closed) | | | | | | |
| Reflecting Skills (summarizing, paraphrasing) | | | | | | |
| Advanced (silence, reflecting meaning, confrontation, self-disclosure, immediacy) | | | | | | |
| Goal-setting (intentional interventions) | | | | | | |
| Time Management of Sessions | | | | | | |
| Assessing Risk (appropriate procedures and protocols) | | | | | | |

Additional Narrative or Comments:

Assessment

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Not Observed |
|---|-------------------|----------|---------|-------|----------------|--------------|
| Demonstrates knowledge of how counseling programs are integrated with school curriculum and mission | | | | | | |
| Understands how school wide goals can be addressed through counseling programs | | | | | | |
| Is actively involved in designing procedures for planning and initiating additions to the counseling program | | | | | | |
| Demonstrates knowledge on how to collect data from a variety of resources (e.g. academics, behavior, achievement) | | | | | | |
| Understands the procedures to assessing risk of aggression or danger to others, self-inflicted harm, or suicide | | | | | | |

Additional Narrative or Comments:

Professionalism and Dispositions

| | Deficit | Needs Improvement | Meets Expectations | Exceeds Expectations | Not Observed |
|---|---------|-------------------|--------------------|----------------------|--------------|
| Awareness of how one's own culture, belief systems, values, needs, and limitations impacts their views of and work with students, teachers, parents, etc. | | | | | |
| Behaves in a professional manner towards supervisors, colleagues, and students (including professional dress, attitudes, boundaries) | | | | | |
| Demonstrates the ability to receive, integrate, and utilize feedback | | | | | |
| Engaged in school counseling office activities (e.g. staff meetings, programs) | | | | | |
| Completes assigned tasks in an effective and ethical fashion | | | | | |
| Recognizes importance of self-awareness and reflection | | | | | |

Additional Narrative or Comments:

Based on your experience as this student's supervisor, is this student developmentally appropriate for their next step as a developing counselor (internship or work as a school counselor)?

_____ No

_____ Yes, with reservations

_____ Yes, without reservations

If you answered “no” or “yes, with reservations”, please provide additional information about your concerns.

Describe the duties provided by the student:

What are the students current professionally related goals and their progress towards these goals:

Please describe the student’s strengths:

Please describe the student’s limitations and areas for development:

Would you like to be contacted by the student’s university supervisor to discuss the progress of your supervisee? Yes _____ No _____

Thank you for your time and diligence. We greatly appreciate your effort and work to create excellent profession school counselors!

**Capital University
Counselor Education – School Counseling
Student Evaluation**

Student Name: _____

Name of School: _____

Site Supervisor: _____

Semester/Year: _____

Please check your level of agreement for each criteria below. Feel free to elaborate in the comment area after each section.

Supervisor Feedback

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---------------------------------------|-------------------|----------|---------|-------|----------------|
| Constructive | | | | | |
| Fair and honest | | | | | |
| Concrete | | | | | |
| Strengths-based considerations | | | | | |
| Relevant and helpful | | | | | |

Additional Narrative or Comments:

Supervisor Characteristics

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-------------------|----------|---------|-------|----------------|
| Supportive | | | | | |
| Invested in my growth | | | | | |
| Provides adequate feedback | | | | | |
| Communicated effectively and openly | | | | | |
| Provided an environment conducive to learning | | | | | |

Additional Narrative or Comments:

Supervisor Opportunities (supervisor facilitated opportunities for me to:)

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| Obtain permission from parents | | | | | |
| Counsel students individually | | | | | |
| Facilitate group work | | | | | |
| Perform classroom lessons | | | | | |
| Meet the recording requirements | | | | | |
| Learn about the school setting and community | | | | | |
| Communicate with parents | | | | | |
| Meet with teachers, administrators, and staff | | | | | |
| Observe and/or participate in other aspects of their role beyond counseling | | | | | |

Additional Narrative or Comments:

School Site

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| Provided adequate space to perform my counseling duties | | | | | |
| Administrators were supportive of the role of the school counselor | | | | | |
| Provided sufficient access to students for participating in counseling related activities | | | | | |

Additional Narrative or Comments:

Overall, I would give my site supervisor a grade of: **A** **B** **C** **D** **F**

Please describe features/aspects of the site that were challenging:

Please describe the features/aspects of the site that positively contributed to your internship experience:

Appendix VI
*Practicum and Internship Evaluations – Clinical Mental Health
Counseling*
Student and Site Evaluation

Note: You are to have your site supervisor complete this during midterm and finals week. Once completed by the site supervisor, you both should review and sign the document. In addition, your faculty supervisor will complete a final evaluation of your performance at the end of each semester.

