

William Carey University
Tradition Campus

Practicum and Internship Handbook
Department of Counselor Education

Department of Counselor Education
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Introduction

Welcome to the challenges and excitement of your practicum and internship experience. Your efforts, professional interests, and continued openness to learning will largely determine the quality of your internship experiences. The counseling faculty will assist you through this period of professional and personal growth. The practicum and internship bridge the gap between the experiences and skills acquired in the classroom and the world of professional practice. Entering into a clinical placement signals that you have attained sufficient competencies in the practice of counseling and are ready to function as a beginning professional under the supervision of faculty and site supervisors.

How to Use this Handbook

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

Procedure for Progression to Clinical Placement

Placement in a clinical site represents the culmination of successful completion of the necessary academic work and the achievement of the basic skills needed to work with clients. The following curricula pre-requisites must be met in order to qualify for Practicum placement:

Clinical Mental Health

- COU 508 – Counseling Theories
- COU 571 – Social and Cultural Diversity
- COU 603 – Professional Orientation, Foundations, & Ethical Practice
- COU 626 – Clinical Based Assessment
- COU 635 – Diagnosis
- COU 668 – Counseling Skills
- COU 681 – Patient Centered Behavioral Healthcare (if placed in a primary care setting)

School Counseling

- COU 508 – Counseling Theories
- COU 571 – Social and Cultural Diversity
- COU 577 – Leadership and Administration of School Counseling
- COU 603 – Professional Orientation, Foundations, & Ethical Practice
- COU 627 – School Based Assessment
- COU 668 – Counseling Skills

The Counseling Clinical Experience

Students in the Counselor Education Program must complete 9 semester hours of field experience: Practicum (3 semester hours) and Internship (6 semester hours). In compliance with the *Rules and Regulations* of the Mississippi State Board of Examiners for Licensed Professional Counselors, students may register for a maximum of four (4) semester hours per trimester and may complete up to 12 semester hours of internship in

the program. Students are expected to obtain experience in a broad range of skill areas, including: individual counseling; group counseling; psycho-educational groups and/or classroom guidance; parent and/or family counseling; program development, implementation and evaluation; staff development and training; and appropriate administrative functions and processes relative to their clinical placement. The practicum experience consists of 300 clock hours of on-site work, during one (1) trimester, with 120 clock hours expected in direct contact with clients. The internship experience consists of 600 clock hours of on-site work, across at least two (2) consecutive trimesters, with 240 clock hours expected in direct contact with clients.

Concurrent with the student's practicum or internship experience, the student will attend a university supervision seminar. The seminar will integrate the students' field learning experiences with discussion of the theory and practice of counseling.

The clinical experience is one (1) component of a comprehensive preparation program for counseling professionals. It is an essential component, as it provides an opportunity for each counseling student to integrate the information and skills gained from courses, workshops, seminars, and readings into a personal philosophy of counseling work. Thus, students have an opportunity to explore areas of interest within the field and test out possible career directions.

Procedures for Applying for Clinical Courses

1. The Clinical Coordinator and the student's faculty advisor coordinate the practicum and internship sites. The initial meeting regarding the Practicum and Internship will be held each trimester. At this time, students are provided information regarding the Practicum and Internship clinical experiences, requirements, and opportunities. Placement information and options are provided at this meeting. To apply for internship, students will submit the Practicum/Internship Application to the Clinical Coordinator.

Students who do not attend this initial meeting cannot enroll in Practicum or Internship for the upcoming trimester.

Students who apply in a Practicum or Internship section and subsequently drop the course will not be permitted to register the following trimester until meeting with the Clinical Coordinator.

2. Students will receive a copy of the Clinical Manual at this meeting which includes all the required forms. Lost manuals will be replaced at a **cost** to students.
3. Students must have Liability Insurance from either American Counseling Association (ACA) or the American School Counseling Association (ASCA) during the time they are taking Practicum or Internship. Students must join either ACA or ASCA to receive liability insurance. The department recommends completing this as soon as possible. Forms are available through the ACA website (www.counseling.org) or ASCA (www.schoolcounselor.org).
4. Once a site has been determined, the student will schedule an interview with the recommended site supervisor and other appropriate individuals. At this meeting, students will discuss with the goals for practicum/internship and additional responsibilities required of the site supervisor. The student will complete the Practicum/Internship Agreement, Site Supervisor Agreement, and additional forms and procedures required by the practicum/internship site.

5. To work at a site which has not been used before by WCU students; provide the name of the agency or school, phone number, and the contact person to the Clinical Coordinator (Agency/School). The Clinical Coordinator will contact the site and make sure it meets all program requirements. The Clinical Coordinator will then inform you if the site has been approved. If so, follow procedure above.
6. **To sign up** for Practicum or Internship class sections, a student will return the signed forms (*Academic/Site Supervisor Agreement, Practicum/Internship Agreement, and the Site Supervisor Agreement*) to the Clinical Coordinator. Students will file all contracts and placement assignments with the Clinical Coordinator the trimester prior to enrollment into the practicum or internship. Lack of any of these documents will prevent the initial sign up. Note: the initial sign up is not registering for the Practicum or Internship. The initial sign up signifies your intent for the upcoming trimester. Sign up must be completed by the opening of registration for the next trimester.
7. Once a student has successfully signed up for a Practicum or Internship site, then he or she is cleared for registration. The Clinical Coordinator must sign the student's registration form.
8. A demonstration of **professional behavior** throughout this process is stressed. Should circumstances arise that might prevent you from fulfilling a clinical placement after an agreement has been signed, the student must take the initiative and responsibility to inform the site, site supervisor directly, and the Clinical Coordinator. If this occurs, other departmental policies may apply.

