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Purpose of the Practicum & Internship Manual

The purpose of this document is to provide detailed information about the field experience requirements within the Clinical Mental Health program at Hood College. Students, field site supervisors, agency representatives, and faculty instructors involved in the practicum and internship process should all familiarize themselves with the content of this manual and bring any questions to the Practicum and Internship Coordinator for Clinical Mental Health Counseling (PIC-CMHC) and/or faculty instructor. It is the responsibility of each student embarking on practicum and internship to be aware of the requirements, policies, and procedures guiding these field experiences, as outlined here.

Practicum & Internship Overview

Practicum and internship, referred to more generally as the “field experience”, is a three-semester clinical sequence required for completion of a master's degree in Clinical Mental Health Counseling (CMHC) at Hood College. During the field experience, students will be working as an entry-level professional directly with clients or students at a site appropriate to their specialization (e.g., a mental health services setting, therapeutic school, or public school). The field experience is an opportunity to apply academic and experiential learning from coursework and to further develop counseling and related skills in a real-world setting.

Practicum is the first stage of the field experience and represents a gradual entry into the work of a professional counselor. Students can expect to spend 8-12 hours per week at their practicum site, for a total of 100 hours over one full academic term. *Internship* is a more intensive experience in which students spend 20-25 hours per week at their site, for a total of 600 hours over at least two full academic terms. During both phases, students are providing direct client/student services such as individual and group counseling, as well as attending individual supervision with their site supervisor for a minimum of one hour per week. Students also attend a weekly practicum or internship class (COUN 596, 597, or 598), taught by Counseling program faculty members. This course includes didactic material focusing on clinical issues (e.g., the therapeutic relationship; diagnosis and treatment) as well as group supervision and presentations of field site cases.

The field experience is considered the capstone of the master's degree in Clinical Mental Health Counseling and culminates with the creation of a detailed online portfolio where the student presents academic and professional material related to their site placement experiences.

Key Players

The student's field experience is primarily supported by three key individuals: the site supervisor, the faculty instructor, and the PIC-CMHC. The roles and qualifications required of those individuals are as follows.

The site supervisor...

- Provides the student with a minimum of one hour/week of individual supervision.
- Oversees and provides feedback on the student's counseling and other professional activities such as record keeping and professional behavior.
- Provides formative and summative evaluations of the student's performance.
- Is an employee of the agency, organization, or school where the student is completing the field experience.
- Holds a master's degree or higher in counseling or a related mental health field.
- For CMHC students, is fully licensed as a mental health professional (Licensed Clinical Professional Counselor; Licensed Clinical Social Worker, Licensed Marriage and Family Therapist, Licensed Psychologist, and in some rare cases a Licensed Psychiatrist or Licensed Psychiatric Nurse), in the state where the field experience occurs.
- Has relevant training in clinical supervision, documented by a relevant supervisory credential such as Approved Clinical Supervisor or Board Approved Supervisor in Maryland, or completion of a Hood College workshop/Webinar or other workshop in clinical supervision.
- Has a minimum of two years' relevant, post-master's professional experience in the student's specialty area.
- Has knowledge of the program's expectations, requirements, and evaluation procedures for students.
- Is clearly designated as the student's "primary" supervisor. Some sites may have multiple supervisors overseeing the student according to changing settings and roles inherent to the placement. This is acceptable, as long as there is a designated primary supervisor, and any supervisor providing weekly individual clinical supervision meets the above criteria.

The faculty instructor...

- Is a faculty member in the Counseling Department at Hood College.
- Is fully licensed as a professional counselor.
- Provides a minimum of 1.5 hours a week on average of group supervision in the Practicum (COUN 596) and Internship (COUN 597) courses. Classes typically meet for 2-2.5 hours per week to account for breaks during the semester.
- Is first point of contact for the student and site supervisor relaying concerns, successes, and challenges at the field site.
- Maintains regular contact and consultation with the student's field site supervisor, including periodic site visits as necessary.
- Provides formative and summative evaluations of the student's performance.
- Monitors students' hours logs and supervision records in Tevera and provides final approval of a student's hours and completion of field experiences.
- Has relevant training in clinical supervision, as evidenced by completion of a graduate-level course in clinical supervision and/or possession of a relevant

supervisory credential (such as Approved Clinical Supervisor or state board certification as a supervisor).