**Capital University
Counselor Education – Clinical Mental Health Counseling
Supervisor Evaluation**

Student Name: _____
 Name of School: _____
 Site Supervisor: _____
 Semester/Year _____

Evaluation of Supervisee

Please rate the student as fairly and objectively as possible, considering the student's developmental level and experience (e.g. practicum or internship semester 1 or 2).

Rate the student's delivery of services overall as a student-in-training based on your observations for each of the following areas:

Scoring

Absent - not using skill or criterion;

Developing - use of skill or criterion sporadically and/or inefficiently;

Emerging -use of skill or criterion effectively at times but needs additional practice;

Skilled - use of skill or criterion demonstrates intentionality and proficiency

Accomplished - use of skill or criterion demonstrates mastery and aptitude expected of a professional in the field

| | Absent | Developing | Emerging | Skilled | Accomplished | Not Observed |
|-------------------------------------|--------|------------|----------|---------|--------------|--------------|
| Individual Counseling | | | | | | |
| Group Counseling | | | | | | |
| Diagnosis Knowledge and Application | | | | | | |
| Treatment Skills and Interventions | | | | | | |

Additional Narrative or Comments:

Essential Counseling Skills

| | Absent | Developing | Emerging | Skilled | Accomplished | Not Observed |
|---|--------|------------|----------|---------|--------------|--------------|
| Attending Skills (non-verbal, active listening, client observations) | | | | | | |
| Relationship Building (respect, warmth, genuineness) | | | | | | |
| Empathy (active, reflective) | | | | | | |
| Use of Questions (open, closed) | | | | | | |
| Reflecting Skills (summarizing, paraphrasing) | | | | | | |
| Advanced (silence, reflecting meaning, confrontation, self-disclosure, immediacy) | | | | | | |
| Goal-setting (intentional interventions) | | | | | | |
| Exploring Alternatives with Client | | | | | | |
| Staying Present in Session | | | | | | |
| Time Management of Sessions | | | | | | |
| Assessing Risk (appropriate procedures and protocols) | | | | | | |

Additional Narrative or Comments:

Site Specific Professionalism

| | Absent | Developing | Emerging | Skilled | Accomplished | Not Observed |
|--|--------|------------|----------|---------|--------------|--------------|
| Promptness | | | | | | |
| Dependability | | | | | | |
| Preparation | | | | | | |
| Takes initiative and can work independently | | | | | | |
| Cooperativeness and ability to work as part of a team | | | | | | |
| Dress professionally | | | | | | |
| Approaches work with a professional attitude | | | | | | |
| Knowledge of aspects of the site, procedures, and protocols | | | | | | |
| Prompt completion of paperwork and forms | | | | | | |
| Knowledge of client population | | | | | | |
| Evidence student researches appropriate interventions to match client need | | | | | | |
| | | | | | | |

Additional Narrative or Comments:

Cultural Awareness and Service Delivery

| | Absent | Developing | Emerging | Skilled | Accomplished | Not Observed |
|---|--------|------------|----------|---------|--------------|--------------|
| Interest in and acceptance of clients | | | | | | |
| Recognition of client's point of view | | | | | | |
| Ability to establish and maintain rapport | | | | | | |
| Connects to a diverse set of clients | | | | | | |
| Adherence to ethical standards | | | | | | |
| Matches interventions to clients accounting for cultural considerations | | | | | | |

Additional Narrative or Comments:

Assessment

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Not Observed |
|---|-------------------|----------|---------|-------|----------------|--------------|
| Demonstrates knowledge of how to perform a biopsychosocial interview | | | | | | |
| Uses assessments intentionally and appropriately | | | | | | |
| Can interpret results of assessments and share content with client | | | | | | |
| Considers validity, reliability and multicultural concerns when using assessments | | | | | | |

Additional Narrative or Comments:

Professional Dispositions

| | Deficit | Needs Improvement | Meets Expectations | Exceeds Expectations | Not Observed |
|---|---------|-------------------|--------------------|----------------------|--------------|
| Awareness of how one's own culture, belief systems, values, needs, and limitations impacts their views of and work with students, teachers, parents, etc. | | | | | |
| Behaves in a professional manner towards supervisors, colleagues, and students (including professional dress, attitudes, boundaries) | | | | | |
| Demonstrates the ability to receive, integrate, and utilize feedback | | | | | |
| Demonstrates a passion for the work they are doing | | | | | |
| Recognizes importance of self-awareness and reflection | | | | | |
| | | | | | |

Additional Narrative or Comments:

Personal Characteristics

| | Deficit | Needs Improvement | Meets Expectations | Exceeds Expectations | Not Observed |
|--------------------------|---------|-------------------|--------------------|----------------------|--------------|
| Self-aware | | | | | |
| Emotional stability | | | | | |
| Self-control | | | | | |
| Tactful | | | | | |
| Adaptive | | | | | |
| Recognizes own strengths | | | | | |
| Recognizes own deficits | | | | | |
| Honesty | | | | | |

Additional Narrative or Comments:

Overall

| | Deficit | Needs Improvement | Meets Expectations | Exceeds Expectations | Not Observed |
|---|---------|-------------------|--------------------|----------------------|--------------|
| Understands dynamics of a counseling session and therapeutic relationship | | | | | |
| Knowledge and utilization of multiple theories of counseling | | | | | |
| Personal growth and maturity | | | | | |
| Leadership qualities | | | | | |
| Potential for success as a professional clinical counselor | | | | | |

Additional Narrative or Comments:

Based on your experience as this student's supervisor, is this student developmentally appropriate for thier next step as a developing counselor (internship or work as a licenssed professional counselor)?

No _____ Yes, with reservations _____ Yes, without reservations _____

If you answered “no” or “yes”, with reservations, please provide additional information about your concerns.

Describe the duties provided by the student:

What are the students current professionally related goals and their progress towards these goals?

Please describe the student’s strengths:

Please describe the student’s limitations and areas for development:

Would you like to be contacted by the student’s university supervisor to discuss the progress of your supervisee?
 Yes _____ No _____

Thank you for your time and diligence. We greatly appreciate your effort and work to create excellent profession school counselors!

Capital University
Counselor Education – Clinical Mental Health Counseling
Student Evaluation

Student Name: _____

Name of School: _____

Site Supervisor: _____

Semester/Year _____

Please check your level of agreement for each criteria below. Feel free to elaborate in the comment area after each section.

Supervisor Feedback

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--------------------------------|-------------------|----------|---------|-------|----------------|
| Constructive | | | | | |
| Fair and honest | | | | | |
| Concrete | | | | | |
| Strengths-based considerations | | | | | |
| Relevant and helpful | | | | | |

Supervisor Characteristics

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-------------------|----------|---------|-------|----------------|
| Supportive | | | | | |
| Invested in my growth | | | | | |
| Provides adequate feedback | | | | | |
| Communicated effectively and openly | | | | | |
| Provided an environment conducive to learning | | | | | |
| Accepts and respects me as a person | | | | | |
| Is spontaneous and flexible in the supervisory sessions | | | | | |
| Allows me to discuss problems I encounter in my practicum setting | | | | | |
| Gives me useful feedback when I do something wrong or need guidance | | | | | |
| Encourages me to use new and different techniques when appropriate | | | | | |
| Helps me organize relevant case data in planning goals and strategies with my client | | | | | |
| Applies criteria fairly in evaluating my counseling performance | | | | | |

Supervisor Opportunities (supervisor facilitated opportunities for me to:)

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| Counsel clients individually | | | | | |
| Facilitate group work | | | | | |
| Create psychoeducational opportunities or workshops | | | | | |
| Meet the recording requirements | | | | | |
| Learn about the site and community | | | | | |
| Communicate or consult with other individuals involved in counseling or programming | | | | | |
| Observe and/or participate in other aspects of their role beyond counseling | | | | | |

Site Evaluation

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| Provided adequate space to perform my counseling duties | | | | | |
| Administrators were supportive of the role of the school counselor | | | | | |
| Provided sufficient access to students for participating in counseling related activities | | | | | |

Additional Narrative or Comments:

Overall, I would give my site supervisor a grade of: **A** **B** **C** **D** **F**

Please describe features/aspects of the site that were challenging:

Please describe the features/aspects of the site that positively contributed to your internship experience:

Appendix VII
Site Supervisor Contract and Agreement

**Capital University
School Counseling
Practicum & Internship Agreement**

To Be Completed by Student

Student's Name: _____ Email: _____

Address: _____

Semester/ Year: _____ Circle One: Practicum Internship

To Be Completed by Site Supervisor

Supervisor Name: _____ Position: _____

School Name: _____

Phone: _____ Email: _____

University granting Master's Degree: _____

Year of Graduation: _____ # of year's experience as a school counselor _____

Licensed as a School Counselor in for at least two years? _____ Yes _____ No

At current school site for at least one year? _____ Yes _____ No

This form specifies an agreement between the Counselor Education Program at Capital University and _____ (school name) for _____ (student name) during the _____ semester(s)/year.

Purpose: The purpose of this agreement is to provide a qualified graduate student with a practicum/internship experience in school counseling and to define the responsibilities of the University supervisor, site supervisor and student in internship.

The University agrees:

1. To assume full responsibility for the administrative duties associated with the program including cooperating school selection, student assignment, and grading.
2. To provide information regarding the program and curriculum in order that the site supervisor may properly plan and execute task assignments and supervision. Specifically included are student data, university calendar, evaluation forms, and practicum and internship manual.

The University supervisor agrees:

1. To consult with the site supervisor throughout the practicum experience
2. To facilitate weekly group supervision and individual/triadic supervision
3. Evaluate student progress regarding clinical skills, dispositions, and course requirements

Responsibilities of Site Supervisor

The Site Supervisor agrees:

1. To provide the intern with an overall orientation to the school's mission, administrative structure, and internal operation procedures as well as introduce the student to various members of the faculty and staff.
2. To provide physical arrangement for which the intern to work
3. To assist the intern in gaining experiences related to the school counselor role, including direct services, indirect services, and experiences related to course and program requirements. NOTE: This may include assisting the intern in identifying students to work with individually and in small groups, as well as helping practicum students get recording permission forms
4. To provide weekly, individual supervision for at least one hour per week
5. To maintain regular consultation with the University Supervisor
6. To provide written feedback to intern via the online mid-semester and final evaluation created by the Counselor Education program
7. To review and sign the student's hour logs

Responsibilities of the Student

1. To follow the policies, procedures, and guidelines stated in the Practicum and Internship Manual and Counselor Education Student Handbook, and course related syllabi.
 2. To satisfactorily complete the activities assigned at the school site and by the course instructor and to work within the regulatory framework of the school site, school district, and related professional codes of ethics (e.g., ACA and ASCA).
 3. To be proactive in identifying students with whom to work, completing course requirements and fulfilling the requests of the site supervisor.
-

School Counseling Practicum Requirements

The following lists the requirements of practicum. Both the student and the site supervisor should review these requirements together and then sign below indicating your understanding of the requirements.

Direct Service (40 total hours)

Individual Counseling:

- One student (minimum 6 sessions - taped)
- At least three other students for individual sessions (minimum 3 sessions each)
- For grades K-2 a minimum of 15 minutes will constitute a session
- For grades 3 – 5 a minimum of 30 minutes will constitute a session

Group Counseling:

- Observe the site supervisor conducting group counseling or co-lead a group with the site supervisor.
- Counselor-trainees are required to take responsibility for preparing and leading another small group for a minimum of four sessions.
- It is preferred that the two group experiences listed above involve different age/grade levels and different topics\

Classroom Lessons:

- Group sessions at all grade levels should meet for a minimum of 30-minute classroom lessons:
- Observe the site supervisor presenting a classroom core curriculum lesson
- Conduct a minimum of two classroom counseling programs with a lesson plan and write-up for each program (counselor-trainees at the high school level may substitute other large group presentations for this requirement).

Meeting with Parents:

- No specific requirement, but student must direct a parent meeting not simply observation in order to count as direct service hours.