General Expectations for the Clinical Experience

Three (3) trimesters of work experience cannot be expected to provide complete specialized training for a career in counseling. The clinical experience provides exposure to the field and allows students to apply and test newly acquired knowledge within a clinical setting. The clinical experience enables students to organize, synthesize, process, and apply their classroom information in a manner combining the cognitive, affective, and behavioral domains of learning. Many students require a period of time and concrete experience to acquire both knowledge and skills. The clinical experience facilitates that process.

In addition to gaining an understanding of the operation of an agency or school counseling setting, the practicum or internship student should also gain a view of the interrelationship of personnel, target populations, human service delivery systems, and organizational structure. The professional counselor must be aware of such relationships in order to understand the nature of helping systems, as well as the overall counseling field.

Finally, the practicum and internship experience should generate, develop, and refine skills in counseling, programming, administration, supervision, research and other aspects of professional counseling work. Through actual involvement in the design, implementation, and evaluation of counseling programs and services, students learn such strategies and methodology.

Comments to the Student

You should apply appropriate general principles of counseling in order to insure an optimal clinical experience. Remember that you are a student and are learning. The practicum and internship are opportunities to blend your knowledge, skills, attitudes, and counseling philosophy to further your development. You should understand the counseling site (agency or school) for which you are working within its organizational context. The "why and how" of a particular counseling site can be more important than the "what", particularly as you develop your own philosophy. As you develop your own philosophy and compare it to the site for which you are working, you may discover that the two (2) philosophies differ. Remember that different counselors work from

different counseling philosophical perspectives. Despite emerging or perceived inconsistencies between you and other staff members with whom you are working, your behavior must remain professional, ethical, and supportive of the site in which you are working.

Student Responsibilities

Pre-requisites for Enrolling in the Practicum and Internship

- All prospective practicum and internship students must attend the clinical meeting held in the trimester prior to their planned practicum or internship experience.
- The following courses must be satisfactorily completed before a student is eligible to be placed in a practicum or internship.

Clinical Mental Health

- COU 508 – Counseling Theories
- COU 571 – Social and Cultural Diversity
- COU 603 – Professional Orientation, Foundations, & Ethical Practice
- COU 626 – Clinical Based Assessment
- COU 635 – Diagnosis
- COU 668 – Counseling Skills
- COU 681 – Patient Centered Behavioral Healthcare (if placed in a primary care setting)

School Counseling

- COU 508 – Counseling Theories
- COU 571 – Social and Cultural Diversity
- COU 577 – Leadership and Administration of School Counseling
- COU 603 – Professional Orientation, Foundations, & Ethical Practice
- COU 627 – School Based Assessment
- COU 668 – Counseling Skills

- Copy of current counseling liability insurance
- Signed original of the Academic/Site Supervisor Agreement
- Signed original of the Practicum/Internship Agreement
- Signed original of the Site Supervisor Agreement

Expectations of Students

You are responsible for knowing and following practicum and internship guidelines. As noted below, failing to follow these guidelines may result in serious consequences for you. In other words, you risk complicating the practicum or internship process, which may affect your progression through the program. If you doubt how to proceed, consult your faculty advisor and the Clinical Coordinator. Since these guidelines cover your onsite actions as well, check with your site supervisor to make sure that you are acting according to the institution or school policies and procedures. For example, know and follow the procedures for requesting a professional day or taking sick leave. As noted earlier, practicum and internship students, even unpaid ones, must adhere to professional, institutional, and ethical standards. The following guidelines apply.

The minimum number of on-site clock hours for the practicum is 300, with a minimum of 120 clock hours of direct client contact. For one (1) trimester of internship (3 semester hours), the minimum number of on-site clock hours is 300, with a minimum of 120 clock hours of direct client contact. After completing your second internship trimester, you will have total of 600 on-site clock hours, with 240 direct client contact clock hours for the complete internship experience. Typically, direct client contact is when the client is present for the service provided. Such services include individual counseling, group counseling, psycho-educational or classroom guidance groups, parent or family meetings, consultation with the client present, and assessment. All other activities are considered non-direct hours.

Counseling practicum and internship students will adhere to the following guidelines.

1. Complete the duties assigned to them at the practicum or internship site in accordance with William Carey University and cooperating agency or school policies and procedures, as well as the ethics, statutes, and laws governing the professional practice for counseling.
2. Early separation from the practicum and internship requires written approval of the Clinical Coordinator, the site supervisor, and the faculty advisor. Other departmental policies and procedures may apply.
3. A leave of absence from the practicum or internship site must include written approval of the Clinical Coordinator, the site supervisor, and the faculty advisor. Other departmental policies and procedures may apply.
4. Know and meet practicum and internship expectations, guidelines, and procedures as outlined in the Clinical Handbook for the Counselor Education Department, and other programmatic resources, e.g., the Graduate Catalog and Student Handbook.
5. Know and meet all practicum and internship deadlines.
6. Ensure that the practicum and internship file material is accurate, current, and complete. For specific information, refer to the most recent version of the Clinical Handbook for the Counselor Education Department.
7. Meet with the site supervisor regularly at times established by the site supervisor for an average of one (1) clock hour per week of individual supervision.
8. Practicum students will meet for 1.5 clock hours of group supervision per week with the university supervisor. All practicum students are required to be registered for COU 692 or COU 693 for the trimester in which they are working in a practicum setting.
9. Internship students will participate in group supervision for a minimum of 1.5 clock hours per week with the university supervisor. All internship students are required to be registered for COU 694 or COU 697 for the trimester in which they are working in a clinical setting.
10. Maintain regular contact with the Clinical Coordinator, faculty advisor, and university/academic supervisor through correspondence and meetings with site supervisor.
11. Practicum and internship students will either (1) provide audio/video taped counseling sessions for review in group supervision or individual supervision or (2) have live supervision of the student's interactions with clients.

