

Counseling Off-Campus Cohort Practicum Manual

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Dear Student:

Welcome to the Counseling Practicum experience (CED 690) of Central Michigan University's Counselor Education Program. Your practicum is a very important part of your learning experience because it provides the opportunity to demonstrate the theory and practice you have been learning in your classes. It is important to recognize that everyone is nervous when beginning fieldwork. You are not expected to know everything or be perfect. However, you are expected to observe, ask questions, be open to learn, and practice from the highest level of ethics and within the best practices of our profession. To assist you in the learning process, you will be supervised by a University Faculty Instructor and a Site Supervisor.

While the faculty may offer suggestions, you are responsible for seeking a Practicum placement. You might consider choosing a site based on interest and intended practice after graduation. In addition, the setting must meet the CMU and CACREP requirements for Practicum relative to client contact, supervision, and administrative hours. This Practicum Manual contains all of the information and forms you need to start, maintain, and complete your Practicum experience. Most of the forms are self-explanatory. You are encouraged to review all forms several times and make copies for the university, your site supervisor, and yourself.

We hope this will be a beneficial experience for both supervisors and students. We are collaborating to provide a meaningful experience, ensuring that CMU students are ready to function as counselors at the end of their program. Again, welcome to Practicum. This class is one of the most exciting aspects of the Counseling training program, and one of the most important parts of your development as a Professional Counselor. As you begin your many counseling relationships, the following reading by Fred Richards: "Code of Practice" will serve as guidelines for your work.

Sincerely,

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FRED RICHARDS: “CODE OF PRACTICE”

Fred Richards has expressed, as well as we have ever seen it, the reciprocal nature of the relationship between helper and helpee. We would like to end this book with some of his statements about the way he sees the helping relationship. He is speaking about psychotherapy, but his words could well serve as a “code of practice” for all professional helpers:

The path of psychotherapy is a journey in which two or more persons seek to discover one another and share one another’s personal truth. To do this we will learn to risk disclosing who we are, to reach out to one another, to experience ourselves for who we are at the moment.

I cannot force you to change and grow. I will not tell you how to live. I will, however, invite you to grow, to become more aware, more loving, more able to live a richer, fuller life for which you accept responsibility.

Again, I will neither take responsibility for your life nor protect you from the pain and suffering of living. I will help you in your effort to change the perceptions and behaviors contributing to the unnecessary pain and suffering in your life. In regard to the pain and suffering that comes with simply living. I will help you to face it, accept it, and use it to grow. Sharing this effort with you will most likely help me to more creatively deal with the pain and suffering in my life.

I will be present with you. I will be as honest, genuine, and real as I can muster the insights and courage to be. I will exert my will to not hide from you, even when, feeling helpless, confused, and afraid, I feel an urge to do so.

I will be with you as long as I see you trying to grow. When I experience you as no longer trying to grow, I will share this with you. I will tell you my time left in this life is precious to me and that I choose not to be with you. It is possible that for you my usefulness has ended and you perhaps need to seek help to grow elsewhere. We will talk about this impasse and hopefully not diminish our relationship when deciding whether or not to continue on the journey together.

I will not meet with you to help you become what is called a normal, adjusted, self-satisfied person. Nor will I help you to whine and wallow in the misery of your own making. I, too, have a tendency to do both of the above, so I will lovingly provoke you to share with me the effort to be more. I will help you take charge of your life and to reinvent it if necessary.

I will invite you to tell your story, as honestly and truly as you are capable of telling it now, perhaps more intimately than you have every disclosed it to another human being. I will not share your story with others unless you request I do so. I may decide to tell you part of my story when I believe it is appropriate and helpful to do so.

I will say hello to you as honestly as I know how, but my commitment is to encounter you in such a way that you will someday decide to say goodbye. It is my hope we will say hello and goodbye as authentically and humanly as persons like ourselves are capable of.

In a sense, I will help you to die, to leave behind outgrown and worn out ways of being, believing, and behaving in order that you can review yourself and become a new person. To surrender and let go of the old and embrace the new is often a painful and joyful experience. I will not run away from the fullness of either your pain or joy.

I have myself learned that much of our suffering and misery, when seen and understood, can evoke laughter. There are times I may laugh at both you and myself. There are times when you may laugh at me and yourself. Hopefully there will be times we can laugh together. If we can share this laughter, there's a chance we will help one another free ourselves to grow and live.

We know of no better guidelines for professional helpers, for those aspiring to enter one of the helping professions, or, for that matter, as a framework for daily living.

[Modified slightly from Fred Richards, in *The Helping Relationship*, by A. Combs & D. Avila.]

**SECTION 1:
COUNSELING PROGRAM INFORMATION**

Program description

Central Michigan University's Counseling Program academic unit is housed the Department of Counseling and Special Education within the College of Education and Human Services. The program's primary responsibility is to prepare students through a listing of academic requirements and expectations needed to obtain a Master of Arts in Counseling degree, focusing in either School Counseling, Clinical Mental Health Counseling, or Addiction Counseling. Graduates of the 60-credit hour School Counseling Program will meet the academic requirements for licensure or endorsement as a School Counselor and requirements for licensure as a Limited Licensed Professional Counseling (LLPC) in the State of Michigan. Students enrolled in the 60-credit hour Clinical Mental Health Counseling Program or the Addictions Counseling Program will meet the academic requirements for licensure as a Limited Licensed Professional Counseling (LLPC) in the State of Michigan and will receive training necessary to permit them to function in a wide-range of community service agencies.

The coursework and training experiences at Central Michigan University are equivalent to the standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and exceeds the Michigan requirements for school counselor licensure/endorsement and/or counselor licensure in professional counseling. The Counseling program at CMU is fully accredited by the Higher Learning Commission (HLC). The School Counseling option is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). **The program is currently in the process of pursuing accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).**

Mission, Vision, & Values

Mission: The mission of the Counseling Program at Central Michigan University is to provide high quality training that inspires emerging counselors to develop a strong professional identity and a lifelong passion for knowledge, wisdom and creativity. Through the implementation of our core program and specialized tracks, we encourage our students to be advocates for wellness and social justice and we help them develop the clinical skill necessary to meet the mental health, educational and career needs of an increasingly diverse society.

Vision: The CMU Counseling Program will become the pre-eminent training program in Mid-Michigan and surrounding areas for training, professional leadership, counseling skill development, knowledge, and research in clinical mental health counseling and school counseling and will continue to expand its national reputation and prominence.

Values:

- a. Human diversity, respect for the individual, and freedom of expression.
- b. Student-centered programs that integrate learning, discovery, engagement tailored to the unique experience of both traditional and non-traditional student success.
- c. Excellence in our progression through mentorship of students, innovative learning opportunities, visionary programming, research contributions to the professional knowledge base, professional leadership, and active partnerships with community schools, agencies, and healthcare providers.

Philosophy Statement

The counseling faculty has developed an extensive program, both theoretical and experiential, that meets or exceeds national standards and is designed to prepare you for a professional career in counseling. While you will be encouraged to develop your own approach to counseling based on professional standards of practice, special emphases will be placed on self-examination, critical thought, ethical conduct and sensitivity to multicultural and special needs issues. The counseling faculty believes that an effective helper is a combination of a growing self and a person with specialized skills, developed through exposure to counseling theory, techniques and personal experiences with self-examination.

Curriculum

In conjunction with foundational coursework, students will translate knowledge to skills in their growth as professional counselors. Each student participates in a sequence of intense supervised counseling experiences prior to a community or school counseling internship placement. Under the supervision of Counseling program faculty and their site supervisor, Counselors-In-Training (CITs) provide individual counseling for children, adolescents, and adults; family and couples counseling; play therapy for children; general counseling for emotional problems and life adjustment concerns; career and employment counseling; referral help in finding appropriate services for identified problems; and consultation with community agencies and schools.

Students should expect to spend approximately 8-10 hours per week on site for their practicum.

Upon completion of the 100-hour practicum experiences, students then move into CED 691: *Internship in Counseling*, which is an advanced 600-hour clinical experience in the field at an agency or school.

**SECTION 2:
PRACTICUM COURSE REQUIREMENTS AND
EXPECTATIONS**

Description

The Practicum is an intensive field-based clinical experience for students in preparation of their professional career. Counselors-in-training will apply their knowledge and practical skills with actual clients under university (faculty instructor) and site supervision. Settings for the Practicum may include, but are not limited to, hospital, community mental health agency, private practice, jail/prison, youth service agencies, career centers, women’s resource and counseling centers, domestic violence shelters, K-12 schools, or in higher education. An application is required to register for the CED 690 course. The grading system is credit/no credit. Students preparing to enter the Practicum course must have successfully completed CED 660 with a grade of B or better and have regular admission to the MA in Counseling program. One hundred (100) clock hours of involvement in counseling and/or counseling-related activities are required for completion of the Practicum. Again, students should expect to spend approximately 8-10 hours per week on site for their practicum.

CEC 690: Counseling Practicum is the second of three “gatekeeping courses” in the CMU counselor education program.

Gatekeeping courses:

- 1) Include a significant clinical skills component
 - 2) Require that you receive not just a passing letter grade for assignments and homework but also meet the pre-determined criterion for skills mastery and professional conduct necessary for you to continue your progression in the program.
 - 3) Signal an important step in your overall development as Counselors-in-Training (CIT).
- A. The first gatekeeping course, *CEC 660: Counseling Techniques*, typically occurs in your second semester in the program. Once the three core prerequisite courses (CED 566, 630 & 677) have been completed and you have applied for and been granted “regular admission” status, you are eligible to register for CED 660 where you will receive in-depth instruction on an array of basic clinical skills and you will be provided opportunities to demonstrate your mastery of these skills by working in mock counseling dyads with a fellow CED student. These mock sessions will be recorded, reviewed and evaluated.
- B. Upon successful completion of CED 660, you are eligible to register for *CEC 690: Counseling Practicum*, which is typically taken in the student’s second year.
- C. The third and final gatekeeping course, *CEC 691: Counseling Internship* is typically taken at the end of the student’s program and requires the CIT to secure and maintain a clinical internship in a school or community setting. During internship (two semesters), students counsel actual clients and receive supervision from both a site supervisor and their CED internship professor (may be the same person).

Requirements

1. E-mail completed electronic Practicum Application to cse@cmich.edu. No other forms of submission will be accepted.
2. Complete a total of 100 hours in fieldwork in CED 690— Counseling Practicum (6 credits).
3. Types of Internship Settings
 - a. Addiction Counseling
 - 100 hours in a clinical/agency setting focused on Addiction Counseling
 - b. Clinical Mental Health Counseling
 - 100 hours in a clinical/agency setting
 - c. School Counseling
 - Certified teachers admitted to the School Counseling concentration (students wishing to add a school counseling endorsement to their teaching certificate):

AND

- Students without teaching certification admitted to the School Counseling concentration (students wishing to become a licensed school counselor):
 - 100 hours in a school setting (K-12)
4. Description of terms:
 - K-12 setting: This involves working with students in a kindergarten through 12th grade school environment.
 - Agency setting: This involves doing mental health counseling in various non-school settings (i.e., social services agency, hospice, out-patient clinic, hospital, private practice, community mental health agency, etc.).
 - Addiction setting: This may involve settings that address substance abuse, gambling, eating disorders, rehabilitation, etc.
 - College setting: The intern may work in this environment if the primary duty is performing mental health counseling for college students on an ongoing basis. Academic advising or success coaching are not acceptable.
 - Type of counseling: Interns are encouraged to work with individuals as well as families and facilitate groups following the mental health counseling model and the school comprehensive guidance model.

Course Enrollment and Registration Information

There are a number of special requirements for this course. The following information will assist you in meeting the requirements and in making a smoother transition through the Practicum process.

CED 690 (practicum) and CED 691 (internship) are two distinctly different classes. Refer to the course description in the CMU Bulletin. CED 690 is the first skill level class where you will work with clients. You will be closely supervised and are expected to demonstrate counseling skills at a more basic level. CED 691 is a more advanced field experience in that you are working more independently with clients and are expected to demonstrate skills at a more professional level.

Note: Because of the difference in skill levels between CED 690 and CED 691, the nature, expectations, and complexities of your duties and responsibilities for the internship experience should clearly be at a more advanced level than for practicum.

Prerequisites:

To be eligible for a Practicum, the student applicant must meet the following requirements:

- Regular Admission to the CED program.
- Be in good academic standing with the department.
- Have a grade of B or better required in CED 660: *Counseling Techniques* before registering for CED 690.
- Have been judged by the department faculty supervisor to have demonstrated a suitable degree of personal, academic, and professional functioning to warrant admission into the Practicum.
- Read the Practicum Manual carefully.
- Students are expected to have Practicum placements before the semester of initial registration. Involvement in the placement is expected by the third week of the semester.
- Students must provide documentation that they have purchased and/or are covered by professional liability insurance. Students are expected to provide evidence that their insurance covers them for \$1 million per incident and a minimum of \$3 million total.
- All students who can reasonably expect to work with clients in correctional, hospital, residential care, or any other facility at which there is a risk for the spread of communicable

diseases are encouraged to speak to their health care professional to determine which, if any, immunizations are recommended for their safety.

Liability Insurance

The Council for Accreditation of Counseling & Related Programs (CACREP, 2016), Section 3, Standard A states “Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.” As a result, students are required to purchase liability insurance for the practical courses in the program (CED 690: *Practicum* & CED 691: *Internship*). Even though CMU provides standard insurance coverage of its own, CACREP requires it and it is best professional practice to safeguard yourself. Students must have a policy that provides a minimum liability of \$1 million per incident and \$3 million per annual aggregate.

Professional Liability insurance is often offered to student members of many professional organizations, for example: the American Counseling Association or the American School Counselors Association. If you are not a member of an association that offers liability insurance, you may secure coverage through another provider. Common providers of liability insurance for counselors include: HPSO- www.hpsso.com or CPS & Associates- <http://www.cphins.com/>. The CMU Counseling Program does not endorse any specific carrier or program.