Shadowing & Observation Experience:

- Shadowing Principal or Assistant Principal
- Regular classroom teacher/instructional observation
- Classroom with students identified as having special needs
- Lunch in the school cafeteria
- Activity involving parents (i.e. education session, write article for school newspaper that would be helpful to parents, present at a PTO meeting, attend child study meeting in which parents are present)
- Attend a multidisciplinary meeting
- Two from the following list:
 - School Faculty Meeting
 - PTO Meeting
 - System-wide counselor's meeting
 - SBIT/Child study meeting
 - Participation in coordination of a statewide test
 - 504 meeting

Other Requirements:

- Weekly individual supervision with site supervisor
 - "Getting to Know Your School and Community" activity
 - Staff/faculty appreciation activity
-

School Counseling Internship Requirements

Please provide a concise outline for the proposed internship experience for the school year. The internship agreement should highlight the chief responsibilities of the intern and the approximate allocation of time for each responsibility. Site supervisors and interns may take advantage of new opportunities as they arise that are not part of the official agreement if they fall within the scope of the current role of the school counselor. It is the site supervisor's responsibility to consult with the internship faculty supervisor if changes are made to this agreement.

The agreement should cover the specific duties, roles, and functions that the intern will perform and the approximate time that will be devoted to each. In addition, include specific goals and objectives to be accomplished by the end of each semester, as agreed on by the intern, site supervisor, and faculty supervisor. A school counseling internship student should engage in activities outlined by the ASCA National Model. Activities should cover all three content areas (academic, social/emotional, and postsecondary planning), and all functions (collaboration, leadership, advocacy, and systemic change) with a diverse caseload.

Please indicate the percentage of time that you hope to spend in the following areas while delivering the school counseling program (ASCA, 2012).

Projected Use of Time

| | Planned Use | | | Recommend |
|-------------------------------------|-------------|--|---|--------------|
| Direct Service to Students | _____ % | of time delivering school counseling core curriculum | Provides developmental curriculum content in a systematic way to all students | 80 % or more |
| | _____ % | of time with individual student planning | Assists students in the development of educational, career, and personal plans | |
| | _____ % | of time with responsive services | Addresses the immediate concerns of students | |
| Indirect Service to Students | _____ % | of time providing, referrals, consultation & | Interacts with others to provide support for student achievement | |
| Program Planning and School Support | _____ % | Of time with foundation, management, accountability, & | Includes planning and evaluating the school counseling program and school support | 20 % or less |

Proposed Activities and Objectives - identify specific skills and areas of knowledge within each of the areas below to be accomplished by end of your internship

Direct Services

- Individual counseling:

- Group counseling:

- Core curriculum classroom lessons:

Indirect Services

- Collaboration/consultation w/ faculty/staff:

- Collaboration/consultation with parents:

- Observer/advocate in IEP, 504, RTI, Child Study, or MTSS meetings:

- Exposure to site’s student educational technology platform (i.e., PowerSchool):

- Exposure to scheduling and course sequencing (middle/high school):

- Exposure to the college admissions process (high school):

- Data collection/analysis:

- Professional development:

- Duties:

- Other:

What are your specific goals for promoting equity at your site (e.g., closing achievement/opportunity gaps)? Please write at least two SMART goals related to academic achievement, behavior, and/or attendance with your site supervisor.

School Improvement/Closing-the-Gap Goals

| SMART Goals | |
|-------------|--|
| 1 | |
| 2 | |
| 3 | |

Signatures:

Having read the above descriptions and expectations of the practicum/internship experience I agree to complete the outlined roles and responsibilities

Student Signature: _____

Printed Name: _____ Date: _____

Site Supervisor Signature: _____

Printed Name: _____ Date: _____

University Supervisor Signature: _____

Printed Name: _____ Date: _____

Please return this form with your Practicum or Internship student OR Scan and return to Robyn Walsh at rwalsh12@capital.edu. Thank you!

Capital University Practicum/Internship Site Supervisor Information

Clinical Mental Health Counseling Sites

Semester and Year: _____

Site Supervisor Name: _____

Counselor Trainee Name: _____

Site Location: _____

Site Address: _____

Supervisor Phone: _____ Supervisor Email: _____

Ohio CSWMFT Credentials and License Number: _____

The Counselor Education Department prefers to communicate information via email. Is this a reliable method for you? ____ Yes ____ No
(if no, please indicate the best way to reach you) _____

Clinical mental health counselor trainees must have experience diagnosing and treating mental and emotional disorders on site. The site supervisor of record is responsible for all diagnoses, change in diagnoses, individualized services plans, and correspondence to any third party outside of the agency. Counselor trainees engaging in the supervised diagnosis and treatment of mental and emotional disorders shall not collect fees in their own names. All billings shall be in the name of the employing agency or the licensed supervisor.