12. When obtaining audio/video permission from clients or the parents of clients, the WCU Department of Counselor Education client release form provided in this manual will be used in addition to any release form from the agency or school.
13. The clinical experience will commence at the beginning of the trimester when students have (a) completed and submitted the Internship Agreement Form, (b) have registered for and begun the practicum (COU 692 or COU 6933) or internship (COU 694 or COU 697) course, and (c) students have submitted the required documents.
14. Understand that specific certification and licensing requirements may differ from programmatic requirements. Students are responsible for knowing and meeting the specific requirements for certification and licensure they wish to pursue.
15. **Accept responsibility for knowing and understanding that failure to act within these guidelines may result in one (1) or more of the following:** a disciplinary letter placed in the student's practicum/internship file, receive no credit for practicum/internship, removal from the site, termination from the program, and/or begin the student review process outlined in the Student Handbook.

Weekly Log of Hours

Each student will complete an on-going log of accumulated hours attained through the practicum and internship experience (see Appendix). The log sheet requires students to provide a detailed list of clock hours accumulated in various activities during the clinical experience. All students completing a practicum must accumulate a minimum of 300 clock hours, with 120 clock hours of direct client contact. Internship students must accumulate a minimum of 600 total clock hours consecutive trimesters, with 240 clock hours of direct client contact.

In the clinical setting, direct client contact hours are gained through individual counseling, group counseling, psycho-educational or classroom guidance groups, parent or family meetings, consultation with the client present, and assessment. All other hours can include duties appropriate to the clinical setting or supervision (either on-site or university) as listed on the weekly log sheets. The weekly log of hours will become part of the student's practicum and internship record indicating successful completion of the clinical experience, and will be kept on file in the Department of Counselor Education.

Reflective Journal

Each week, practicum or internship students will maintain a weekly reflection journal of their thoughts, feelings, activities, and experiences for the preceding week at their site. This journal is intended to provide students with an opportunity to reflect on the activities that they participated in at their sites and any thoughts and feelings associated with these experiences. In addition, the journal is an opportunity to express any concerns to the course instructor. These reports or reflections will not be included in the final practicum or internship completion file.

Evaluation Process and Evaluation Forms

A mid-trimester self-evaluation will be conducted by the student. This self-evaluation will include a written statement (format included in the Appendix) and a conference with the site supervisor to assess work toward goals that were established at the beginning of the trimester. The written portion of the self-evaluation should be submitted to the internship course instructor. A formal evaluation from the site supervisor will be conducted at the end of the trimester. During the final week of the internship experience (the end of each trimester), students will complete an evaluation of their internship site and an evaluation of their internship site supervisor. These forms should be submitted to the Clinical Coordinator. Copies of all evaluation forms are provided in the Appendix.

Supervision

Supervision is a key component of both the practicum and internship. To support your professional development and learning during this time, you will receive at least two (2) kinds of supervision: on-site supervision and university-based/academic supervision. Practicum/internship students must meet weekly for group clinical supervision with a faculty supervisor and weekly for on-site clinical individual supervision with a site supervisor. During individual and group supervision, both on-campus and on-site, you will receive assistance with skill development and guidance on client-related and professional development matters. In addition, your university/academic supervisor, who also leads the group supervision, can discuss and develop solutions with you for the complex problems that occasionally arise in a placement. The site supervisor must be a qualified professional, which is **a person holding a master's degree in a recognized helping profession, preferably counseling, for at least two (2) years prior to being a supervisor**. Related professions with counseling equivalent qualifications, such as psychology or social work may qualify with prior approval from Clinical Coordinators.

[NOTE: school counseling interns should seek supervision primarily from a licensed school counselor]. Supervision requirements may vary among licensing and certification agencies and boards. Various state licensing and certification organizations may have specific requirements for supervision. If you are pursuing a license as a counselor or other certification such as a chemical dependency counselor or marriage and family therapist, consult the specific responsible agency or board. In some cases, interns pursuing multiple licenses and/or certifications may find it necessary to have more than one (1) supervisor. **You are responsible for knowing and meeting these requirements.**

Professional Behavior

Students are expected to function within their scope of practice and conduct themselves as professionals at their sites. They should familiarize themselves with the expectations of staff at their site and adhere to these expectations. Practicum and internship students are expected to set their daily and trimester schedule to coincide with the calendar of their host site, including daily work schedule, holidays, vacation days, etc. At all times, students are expected to maintain appropriate confidentiality regarding activities at the site and to adhere to the ethical guidelines set forth by the American Counseling Association and the American School Counselor Association.

Interns should carry out the duties and responsibilities of their practicum or internship agreement to the best of their ability and meet with their supervisor to modify any aspect of the agreement which may become

problematic. Clinical students are expected to keep their supervisor informed of their activities, needs, concerns, and accomplishments with regard to the practicum or internship.

School or Agency Trip Chaperone Policy

As a practicum or internship student, you are not an employee of the school system or agency. Students work in a professional training capacity as part of their graduate program. Therefore, clinical students cannot take on the role of chaperone for an off-site activity.