Liability purchase must be purchased in advance of the first day of your Practicum experience in the field.

**SECTION 3:
PRACTICUM SITE REQUIREMENTS**

Checklist for Finding a Site for Your Practicum

Selecting a practicum site should be done with intentionality, research, and advisement. The student and his/her advisor are encouraged to sit down to discuss personal and professional goals, the goals of the Counseling Program, and site offerings to devise a list of possible opportunities. Sites should meet or exceed the Practicum requirements set forth within the CACREP standards, which include the kinds of experiences offered, the quality of supervision, the quality of support provided for the counselor-in-training, and the ability of the site to provide sufficient preparatory and direct client hours.

You are responsible for securing a site for the Practicum portion of your program. Be advised that this preparation can take months to complete, which is why it is necessary to submit your application materials ***the semester prior*** (at least two months ahead of time) to beginning your Practicum experience. Several months before the scheduled course:

- Thoroughly read the Practicum Manual and sign the *Practicum Manual Acknowledgment Form*.
- Plan your schedule and organize your life such that you can commit the necessary time to complete CED 690. Most students complete their Practicum within two semesters.
- Consider sites relative to your preferred area of counseling. Refer to your past interview assignments, cohort members, or your CMU advisor for possibilities.
- Call or look up the website for the identified organization(s), agency(ies) or school(s). Do your research...know the mission/vision, types of services offered, and client issues addressed.
- Identify a contact person at the site. Submit your cover letter and resume to a specific contact person, along with any other site paperwork/applications to apply for a Practicum at the site.
- Follow-up with the site/contact person. Many sites will call you to schedule a formal interview. Be sure this site can provide you with a qualified site supervisor and enough counseling hours to complete the course requirements.
- Prepare an information packet (as outlined in this packet) for the site interview.

- Provide the site supervisor with a copy of the *Practicum Manual*.

- Using the check-off form included in this manual, check to see if all paperwork is complete and accurate, then submit your application packet to cse@cmich.edu. You will receive notification telling you whether your materials are or are not approved.

- After your packet of materials is processed, Chelsea Rigley will send the Affiliation Agreement directly to you. You will need to take the agreement to the site to obtain the necessary signatures.

- Return the signed copy of the Affiliation Agreement directly to Stephanie Terrian. A fully signed Agreement will be sent to the site after being signed by the CMU official.

- The approval notice will be sent directly to you, informing you that an approved Agreement has been fully processed and you may begin accruing hours.

- The Internship Coordinator reserves the right to refuse the student's choice of site and/or supervisor.

Your application packet must be e-mailed to: cse@cmich.edu.

No other forms of submission will be accepted.

Site Selection

When making contact with a site as a possible placement for your internship, it is of utmost importance that you act according to professional standards. As you are dealing with external sites, be mindful that you are representing yourself as a candidate, the Counseling Program, and CMU. Not only should your attire reflect the standards of business etiquette, all interactions with the site should reflect similar standards for communication. If contact is made with a potential site supervisor, **always follow-up by attending the appointment or calling to cancel**. Upon completion of either a phone or in-person interview with the site supervisor, follow-up by sending a “thank you for your time and consideration” hand written letter (preferred) or email (if necessary). Please conduct yourself as if you were seeking employment with the agency or organization. If you need further assistance with etiquette, appropriate procedure, or communication strategies, speak with your advisor before you begin to look for internship sites.

- The student is to secure a Practicum position in an agency, school, or organization.

- Start calling right away to find a site. Ask for an appointment to talk to the principal of a school or the clinical director of an agency. Please do your research through a phone call or website review that allows you to identify someone **by name**. Explain your needs and bring your interview packet with you (resume, a list of CMU classes, etc.). Just as they ask you

questions, interview the person/site and utilize your good counseling skills. Have copies of the paperwork ready to give to the site. Note: This is an interview and attire and presentation must reflect all of the requirements for interviewing. Consult with faculty or the Internship Supervisor if you are having difficulty locating a site.

- The site must provide an adequate number of clients and/or counseling opportunities to meet the required number of hours outlined below.
- You are able to complete your Practicum at multiple sites if there is no other way to get your hours in the time allotted or you are seeking a different experience. Wherever you work there must be a separate signed Affiliation Agreement, supervisor's contract, and all the necessary paperwork. **You must submit a separate application packet for each site.**
- While the faculty is fully supportive of paid Practicums, specific criteria must be met before an intern can receive approval for accruing hours "on the job." If you start a new job at the time you are starting your Practicum, in most cases we can, if arranged beforehand, allow you to use work hours as Practicum hours. If, on the other hand, you are presently employed in the counseling field and wish to do your Practicum at your jobsite, three specific arrangements must be made beforehand: (1) an appropriate supervisor (who, usually, is not your regular supervisor) must be found to provide you supervision, (2) a shift in clientele must be arranged to avoid having a Practicum that is simply a continuation of your present employment, and (3) you must arrange for professional liability insurance, either individually or through your Practicum site.

You may be involved in experiences where you are teaching a class, running groups, or seeing families as the majority of your experiences. However, you must also be involved in facilitating one-on-one counseling interaction.

Selection of Supervisor

- A **supervisor** is an appropriately credentialed individual capable of, and willing to, provide competent supervision. CACREP (2016) Section 3, Standard P states
 - Supervisors must hold at least a Master's degree in, preferably in counseling, or a related profession;
 - relevant certifications and/or licenses;
 - at least two years of pertinent professional experience in the specialty area in which you are enrolled;
 - knowledge of our program's expectations, requirements, and evaluation procedures; and
 - relevant training in counseling supervision.
- Although not required, Licensed Professional Counselors are preferred for non-school sites and Licensed or Endorsed School Counselors for school sites. (p. 14).

- Site supervision must include at least some **live supervision opportunities**, where the supervisor observes the student's counseling skills and provides supervision based upon this observation through audio/visual recordings or through a two way mirror. If live supervision is not available for some reason, then the opportunity to regularly audio/video tape sessions to fulfill the supervision requirement is acceptable.
- CACREP (2016) Section 3, Standard states that Internship students must have weekly interaction with supervisors that averages **one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.** (pg. 14)

Preparation for Interview

Before the interview process begins, prepare a packet of material as instructed under the heading "Application to Site Forms" for the interview. Take this material with you to the site.

Site Interview Information

As you seek a Practicum site, you are to prepare a packet of information (neatly organized), which includes the following:

- Your updated resume.
- A letter explaining why you are interested in being an intern at this site (see example).
- A list of courses to be completed in the program and any electives you have taken.
- A copy of the Practicum Manual.
- Include this packet of materials in your manila envelope when you are submitting your application materials to the Internship Coordinator for site approval.
- Your Practicum packet will not be accepted by the Internship Coordinator if this information is not included.
- The Internship Coordinator reserves the right to refuse the student's choice of site and/or supervisor.

Note: This is an interview and the presentation of self (including attire); your materials and experiences are important and reflect on the quality of the interview as well as CMU.

Letter Example

(written by a former student)—Make your letter specific to you. Do not just modify this example.

Street Address
City, State, Zip
Phone Number

Date
Addressee Name & Title
Site Name
Street Address
City, State, Zip

Dear _____:

After speaking with you regarding a counseling practicum position at [site name], I am submitting a packet of information as specified in the CED Practicum Manual for your consideration. As my career goal is to work with [list population], I am most interested in the possibility of interning with you.

As a student at Central Michigan University, I have had the opportunity to develop a knowledge base and skills in individual, couples, and family counseling. In my practicum experience, as well as my experience with [list experience], I put those skills into practice. Additionally, I have had the opportunity to do career counseling, and worked with high school students in several college programs. I have also helped to develop and present programs concerning healthy and unhealthy relationships. It is my hope to continue community outreach.

My strongest area of interest is individual counseling, particularly with a college-aged population as previously stated. Therefore, I feel the [site name] would match my professional aims and skill sets. I am most interested in this opportunity because I have heard positive feedback from students regarding the services they received at your center, the people they worked with, and the overall positive atmosphere within the center itself. I believe practicum is made an invaluable experience based on the agency and the people with which you work. I have no doubt the [site name] would create an educational, memorable, and stimulating opportunity for me as an intern.

Once again, I am most interested in the possibility of interning with you at the [site name] and see a strong match between my skills and experience and the position that would be available. In addition to the enclosed resume, a list of references and letters of recommendation are also included. I look forward to discussing the position with you and would appreciate the opportunity to interview with you. Thank you for your time and consideration. If you need any further information, please feel free to contact me at (989) 123-4567 or by e-mail (abcde@cmich.edu).

Sincerely,
[your signature]
[your typed name]
Enclosures

Submitting Practicum Application

- Your chosen site must be reviewed and approved by the Internship Coordinator prior to registering for the course. You may not begin at your site without being enrolled in CED 690.
- A number of forms are used in setting up a practicum site. The **Affiliation Agreement** is one of the most important documents that is entered into between the University and the Agency or organization providing the site and is initiated by you completing the Affiliation Agreement Request Form.
- You cannot begin at the site until the Affiliation Agreement is in place, and you have received the approval CED Affiliation Agreement Approval form from Stephanie Terrian.
- Once a site is set up, you do not need to re-sign the forms each semester. They will remain in effect throughout your practicum. However, if you were to obtain a second site, you must complete all necessary paperwork, including a separate application packet.
- The Internship Coordinator reserves the right to refuse the student's choice of site and/or supervisor.

Your submitted Application Packet must include the following:

- Application for Practicum
- Affiliation Agreement Request Form
- Site & Supervisor Qualification Form
- Supervisor's Resume and Professional Liability Verification
- Practicum Plan Form
- Practicum Agreement
- A copy of packet prepared for the site interview (must be included).

All documents must be e-mailed to the Department of Counseling and Special Education at cse@cmich.edu. No other form of submission will be accepted.

Affiliation Agreement Request Form

The Affiliation Agreement process is an important part of the practicum process and must be processed by CMU prior to beginning your practicum. The Affiliation Agreement is a written contract between CMU and participating agencies that provide practicum experiences for CMU students. The final document sets the parameters and for all parties and outlines guidelines and responsibilities to protect the university, student, and agency while the student is representing the university at the site placement. You must first submit your application materials for approval.

- After receipt of your application, Chelsea Rigley will work with The Office of Academic Effectiveness to prepare the affiliation agreement which will be sent to you.
- You are to take the agreement to the site representative, have the person sign the agreement, and then you need to return the signed copy of the agreement directly to Stephanie. The agreement may be scanned and emailed to cse@cmich.edu. It must be a legible copy.
- After being signed by the CMU official, Stephanie will email a fully signed copy of the agreement and the CED Affiliation Agreement Approval Form that will indicate when you may begin accruing hours at the site. However, you should not report to your site until the term begins. This date should coincide with the date you begin to log hours.
- The process concludes when you receive signed paperwork from all parties and a letter from Stephanie Terrian stating that you are approved for the site selected. You are required to complete separate signed AA for each site where you will intern.

Remember, you cannot start at the site until the affiliation agreement, all other required paperwork has been processed and approved, and you have successfully completed all course prerequisites. When you submit your final paperwork, please attach a copy of your signed approval CED Affiliation Agreement Approval Form.

**SECTION 4:
PRACTICUM HOUR REQUIREMENTS**

CED 690

MINIMUM HOURS

Client Contact/Direct	40
Supervision	15
Administrative/Indirect	45
TOTAL	100

Please carefully read the following section.

Client Contact/Direct Hours

- Defined as any group or individual interaction with a client(s) in which the student is responsible for facilitating some or all of that interaction. Thus, if a student is asked to sit in on a group, that time would be classified as Administrative/Indirect, and the processing of the group afterward with the group facilitator would be classified as Supervision. Accrual of Client Contact/Direct hours would begin when the student begins to take responsibility for conducting all or part of a session(s). The hours should be assigned as follows: Client Contact/Direct = individual client session(s) (individual counseling, families and groups); Supervision = individual, group, and family contact with supervision; Administrative/Indirect = non-clinical client contact (any activities except clinical contact, such as tape work, case notes, consultation, reading, preparation, and professional development).
- Direct contact includes the actual counseling of an individual, couple, family and group counseling hours. Note: For example, if you see eight people in a group for two hours, you do not log 16 hours. This is two hours of direct contact.
- It is imperative that the appropriate number of Client Contact/Direct hours be accrued as described above. If, at the end of two semesters, you have accrued 100 total hours but only 20 Client Contact/Direct hours, you will not necessarily receive a satisfactory grade in CED 690. You must accrue the full 40 hours of Client Contact/Direct, even if it means accruing more than the 100 total hours.

**SECTION 5:
PRACTICUM CLASS REQUIREMENTS**

As long as a student is accruing hours at a site AND has registered for course credit, **attendance is required**. You must attend all class meetings for group supervision and practicum class supervision until you turn in your completed portfolio and submit all hours for credit. If the student is completing a “Z” grade, the student is required to attend class until final hours are submitted. Course content for practicum includes: 1) case conceptualization, 2) ethical case discussions, 3) new technology/innovation presentation, 4) professionalism topics, and 5) supervision article presentation.

CACREP (2016) Section 3, Standard “I” states that “Practicum students must participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member,” (p.14). While you will receive at least 1 ½ hours of supervision from the faculty instructor, the practicum course is not intended to function as, or replace, the clinical supervision that you receive on-site.

Students in the off-campus cohorts need to attend each of the six class sessions for the full eight hours to be able to receive enough faculty supervision. The faculty instructor **must** hold classes for the entire eight-hour duration.

Length of Practicum

Students enrolled in CED 690: *Counseling Practicum* are expected to complete a practicum in not more than four (4) consecutive academic semesters.