The Practicum & Internship Coordinator for Clinical Mental Health Counseling...

- Assists CMHC students in finding field site placements.
- Holds Practicum Orientation meetings in the Spring and Fall semesters.
- Liaises with faculty instructors re: oversight of CMHC field experience courses.
- Builds and maintains relationships with a wide range of CMHC “partner” field sites in the area, and frequently updates a list of those sites.
- Makes initial field site visits to vet appropriateness of CMHC field site.
- Is first point of contact for questions about the CMHC field site search process
- Works with students throughout the process to find and secure sites with students being in consistent communication.
- Reviews CMHC practicum applications and renders application decisions.
- Ensures field sites can and will provide the professional opportunities necessary for the student to meet requirements for CMHC practicum and internship.
- Coordinates with the Graduate Registrar to ensure CMHC students admitted to practicum & internship are registered for the correct field experience courses (COUN 596, 597, or 598).
- In consultation with the faculty instructor, handles any issues or concerns between the student and the field site.
- Manages Tevera field site placement software, along with instructors.

Practicum & Internship Requirements

In accordance with the 2016 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the requirements for practicum and internship are as follows:

Prerequisites

Students typically complete the three-semester field experience in the last three or four semesters of their program. We strongly recommend you complete the majority of your coursework—particularly the 27 core credits in addition to required specialty courses—prior to starting Practicum. The following are non-negotiable prerequisites to practicum:

- COUN 501: Professional, Legal, and Ethical Responsibilities
- COUN 502: Social and Cultural Foundations of Counseling
- COUN 504: Counseling Techniques
- COUN 505: Group Dynamics, Processing, and Counseling
- COUN 511: Theories and Principles of Counseling
- COUN 531: Diagnosis and Psychopathology
- COUN 532: Advanced Counseling Techniques

General information

- Students have the opportunity to participate in counseling and related activities consistent with the role of an entry-level professional at the field site.
- Students have the opportunity to develop individual counseling skills as well as lead or co-lead a counseling or psychoeducational group for at least six sessions during *either* practicum or internship.
- Formative and summative evaluations of the student's performance on a variety of measures, including counseling skills and professional behavior, are conducted on a regular schedule (by the faculty instructor and the field site supervisor).
- Students must audio or video record or submit documentation of live supervision/observation by the field site supervisor of at least two counseling sessions per semester for review in supervision and/or practicum/internship class.
- Hours are accrued are categorized as **direct service hours** and **indirect service hours**. According to CACREP (2016):
 - “*Direct service* is the supervised use of counseling, consultation, or related professional skills **with actual clients** (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.”
 - *Indirect service* encompasses all other time that supports the activities of the field experience. Indirect hours include record keeping, other administrative duties, individual and group supervision, observation of others providing counseling-related services, and professional development activities.

Practicum

- 100 hours at your field site (40 direct; 60 indirect) over a full academic term; 8-12 hours/week, 3-5 direct hours/week
- Available in Spring and Summer for CMHC students
- Typically begins with orientation and observation activities
- May include facilitation or co-facilitation of a group
- Minimum one hour per week of supervision by a qualified supervisor (as described on p. 4).
- Enrollment in COUN 596: Practicum (3 credits), which includes weekly meeting for group supervision (2-2.5 hours) and didactic course material, completion of course readings and assignments
- Maintenance of weekly hours logs to be signed by field site supervisor
- Completion and submission of Practicum Portfolio
- Must obtain professional liability insurance prior to starting

Internship I & II

- May switch sites from Practicum site if desired/necessary. We discourage switching sites between Internship I&II.
- Complete COUN 596: Practicum no more than two semesters prior to enrolling; i.e., no more than one semester off in between practicum and internship.