Because practicum and internship students are not school or agency employees, no student will assume responsibility for a group of clients or students in any type of event or trip. Practicum or internship students may assist or accompany other school or agency officials with events or trips as long as both the student and agency/school understands that the practicum or internship student is not to be placed in a position of responsibility for students or clients.

Reports

Interns are responsible for seeing that all required forms, evaluations, and reports are submitted to the practicum or internship course instructor. No grade or credit will be given for the practicum or internship until all final evaluations and forms are received.

The Clinical Experience

The practicum and internship experience is more than a clinical exercise in the counseling program—they represent a significant opportunity for career and personal development. As such, the more time, effort, and resources you commit to this process, the more likely you will be to place your feet firmly on the career path that suits your interests, talents, experiences, and training. The experiences and the skills you hone and develop through the practicum and internship compose key elements of your resume. You can think of your clinical experience developmentally. You will proceed through four (4) phases as you work through the clinical placement process: Pre-placement, Initiation, Working, and Termination.

Getting Started

Begin with the end in mind. You have probably heard this before, but the clearer idea you have of where you want to go, the more likely you are to get there. To do this takes time and effort; again, something you have heard before. Talk with your faculty advisor and/or the Clinical Coordinator. Your faculty advisor is one (1) of your most useful resources during the pre-placement phase. Talk to her or him about your career interests and goals. This process will help you to clarify your practicum, internship, and career plans, as well as let your faculty advisor serve as a resource person for you.

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

Choosing a Practicum or Internship Site

A practicum or internship experience that prepares you to work with diverse clients allows you to fit into a larger range of positions, quite possibly the one you desire in the future. You can strive to experience opportunities that will provide exposure to a variety of client populations and settings, (e.g., in geriatric counseling, play therapy, substance abuse counseling, etc.), through volunteer work or through some other aspect of your practicum or internship. Not all your learning will come from direct contact with clients. A clinical site can provide you with a variety of experiential and didactic learning opportunities, such as welcoming you as a participant in a case staffing or by offering you valuable in-service training. Many sites utilize practicum and internship students, in part, because they value their contributions. In addition, these sites seem to appreciate the fresh perspective and current knowledge that counseling students bring to their placement.

The site supervisor has many responsibilities. The site supervisor's willingness to supervise you represents an investment of time, resources, and the responsibility to ensure that you practice counseling in a therapeutic, legal, and ethical manner. Your weekly supervisory meetings are key to your professional development. Weekly (and additional supervisory moments) supervision assures you and your supervisor that you are carrying out counseling activities ethically and in accordance with the principle of best practices. A site supervisor also has the responsibility for assisting the Clinical Coordinator and the university supervisors in evaluating the quality of your practicum or internship work.

Using Your Current Job as a Site

Some students currently hold positions that may be in a counseling-related field. A question arises as to whether a current position may serve as a practicum or internship site. Several factors influence this question, which makes for no clear answer. Several large "ifs" must be addressed when the workplace is connected to the practicum or internship. Your workplace may serve as a clinical site

- **if** it meets the guidelines for a practicum or internship site,
- **if** your clinical activities qualify as a counseling internship. For example, you must engage in counseling and counseling-related activities with clients, keep appropriate records, and receive supervision from a qualified professional,
- **if** your duties as a practicum or internship student incorporate substantially new or redesigned activities and responsibilities, and
- **if** your site establishes an affiliation agreement with William Carey University for placement of practicum students and student interns.

Then, the placement may be appropriate. In other words, you will need to talk with your faculty advisor and the Clinical Coordinator to see **if** a workplace practicum or internship is right for you.

What the Clinical Site Looks for in Students

Clinical sites look for students with strong communication skills. If utilized, your resume, cover letter, and interview convey early and important evidence of your communication skills. Take time to present yourself in a professional manner. Practicum and internship sites look for evidence that a student is responsible and has a positive work ethic. Your work and academic histories are evidence of your willingness to take personal responsibility for your choices and your willingness to follow through. Be sure to let the interviewer know

specific incidents where you have accepted responsibility for and worked persistently to finish challenging assignments. Let the interviewer know that you respond positively to supervision. For example, discuss the times where you were able to positively incorporate and use less than positive supervisory feedback from a supervisor.

Clinical sites look for students that are flexible and open to new challenges. One way to express flexibility and openness is to ask for challenging assignments (with appropriate supervision!). A caveat here: take care to balance your needs with those of the prospective site.

Once your site has been approved, you are ready to put your efforts into getting the most out of your experiences. Before starting to work, take some time to plan how you will become acquainted with the organization (orienting), how you will meet your goals through your clinical experiences (working), and consider the tasks involved with completing (terminating) your placement.

Orienting

Ask questions. People, and your relationships with them, are your greatest resources. When starting your placement, take time to build relationships, ask questions, and learn how the organization operates. The orienting phase is a time for you and the organization to become familiar with each other. Most sites have an orientation period before assigning clients to you.

Read. Most sites have written materials that will prove useful. For example, they most likely have a mission statement informing policies, procedures, and scope of services. Ask for any relevant written materials such as policy and procedures manuals. Be sure to find out the procedures for responding to critical incidences, such as a suicide threat or threat of violence.

Observe. You may find it useful to shadow a counselor for a time to see how he or she works through the complexities of professional decision-making and action. This is also the time, early on, to fine-tune your working agreement with the site and your supervisor.

Working

After a brief time of orientation, you begin the work of practicum or internship. As the routine becomes more familiar, you will likely feel more relaxed, confident, and understand first-hand the scope of experiences available to you. You may wish to discuss with your site supervisor possibilities for taking on new challenges. Some students may begin to work *too* independently as they grow in confidence and experience and supervisors spend less time supervising and teaching. You may periodically wish to discuss the issue with your site supervisor as a kind of check-in for both of you.