- No student will be allowed to enroll in a practicum who cannot work **at least nine hours per week**. Such a schedule would allow completion of the practicum in the maximum four consecutive academic semesters.
- Students may choose to work full time in a practicum (i.e., no more than forty hours per week); however, no student will be allowed to complete a practicum **in less than one** academic semester.

Class Enrollment

You are to complete the paperwork and submit it to the Department of Counseling and Special Education by e-mail at cse@cmich.edu. The paperwork is reviewed and if approved, the Department will register you for CED 690.

Incomplete/Deferred Grades

If you do not complete all of your required hours within the semester, you will receive a “Z” grade for the class until your hours are submitted. Students completing their hours must consult with the University Instructor regarding class attendance and supervision requirements and removal of the “Z” grade. Please refer to the CMU Bulletin for additional information. In addition, the University Instructor should complete and submit the Report on Incomplete or Deferred Grade form available at

<https://www.cmich.edu/ess/registrar/Documents/Department/R128AForm.pdf>

You will continue with the University Instructor who assigned you the “Z” grade. Note: You may not accrue hours without continuing supervision with the University Instructor who assigned the “Z” grade.

Attendance & Missed Classes

Since there is not a university-wide attendance policy at CMU, each individual instructor has created their own policy listed in the course syllabus. If you need to miss class for any reason, please contact your instructor in advance to let them know. If you are not able to communicate in advance, follow-up with the instructor as soon as possible to discuss missed work/information. In the case of excused absences, instructors have the right to request documentation of missed class sessions. The situations that constitute an “excused absence” are subject to the discretion of the instructor. Please do not register for a course, especially a clinical course like practicum or internship, already knowing that you will miss multiple days throughout the semester on-campus, or a whole weekend within a cohort. You will be required to make-up supervision time at another cohort location if class sessions are missed.

Student Rights

CED 690 Counseling Practicum Students have the following rights:

1. To be advised of the course expectations set forth by the practicum instructor/supervisor
2. To expect consistent, weekly supervision in group formats, consisting of constructive feedback and input on both client case management and counselor skills/theory application. Supervisory feedback will be offered in a respectful, professional manner consistent with the ethical standards of the American Counseling Association and the Association for Counselor Education & Supervision.
3. To expect regular supervisory feedback from live session observations and reasonable access to the instructor/supervisor for questions and concerns.
4. To be advised of the criteria for successful completion of the course as well as successful session/skills evaluation as provided in the course syllabus and the counselor evaluation forms.

5. To be advised of the Critical Incident Protocols in case of an emergency.

Student Responsibilities

CED 690 Counseling Practicum Students have the following responsibilities:

1. Regular and prompt attendance to practicum class and on-site schedule.
2. To be prepared for all class, supervision and client sessions.
3. To regularly and thoroughly review client session recordings.
4. To dress and conduct her/himself in a professional manner and in adherence to best practices, as well as aligning with the ACA Code of Ethics, at all times.
5. To follow legal and ethical code related to confidentiality, duty to warn, malpractice, and negligence.
6. To receive supervisory feedback/input in a professional and non-defensive manner and to comply with all stipulations of an implemented remediation plan when it has been determined that a student's performance or behaviors are not consistent with the standards set forth in the course and/or the ACA Code of Ethics.
7. To provide clients with a quality experience and to treat all clients with respect, never discriminating or judging them based on their identity values, beliefs or decisions.
8. To maintain complete client records in a timely and professional manner.
9. To request additional supervision when needed.
10. To immediately notify the instructor/supervisor of concerns about clients.

Accruing Hours

Due to liability issues and to ensure that each student is receiving appropriate faculty supervision, **student interns are not able to accrue hours over winter break, or any other break between semesters** (i.e. between Spring & Summer I sessions). Students should clearly describe this in their informed consent document to clients and/or their Professional Disclosure Statement that they will need to stop seeing clients during breaks. If necessary, the student and his/her supervisor should discuss possible termination procedures to avoid client abandonment during their absences from the agency or school.

Student interns may ***begin*** accumulating hours beginning on the first day of the semester, and must ***stop*** accumulating hours on the Wednesday of exam week. Final hours logs are due on the Wednesday of exam week each semester.

Evaluations

The practicum site representative and the intern shall devise a mutually acceptable job description or contract which will delineate the duties and responsibilities of the parties involved. The departmental faculty supervisor is available to assist in this process.

- Three (3) evaluation forms are used in the practicum program.
 1. The **CED 690—Practicum in Counseling Evaluation** is completed by your on-site supervisor on or about the midterm of each semester. After reviewing this evaluation with the student both the on-site supervisor and student sign the evaluation, which is then placed in a sealed envelope and given to the student to submit to the University Instructor. At the end of the semester your on-site supervisor completes a final evaluation of the student in the same manner described above. The University Instructor must also complete an evaluation of the student’s performance in class.
 2. At the end of each semester in which you are enrolled in practicum you site supervisor(s) must complete a **Supervisor’s Evaluation of Student Intern** form, which is then given to the student. **Log Sheets** are used to document hours, and must agree with the Supervisor’s Recommendation form.
 3. Finally, the **Student Evaluation of Practicum Site and Field Supervisor** form is completed by the student for each site upon termination of her or his practicum.

- A mid-term and final evaluation are required each semester and must be submitted to the University instructor each semester.

- You are responsible for maintaining logs (using the forms provided) of all hours accrued in your practicum. Your on-site supervisor will be asked to verify this log.
- Successful completion of this course and eligibility to register for CED 691 – Internship, will require BOTH:
 - (1) The accumulation of sufficient points to earn a final grade of “B” or better for the course and granting a “CR” (Credit) mark on the student’s transcripts (see course syllabus), AND
 - (2) A passing score on the FINAL skills evaluation (the mid-term evaluation is not counted in point total for the course). If the student’s skills have not developed sufficiently to receive passing evaluation scores or if the student displays attitudes or behaviors that indicate a lack of willingness to receive feedback and/or that are not consistent with professional conduct, a remediation plan will be required, and an incomplete or failing grade may be issued.

- NOTE: If the instructor/supervisor and the student cannot reach an agreement on the evaluation of the student’s skills or any consequent remediation plan for improvement, the instructor/supervisor will request an alternate counseling faculty member to serve as an independent evaluator and that professor’s evaluation will take precedence.

Forms and Confidentiality

Students are to use the forms required by CMU and to also complete all of the usual site documentation. Confidentiality and Informed Consent forms from the site are to be used. CMU

does not want students carrying confidential forms on their person. **These forms are to be kept at the site.** All paperwork done by the student for CMU should use first names only or pseudonyms for clients. Forms to assist in documenting interactions with clients and/or outside agencies and maintaining confidentiality may be found in the Practicum manual.

Confidentiality in CED Classes

Confidentiality is the foundation of the counseling process and relationship. Clients come to licensed helpers and reveal information they have not discussed with others and that may remain hidden otherwise.

Confidentiality entails the ethical and legal responsibility of mental health professionals to safeguard clients/patients from unauthorized disclosures of information given in the therapeutic relationship. You are expected to operate in an ethical and professional manner. Since you will be working with actual clients during the course of your studies, their privacy is to be respected and all information concerning them **is confidential**. During case conceptualization, confidentiality is extremely important. Use pseudonyms for clients, etc. A breach of confidentiality could result in course failure or dismissal from the program.

There are four general exceptions to the legal and ethical requirement that counselors keep client confidentiality: (a) cases in which clients pose a clear and imminent danger to themselves or others; (b) cases in which clients request that their records be released to themselves or a third party; (c) cases in which a court orders a counselor to make records available; and (d) cases in which the client was/is a victim or perpetrator of child abuse or neglect.

Technology has created additional ethical and legal concerns about confidentiality given that the transmission of information is not necessarily private (fax, Internet, written communication, phone, etc.). Often a disclaimer stating that this is confidential information and is only for the intended recipient is necessary. Although there is a disclaimer, confidential information has been breached.

Ethical Considerations

- It is okay for you to give your site supervisor a gift only after you have completed your practicum experience and evaluations are turned in. See American Counseling Association *Code of Ethics* (2014).
- If you think something is wrong at your site, or you feel like they are doing something unethical, please bring these issues to the University Instructor and the Internship Coordinator immediately. Do not try to handle these kinds of issues by yourself.
- Please consult with your University Instructor and the Internship Coordinator right away if there are problems at the site. If it is possible for an intervention, your instructor will talk with the site supervisor. If you need a different site, changes may be made.
- Never walk away from a site without consulting with your University Instructor and the Internship Coordinator. Remember that fostering good relationships between CMU, the

public, as well as your site is extremely important. In addition, client abandonment is unethical.

Multiple & Non-Professional Relationships

Supervisors and interns shall avoid dual relationships, which may impair judgment and/or lead to exploitation.

- The intern shall not be supervised by any individual who had a prior therapeutic relationship with the intern.
- No intern shall enter into any business relationship with a supervisor except as an employee.
- The intern must adhere to applicable licensure laws concerning payment for supervision.
- There shall be no direct family relationship between an intern and a supervisor.
- No student shall assume a practicum in an agency, program, or facility wherein they or members of their family are either currently receiving services or have received services in the preceding 12 months.

A Note on Safety

CMU students should never be first-responders and are not to see clients anywhere except the approved site, unless they are already paid employees of the site. Interns should consult their supervisor in high risk, crisis, and during emergencies and not attempt to address the situation on their own. Seek supervision and document, document, document.

Hepatitis B: in addition to other blood-borne pathogens including HIV, etc., is a very real concern for all of us in the helping professions. You are encouraged to look into all precautions that can help to protect you from these diseases, including vaccination and on-the-job safety measures. If you have any questions regarding this matter, please contact your University Instructor and/or your site supervisor.

Reporting Abuse and Neglect:

Note that the Michigan Department of Human Services has established at Centralized Intake (CI) unit for Abuse and Neglect, both Children's Protective Services (CPS) and Adult Protective Services (APS), with an implementation date of March 5, 2012.

The guidelines for reporting abuse and neglect are as follows: 1.) Call the hotline phone number: 1-855-444-3911, 2.) Fax the DHS-3200 form within 72 hours to 616-977-1158.

Further information about the DHS-3200 reporting form and the DHS CPS Mandated Reporter's Guide may be obtained by visiting www.michigan.gov.

**SECTION 6:
PRACTICUM SUPERVISION REQUIREMENTS**

Definition of Supervision

Supervision shall mean a process: (1) by which the internship site's standards of performance are maintained through review and correction of service provided; (2) which assists in skill development; and (3) by which the practicum site gives support and consultation to its staff.

Supervision includes, but is not limited to, the following areas: (1) education and training; (2) provision of feedback relevant to job performance; (3) evaluation; (4) monitoring performance to ensure that administrative policies and procedures are met; (5) quality assurance and utilization review.

Supervision can be provided in a variety of ways, including individually, in triads, or in small groups. It may involve consultations, observation, audio- or videotaping, verbal instruction, role plays, demonstrations, readings, etc.

Minimally, the intern should meet with his or her site supervisor for no less than one (1) hour of individual, face-to-face supervision per week. Additional hours of supervision may be on either an individual or group basis.

Audio/Visual Recordings and Supervisor Evaluations

Per CACREP Section 3, Standard B., “supervision of practicum and internship students includes program-appropriate **audio/video recordings** and/or **live supervision** of students’ interactions with clients.” Site supervisors shall utilize recordings and/or live supervision (including direct observation) as a form of evaluation of the student’s skills and dispositions. This may be accomplished by having the site supervisor sit in on a client session and/or observe through a two-way mirror. If recording by video, the camera can be focused on the intern, rather than the client. Recordings should not be removed from the agency/school setting. The student should take extreme measures to ensure client confidentiality. As a start, the student should review and obtain consent from the client to record using the “Permission to Record or Observe Counseling Sessions” form.

Contact with Site Supervisor

The faculty instructor will be in contact with the agency/school site supervisor at least one time each semester. Contacts might include a phone call, email, or in-person site visit. Multiple contacts are encouraged by the faculty instructor and will be documented and placed in student’s practicum record.

Departmental Support of Site Supervisors

The Site Supervisor and other on-site staff shall share in the responsibility for the cooperative design and implementation of the practicum experience. University Faculty Supervisors shall consult with on-site supervisors regarding methods of supervision and shall provide in-service training in supervision at the request of the on-site staff. Site Supervisions are encouraged to stay in regular communication with the University Faculty Supervisor regarding the student intern. Issues, complaints, and questions should be directed to the University Faculty Supervisor or the Internship Coordinator.

**SECTION 7:
RIGHTS, ROLES & RESPONSIBILITIES**

Site/Site Supervisor

The **Site Supervisor** is a person who has expressed a willingness to supervise and serve as a mentor for a developing professional. The Site Supervisor is the key person at the agency or educational setting who facilitates and supervises all the activities in which you will be participating. Site supervisors are expected to provide regular individual and group supervision each week of the practicum, in addition to several evaluations of your growth and development as a counselor throughout each semester.

Additionally, the **Site Supervisor** will ensure the following:

- screen and select interns based upon their appropriateness for placement and their likelihood of success. The practicum site shall not select interns on the basis of race, creed, color, religion, gender, sexual orientation, or national origin,
- orient the intern to the policies and procedures of the practicum site,
- may request the termination of a practicum agreement where the intern's performance is in violation of site policies or procedures,
- may request the termination of a practicum agreement where the intern's performance is judged to be unsatisfactory, insubordinate, unethical, inappropriate, or harmful to clients,
- retains the right to manage the intern as they would any other staff member or employee,
- shall provide experience in the delivery of services appropriate to the educational and ability level of the intern in consultation with the faculty instructor,
- shall provide the department with verification of the intern's experience, supervision, and contact hours,
- shall provide the department with regular evaluations of the intern's performance including a formal mid-term and final evaluation,
- agrees to conform its supervision to the requirements set out in the laws and regulations governing the practice of counseling, and
- shall abide by the ethical standards and practices which are set forth by the American Counseling Association and any other relevant counseling professional organizations.