- 600 hours at your field site: approximately 300 per semester (120 direct; 180 indirect); 20-25 hours/week, 8-10 direct hours/week
- Moving into more independent clinical work
- Must include facilitation or co-facilitation of a group (if not done in practicum)
- Minimum one hour per week of supervision by a qualified supervisor (as described on p. 4).
- Enrollment in COUN 597: Internship I and COUN 598: Internship II (3 credits each), which includes weekly meeting for group supervision and didactic course material, completion of course readings and assignments
 - Students must complete a minimum of 40% (240 total; 96 direct, 144 indirect) of their internship hours before moving into the COUN 598: Internship II class.
- Maintenance of weekly hours logs to be signed by field site supervisor
- Completion and submission of Internship Portfolio (Key Assignment)
- Must submit proof of maintained professional liability insurance

Practicum and Internship Sites

A high-quality training experience requires ongoing coordination and collaboration between Hood College, the field site, and the student. Hood College must approve every practicum and internship site, including a clear description of duties and responsibilities of all parties involved in the training of the student.

Non-discrimination statement

Hood College does not discriminate against students with regard to race, ethnic background, sex, age, ability, sexual orientation, gender identity, or any additional characteristic protected by local, state, or federal law. The Counseling program is further committed to training students from groups traditionally underrepresented in the counseling profession. As such, the Counseling program expects potential field sites to conduct their selection and training process in a similar non-discriminatory manner. Students should notify the PIC immediately of any potentially discriminatory practices noted during the search or training process.

Identifying an appropriate field site

The PIC-CMHC maintains a frequently updated list of “partner sites” on Tevera. A partner site is an agency, organization, or school that has been previously screened and approved by Hood College. Representatives from each Partner Site sign an Affiliation Agreement with Hood College and the Counseling program that includes programmatic requirements for the completion of practicum and internship as well as legal and ethical responsibilities of all parties involved. Affiliation Agreements are secured by the PIC-CMHC and signed by the Program Director. Students may pursue sites that are not on the current Partner Site List and may propose a new site via the “Suggest a Site” tab on Tevera or via email. A student may not accept a placement at a field site until the PIC-CMHC has made a site visit, approved the site, and secured an Affiliation Agreement.

The Affiliation Agreement must be signed with the site prior to the application deadlines listed in the Process and Deadlines section below.

The following list is a minimum set of standards necessary for a site to meet programmatic requirements for practicum and internship. General standards necessary for sites are listed first, followed by standards specific to each specialty.

General site and supervision standards

1. Sites must be willing to engage students in counseling and counseling-related activities that are typical of the work environment and consistent with the student's interests, training level, and abilities.
2. Sites must provide or facilitate opportunities for students to lead or co-lead a counseling or psychoeducational group during either practicum or internship.
3. Practicum sites must provide 100 hours over a full academic term (12 weeks in Summer; 15 weeks in Fall and Spring), with a breakdown of 40 direct and 60 indirect hours. This translates into 8-15 hours/week (3-5 direct).
4. Internship sites must provide 600 hours over two full academic terms (12 weeks in Summer; 15 weeks in Fall and Spring), with a breakdown of 240 direct and 360 indirect hours. This translates into 20-25 hours/week (8-10 direct).
5. Sites must offer at least one hour of *individual* (one student, one supervisor) *or triadic* (one supervisor, two students) supervision for each student per week. Group supervision and professional development opportunities are highly encouraged but not required and may not replace individual/triadic supervision.
6. Sites and supervisors must be willing and able to use Tevera, our web-based software for management of all field-site related activities, including hours tracking, documentation of supervision, and evaluations.
7. Site supervisors establish supervision agreements with students, including to provide consistent monitoring and evaluation of the student's progress and direct guidance on clinical matters including risk assessment. They fill out summative evaluations of student progress at the end of each semester.
8. Sites may provide the student with multiple supervisors, as long as there is a clear rationale based on the student's duties (i.e., the student has different supervisors for different settings/roles within the placement). There must be a designated "primary" supervisor, however, who is responsible for all paperwork and aggregating and providing feedback in formative and summative evaluations.
9. If the primary field site supervisor is unavailable for supervision in a given week, they may provide a two-hour supervision session the following week, or an alternate qualified supervisor (as described on p. 2) must be provided at the site. If neither of those scenarios are possible, the faculty instructor will provide individual supervision up to two times per semester.
10. Sites must allow audio and/or video recordings, or live supervision/observation, of at least two counseling sessions (individual or group) per semester in both practicum and internship. Sites must comply with the Hood College Field Site Recording policy and must assist the student in obtaining appropriate informed consent from the client(s) being recorded. Site supervisors must be willing to review the recordings with the student as part of supervision. In cases where recording is impossible, live observation and supervision may be substituted but