Terminating

Terminating the practicum or internship generally signals the start of a new beginning. Completing assignments, transferring clients, and saying good-bye to supervisors and colleagues mark this period. This is a busy time that requires you to stay focused and energized. This is a good time to gather recommendations from supervisors. Appropriate termination with the site puts you on solid footing for your next career move.

Occasionally, rare incidents occur when a practicum or internship ends early. Early separation may be site or intern initiated, or a combination of both. The goal of an early separation is to make it a positive learning

experience for the student and to maintain positive programmatic working relationships with the site. Permission for early separations is granted only after other efforts to address the situation have been unsatisfactory. In the event an early separation is appropriate, it will occur with the mutual consent of all parties (**see policies and guidelines**) and requires active consultation and participation of the Clinical Coordinator. Should problems arise, the Department of Counselor Education strives to maintain positive working environments for the student and a positive working relationship with the site.

A Final Word

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

Responsibilities of the Site Supervisor

The cooperating counseling professional who will have direct responsibility for the practicum or internship student at the workplace will be designated the site supervisor. Although practicum or internship students potentially perform a number of tasks and frequently work with different staff members, for purposes of continuity, overall supervision, and final evaluation, only one (1) site supervisor should be designated for each student's entire practicum or internship.

Assistance in Developing the Practicum or Internship Agreement

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

Orientation

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

Supervision

The site supervisor is expected to spend a minimum of one (1) hour a week in direct supervision of the practicum or internship student. Initially, sessions may cover such topics as review of the practicum or internship agreement, orientation to the workplace, and start-up work on outlined activities. As the clinical experience progresses, this time should be spent reviewing the student's progress in meeting the specific requirements of the agreement, consultation concerning on-going caseload, discussion of professional concerns as they affect the workings of the site, or other relevant topics. This time is designed to provide the practicum

or internship student with feedback on his or her performance and for the practicing professional to share insights and experience with the student.

Role Modeling

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

Taping/Live Supervision

All practicum or internship sites must allow for a taped supervision review process of students or provide live supervision of the student's interactions with clients. This further facilitates the professional development of students and assists in quality control of services delivered to clients. Site supervisors should help students identify clients that will be amenable to audio/video taping of sessions for university supervision purposes or provide live supervision.

Practicum and internship students will be instructed to use a site's permission to tape form along with the WCU Department of Counselor Education approved permission to tape form. The permission to tape form is only required when students are audio or video taping clients for supervision purposes. This form is not to be considered a general permission form for students to counsel clients.

Evaluation

The site supervisor is expected to provide on-going feedback to the student concerning his or her performance of agreed upon duties, as well as his or her overall performance and behavior at the practicum or internship site.

The practicum or internship student will write a mid-trimester self-evaluation. This self-evaluation will also include a conference with the site supervisor to assess work toward goals that were established at the beginning of the trimester. A formal evaluation from the site supervisor will be conducted at the end of the trimester. This form should be mailed to the Clinical Coordinator. The mailing addresses are listed at the bottom of the end of trimester evaluation form. Copies of all evaluation forms are provided in the appendix of this manual.

Course Evaluation

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

Site supervisors are requested to conduct a mid-trimester evaluation conference with each student halfway through the practicum or internship. If it is necessary to alter the practicum or internship agreement, such changes should occur after consultation and approval with the practicum or internship course instructor. The

university practicum or internship course instructor should also be notified of any concerns the site supervisor may have at this time about the student's general performance.

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

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

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

Clinical Specifics for the School Counseling Program

School Counseling is...

a profession that focuses on the relations and interactions between students and their school environment with the expressed purpose of **reducing the effect of environmental and institutional barriers that impede student academic, career, and personal success**. The profession fosters conditions that ensure educational equity, access, and academic success for all students K-12. To accomplish this function, **the trained school counselor must be an assertive advocate** creating opportunities for all students to nurture dreams of high aspirations. The counselor assists students in their academic, social, emotional and personal development and helps them define the best pathways to successfully achieve their dreams. The **school counselor** serves as a **leader and advocate** as well as an effective **team member** working with teachers, administrators and other school personnel to make sure that each student succeeds. The school counselor as consultant empowers families to act on behalf of their children by helping parents/guardians identify student needs and shared interests, as well as access available resources (The Education Trust, 2000).

School Counseling Practicum and Internship

Through the formative clinical experiences provided in practicum and internship, the school counseling intern will become familiar with a wide gamut of essential school counseling services while working with students, parents, and educators. The student will become familiar with a variety of professional activities and resources in addition to direct service intervention strategies. Professional resources may include assessment instruments,

toys, games, books, computerized guidance programs, print and non-print media, professional literature, research, and referral data, as well as, persons.

The practicum and internship experience are a critical component of preparing to be a professional school counselor. It is our hope that through classroom learning and field experiences, school counseling interns will be able to effectively serve the K-12 student population.