The Student Intern

The student intern has regular admission in the Masters of Arts in Counseling degree program, and is enrolled in CED 690: Counseling Practicum for a 100-hour supervised clinical experience. The intern shall at all times conduct his or her behavior in accordance with the policies and procedures of the practicum site and with the ethical standards of the American Counseling Association (ACA) and other applicable standards of conduct. Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement.

Additionally, the **Student Intern** will ensure the following:

- accept the supervision and authority of the site supervisor,
- shall agree to abide by the policies and procedures of the agency serving as the practicum site,
- shall demonstrate satisfactory knowledge, skills, and attitudes in the applicable competencies identified on the performance evaluation,
- shall meet with his or her faculty supervisor on a regularly scheduled basis,
- if the practicum is terminated by either the Department or the practicum site, the student has a right to an explanation of the reasons for termination,
- retains the right to withdraw from the practicum at any time pursuant to the policies and procedures of the Department of Counseling & Special Education,
- shall secure professional liability insurance in the amount of no less than \$1,000,000.00 each occurrence and \$3,000,000.00 aggregate, and
- In the event of the university's closure due to inclement weather, the intern shall contact the Practicum Site to determine whether or not the Intern is required to report for duty.

Faculty Instructor

The faculty instructor an integral part of all aspects of the practicum process. The instructor may facilitate informal meetings on behalf of the student or the practicum site, assist in preparation of interns for interviews at sites, and help with application procedures and processes. The instructor must approve the final site placement and supervisor.

During your practicum experience, you are required to meet for class time, which is group supervision. The University Faculty Instructor conducts group supervision and is the on-campus supervisor. CACREP requires that students meet in-group supervision for a minimum of one and one-half hours per week, scheduled regularly throughout the semester. The on-campus supervisor facilitates group supervision meetings and is responsible for monitoring and/or scheduling any site visits required during the term. During your experience as an intern, please be aware that attendance at all group supervision sessions is mandatory.

Additionally, the **University Faculty Instructor/Supervisor** will ensure the following:

- 1) assure that the intern has completed the prerequisite academic work before entering the practicum,
- 2) shall monitor the progress of the intern and assist the practicum site as necessary and appropriate
- 3) determine whether site supervisors meet the identified qualifications to supervise interns.
- 4) may request the termination of a practicum site agreement if the site supervisor does not abide by the ethical standards and practices which are set forth by the American Counseling Association and any other relevant counseling professional organizations; applicable licensure laws related to supervision; and/or Counseling Program practicum rules and regulations associated with supervisors,

- 5) reserves the right to assign readings, case presentations, journal entries, papers, etc., as part of the requirements of the practicum,
- 6) shall have the responsibility to terminate any practicum agreement where the intern's performance is judged to be unsatisfactory, insubordinate, unethical, inappropriate, or harmful to clients. Such action would only be taken after consultation with the intern and with representatives of the practicum site,
- 7) reserves the right to amend, change, or otherwise modify its policies regarding practicums from time to time as may be deemed necessary or appropriate, and
- 8) may assist a student in identifying a practicum site, but it is the responsibility of the student to secure a practicum site.

Gatekeeping

Central Michigan University accepts the responsibility of being the gatekeeper of those students graduating from our counseling program who would enter the counseling profession. We have an ethical responsibility to make sure all interns have the knowledge, ethics, practice skills, professional judgment, and emotional stability to provide competent services consistent with the level of practice they will be eligible to provide. We take our ethical responsibility very seriously to ensure, that our interns have the professional qualities that will do no harm to clients.

This responsibility requires that we have the right to deny admission into the profession if an intern does not make adequate progress in his/her professional development. Denial into the profession would happen through not allowing an intern to begin a practicum, removing a student from the practicum, giving an unsatisfactory grade for the practicum course, and/or dismissing the intern from the program.

Interns that we recommend for graduation and entry into professional counseling are expected to have the professional knowledge, ethics, and practice skills that are consistent with and befitting of licensed counselors in the state of Michigan.

**SECTION 8:
PRACTICUM PORTFOLIO REQUIREMENTS**

Final Portfolio Tips

There are certain procedures that must be done prior to submitting your portfolio. This sheet is a reminder of what must be done.

1. Purchase a large 3-ring binder to organize and carry all class materials.
2. Make copies of all forms.
3. Place a tab in your portfolio that reads FINAL CHECK-OFF.
4. Review the final check-off form for CED 690. Follow the form closely.
5. Review how you have recorded your hours and organized the information that is to be submitted to the University Instructor.
6. Prepare a cover for the portfolio that includes: Name, CRN, semester, date, and the Flying C.
7. No plastic sleeves on paper work that the University Instructor reviews.
8. If you are completing your hours and desire a grade, submit your portfolio.
9. You can find all required forms on the CSE website:
(<https://www.cmich.edu/colleges/ehs/program/counsel/Pages/Practicum-and-Internship.aspx>)

Portfolio Table of Contents

(provide tabs for each section)

Course Enrollment Information (make copies)

- Affiliation Agreement Approval Form
- Application for Practicum
- Affiliation Agreement Request Form
- Site & Supervisor Qualification Form
- Practicum Plan Form
- Site Supervisor Agreement
- Supervisor's Resume and Professional Liability Insurance verification

Practicum Log Forms

- Weekly Practicum Hour Logs
- Practicum Summary Hour Log

Evaluation Forms

- Midterm Practicum Evaluation (one for each site and semester enrolled)
- Final Practicum Evaluation (one for each site and semester enrolled)
- Student Evaluation of Site and Field Supervisor (one for each site)

Deferred Grade "Z" Forms

- Request for Z Grade

Final Check-Off Forms

- Final Check-Off Form (CED 690) (one for each site)

Class Assignments**Miscellaneous Information**

- Research
- Handouts

**SECTION 9:
PRACTICUM FORMS**

Example Forms

(fillable forms available on CSE website:

<https://www.cmich.edu/colleges/ehs/program/counsel/Pages/Practicum-and-Internship.aspx>)

- a. Weekly Practicum Hour Logs – Agency
- b. Summary Hour Log - Agency
- c. Weekly Practicum Hour Logs – School
- d. Summary Hour Log - School
- e. Mid-Term Evaluation
- f. Final Evaluation
- g. Student Intern Evaluation of Practicum Site and Field Supervisor

Miscellaneous Forms

- h. Permission to Record or Observe Counseling Session
- i. Request for “Z” Grade
- j. Phone Evaluation with Site Supervisor
- k. Supervision Form after “Z” Grade
- l. Site Description Form
- m. Supervision Observation Form
- n. Final Check-Off Form

Clinical Mental Health Counseling Weekly Practicum Log

This is an example of the information needed; you will use the excel spreadsheet available on the course and website.

Name: _____

Site: _____ Supervisor: _____

Beginning Date: _____ Ending Date: _____

Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
Direct Hours						
Individual Counseling						
Group Counseling						
Family/Couples Counseling						
Intake/Assessments						
Direct Hours Total:						
Indirect Hours						
Professional Development						
Program Development						
Reviewing Audio/ Video Tapes/ Obser of Counseling						
Contact with Agencies/Colleges						
Proposal/Grant Writing						
Test Admin. & Coordination						
Case Conference/ Consultation						
Documentation/Report Writing						
Individual Supervision						
Group Supervision						

Professional Research						
Staff Development Training						
Making Referrals						
Other (specify)						
Indirect Hours Total:						
All Hours Total:						

Intern Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

Faculty Instructor Signature: _____ Date: _____

Clinical Mental Health Counseling Summary Practicum Log

This is an example of the information needed; you will use the excel spreadsheet available on the course and website.

Name: _____

Site: _____ Supervisor: _____

Semester: _____ Year: _____

Week	Direct Hours	Administrative Hours	Supervision Hours
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

Intern Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

Faculty Instructor Signature: _____ Date: _____

School Counseling Weekly Practicum Log

This is an example of the information needed; you will use the excel spreadsheet available on the course and website.

Name: _____

Site: _____ Supervisor: _____

Beginning Date: _____ Ending Date: _____

Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
Direct Hours						
Individual Counseling						
Group Counseling						
Group Guidance						
Career Guidance						
Assessment Interviews						
Parent Meeting/ Conferences						
Substance Abuse Intervention						
Crisis Intervention						
MFE/IEP with Student/Parent						
Consultation						
Direct Hours Total:						
Indirect Hours						
Conferences & Workshops						
Develop Program Materials						
Reviewing Audio/ Video Tapes						
Contact with Agencies/Colleges						
Faculty/Staff Meetings						
Test Admin. & Coordination						
In-Service						
Record Keeping						

Individual Supervision						
Group Supervision						
Observation of Students						
Scheduling Activities						
Making Referrals						
Other (specify)						
Indirect Hours Total:						
All Hours Total:						

Intern Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

Faculty Instructor Signature: _____ Date: _____

School Counseling Summary Practicum Log

This is an example of the information needed; you will use the excel spreadsheet available on the course and website.

Name: _____

Site: _____ Supervisor: _____

Semester: _____ Year: _____

Week	Direct Hours	Administrative Hours	Supervision Hours
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

Intern Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

Faculty Instructor Signature: _____ Date: _____

School Practicum Evaluation

	Remediation Needed	More Time Needed to Develop	Progressing Satisfactorily	Internship Level Achieved
Documentation	Paperwork is not completed or unprofessional	Paperwork is consistently late and/or many grammar errors; Beginning stages of clinical writing and tx planning documentation. Areas are not thorough or missing	Some grammatical errors, on time; clinical writing is somewhat consistent and mostly developed. Treatment planning document mostly aligns, but needs guidance	Well written, clear and completed within time frames; Clinical writing is consistent, treatment planning is clearly connected to session notes; few corrections needed
Supervision – Accepts from peers	Demonstrates rigid thinking, unwilling to accept feedback.	Demonstrates moderate defensiveness, argues with peers	Demonstrates mild defensiveness	Accepts supervision and feedback from peers

Standards

USA- CACREP Standards (2016)

Domain: SECTION 3: PROFESSIONAL PRACTICE

Area: INTERNSHIP

Standard: L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

Standard: M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is

under the supervision of a counselor education program faculty member.				
Supervision – Accepts from supervisor	Demonstrates rigid thinking, unwilling to accept feedback. Not prepared for, or misses supervision sessions	Demonstrates moderate defensiveness, argues with supervisor; relies on supervisor for supervision session; often not prepared with video or needs	Mostly accepts supervision feedback; usually prepared for supervision session; video not always ready, or needs identified	Accepts supervision and feedback from supervisor; always prepared for supervision.
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 3: PROFESSIONAL PRACTICE</p> <p>Area: INTERNSHIP</p> <p>Standard: L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.</p> <p>Standard: M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.</p>				
Supervision – provides to peers	Feedback is not relevant to the issue.	Feedback is always positive/ too harsh and/or does not provide feedback.	Feedback is useful but not critical, misses points	Provides critical feedback to peers in group supervision

Standards

USA- CACREP Standards (2016)

Domain: SECTION 3: PROFESSIONAL PRACTICE

Area: INTERNSHIP

Standard: L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

Standard: M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Supervision – Incorporates feedback into sessions	Never or rarely incorporates feedback into sessions.	Attempting to incorporate feedback into sessions	Usually incorporates feedback into sessions.	Always incorporates feedback into sessions.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 3: PROFESSIONAL PRACTICE

Area: INTERNSHIP

Standard: L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

Standard: M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Supervision – recognizes limitations	Never identifies limitations	Rarely identifies limitations	Usually, but not always identifies limitations.	Always able to accurately identify own limitations
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 3: PROFESSIONAL PRACTICE

Area: INTERNSHIP

Standard: L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

Standard: M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Attending - Demonstrates ability to focus session on client.	Session is not counseling focused	Uses constant questioning to direct session	Usually focuses session on client, can be too directive	Focuses the session on the client.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS

Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills				
Attending – Demonstrates basic active listening skills	Does not demonstrate basic attending skills	Demonstrates occasionally use of basic attending skills; questioning or summary frequently distract from session; reflection mostly displays accurate listening	Demonstrates attending skills, but occasionally misses client story, feelings, or point; questioning or summary occasionally distract from session; reflection mostly displays accurate listening	Demonstrates consistent attending skills and accurate reflection/summary of content
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>Area: COUNSELING CURRICULUM</p> <p>Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</p> <p>Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS</p> <p>Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills</p>				
Attending – Demonstrates ability to use open ended questions	Uses only closed questions	Uses mostly closed questions	Uses closed and open ended questions.	Uses mostly open ended questions (closed when needed)
<p>Standards</p> <p>USA- CACREP Standards (2016)</p>				

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS

Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills

Conceptualization – Demonstrates ability to identify client issues	Unable to identify client issues; Does not identify themes, meaning, or underlying issues beyond presenting problem	Often misses identification of client issues; frequently misses identifying themes, meaning, or underlying issues beyond presenting problem	Occasionally misses identification of client issues, themes, meaning, or underlying issues beyond presenting problem	Accurately identifies client issues, themes, meaning, underlying issues beyond presenting problem.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS

Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills

Conceptualization – Demonstrates ability to link	Unable to identify guiding theory or link to overall	Conceptualization – Demonstrates ability to link	Has identified a guiding theory and frequently, not	Has identified a guiding theory and consistently
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<p>theory to conceptualization</p>	<p>treatment goal/intervention</p>	<p>theory to conceptualization Unable to identify guiding theory or link to overall treatment goal/intervention Has identified an initial guiding theory and beginning to understand the client through a guiding theory and link to overall treatment goal/intervention Has identified a guiding theory and frequently, not consistently attempts to discuss clients with a guiding theory and links to overall treatment goal/intentions Has identified a guiding theory and consistently discusses clients through a guiding theory, and</p>	<p>consistently attempts to discuss clients with a guiding theory and links to overall treatment goal/intentions</p>	<p>discusses clients through a guiding theory, and clearly links to overall treatment goal/intentions</p>
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		clearly links to overall treatment goal/interventions		
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS

Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills

Conceptualization – demonstrates ability to identify therapeutic intention	Unable to ever articulate therapeutic intention	Unable to consistently articulate therapeutic intention	Usually Identifies therapeutic intention accurately.	Accurately identifies therapeutic intention
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS

Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills

Counseling Techniques – Demonstrates ability to accurately identify/explain client thoughts and feelings	Unable to identify and reflect client thoughts and feelings.	Identifies and reflects client thoughts and feelings with major errors	Identifies and reflects client thoughts and feelings with minor errors	Accurately identifies and reflects client thoughts and feelings
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS

Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills

Counseling Techniques – Demonstrates understanding of motivation for behavior	Unable to identify client motivation for behavior.	Identifies client motivation for behavior with major errors.	Identifies client motivation for behavior with minor errors.	Accurately identifies client motivation for behavior.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS

Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills				
Counseling Techniques – Demonstrates ability to convey empathy	Utilizes only sympathy statements	Utilizes sympathy and empathy statements	Makes attempts to convey empathy with minor errors	Accurately conveys empathy in session.
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>Area: COUNSELING CURRICULUM</p> <p>Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</p> <p>Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS</p> <p>Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills</p>				
Group – Demonstrates ability to lead or co-lead group successfully	Unable to lead/co-lead a group successfully.	Leads/co-leads group with major difficulty (group process is not therapeutic)	Leads/co-leads group with minor difficulty (problems with group cohesion etc)	Leads and/or co-leads group successfully
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 3: PROFESSIONAL PRACTICE</p> <p>Area: ENTRY-LEVEL PROFESSIONAL PRACTICE</p> <p>Standard: E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.</p>				
Group – Demonstrates	Unable to demonstrate	Uses group facilitator skills	Uses group facilitator skills	Accurately uses group

skills specific to group process.	effective group facilitator skills.	including the ability to recruit, screen and select members with extensive support and or major errors.	including the ability to recruit, screen and select members with supervisor support.	facilitator skills including the ability to recruit, screen and select members.
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>Area: COUNSELING CURRICULUM</p> <p>Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</p> <p>Indicator: F6. GROUP COUNSELING AND GROUP WORK</p> <p>Sub Indicator: F6e. approaches to group formation, including recruiting, screening, and selecting members</p> <p>Domain: SECTION 3: PROFESSIONAL PRACTICE</p> <p>Area: ENTRY-LEVEL PROFESSIONAL PRACTICE</p> <p>Standard: E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.</p>				
Professional Behavior/Ethics	Unprofessional demeanor; misses client appointments; non-professional attire	Frequent Unprofessional demeanor; reschedules client appointments; not always professional	Usually maintains professional demeanor; rarely reschedules or misses client appointments; generally professional attire	Professional demeanor with staff and clients, on the school site, and with student clients; and/or keeps clients appointments. Maintains consistent

				professional attire
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>Area: COUNSELING CURRICULUM</p> <p>Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</p> <p>Indicator: F1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</p> <p>Sub Indicator: F1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</p> <p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – SCHOOL COUNSELING</p> <p>Area: G. SCHOOL COUNSELING</p> <p>Standard: 2. CONTEXTUAL DIMENSIONS</p> <p>Indicator: n. legal and ethical considerations specific to school counseling</p>				
Professional Behavior/Ethics	Rarely complies with ACA ethical guidelines, ASCA ethical standards and maintains confidentiality through informed consent with student clients.	Sometimes complies with ACA ethical guidelines, ASCA ethical standards and maintains confidentiality through informed consent with student clients.	Mostly complies with ACA ethical guidelines, ASCA ethical standards and maintains confidentiality through informed consent with student clients.	Always complies with ACA ethical guidelines, ASCA ethical standards and maintains confidentiality through informed consent with student clients.

Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

Sub Indicator: F1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – SCHOOL COUNSELING

Area: G. SCHOOL COUNSELING

Standard: 2. CONTEXTUAL DIMENSIONS

Indicator: n. legal and ethical considerations specific to school counseling

Multicultural Competencies	Never or rarely identifies and addresses multicultural differences in supervision on the school site, and with student clients.	Sometimes identifies and addresses multicultural differences in supervision on the school site, and with student clients.	Mostly identifies and addresses multicultural differences in supervision on the school site, and with student clients.	Accurately identifies and addresses multicultural differences in supervision on the school site, and with student clients.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F2. SOCIAL AND CULTURAL DIVERSITY

Sub Indicator: F2c. multicultural counseling competencies

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – SCHOOL COUNSELING

Area: G. SCHOOL COUNSELING

Standard: 3. PRACTICE

Indicator: k. strategies to promote equity in student achievement and college access

Multicultural Competencies	Never or rarely uses strategies to promote equity in student achievement and college access.	Sometimes uses strategies to promote equity in student achievement and college access.	Usually uses strategies to promote equity in student achievement and college access.	Always uses strategies to promote equity in student achievement and college access.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F2. SOCIAL AND CULTURAL DIVERSITY

Sub Indicator: F2c. multicultural counseling competencies

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – SCHOOL COUNSELING

<p>Area: G. SCHOOL COUNSELING</p> <p>Standard: 3. PRACTICE</p> <p>Indicator: k. strategies to promote equity in student achievement and college access</p>				
Assessment	Does not demonstrate the ability to use assessments specific to a P-12 educational setting.	Demonstrates the ability to use assessments specific to a P-12 educational setting with major errors	Demonstrates the ability to use assessments specific to a P-12 educational setting with minor errors.	Accurately demonstrates the ability to use assessments specific to a P-12 educational setting.
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – SCHOOL COUNSELING</p> <p>Area: G. SCHOOL COUNSELING</p> <p>Standard: 1. FOUNDATIONS</p> <p>Indicator: e. assessments specific to P-12 education</p>				
Assessment	Does not uses developmentally appropriate career counseling interventions and assessments.	Uses developmentally appropriate career counseling interventions and assessments. with major errors	Uses developmentally appropriate career counseling interventions and assessments. with minor errors.	Accurately uses developmentally appropriate career counseling interventions and assessments.
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – SCHOOL COUNSELING</p>				

<p>Area: G. SCHOOL COUNSELING</p> <p>Standard: 3. PRACTICE</p> <p>Indicator: e. use of developmentally appropriate career counseling interventions and assessments</p>				
Assessment	Does not demonstrate the ability to use accountability data to inform decision making	Demonstrates the ability to use accountability data to inform decision making with major errors.	Demonstrates the ability to use accountability data to inform decision making with minor errors	Accurately demonstrates the ability to use accountability data to inform decision making.
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – SCHOOL COUNSELING</p> <p>Area: G. SCHOOL COUNSELING</p> <p>Standard: 3. PRACTICE</p> <p>Indicator: n. use of accountability data to inform decision making</p>				
Treatment	Fails to implement a range of appropriate techniques and interventions to promote academic, career, and social/emotional development.	Implements a limited range of appropriate techniques and interventions to promote academic, career, and social/emotional development.	Implements a small range of appropriate techniques and interventions to promote academic, career, and social/emotional development.	Accurately implements a range of appropriate techniques and interventions to promote academic, career, and social/emotional development.
<p>Standards</p> <p>USA- CACREP Standards (2016)</p>				

<p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – SCHOOL COUNSELING</p> <p>Area: G. SCHOOL COUNSELING</p> <p>Standard: 3. PRACTICE</p> <p>Indicator: d. interventions to promote academic development</p> <p>Indicator: e. use of developmentally appropriate career counseling interventions and assessments</p> <p>Indicator: f. techniques of personal/social counseling in school settings</p>				
Treatment	Unable to implement interventions to promote college and career readiness.	Implements interventions to promote college and career readiness with major errors.	Implements interventions to promote college and career readiness with minor errors.	Accurately implements interventions to promote college and career readiness.
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – SCHOOL COUNSELING</p> <p>Area: G. SCHOOL COUNSELING</p> <p>Standard: 3. PRACTICE</p> <p>Indicator: j. interventions to promote college and career readiness</p>				
Treatment	Never or rarely recognizes the signs and symptoms of substance abuse in children and adolescents as well as the	Sometimes recognizes the signs and symptoms of substance abuse in children and adolescents as well as the	Usually recognizes the signs and symptoms of substance abuse in children and adolescents as well as the	Accurately recognizes the signs and symptoms of substance abuse in children and adolescents as well as the

	signs and symptoms of living in a home where substance use occurs.	signs and symptoms of living in a home where substance use occurs.	signs and symptoms of living in a home where substance use occurs - with supervisor prompt.	signs and symptoms of living in a home where substance use occurs.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – SCHOOL COUNSELING

Area: G. SCHOOL COUNSELING

Standard: 2. CONTEXTUAL DIMENSIONS

Indicator: i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs

Collaboration & Advocacy	Never demonstrates the ability to advocate for students based on their specific academic, career, and social/emotional needs.	Rarely demonstrates the ability to advocate for students based on their specific academic, career, and social/emotional needs.	Usually demonstrates the ability to advocate for students based on their specific academic, career, and social/emotional needs.	Consistently demonstrates the ability to advocate for students based on their specific academic, career, and social/emotional needs.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – SCHOOL COUNSELING

Area: G. SCHOOL COUNSELING

Standard: 2. CONTEXTUAL DIMENSIONS

Indicator: a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools				
Collaboration & Advocacy	Never demonstrates the ability to coordinate other education, mental health, and health professionals.	Rarely demonstrates the ability to coordinate other education, mental health, and health professionals.	Usually demonstrates the ability to coordinate other education, mental health, and health professionals.	Consistently demonstrates the ability to coordinate other education, mental health, and health professionals.
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – SCHOOL COUNSELING</p> <p>Area: G. SCHOOL COUNSELING</p> <p>Standard: 2. CONTEXTUAL DIMENSIONS</p> <p>Indicator: b. school counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies</p>				
Collaboration & Advocacy	Never demonstrates the ability to use data to advocate for programs and students.	Rarely demonstrates the ability to use data to advocate for programs and students.	Usually demonstrates the ability to use data to advocate for programs and students.	Consistently demonstrates the ability to use data to advocate for programs and students.
<p>Standards USA- CACREP Standards (2016)</p> <p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – SCHOOL COUNSELING</p> <p>Area: G. SCHOOL COUNSELING</p> <p>Standard: 3. PRACTICE</p> <p>Indicator: o. use of data to advocate for programs and students</p>				

Addiction Practicum Evaluation

	Remediation Needed	More Time Needed to Develop	Progressing Satisfactorily	Internship Level Achieved
Documentation	Paperwork is not completed or unprofessional	Paperwork is consistently late and/or many grammar errors; Beginning stages of clinical writing and tx planning documentation. Areas are not thorough or missing	Some grammatical errors, on time; clinical writing is somewhat consistent and mostly developed. Treatment planning document mostly aligns, but needs guidance	Well written, clear and completed within time frames; Clinical writing is consistent, treatment planning is clearly connected to session notes; few corrections needed.

Standards

USA- CACREP Standards (2016)

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING

Area: C. CLINICAL MENTAL HEALTH COUNSELING

Standard: 2. CONTEXTUAL DIMENSIONS

Indicator: 2m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

Supervision – Accepts from peers	Demonstrates rigid thinking, unwilling to accept feedback.	Demonstrates moderate defensiveness, argues with peers	Demonstrates mild defensiveness	Accepts supervision and feedback from peers
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 3: PROFESSIONAL PRACTICE

Area: INTERNSHIP

Standard: L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

Standard: M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Supervision – Accepts from supervisor	Demonstrates rigid thinking, unwilling to accept feedback. Not prepared for, or misses supervision sessions	Demonstrates moderate defensiveness, argues with supervisor; relies on supervisor for supervision session; often not prepared with video or needs	Mostly accepts supervision feedback; usually prepared for supervision session; video not always ready, or needs identified.	Accepts supervision and feedback from supervisor; always prepared for supervision session.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 3: PROFESSIONAL PRACTICE

Area: INTERNSHIP

Standard: L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

Standard: M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor

education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.				
Supervision – provides to peers	Feedback is not relevant to the issue.	Feedback is always positive/ too harsh and/or does not provide feedback.	Feedback is useful but not critical, misses points	Provides critical feedback to peers in group supervision
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 3: PROFESSIONAL PRACTICE</p> <p>Area: INTERNSHIP</p> <p>Standard: L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.</p> <p>Standard: M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.</p>				
Supervision – Incorporates feedback into sessions	Never or rarely incorporates feedback into sessions.	Attempting to incorporate feedback into sessions	Usually incorporates feedback into sessions.	Always incorporates feedback into sessions.
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 3: PROFESSIONAL PRACTICE</p> <p>Area: INTERNSHIP</p>				

<p>Standard: L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.</p> <p>Standard: M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.</p>				
Supervision – recognizes limitations	Never identifies limitations	Attempts to identify limitations	Usually, but not always identifies limitations.	Always able to accurately identify own limitations
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 3: PROFESSIONAL PRACTICE</p> <p>Area: INTERNSHIP</p> <p>Standard: L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.</p> <p>Standard: M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.</p>				
Attending – Demonstrates ability to focus session on client.	Session is not counseling focused	Uses constant questioning to direct session	Usually focuses session on client, can be too directive.	Focuses the session on the client.

Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS

Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills

Attending – Demonstrates basic active listening skills	Does not demonstrate basic attending skills	Demonstrates occasionally use of basic attending skills; questioning or summary frequently distract from session; reflection mostly displays accurate listening	Demonstrates attending skills, but occasionally misses client story, feelings, or point; questioning or summary occasionally distract from session; reflection mostly displays accurate listening	Demonstrates consistent attending skills and accurate reflection/sum mary of content
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

<p>Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS</p> <p>Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills</p>				
Attending – Demonstrates ability to use open ended questions	Uses only closed questions	Uses mostly closed questions	Uses closed and open ended questions.	Uses mostly open ended questions (closed when needed)
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>Area: COUNSELING CURRICULUM</p> <p>Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</p> <p>Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS</p> <p>Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills</p>				
Conceptualization – Demonstrates ability to identify client issues	Unable to identify client issues; Does not identify themes, meaning, or underlying issues beyond presenting problem	Often misses identification of client issues; frequently misses identifying themes, meaning, or underlying issues beyond presenting problem	Occasionally misses identification of client issues, themes, meaning, or underlying issues beyond presenting problem	Accurately identifies client issues, themes, meaning, underlying issues beyond presenting problem
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p>				

<p>Area: COUNSELING CURRICULUM</p> <p>Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</p> <p>Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS</p> <p>Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills</p>				
Conceptualization – Demonstrates ability to link theory to conceptualization	Unable to identify guiding theory or link to overall treatment goal/intervention	Has identified an initial guiding theory and beginning to understand the client through a guiding theory and link to overall treatment goal/intervention	Has identified a guiding theory and frequently, not consistently attempts to discuss clients with a guiding theory and links to overall treatment goal/intentions	Has identified a guiding theory and consistently discusses clients through a guiding theory, and clearly links to overall treatment goal/intentions
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>Area: COUNSELING CURRICULUM</p> <p>Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</p> <p>Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS</p> <p>Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills</p>				
Conceptualization – demonstrates ability to	Unable to ever articulate therapeutic intention	Unable to consistently articulate	Usually identifies therapeutic	Accurately identifies therapeutic intention

identify therapeutic intention		therapeutic intention	intention accurately.	
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>Area: COUNSELING CURRICULUM</p> <p>Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</p> <p>Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS</p> <p>Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills</p>				
Counseling Techniques – Demonstrates ability to accurately identify/explain client thoughts and feelings	Unable to identify and reflect client thoughts and feelings.	Identifies and reflects client thoughts and feelings with major errors	Identifies and reflects thoughts and feelings with minor errors	Accurately identifies and reflects client thoughts and feelings
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>Area: COUNSELING CURRICULUM</p> <p>Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</p> <p>Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS</p> <p>Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills</p>				

Counseling Techniques – Demonstrates understanding of motivation for behavior	Unable to identify client motivation for behavior.	Identifies client motivation for behavior with major errors.	Identifies client motivation for behavior with minor errors.	Accurately identifies client motivation for behavior.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS

Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills

Counseling Techniques – Demonstrates ability to convey empathy	Utilizes only sympathy statements	Utilizes sympathy and empathy statements	Makes attempts to convey empathy with minor errors	Accurately conveys empathy in session.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS

Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills

Group – Demonstrates ability to lead or co-lead group successfully	Unable to lead/co-lead a group successfully.	Leads/co-leads group with major difficulty (group process is not therapeutic)	Leads/co-leads group with minor difficulty (problems with group cohesion etc)	Leads and/or co-leads group successfully
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 3: PROFESSIONAL PRACTICE</p> <p>Area: ENTRY-LEVEL PROFESSIONAL PRACTICE</p> <p>Standard: E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.</p>				
Group – Demonstrates skills specific to group process.	Unable to demonstrate effective group facilitator skills.	Uses group facilitator skills with major errors (group process not useful for clients)	Uses group facilitator skills with minor errors (not blocking etc)	Accurately uses group facilitator skills.
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 3: PROFESSIONAL PRACTICE</p> <p>Area: ENTRY-LEVEL PROFESSIONAL PRACTICE</p> <p>Standard: E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.</p>				
Professional Behavior/Ethics	Unprofessional demeanor; misses client appointments; non-professional attire	Frequent Unprofessional demeanor; reschedules client appointments; not always professional	Usually maintains professional demeanor; rarely reschedules or misses client appointments; generally	Professional demeanor with staff and clients; keeps client appointments; maintains consistent

			professional attire	professional attire
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>Area: COUNSELING CURRICULUM</p> <p>Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</p> <p>Indicator: F1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</p> <p>Sub Indicator: F1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</p> <p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – ADDICTION COUNSELING</p> <p>Area: A. ADDICTION COUNSELING</p> <p>Standard: A2. CONTEXTUAL DIMENSIONS</p> <p>Indicator: A2i. legal and ethical considerations specific to addiction counseling</p>				
Professional Behavior/Ethics	Rarely complies with ACA ethical guidelines and maintains confidentiality	Sometimes complies with ACA ethical guidelines and maintains confidentiality	Mostly complies with ACA ethical guidelines and maintains confidentiality	Always complies with ACA ethical guidelines and maintains confidentiality
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>Area: COUNSELING CURRICULUM</p>				

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

Sub Indicator: F1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – ADDICTION COUNSELING

Area: A. ADDICTION COUNSELING

Standard: A2. CONTEXTUAL DIMENSIONS

Indicator: A2i. legal and ethical considerations specific to addiction counseling

Multicultural Competencies	Never or rarely identifies and addresses multicultural differences in supervision and sessions	Sometimes identifies and addresses multicultural differences in supervision and sessions	Mostly identifies and addresses multicultural differences in supervision and sessions	Accurately identifies and addresses multicultural differences in supervision and sessions
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F2. SOCIAL AND CULTURAL DIVERSITY

Sub Indicator: F2c. multicultural counseling competencies

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – ADDICTION COUNSELING

Area: A. ADDICTION COUNSELING

Standard: A2. CONTEXTUAL DIMENSIONS

Indicator: A2j. cultural factors relevant to addiction and addictive behavior

Multicultural Competencies	Never or rarely conducts research to address lack of knowledge	Sometimes conducts research to address lack of knowledge	Usually conducts research to address lack of knowledge	Always conducts research to address lack of knowledge
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F2. SOCIAL AND CULTURAL DIVERSITY

Sub Indicator: F2c. multicultural counseling competencies

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – ADDICTION COUNSELING

Area: A. ADDICTION COUNSELING

Standard: A2. CONTEXTUAL DIMENSIONS

Indicator: A2j. cultural factors relevant to addiction and addictive behavior

Assessment	Does not demonstrate the ability to conduct an intake interview, a biopsychosocial assessment,	Demonstrates the ability to conduct an intake interview, a biopsychosocial assessment,	Demonstrates the ability to conduct an intake interview, a biopsychosocial assessment,	Accurately demonstrates the ability to conduct an intake interview, a biopsychosocial assessment,
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	I assessment, a spiritual history and substance abuse history, or with major errors.	a spiritual history and substance abuse history with major components missing.	a spiritual history and substance abuse history with minor errors/ components missing	I assessment, a spiritual history and substance abuse history.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – ADDICTION COUNSELING

Area: A. ADDICTION COUNSELING

Standard: A3. PRACTICE

Indicator: A3a. screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments

Indicator: A3b. assessment of biopsychosocial and spiritual history relevant to addiction

Assessment	Does not demonstrate the ability to conduct a mental status exam and assess toxicity, intoxication and withdrawal.	Demonstrates the ability to conduct a mental status exam and assess toxicity, intoxication and withdrawal with major errors.	Demonstrates the ability to conduct a mental status exam and assess toxicity, intoxication and withdrawal with minor errors.	Accurately demonstrates the ability to conduct a mental status exam and assess toxicity, intoxication and withdrawal.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – ADDICTION COUNSELING

Area: A. ADDICTION COUNSELING

<p>Standard: A3. PRACTICE</p> <p>Indicator: A3a. screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments</p> <p>Indicator: A3c. assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal</p>				
Assessment	Does not demonstrate the ability to choose, administer, and interpret psychological assessments related to substance abuse; and review results in a competent manner.	Demonstrates the ability to choose, administer, and interpret psychological assessments related to substance abuse; and review results in a competent manner with major errors.	Demonstrates the ability to choose, administer, and interpret psychological assessments related to substance abuse; and review results in a competent manner with minor errors	Accurately demonstrates the ability to choose, administer, and interpret psychological assessments related to substance abuse; and review results in a competent manner.
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – ADDICTION COUNSELING</p> <p>Area: A. ADDICTION COUNSELING</p> <p>Standard: A3. PRACTICE</p> <p>Indicator: A3a. screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments</p>				
Assessment	Does not demonstrate the ability to conduct a diagnostic differential	Demonstrates the ability to conduct a diagnostic differential assessment;	Demonstrates the ability to conduct a diagnostic differential assessment;	Accurately demonstrates the ability to conduct a diagnostic differential

	assessment; does not accurately use the DSM-5 & ICD-10; does not evaluate for co-occurring disorders.	accurately uses the DSM-V & ICD-10 with major errors and/or irregularly evaluates for co-occurring disorders.	accurately uses the DSM-5 & ICD-10 with minor errors and mostly considers and evaluates for co-occurring disorders.	assessment; accurately uses the DSM-5 & ICD-10; and consistently evaluates for co-occurring disorders and the impact on treatment
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – ADDICTION COUNSELING

Area: A. ADDICTION COUNSELING

Standard: A2. CONTEXTUAL DIMENSIONS

Indicator: A2i. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

Standard: A3. PRACTICE

Indicator: A3a. screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments

Assessment	Does not demonstrates the ability to assess for stage of change/recovery and dependence.	Demonstrates the ability to assess for stage of change/recovery and dependence with major errors	Demonstrates the ability to assess for stage of change/recovery and dependence with minor errors	Accurately demonstrates the ability to assess for stage of change/recovery and dependence.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – ADDICTION COUNSELING

Area: A. ADDICTION COUNSELING

Standard: A3. PRACTICE

Indicator: A3g. evaluating and identifying individualized strategies and treatment modalities relative to clients’ stage of dependence, change, or recovery

Treatment	Fails to implement appropriate interventions or techniques related to substance abuse.	Implements a limited range of appropriate interventions and techniques and/or uses some inappropriate techniques related to substance abuse.	Implements a small range of appropriate interventions and techniques related to substance abuse.	Accurately implements a wide range of appropriate interventions and techniques related to substance abuse.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – ADDICTION COUNSELING

Area: A. ADDICTION COUNSELING

Standard: A3. PRACTICE

Indicator: A3d. techniques and interventions related to substance abuse and other addictions

Treatment	Does not implement strategies for reducing the effect of substance abuse, use and	Implements strategies for reducing the effect of substance abuse, use and addictive	Implements strategies for reducing the effect of substance abuse, use and addictive	Accurately implements strategies for reducing the effect of substance abuse, use and
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	addictive disorders.	disorders with major errors.	disorders with minor errors.	addictive disorders.
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – ADDICTION COUNSELING</p> <p>Area: A. ADDICTION COUNSELING</p> <p>Standard: A3. PRACTICE</p> <p>Indicator: A3e. strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders</p>				
Treatment	Does not implement strategies for helping clients identify the effect of of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction.	Implements strategies for helping clients identify the effect of of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction with major errors.	Implements strategies for helping clients identify the effect of of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction with minor errors, inconsistently.	Accurately implements strategies for helping clients identify the effect of of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction.
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – ADDICTION COUNSELING</p> <p>Area: A. ADDICTION COUNSELING</p> <p>Standard: A3. PRACTICE</p>				

Indicator: A3f. strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction				
Treatment	Unable to terminate treatment and/or provide referrals.	Termination is not addressed effectively, no referrals given	Termination is abrupt/ referrals lacking.	Appropriately terminates treatment and provides referrals as needed.
Standards				
USA- CACREP Standards (2016)				
Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – ADDICTION COUNSELING				
Area: A. ADDICTION COUNSELING				
Standard: A3. PRACTICE				
Indicator: A3d. techniques and interventions related to substance abuse and other addictions				
Collaboration & Advocacy	Does not demonstrate the ability to coordinate with other mental health and health professionals including psychiatrists, nurses, social works, psychologists and educators.	Accurately demonstrates the ability to coordinate with other mental health and health professionals including psychiatrists, nurses, social works, psychologists and educators with extensive assistance.	Demonstrates the ability to coordinate with other mental health and health professionals including psychiatrists, nurses, social works, psychologists and educators with prompting.	Accurately demonstrates the ability to coordinate with other mental health and health professionals including psychiatrists, nurses, social works, psychologists and educators.
Standards				
USA- CACREP Standards (2016)				

<p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING</p> <p>Area: C. CLINICAL MENTAL HEALTH COUNSELING</p> <p>Standard: 3. PRACTICE</p> <p>Indicator: 3d. strategies for interfacing with integrated behavioral health care professionals</p>				
Collaboration & Advocacy –	Does not demonstrate the ability to advocate for clients within the legal system	Demonstrates the ability to advocate for clients within the legal system with extensive assistance.	Demonstrates the ability to advocate for clients within the legal system with prompting.	Accurately demonstrates the ability to advocate for clients within the legal system
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – ADDICTION COUNSELING</p> <p>Area: A. ADDICTION COUNSELING</p> <p>Standard: A3. PRACTICE</p> <p>Indicator: A3h. strategies for interfacing with the legal system and working with court referred clients</p>				

CMH Practicum Evaluation

	Remediation Needed	More Time Needed to Develop	Progressing Satisfactorily	Internship Level Achieved
Documentation	Paperwork is not completed or unprofessional	Paperwork is consistently late and/or many grammar errors; Beginning stages of clinical writing and tx planning documentation. Areas are not thorough or missing	Some grammatical errors, on time; clinical writing is somewhat consistent and mostly developed. Treatment planning document mostly aligns, but needs guidance	Well written, clear and completed within time frames; Clinical writing is consistent, treatment planning is clearly connected to session notes; few corrections needed
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING</p> <p>Area: C. CLINICAL MENTAL HEALTH COUNSELING</p> <p>Standard: 2. CONTEXTUAL DIMENSIONS</p> <p>Indicator: 2m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling</p>				
Supervision – Accepts from peers	Demonstrates rigid thinking, unwilling to accept feedback.	Demonstrates moderate defensiveness, argues with peers	Demonstrates mild defensiveness	Accepts supervision and feedback from peers
<p>Standards</p> <p>USA- CACREP Standards (2016)</p>				