The site supervisor agrees to the following:

- Review Practicum/Internship Handbook
- Review and sign the agreement
- Complete Practicum/Internship Site Supervisor Information form
- Complete Practicum/Internship Plan with the trainee
- Provide candidate with clear expectations at start of experience
- Provide opportunities for candidate to meet required direct service hours as outlined in Practicum/Internship Manual:
 - 40 direct hours for Practicum (individual counseling, group counseling, and programming/psychoeducation)
 - 240 direct service hours for Internship (individual counseling, group counseling, and programming/psychoeducation)

- Meet with candidate for supervision a minimum of one hour per week
- Provide opportunities for modeling and demonstration
- Provide appropriate private setting for individual and group work
- Sign weekly and semester Hours Log
- Introduce and include candidate in professional opportunities, such as department and staff meetings, consultation, professional development opportunities, etc.
- Communicate frequently with candidate and provide regular feedback regarding professional competence and progress
- Complete mid-term and final clinical evaluations
- Provide opportunities for periodic assessment of counseling and group management skills, including direct observation, review of candidate recordings, and candidate self-evaluation.
- Consult bi-monthly with university supervisor regarding practicum candidate progress
- Communicate as needed with university supervisor including a minimum of one face-to-face or phone/video conference
- Inform the university supervisor of any difficulties as soon as problems develop
- Insure activities of candidate are legally and ethically appropriate
- Insure candidate is following institutional policies and procedures

The candidate agrees to

- Report to site on time and as scheduled and agreed upon with site supervisor
- Notify site supervisor promptly if going to be absent or delayed
- Inform the site supervisor regarding legal and ethical dilemmas that arise
- Plan and prepare for supervision each week
- Incorporate strategies for wellness and self-care
- Provide direct services as outlined in practicum/internship manual
- Wear professional dress as appropriate for site
- Demonstrate respect for all clients, families, colleagues, supervisors and coworkers regardless of race, ethnicity, religion, gender identity, age, nationality, political beliefs, family background or constellation, sexual orientation, ability status, proficiency with English, socioeconomic class or background.
- Be honest in all professional interactions
- Refrain from using cellular phones or other communication sites and devices during clinical hours and following site and/or class expectations
- Adhere to legal and ethical guidelines
- Adhere to site and/or program policies and procedures

The university supervisor agrees to

- Provide a minimum of an hour and a half of group supervision weekly
- Consult bi-monthly with site supervisor regarding practicum candidate progress
- Communicate as needed with site supervisor including a minimum of one face-to-face or phone/video conference
- Review taped sessions and provide formative and summative feedback
- Complete clinical evaluation for candidate

Student Signature _____

Date _____

On-Site Supervisor Signature _____

Date _____

University Supervisor _____

Date _____

Please return this form with your Practicum or Internship student OR Scan and return to Sean Gorby at sgorby2@capital.edu. Thank you!

Appendix VIII
Flex Hour Form

**Flex Hour
Approval for Internship Hour Collection**

Student Name: _____

Dates of hours will be earned: _____

Note that students may only work up to 20 hours a week.

Site Supervisor acknowledges that:

- They are willing to be fully responsible for the supervision of the trainee
- They will engage in one hour of documented supervision with the trainee
- They are fully aware that the trainee will not be engaged in faculty supervisor and the counselor education staff will not be able to meet with trainees
- They acknowledge that the trainee is not engaged in the internship course during winter break
- The site supervisor acknowledges that they have the right to decline the winter break opportunity
- They agree to sign all paperwork including logs.

Supervisee acknowledges that:

- They are required to meet with the supervisor for one hour each week
- They agree to complete weekly logs and submit logs in the spring semester
- They acknowledge that faculty supervisors are unavailable to meet for group supervision during winter break
- They agree to contact the counselor education staff in emergency situations where consultation with a faculty supervisor is imperative to resolving the situation
- They accept full responsibility for maintaining updated membership, liability insurance, and background checks

I acknowledge, with my signature, that I have reviewed the policy to complete hours over winter break.

Student, Printed Name and Signature

DATE

Faculty Supervisor, Printed Name and Signature

DATE

Site Supervisor, Printed Name and Signature

DATE

Advisor, Printed Name and Signature

DATE

Supervisors: We Appreciate the Work You Do for the Advancement of these
Students and the Profession