Successful completion of a school-based practicum and internship will prepare students to:

1. apply the knowledge base of counseling to develop, implement, and evaluate data-based, comprehensive developmental school counseling programs;
2. assume professional roles and functions of the professional school counselor as described by CACREP, the ASCA *National Standards*, the ASCA *National Model*, and the Mississippi Department of Education;
3. translate personality theory, learning theory, and normal and abnormal behavior into effective research-based interventions for individuals, groups, and families;
4. describe and adjust to societal changes and trends in a multicultural society;
5. demonstrate the ability to form effective helping relationships with diverse individuals and groups;
6. understand the facilitative factors that influence the helping process, including effective counselor and client characteristics; collaboration and consultation skills; and theoretical frameworks that support the process;
7. translate group development, dynamics, leadership styles, and counseling methods and skills into effective interventions with students, parents, faculty, staff, and community initiatives;
8. integrate an understanding of instruction and classroom management into effective classroom guidance interventions;
9. demonstrate the capability to apply educational planning, career development and decision theory, and knowledge of sources of career information to student development and aspirations;
10. use formal and informal assessment procedures to identify needs, focus interventions, and assess counseling intervention and programmatic outcomes and effectiveness;
11. understand and use counseling research and evaluation results to guide counseling practice;
12. exhibit professional and personal behaviors, skills, and attitudes associated with competence in the core areas specified by CACREP standards;
13. demonstrate ethical behavior based on the ethical standards for ACA and ASCA, and understand the legal issues relevant to school counseling; and
14. exhibit the professional leadership and social advocacy skills necessary to serve as an effective change agent, and advance the cause of oppressed or underrepresented groups, parents, and students.

Clinical Specifics for the Clinical Mental Health Program

The purpose of the clinical mental health counseling clinical experience is to provide students with an entry-level professional clinical training opportunity, under supervision, in a clinical setting appropriate to the community counseling specialty of interest to the student. This training opportunity is intended to provide students the chance to perform a number of counseling activities and duties performed by practicing clinical mental health counselors. During the course of the clinical experience, students will learn additional practical skills, as well as practice skills that have been taught in the didactic portion of their training program. Many counseling and nonclinical learning opportunities are available through work in a real agency setting. Students are provided with the opportunity to see real clients, develop and implement clinical intervention plans, determine which strategies are most effective with specific clients and client situations, experience the diversity of clients and their unique challenges, and, finally, to work in the environment as practicing clinicians with fellow clinicians.

Clinical Mental Health Counseling Knowledge and Skill Areas

As you can see, the clinical training portion of the Clinical Mental Health Counseling is a critical element in the overall preparation of competent and effective community counselors. As such, it is important that Clinical Mental Health Counseling practicum and internship students are trained adequately in the following knowledge and skill areas.

1. Student will understand and recognize the typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services.
2. Students will be able to implement models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development, including prevention, implementation of support groups, peer facilitation, parent education, career/occupational information and counseling, and encouragement of self-help.
3. Students will utilize effective strategies for promoting client understanding of and access to community resources.
4. Students will integrate and utilize principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnosis and appropriate counseling plans.
5. Students understand and use appropriate principles of diagnosis and current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual*.
6. Students will use effective strategies for client advocacy in public policy and other matters of equity and accessibility.
7. Students understand and know how to apply appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

APPENDIX
Practicum and Internship Forms

Practicum/Internship Application
William Carey University, Tradition Campus
Department of Counselor Education

Name: _____ Mobile Phone Number: _____

Email Address: _____ Student ID number: _____

I am applying for (circle one): Practicum Internship For the Trimester/Year: _____

How many hours per week do you intend to work in your practicum/internship? _____

Anticipated work schedule:

Monday ____ Tuesday ____ Wednesday ____ Thursday ____ Friday ____ Saturday ____ Sunday ____

Completed Prerequisites:

Clinical Mental Health

Course	Trimester Completed
COU 508	
COU 571	
COU 603	
COU 626	
COU 635	
COU 668	
COU 681 (If in primary care)	

School Counseling

Course	Trimester Completed
COU 508	
COU 571	
COU 577	
COU 603	
COU 627	
COU 668	

Preferred Practicum/Internship Site

First Choice: _____

Second Choice: _____

I attest that the information provided is accurate and complete.

Student's Signature

Date

Academic/Site Supervisor Agreement

William Carey University, Tradition Campus
Department of Counselor Education
COU _____, Trimester Term _____

Name: _____ Mobile Phone Number: _____

Email Address: _____ Student ID number: _____

Site Location and Phone Number: _____

Site Supervisor/Title: _____

Supervisor's Phone: _____ Supervisor's email _____

Agency Director/School Principal _____

How many hours per week do you intend to work in your practicum/internship? _____

Anticipated work schedule:

Monday ____ Tuesday ____ Wednesday ____ Thursday ____ Friday ____ Saturday ____ Sunday ____

Liability Insurance Company/Policy Number: _____

I have read the ACA Code of Ethics (circle one) Yes No

I agree to abide by the ACA Code of Ethics (circle one) Yes No

By signing this application, I give permission to my on-site supervisor to discuss my progress with my academic supervisor at the William Carey University campus. Although I may be a full-time employee at the site of my practicum/internship, I acknowledge that these supervised hours will apply toward academic supervision requirements.

I have received a copy of the Student Handbook, Clinical Handbook, class syllabus, and understand that all requirements must be met before receiving a final grade.

Student's Signature

Date

Academic Advisor Signature

Date

Practicum/Internship Agreement

William Carey University, Tradition Campus
Department of Counselor Education

COU _____, Trimester Term _____

Registered Number of Trimester Hours _____

Student's Name: _____ Mobile Phone Number: _____

Practicum/Internship location: _____

Site Supervisor Name/Title: _____

Site Supervisor's Phone: _____ Site Supervisor's email _____

Address: _____

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

Practicum/Internship Experience Summary

The next page **concisely** outlines the proposed practicum or internship experience. The agreement should make clear the primary responsibilities of the student. You may take advantage, however, of new opportunities when they arise, after consulting with your instructor and your site supervisor.