Domain: SECTION 3: PROFESSIONAL PRACTICE

Area: INTERNSHIP

Standard: L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

Standard: M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Supervision – Accepts from supervisor	Demonstrates rigid thinking, unwilling to accept feedback. Not prepared for, or misses supervision sessions	Demonstrates moderate defensiveness, argues with supervisor; relies on supervisor for supervision session; often not prepared with video or needs	Mostly accepts supervision feedback; usually prepared for supervision session; video not always ready, or needs identified	Accepts supervision and feedback from supervisor; always prepared for supervision session.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 3: PROFESSIONAL PRACTICE

Area: INTERNSHIP

Standard: L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

Standard: M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Supervision – provides to peers	Feedback is not relevant to the issue.	Feedback is always positive/ too harsh and/or does not provide feedback.	Feedback is useful but not critical, misses points	Provides critical feedback to peers in group supervision
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 3: PROFESSIONAL PRACTICE

Area: INTERNSHIP

Standard: L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

Standard: M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Supervision – Incorporates feedback into sessions	Never or rarely incorporates feedback into sessions.	Attempting to incorporate feedback into sessions	Usually incorporates feedback into sessions.	Always incorporates feedback into sessions.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 3: PROFESSIONAL PRACTICE

Area: INTERNSHIP

Standard: L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

Standard: M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Supervision – recognizes limitations	Never identifies limitations	Attempts to identify limitations	Usually, but not always identifies limitations.	Always able to accurately identify own limitations
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 3: PROFESSIONAL PRACTICE

Area: INTERNSHIP

Standard: L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

Standard: M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Attending ' Demonstrates ability to focus	Session is not counseling focused	Uses constant questioning to direct session	Usually focuses session on	Focuses the session on the client.
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session on client(s)			client, can be too directive	
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>Area: COUNSELING CURRICULUM</p> <p>Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</p> <p>Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS</p> <p>Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills</p>				
Attending – Demonstrates basic active listening skills	Does not demonstrate basic attending skills	Demonstrates occasionally use of basic attending skills; questioning or summary frequently distract from session; reflection mostly displays accurate listening	Demonstrates attending skills, but occasionally misses client story, feelings, or point; questioning or summary occasionally distract from session; reflection mostly displays accurate listening	Demonstrates consistent attending skills and accurate reflection/summary of content
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>Area: COUNSELING CURRICULUM</p> <p>Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates.</p>				

<p>Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</p> <p>Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS</p> <p>Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills</p>				
Attending – Demonstrates ability to use open ended questions	Uses only closed questions	Uses mostly closed questions	Uses closed and open ended questions.	Uses mostly open ended questions (closed when needed)
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>Area: COUNSELING CURRICULUM</p> <p>Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</p> <p>Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS</p> <p>Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills</p>				
Conceptualization – Demonstrates ability to identify client issues	Unable to identify client issues; Does not identify themes, meaning, or underlying issues beyond presenting problem	Often misses identification of client issues; frequently misses identifying themes, meaning, or underlying issues beyond presenting problem	Occasionally misses identification of client issues, themes, meaning, or underlying issues beyond presenting problem	Accurately identifies client issues, themes, meaning, underlying issues beyond presenting problem.
<p>Standards</p> <p>USA- CACREP Standards (2016)</p>				

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS

Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills

Conceptualization – Demonstrates ability to link theory to conceptualization	Unable to identify guiding theory or link to overall treatment goal/intervention	Has identified an initial guiding theory and beginning to understand the client through a guiding theory and link to overall treatment goal/intervention	Has identified a guiding theory and frequently, not consistently attempts to discuss clients with a guiding theory and links to overall treatment goal/interventions	Has identified a guiding theory and consistently discusses clients through a guiding theory, and clearly links to overall treatment goal/interventions
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS

Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills

Conceptualization – demonstrates	Unable to ever articulate	Unable to consistently articulate	Usually identifies therapeutic	Accurately identifies
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ability to identify therapeutic intention	therapeutic intention	therapeutic intention	intention accurately.	therapeutic intention
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS

Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills

Counseling Techniques – Demonstrates ability to accurately identify/explain client thoughts and feelings	Unable to identify and reflect client thoughts and feelings.	Identifies and reflects client thoughts and feelings with major errors	Identifies and reflects client thoughts and feelings with minor errors	Accurately identifies and reflects client thoughts and feelings
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS

Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills

Counseling Techniques – Demonstrates understanding of motivation for behavior	Unable to identify client motivation for behavior.	Identifies client motivation for behavior with major errors.	Identifies client motivation for behavior with minor errors.	Accurately identifies client motivation for behavior.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS

Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills

Counseling Techniques – Demonstrates ability to convey empathy	Utilizes only sympathy statements	Utilizes sympathy and empathy statements	Makes attempts to convey empathy with minor errors	Accurately conveys empathy in session.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F5. COUNSELING AND HELPING RELATIONSHIPS

Sub Indicator: F5g. essential interviewing, counseling, and case conceptualization skills

Group – Demonstrates ability to lead or co-lead group successfully	Unable to lead/co-lead a group successfully.	Leads/co-leads group with major difficulty (group process is not therapeutic)	Leads/co-leads group with minor difficulty (problems with group cohesion etc)	Leads and/or co-leads group successfully
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 3: PROFESSIONAL PRACTICE</p> <p>Area: ENTRY-LEVEL PROFESSIONAL PRACTICE</p> <p>Standard: E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.</p>				
Group – Demonstrates skills specific to group process.	Unable to demonstrate effective group facilitator skills.	Uses group facilitator skills with major errors (group process not useful for clients)	Uses group facilitator skills with minor errors (not blocking etc)	Accurately uses group facilitator skills.
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 3: PROFESSIONAL PRACTICE</p> <p>Area: ENTRY-LEVEL PROFESSIONAL PRACTICE</p> <p>Standard: E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.</p>				
Professional Behavior/Ethics	Unprofessional demeanor; misses client appointments; non-professional attire	Frequent Unprofessional demeanor; reschedules client appointments; not always	Usually maintains professional demeanor; rarely reschedules or misses client appointments; generally	Professional demeanor with staff and clients; keeps client appointments; maintains consistent

		professional attire	professional attire	professional attire
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>Area: COUNSELING CURRICULUM</p> <p>Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</p> <p>Indicator: F1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</p> <p>Sub Indicator: F1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</p> <p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING</p> <p>Area: C. CLINICAL MENTAL HEALTH COUNSELING</p> <p>Standard: 2. CONTEXTUAL DIMENSIONS</p> <p>Indicator: 2I. legal and ethical considerations specific to clinical mental health counseling</p>				
Professional Behavior/Ethics	Rarely complies with ACA ethical guidelines nor maintains confidentiality	Sometimes complies with ACA ethical guidelines and maintains confidentiality	Mostly complies with ACA ethical guidelines and maintains confidentiality	Always complies with ACA ethical guidelines and maintains confidentiality
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>Area: COUNSELING CURRICULUM</p>				

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

Sub Indicator: F1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING

Area: C. CLINICAL MENTAL HEALTH COUNSELING

Standard: 2. CONTEXTUAL DIMENSIONS

Indicator: 2I. legal and ethical considerations specific to clinical mental health counseling

Multicultural Competencies	Never or rarely identifies and addresses multicultural differences in supervision and sessions	Sometimes identifies and addresses multicultural differences in supervision and sessions	Mostly identifies and addresses multicultural differences in supervision and sessions	Accurately identifies and addresses multicultural differences in supervision and sessions
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Area: COUNSELING CURRICULUM

Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Indicator: F2. SOCIAL AND CULTURAL DIVERSITY

Sub Indicator: F2c. multicultural counseling competencies

<p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING</p> <p>Area: C. CLINICAL MENTAL HEALTH COUNSELING</p> <p>Standard: 2. CONTEXTUAL DIMENSIONS</p> <p>Indicator: 2j. cultural factors relevant to clinical mental health counseling</p>				
Multicultural Competencies	Never or rarely conducts research to address lack of knowledge	Sometimes conducts research to address lack of knowledge	Usually conducts research to address lack of knowledge	Always conducts research to address lack of knowledge
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 2: PROFESSIONAL COUNSELING IDENTITY</p> <p>Area: COUNSELING CURRICULUM</p> <p>Standard: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</p> <p>Indicator: F2. SOCIAL AND CULTURAL DIVERSITY</p> <p>Sub Indicator: F2c. multicultural counseling competencies</p> <p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING</p> <p>Area: C. CLINICAL MENTAL HEALTH COUNSELING</p> <p>Standard: 2. CONTEXTUAL DIMENSIONS</p> <p>Indicator: 2j. cultural factors relevant to clinical mental health counseling</p>				
Assessment	Does not demonstrate the ability to conduct an intake interview, a biopsychosocial assessment	Demonstrates the ability to conduct an intake interview, a biopsychosocial assessment	Demonstrates the ability to conduct an intake interview, a biopsychosocial assessment	Accurately demonstrates the ability to conduct an intake interview, a biopsychosocial assessment

	I assessment and mental health history or with major errors.	and mental health history with major components missing.	and mental health history with minor errors/compon ents missing	I assessment and mental health history.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING

Area: C. CLINICAL MENTAL HEALTH COUNSELING

Standard: 3. PRACTICE

Indicator: 3a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

Assessment	Does not demonstrate the ability to conduct a mental status exam and assess for trauma	Demonstrates the ability to conduct a mental status exam and assess for trauma with major errors	Demonstrates the ability to conduct a mental status exam and assess for trauma with minor errors	Accurately demonstrates the ability to conduct a mental status exam and assess for trauma.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING

Area: C. CLINICAL MENTAL HEALTH COUNSELING

Standard: 3. PRACTICE

Indicator: 3a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

Assessment	Does not demonstrate the ability to choose,	Demonstrates the ability to choose, administer, and	Demonstrates the ability to choose, administer, and	Accurately demonstrates the ability to choose,
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	administer, and interpret psychological assessments; and review results in a competent manner.	interpret psychological assessments; and review results in a competent manner with major errors.	interpret psychological assessments; and review results in a competent manner with minor errors	administer, and interpret psychological assessments; and review results in a competent manner.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING

Area: C. CLINICAL MENTAL HEALTH COUNSELING

Standard: 3. PRACTICE

Indicator: 3a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

Assessment	Does not demonstrate the ability to conduct a diagnostic differential assessment; accurately uses the DSM-5 & ICD-10.	Demonstrates the ability to conduct a diagnostic differential assessment; accurately uses the DSM-5 & ICD-10 with major errors.	Demonstrates the ability to conduct a diagnostic differential assessment; accurately uses the DSM-5 & ICD-10 with minor errors.	Accurately demonstrates the ability to conduct a diagnostic differential assessment; accurately uses the DSM-5 & ICD-10.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING

Area: C. CLINICAL MENTAL HEALTH COUNSELING

Standard: 2. CONTEXTUAL DIMENSIONS

Indicator: 2d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including

<p>the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)</p> <p>Standard: 3. PRACTICE</p> <p>Indicator: 3a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p>				
Assessment	Does not demonstrate the ability to assess and address substance abuse and/or process addictions	demonstrates the ability to assess and address substance abuse and/or process addictions with major errors	Accurately demonstrates the ability to assess and address substance abuse and/or process addictions with minor errors	Accurately demonstrates the ability to assess and address substance abuse and/or process addictions.
<p>Standards</p> <p>USA- CACREP Standards (2016)</p> <p>Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING</p> <p>Area: C. CLINICAL MENTAL HEALTH COUNSELING</p> <p>Standard: 2. CONTEXTUAL DIMENSIONS</p> <p>Indicator: 2e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders</p>				
Treatment	Fails to make necessary preparation for, or to implement appropriate interventions or techniques	Implements a limited range of appropriate interventions and techniques and/or uses some inappropriate techniques	Implements a small range of appropriate interventions and techniques	Accurately implements a wide range of appropriate interventions and techniques
<p>Standards</p>				

USA- CACREP Standards (2016)

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING

Area: C. CLINICAL MENTAL HEALTH COUNSELING

Standard: 3. PRACTICE

Indicator: 3b. techniques and interventions for prevention and treatment of a broad range of mental health issues

Treatment	Unable to implement interventions and/or evaluate efficacy.	Implements interventions with major errors and sometimes evaluates efficacy	Implements interventions with minor errors and frequently evaluates efficacy	Implements interventions accurately and consistently evaluates efficacy
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING

Area: C. CLINICAL MENTAL HEALTH COUNSELING

Standard: 3. PRACTICE

Indicator: 3b. techniques and interventions for prevention and treatment of a broad range of mental health issues

Treatment	Unable to terminate treatment properly and/or provide referrals.	Termination is not addressed effectively, no referrals given	Termination is done abruptly and/or lacking sufficient referrals.	Appropriately terminates treatment and provides referrals as needed.
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Standards

USA- CACREP Standards (2016)

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING

Area: C. CLINICAL MENTAL HEALTH COUNSELING

Standard: 3. PRACTICE				
Indicator: 3b. techniques and interventions for prevention and treatment of a broad range of mental health issues				
Collaboration & Advocacy	Does not demonstrate the ability to coordinate with other mental health and health professionals including psychiatrists, nurses, social works, psychologists and educators.	Accurately demonstrates the ability to coordinate with other mental health and health professionals including psychiatrists, nurses, social works, psychologists and educators with extensive assistance.	Demonstrates the ability to coordinate with other mental health and health professionals including psychiatrists, nurses, social works, psychologists and educators with prompting.	Accurately demonstrates the ability to coordinate with other mental health and health professionals including psychiatrists, nurses, social works, psychologists and educators.
Standards				
USA- CACREP Standards (2016)				
Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING				
Area: C. CLINICAL MENTAL HEALTH COUNSELING				
Standard: 3. PRACTICE				
Indicator: 3d. strategies for interfacing with integrated behavioral health care professionals				
Collaboration & Advocacy –	Unable to demonstrate the ability to advocate for clients based on their specific mental health needs	Demonstrates the ability to advocate for clients based on their specific mental health needs with extensive assistance.	Demonstrates the ability to advocate for clients based on their specific mental health needs with prompting	Accurately demonstrates the ability to advocate for clients based on their specific mental health needs.
Standards				

USA- CACREP Standards (2016)

Domain: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL
MENTAL HEALTH COUNSELING

Area: C. CLINICAL MENTAL HEALTH COUNSELING

Standard: 3. PRACTICE

Indicator: 3e. strategies to advocate for persons with mental
health issues

Student Intern Evaluation of Practicum Site and Field Supervisor

To be completed by the student at the end of the practicum experience for each site. Only one evaluation per site is required.