- must be clearly documented and processed in supervision, and documentation of the supervisor's feedback must be provided to the faculty instructor.
11. Sites must be willing to have some form of "raw data" from the student's caseload presented to the faculty instructor. Raw data may include recordings, live observation/supervision notes, redacted case notes or treatment plans, and case conceptualizations. Recordings of client sessions must be immediately uploaded from the recording device to HIPAA-compliant OneDrive folders (see Recording Policy).
 12. Sites must understand that students will be presenting de-identified case material to the faculty instructor and other students in the practicum and internship courses on a regular basis.
 13. Sites must accept sole responsibility for care rendered to clients served by students. The faculty supervisor does not provide direct clinical supervision, and any recommendations for client care made by Hood College faculty or students must be cleared with the field site supervisor.
 14. Sites must provide, at either the group or individual level, an orientation reviewing agency policies, administrative standards (e.g. record keeping), and emergency procedures.
 15. Sites must present trainees with a clear plan of action to follow in emergency situations, including if a client is at risk of harm to self or others.
 16. Students are prohibited from using their own personal vehicles for transporting clients in any capacity.
 17. Site supervisors should be willing to communicate with the PIC in a timely manner regarding concerns about the student's performance or personal/professional characteristics.

Clinical mental health counseling-specific standards

1. Sites must assign a primary supervisor who is a fully licensed mental health professional (as described on p. 4). Licensed psychiatrists with appropriate training and background in counseling and psychotherapy may be considered on a case-by-case basis at the discretion of the PIC-CMHC.
2. Sites must ensure that a qualified, licensed or certified* mental health professional is on the premises and available for emergency consultation at all times when the student is engaged in direct client work (or immediately available by phone if engaging in telehealth). This individual does not always need to be the student's primary supervisor.
3. Counselors and other mental health providers in solo, independent private practice are typically not appropriate supervisors/sites for Hood College counseling students, though there are a few exceptions. These providers may have difficulty providing the student with enough hours and office space, and often cannot be on site at all times when the student is with clients. Group practices or consortiums of independent practitioners who have agreed to create a training program may be approved.

*NOTE: In some cases, the individual on site may be another type of professional (e.g., Registered Nurse, Certified Addictions Counselor), as long as, 1) the

individual has training in mental health risk assessment; 2) the individual is regularly called upon to provide emergency coverage at the site; 3) it is not possible for a licensed mental health professional to be there at all times; and 4) the PIC-CMHC has approved the individual – *in advance, prior to starting placement* – to be an emergency supervisor for the students.

Process and Deadlines

The practicum and internship process begins many months prior to the student's projected practicum start date. The PIC-CMHC provide active support during this time, however CMHC students are expected to take ownership over the field site search process as if it were a professional job search (**in other words, the student will not simply be “placed” at a field site, but must actively seek out and apply to various sites with the guidance of the PIC-CMHC**). Students should be consulting with and updating the PIC-CMHC throughout the process- a student should not accept a site without letting the PIC-CMHC know ahead of time. The process for securing practicum and internship sites consists of the following major steps and is described in detail below.

1. Attend a mandatory orientation and submit Practicum Interest Form
2. Complete any pre-application tasks as dictated in Tevera.
3. Submit Practicum Application (Part I)
4. Complete any pre-application tasks as dictated in Tevera.
5. Consult with PIC-CMHC regarding sites being considered.
6. Submit Site Placement Application (Part II), and Supervisor Application. The following list of steps serve as more detailed guide in moving through the process.

Clinical mental health counseling

1. **Reflection:** Discuss practicum start timing with your faculty advisor and PIC-CMHC. Remember that this is a three-semester commitment that will eventually ramp up to 20-25 hours per week. Consider what this will mean for your personal and professional life. Field sites will not necessarily be able to accommodate specific scheduling needs, and few sites offer regular evening and weekend hours for trainees.
2. **Tevera:** Make sure that you have an active account in Tevera, our web-based field placement software, and review the steps in the Practicum/Internship Application process on Tevera.
3. **Orientation:** Attend a *mandatory* practicum/internship orientation to review this manual and learn more details about the field site search process. The student must attend the orientation that corresponds with their desired start date (see timetable below). Students are only required to attend one orientation for both practicum and internship. Students will be oriented to the field site search process and Tevera.
4. **Coursework:** Confirm you will have taken all pre-requisites (COUN 501, 502, 504, 505, 511, 531, 532) prior to starting practicum.