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

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

When developing the practicum or internship agreement, the student and site supervisor should keep in mind the basic clinical requirements for the program. For the practicum, the total experience should equal **300 hours**, with a minimum of **120 hours** of direct client contact. For an internship, the total experience for each registered trimester hour should equal **100 hours**, with a minimum of **40 hours** of direct client contact. Typically, direct client contact comes in four (4) different forms, (a) individual counseling, (b) group counseling, (c) psycho-educational groups or classroom guidance, and (d) parent or family meetings. All other activities are considered non-direct hours.

Practicum or Internship Agreement Outline:

Student's Signature/Date: _____

Site Supervisor's Signature/Date: _____

University Supervisor's Signature/Date: _____

Site Supervisor Agreement
William Carey University, Tradition Campus
Department of Counselor Education

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

Assisting the student in developing the Practicum or Internship Agreement

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

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

Supervision. I will spend a minimum of one (1) hour a week in direct supervision of the practicum or internship student. Initially, sessions may cover such topics as review of the practicum or internship agreement, orientation to the workplace, and start-up work on outlined activities. As the clinical experience progresses, I will spend time reviewing the student's progress in meeting the specific requirements of the agreement, consultation concerning on-going caseload, discussion of professional concerns as they affect the workings of the site, or other relevant topics. I will provide the practicum or internship student with constructive feedback on his or her performance and share insights and experience with the student for the practicing professional.

Role Modeling. I will serve as a professional role model for the practicum or internship student in job performance, personal growth, and professional and ethical behavior. I possess appropriate training, knowledge, and experience in a recognized helping profession, preferably professional counseling.

Taping. I will assist in facilitating the practicum or internship student's need to tape as part of their clinical training or provide live supervision of the student's interactions with clients. I understand that this process facilitates the professional development of students and assists in quality control of services delivered to clients. I will help students identify clients that will be amenable to audio/video taping of sessions or provide live supervision of the student's interactions with clients for training and university supervision purposes. I will review audio or video tapes as is appropriate and needed during our weekly one (1) hour supervision sessions.

Evaluation. I will provide on-going feedback to the student concerning his or her performance of agreed upon duties, as well as his or her overall performance and behavior at the practicum or internship site. I will participate in the practicum or internship student's mid-trimester self-evaluation. I will setup a conference with the student to assess his or her work toward goals that were established at the beginning of the trimester. I will conduct a formal final evaluation with the student at the end of the trimester and submit to the practicum/internship instructor at WCU, Tradition Campus, a copy of this final evaluation after reviewing it with the student.

Supervisor Signature: _____ Date: _____

Mid-Trimester Self-Evaluation Format

William Carey University, Tradition Campus
Department of Counselor Education
COU _____, Trimester Term _____

Name: _____

Practicum/Internship location: _____

1. How have you progressed toward meeting your goals as stated at the beginning of the trimester? Please be specific and provide examples. (use more pages as necessary)

2. What you have learned about

- counseling in general
- supervision in counseling
- yourself as a counselor

3. Evaluate your skills and effectiveness as a counselor based on:

- feedback from peers
- feedback from supervisors
- self-assessment

Student _____ Date: _____

Site Supervisor: _____ Date: _____

University Supervisor/Instructor _____ Date: _____

Practicum/Internship Weekly Log

William Carey University, Tradition Campus
 Department of Counselor Education

SUPERVISION REPORTING LOG

Direct and Indirect Services

Supervisor: _____

Supervisee: _____

Place of Employment/Internship: _____

Categories include: CON=Consultation; CN=Case Notes; ST=Staffing; CM=Case Management; TP=Treatment Planning; COUN=Counseling; ASSESS=Assessment.
 Report in Hours e.g. 1, 2, 3.75, etc

Dates Week of:	CON	CN	ST	CM	TP	COUN (Group or Individual)	ASSESS	Total Supervised Hours	Individual Supervision Hours	Group Supere
Total Hours										

Supervisor's Signature _____

Sign Here

Date: _____

Client Release Form

William Carey University, Tradition Campus
Department of Counselor Education

I _____ agree to be counseled by a Practicum or Internship student from the Department of Counselor Education at William Carey University, Tradition Campus. I understand that my identity will remain anonymous and all information will be kept in strictest confidence.

I realize that the counselor is a graduate student being trained in counseling skills and that he or she is receiving supervision from a faculty member in the Department of Counselor Education.

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

Client Signature: _____ Date: _____

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

Counselor Signature: _____ Date: _____

Case Presentation Format

William Carey University, Tradition Campus
Department of Counselor Education

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

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

Background information:

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

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

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

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

Overview of the session

What did you talk about?

What were the dominant issues and themes for this session?

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

Observations and assessment:

Conceptualization of Problem

Describe your observations and impressions of the client?

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

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

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

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

What are your counseling goals?

Observations about self:

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

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

Plans for the next session

How do you hope to follow up in subsequent sessions?

What issues and concerns do you think worthwhile to explore?

What process goals will you try to accomplish?

Feedback Needed

Specifically what kind of help would you like, either from your internship supervisor or from fellow students, about this client, this session, and your helping efforts?