Student
Name

Date

Site
Name

Location

Supervisor
Name

Semester/Year

This form is designed to give the student the opportunity to provide feedback about the supervision received during practicum. This information will be useful in discussions with supervisors and will help the faculty instructor evaluate the learning opportunities at various practicum sites. In addition, this information may be used for research purposes to help in the evaluation of the practicum program at CMU and to help with expanding our understanding of supervision in general.

Each item that follows asks you to indicate (1) if you engaged in the activity or task, (2) your satisfaction with the activities, and (3) the frequency with which activities of supervision occurred.

Please rate frequency based on a scale of 0 to 5, with 0 meaning that something never happened, and 5 indicating that the activity happened each time there was an opportunity as described in the item.

Please rate satisfaction on a rating scale of 0 to 5, with 0 meaning that you were completely dissatisfied and 5 signifying that you were completely satisfied.

Circle your response to each of the following areas:

Frequency: 0 meaning that something never happened, and 5 indicating that the activity happened each time there was an opportunity as described in the item.

Satisfaction: 0 meaning that you were completely dissatisfied and 5 signifying that you were completely satisfied.

Schedule and Availability	Frequency						Satisfaction					
1. Overall during the practicum, the actual supervision contacts matched the agreed upon Practicum Plan.	0	1	2	3	4	5	0	1	2	3	4	5
2. Apart from scheduled meetings, my supervisor was available if I requested additional contact.	0	1	2	3	4	5	0	1	2	3	4	5

Orientation	Frequency						Satisfaction					
3. My supervisor discussed procedural matters, agency policies, etc. when I began the practicum.	0	1	2	3	4	5	0	1	2	3	4	5
4. Apart from scheduled meetings, my supervisor was available if I requested additional contact.	0	1	2	3	4	5	0	1	2	3	4	5
5. My supervisor discussed ethical and legal issues when I began the practicum.	0	1	2	3	4	5	0	1	2	3	4	5

Activities at the Practicum—Miscellaneous	Frequency						Satisfaction					
At the site there was the opportunity to:												
6. Interact with other staff members.	0	1	2	3	4	5	0	1	2	3	4	5

7. Observe treatment, assessment, or other direct services with clients.	0	1	2	3	4	5	0	1	2	3	4	5
8. Participate in or provide treatment, assessment, or other direct services with clients.	0	1	2	3	4	5	0	1	2	3	4	5
9. Attend meetings other than supervision or information conversations.	0	1	2	3	4	5	0	1	2	3	4	5
10. Write assessments, case notes, reports, etc.	0	1	2	3	4	5	0	1	2	3	4	5

Activities at the Practicum—Skill Related Rate the activities you had the opportunity to experience at your practicum.	Frequency						Satisfaction					
11. Individual counseling.	0	1	2	3	4	5	0	1	2	3	4	5
12. Group counseling.	0	1	2	3	4	5	0	1	2	3	4	5
13. Family or couples counseling.	0	1	2	3	4	5	0	1	2	3	4	5
14. Academic advising.	0	1	2	3	4	5	0	1	2	3	4	5
15. Working with a diverse population.	0	1	2	3	4	5	0	1	2	3	4	5
16. Conducting intake interviews.	0	1	2	3	4	5	0	1	2	3	4	5

17. Conducting assessments of clients.	0	1	2	3	4	5	0	1	2	3	4	5
18. Developing treatments plans.	0	1	2	3	4	5	0	1	2	3	4	5
19. Writing progress notes.	0	1	2	3	4	5	0	1	2	3	4	5
20. Participating in multidisciplinary or other staffing/treatment plan reviews.	0	1	2	3	4	5	0	1	2	3	4	5
21. Writing aftercare plans.	0	1	2	3	4	5	0	1	2	3	4	5
22. Writing discharge summaries.	0	1	2	3	4	5	0	1	2	3	4	5
23. Writing correspondence and/or other reports regarding clients.	0	1	2	3	4	5	0	1	2	3	4	5
24. Diagnosis using the DSM-5.	0	1	2	3	4	5	0	1	2	3	4	5
25. Using technology, including computerized Clinical Record Systems.	0	1	2	3	4	5	0	1	2	3	4	5
26. Using technology, including computerized Assessment programs.	0	1	2	3	4	5	0	1	2	3	4	5
27. Other:	0	1	2	3	4	5	0	1	2	3	4	5
28. Other:	0	1	2	3	4	5	0	1	2	3	4	5
29. Overall, were you able to participate in the activities you had hoped to in the practicum?	0	1	2	3	4	5	0	1	2	3	4	5

Activities at the Practicum—Skill Related SCHOOL SITE ONLY Rate the activities you had the opportunity to experience at your practicum. Discussed and practiced the following comprehensive guidance program elements:	Frequency						Satisfaction					
30. <u>Guidance curriculum</u> such as classroom or school-wide activities.	0	1	2	3	4	5	0	1	2	3	4	5
31. <u>Individual planning</u> such as appraisal, advisement, placement, and follow-up.	0	1	2	3	4	5	0	1	2	3	4	5
32. <u>Responsive services</u> such as consultation, personal counseling, career, crisis, and referral.	0	1	2	3	4	5	0	1	2	3	4	5
33. <u>System support</u> such as research and development, professional development, staff/community public relations, community outreach, and program management.	0	1	2	3	4	5	0	1	2	3	4	5

What additional activities would have been useful to you during the practicum?

Additional Comments:

Activities of Supervision Rate the portion of supervision time that was spent in the following activities.	Frequency					Satisfaction						
34. Using case notes or material to review your interactions with clients.	0	1	2	3	4	5	0	1	2	3	4	5
35. Observing your supervisor providing treatment, assessments, or other services to clients.	0	1	2	3	4	5	0	1	2	3	4	5
36. Providing services yourself in the physical presence of your supervisor.	0	1	2	3	4	5	0	1	2	3	4	5
37. Didactic instruction in specific topic or skills.	0	1	2	3	4	5	0	1	2	3	4	5
38. Discussing institutional policies, politics, or other issues.	0	1	2	3	4	5	0	1	2	3	4	5
39. Reviewing assessments or other reports you had written.	0	1	2	3	4	5	0	1	2	3	4	5
40. Reviewing case notes or other records you had written.	0	1	2	3	4	5	0	1	2	3	4	5
41. Reviewing assessments or other reports written by other professionals.	0	1	2	3	4	5	0	1	2	3	4	5
42. Reviewing case notes or other record written by other professionals.	0	1	2	3	4	5	0	1	2	3	4	5
43. Discussing your personal impressions, reactions, and adjustment to the practicum.	0	1	2	3	4	5	0	1	2	3	4	5
44. Discussing your relationship with your supervisor.	0	1	2	3	4	5	0	1	2	3	4	5
45. Discussing client issues.												

	0	1	2	3	4	5	0	1	2	3	4	5
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Interpersonal Issues and Feedback from Your Supervisor The items below refer to how you were given feedback by your supervisor and to the quality of your relationship to one another. Please comment on your supervisor's performance in each of the following areas:	Frequency						Satisfaction					
46. Recognizing areas in which your skills or knowledge are relatively strong.	0	1	2	3	4	5	0	1	2	3	4	5
47. Recognizing areas in which your skills need improvement.	0	1	2	3	4	5	0	1	2	3	4	5
48. Recognizing and complimenting you for accomplishments or things you have done well at your practicum.	0	1	2	3	4	5	0	1	2	3	4	5
49. Letting you know when your performance has not been acceptable or below the expectations of your supervisor and/or contract.	0	1	2	3	4	5	0	1	2	3	4	5
50. Providing emotional support when appropriate.	0	1	2	3	4	5	0	1	2	3	4	5
51. Dealing with differences or conflict between you.	0	1	2	3	4	5	0	1	2	3	4	5
52. Dealing with identity and personal issues.	0	1	2	3	4	5	0	1	2	3	4	5

In what ways do you think supervision could have been more beneficial to you?

Intern Signature: _____

Date: _____

Adapted from Baird, B. N. (1996). Internship, practicum, and field placement handbook. Upper Saddle River, NJ: Prentice Hall.

Permission to Record or Observe Counseling Session

Agency Name _____

Agency Address _____

As a student intern I am required to either audio or video tape counseling sessions. This taped session is used only for training purposes and is erased after the counseling intern and the supervisors have reviewed the tape. In all cases, I will adhere to rules of confidentiality and, unless written consent is given, your identity will be protected. Please review the following information.

Rules of Confidentiality:

Counselors are mandated by law to release certain information. Client information will not be released to any agency or individual(s) except in the following circumstances in which clients:

- Give written consent that their records can be released.
- Pose a clear and imminent danger to themselves and others.
- Was/is a victim or perpetrator of child abuse or neglect.
- Records are ordered by the court to be released to a specific judge.

Print full name of client: _____

I hereby grant permission to audio or video tape counseling sessions regarding the above referenced client to (print full name and address of person):

Purpose or need for disclosure: _____

Specific information to be disclosed: _____

This consent may be revoked by me at any time. This consent expires within 90 days of signature unless otherwise specified (indicate date) _____.

For clients 18 years of age or older:

Printed Name: _____

Signature: _____ Date: _____

If client is under 18 years of age, parent or guardian signature:

Client's Printed Name: _____

_____ Date: _____

Parent/Guardian Signature: _____

Supervision Form after Deferred “Z” Grade

Note: Complete a separate form for each supervision session.

Student Name: _____ Student ID #: _____

Semester: _____ CRN: _____

If a student receives an Deferred (“Z”) grade in CED 690—Counseling Practicum, he/she must continue to be supervised by the University Instructor of record. After the student is assigned the grade of “Z” he/she has one calendar year following the receipt of the “Z” to complete 100 hours. If the student does not complete the hours within that timeframe, a new registration is required, a new University Instructor is assigned, and arrangements are made for in-class and outside of class supervision. Document supervision as follows:

Date: _____ Time: To: _____ From: _____

University Instructor Name: _____

Student Name: _____ Mode of Contact: _____

University Instructor Signature

Student Signature

Submit this Supervision form with the Final Check-Off Form.

Request for Deferred "Z" Grade

When requesting a "Z" grade, please fill out the following information and submit to the instructor. I understand that according to the Counseling and Special Education policy, I have one year to make up a "Z" grade.

Note: The student must have shown that satisfactory progress (more than 50% completion) is being made toward the completion of the practicum hours in order to be assigned an Incomplete grade.

Name: _____ Student ID #: _____

Phone Number(s): _____

CMU E-Mail Address: _____

Semester/Year Registered for Course: _____

Course Number: CED 690 Credits: _____ CRN : _____

Course to be Completed
By: _____

University Instructor: _____

Explain your reasons for requesting a Deferred grade:

Student Signature _____ Date _____

_____ Date _____

University Instructor
Signature _____

Site Description Form

This form is a record of sites where students have completed the internship experience.
Complete when you turn in your portfolio.

Your Name _____ Date/Semester _____

Site Name _____

Address: _____

State _____ Zip _____ Phone () _____

Site Supervisor's Name _____

Site Supervisor's Email: _____

Site Description:

Would you recommend this site?

Comments:

Supervision Observation Form

PURPOSE: The purpose of this form is to verify that supervision of the student's direct clinical work with clients has been observed by the site supervisor in some capacity during the semester.

DIRECTIONS: This form is to be completed by the site supervisor upon completion of the practicum and/or internship experiences. Student intern: Please include this form in your final evaluation packet.

I, _____, am the Practicum site supervisor for

_____ (student's name).

As a part of my supervision duties, I observed the student directly counseling their client(s) at least one time per semester through: (please check all that apply)

Live supervision _____ Audio/Video supervision _____ Observe in session _____

Agency Name: _____

Agency Address: _____

City, State, Zip: _____

Phone: _____ Email: _____

Site Supervisor Signature _____

Student Signature _____

University Faculty Signature _____

CLAMP	Off Form
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The final grade process involves submitting the Final Check-Off Form and the Portfolio. Prepare a cover for the portfolio that includes: Name, CRN, semester, date, and the Flying C.

1. Submit portfolio and Final Check Off Form to the University Instructor.
2. Place this check-off form and the original materials in the front pocket of your notebook in the order indicated below.
3. The check-off form and the original materials will be collected and retained in the CED office. The portfolio is returned to the student.
4. Submit a separate packet for each site.
5. It is suggested that you make copies of all submitted materials for yourself.

- Site Description Form
- Affiliation Agreement Approval Form
- Midterm evaluation of the student by supervisor
- Final evaluation of the student by supervisor
- Site and supervisors evaluation completed by the student
- Practicum Weekly Hour Logs
- Practicum Summary Hour Logs
- Supervision Observation Form

Name: _____ Semester Registered: _____

Site: _____ Today's Date: _____

CRN: _____ Credits: _____ Student ID#: _____

Student Phone Number: _____

University Instructor: _____ Date: _____