5. **Start search:** Schedule a meeting with the PIC if desired. Begin to research potential field sites. Cast a wide net; remember that practicum and internship placements are opportunities to try out different settings, even if they are not what you imagine yourself doing long term. Be sure to thoroughly search the organization's website for details about the practicum/internship application process before reaching out with questions.
6. **Finalize your materials:** Finalize your resume/CV and cover letters and make an appointment with the Career Center and/or send them to the PIC if desired. Reach out for potential references/letters of recommendation as necessary and begin to prepare for the interview process.
7. **Submit Practicum Application (Part I).** This part of the application formally begins the application process. You do NOT need to have a site secured to submit this part of the application. The application requires you to submit a polished resume and brief statement of interest describing what you hope to get out of the field experience, including any populations and settings of interests. Application Part I alerts the faculty to your desire to start practicum. Faculty meet to discuss your readiness for practicum, considering your previous CCS-R scores, current dispositions, and current clinical skills. These considerations are all discussed in the decision-making process for application part I.
8. **Receive Part I application decision** Once you have been approved to start practicum in a given semester (Part I is approved), you can fill out the Student CCS-R on yourself. Your faculty advisor will be in contact to meet with you to complete the Faculty CCS-R
9. **Site-specific details:** Each site has its own timetable as to when applications are due, when interviews are conducted, and when application decisions are made. This information is often available on Tevera, on the organization's website, or may be communicated to you by the PIC or the field site during the interview process. You are responsible for educating yourself on those timelines.
10. **Interview:** Embark on the application/interview process as directed by each field site to which you are applying, maintaining regular contact with the PIC. Please track sites of interest/interview sites on Tevera and update PIC-CMHC whenever you have an interview. ***As representatives of Hood College, students are expected to communicate and present themselves in a professional and formal manner. Professional language in emails and phone calls, as well as professional interview attire when presenting at field sites, is required at all times. Please see page 15 for more information on presenting yourself professionally. Failure to present yourself professionally in interviews may result in denial of Part II of your application. ***
11. **Secure a field site placement.** If offered a placement, you are expected to accept or decline within 48 hours of the offer. After you have accepted an offer, all details are coordinated between the site and the student. You *must* notify other organizations with which you have been interviewing about your decision within 48 hours of accepting the other offer. Update the PIC-CMHC as soon as you have accepted an offer.
12. **Submit your Site Placement Application (Part II):** Fill out this form by the specified deadline, including the signed Field Site Supervisor Agreement (FSSA)

on Tevera. You as the student, along with your field site supervisor and faculty instructor, must sign the FSSA. *Please note:* You must submit this application for practicum, and you must submit again for internship IF you are switching sites.

13. **Course Registration:** Once Application Part II has been received and approved, and registration opens, you may request to register for the course by sending an email to the Graduate Registrar at hoodgrad@hood.edu, cc'ing the PIC and the faculty instructor for the course, and requesting to be registered for the appropriate course (e.g., COUN 596). You must attach to this email the statement of interest included in your Part I application. Include the name of your placement site for their records. You will need to send an email to the Graduate Registrar each semester to be registered for ALL field experience courses, even if you are not switching sites. You CANNOT register for field experience courses in Self-Service or Tevera.
14. **Professional Liability Insurance:** Obtain professional liability insurance through the American Counseling Association student membership or another organization. Send proof of insurance to the PIC via email.
15. **Begin work** at your field site within one week of the first practicum/internship course meeting (e.g., if the first day of classes is January 15, start anytime between January 8 and 22). *Note:* In the Spring semester, COUN 596, 597/598 may begin meeting for group supervision one week prior to the official start of classes, at the discretion of the instructor.

**In the event that the student is not offered a site by the Hood College application deadline, an extension may be granted or the student will be asked to wait until the following semester, at the discretion of the PIC-CMHC and other Counseling faculty. In order for an extension to be granted, the student MUST have been in regular contact with the PIC-CMHC between the orientation and the application deadline and must be able to document concerted efforts to secure a site.*

Exact dates and deadlines are subject to change with notice:

<i>Desired start date</i> →	Summer (May)	Spring (January)
Mandatory orientation	November	May
Application deadline (Part I)	February 1	September 1
Site placement deadline (Part II)	April 1	November 1
Field experience starts	Late May	Late January

Exact dates TBD per calendar year and Hood College Academic Calendar.