Supervisor's Final Evaluation of Counselor Trainee

William Carey University, Tradition Campus
Department of Counselor Education
COU _____, Trimester Term _____

Student Name: _____

Name of School/Agency: _____

Supervisor Name: _____

The purpose of this evaluation is to provide meaningful feedback to the counselor trainee.
Rate the student using the following scale:

N/O – Not Observed 1 – Below Expectations 2 – Meets Expectations 3 – Exceeds Expectations

Disposition	N/O	1	2	3
Prompt				
Dependable				
Responsible				
Shows initiative				
Cooperative				
Appropriate appearance				
Good rapport with staff members				
Actively seeks opportunity for new learning experiences				
Maintains composure in difficult situations				

Professional Behavior	N/O	1	2	3
Completes paperwork in a concise and timely manner				
Communicates orally and writes in a clear and effective manner				
Adheres to the ethical standards of the profession				
Seeks consultation regarding ethical situations				
Makes an effort to improve counseling knowledge and skills				

Counseling and Conceptualization Skills	N/O	1	2	3
Counseling Process:				
Clarifies the presenting issues accurately				
Facilitates exploration of issues appropriately				
Facilitates goal-setting appropriately				
Exhibits control of session				
Closes session appropriately				
Terminates counseling relationship appropriately				

Student's Name _____ Supervisor's Final Evaluation, Page 2 of 3

Counseling Skills:	N/O	1	2	3
Summarizes session content accurately				
Demonstrates a variety of facilitative responses				
Uses culturally sensitive techniques				
Uses theory-specific skills appropriately				
Facilitates goal-setting appropriately				
Uses client cultural background appropriately in assessment, diagnosis, and treatment				
Provides information/advice appropriately				

Personalization Skills	N/O	1	2	3
Recognizes personal assets and liabilities				
Directly addresses the relationship process				
Perceives and understands boundaries in the client-counselor relationship				
Works effectively with clients who are culturally different from self				
Manages personal values and feelings appropriately				

Supervision Conduct	N/O	1	2	3
Prompt and prepared				
Uses supervision time effectively				
Identifies questions, concerns, and issues				
Understands and incorporates supervisors' suggestions				
Accepts encouragement and constructive criticism				

School Related Experiences (if applicable)	N/O	1	2	3
Demonstrates an understanding of the school, curriculum, student records, and appraisal processes				
Understands the role of the school counselor as a community liaison and school counseling advocate				
Demonstrates competencies in individual and group counseling				
Utilizes a variety of counseling tools, resources, and strategies facilitate the growth of students				
Observes and participates in consultation/collaboration with parents, teachers, or other school personnel				
Can apply referral procedures for students with special needs				
Facilitates appreciation for the cultural, lifestyle, and gender diversity of the school population				
Reviews and participates in school related activities, i.e., IEP, peer helper programs, peer mediation, etc.				
Designs goals that are consistent with the ASCA National Standards, the state, and local educational agency goals				

Student's Name _____

Supervisor's Final Evaluation
Page 3 of 3

Any Additional Comments (e.g., strengths, areas of growth, etc.)

As the student, I agree or disagree with this evaluation.
(circle one)

Student _____ Date: _____

Site Supervisor: _____ Date: _____

University Supervisor/Instructor _____ Date: _____

Student Evaluation of Site Supervisor
William Carey University, Tradition Campus
Department of Counselor Education
COU _____, Trimester Term _____

Student Name: _____

Name of School/Agency: _____

Supervisor Name: _____

Please circle the appropriate response for each statement.

My Supervisor . . .	Poor	Average	Strong	Excellent	Not applicable
explained his/her role as a supervisor	1	2	3	4	N/A
helped me to feel at ease with the supervisory process	1	2	3	4	N/A
gave me feedback about my role as a counselor which was accurate and usable	1	2	3	4	N/A
helped me clarify issues which my client brought to the session	1	2	3	4	N/A
assisted me in understanding my own feelings about the client and his/her issues	1	2	3	4	N/A
encouraged me to develop a plan to work with specific clients	1	2	3	4	N/A
modeled appropriate counseling techniques when necessary	1	2	3	4	N/A
 My supervisor helped promote...					
my professional identity by encouraging membership in professional organizations	1	2	3	4	N/A
legal and ethical practice by discussing and by modeling appropriate ethical behaviors.	1	2	3	4	N/A

I felt....

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

My supervisor helped me....

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

Additional comments:

Student Evaluation of Practicum/Internship Site

William Carey University, Tradition Campus
Department of Counselor Education
COU _____, Trimester Term _____

Student Name: _____

Name of School/Agency: _____

University Supervisor: _____

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

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

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

Rate all applicable experiences that you had at your site.

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

Please comment on items you rated moderately unsatisfactory or very unsatisfactory. Use the back if needed.

Professional Development Activity
William Carey University, Tradition Campus
Department of Counselor Education
COU _____, Trimester Term _____

Student Name: _____

Practicum or Internship Site: _____

University Supervisor: _____

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

Number of hours not at site: _____

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

Site Supervisor: _____ Date: _____

University Supervisor/Instructor _____ Date: _____

Counseling Practicum/Internship Weekly Reflection Format

William Carey University, Tradition Campus
Department of Counselor Education
COU _____, Trimester Term _____

Student Name: _____

Week ending: _____

Internship site: _____

Total internship hours: _____ Total client contact hours: _____

General description of your activities:

General impressions, inferences from these activities:

Areas of concern, areas needing clarification, questions:

End of Trimester Self-Evaluation
William Carey University, Tradition Campus
Department of Counselor Education
COU _____, Trimester Term _____

Name: _____

Practicum/Internship location: _____

1. Have you fulfilled your goals as stated at the beginning of the trimester? Please be specific and describe how you have or have not achieved these goals. (use more pages as necessary)
2. Evaluate your skills and effectiveness as a counselor based on your level as a graduate student at the end of this trimester.
3. How could the practicum/internship be improved? Please be specific.