Preparing for Your Practicum/Internship Interviews

Students are expected to treat their interviews for practicum or internship placements just like interviews for any other professional position. Remember that placements at many sites are competitive, and you will give yourself the best chance at

securing your first-choice placement by presenting yourself as prepared, professional, and willing to learn.

Professional attire and presentation

Acceptable attire for a practicum/internship interview is the same as acceptable attire for any other professional interview. Appropriate interview attire may include a collared shirt or blouse; pressed slacks, skirt or suiting dress; a blazer or smart cardigan; and dress shoes or boots (no sneakers). All attire should be neatly pressed, free of stains and wrinkles, and not revealing or overly casual. If you do not have access to your own professional attire, the Hood College Career Center has a Job Center closet that you can borrow professional clothes from. Please reach out to the Career Center directly here: <https://www.hood.edu/campus-community/catherine-filene-shouse-center-career-development-experiential-education/career-center-staff> or to your advisor for additional information.

How to prepare and what to bring

- Get feedback from the PIC-CMHC and/or Career Center on your resume and cover letters. Consider scheduling a mock interview with the PIC-CMHC and/or Career Center.
- Bring several copies of your resume to the interview (at a minimum, one copy for every individual you are scheduled to meet with, plus two extra). Bring business cards if you have them (they're a nice touch).
- Make sure you are thoroughly familiar with our program's practicum and internship requirements so that you can answer questions about them. Bring a current copy of the Practicum & Internship Manual. Even long-standing partner sites may need a refresher.
- Research the site and the individuals with whom you are interviewing. Be sure you understand the type of work they do and the populations they serve.
- Carefully research the site location and plan for how long it will take you to travel there, park, and gather yourself to enter the interview. *****Plan to arrive INSIDE and announce yourself at LEAST five minutes prior to your interview start time**.***
- Practicum and internship candidates are not expected to be clinical experts, however there are some commonly asked questions you should be prepared to answer. Some examples include:
 - What interests you about our site?
 - What population are you hoping to work with, and why?
 - Tell me about your experience working with diverse populations.
 - Describe a time when you had to resolve a conflict in a professional or academic setting.
 - Tell me about how you collaborate or work with others on a team.
 - I'm going to describe a case to you. Given what I tell you, briefly summarize how you might work with that client/student.

How to follow up

- Send a thank you note, email or hand-written, within 48 hours of your interview.
- Pay careful attention to the time frame the site gives you for communicating their decision. Some sites have structured timelines for interviewing and notifying candidates, which may differ from our programmatic deadlines, and may mean you do not hear back for several weeks. Other sites may notify you of their decision to accept you on the spot. If no timeframe is given, it is reasonable to follow up seven days after your in-person interview via email.
- If offered a position, you are expected to accept or decline within 48 business hours. Once you accept a position, please *promptly* notify other sites where you interviewed so those spots may be offered to other candidates.
- Notify the PIC-CMHC of any acceptance or declines of offers.

Balancing Work, Life and Practicum/Internship

We encourage students to think far in advance about how they will balance practicum and internship with other commitments in their lives. Many students wish to continue working at another job while completing practicum and internship, and we understand this may be necessary. It is the responsibility of the faculty, however, to caution students that working or caretaking of others—especially full time—while on practicum and internship will be extremely challenging and requires significant preparation, flexibility, and self-care. Field sites are not expected to accommodate specific scheduling requests; for example, few sites offer evening or weekend hours. Your training experience will bring significant emotional demands that may be difficult to fully understand or anticipate in advance. Reserving time for self-care will be critical to your personal and professional wellbeing.

Paid and unpaid placements

Paid practicum and internship placements are rare. Students may be paid for their work on practicum and internship placements *only* with the approval of the PIC-CMHC. Students are not permitted to use their *current* jobs—even if relevant and counseling related—as their practicum and internship placements. These policies seek to minimize interference of dual relationships, employment requirements, power dynamics, pre-existing expectations, and financial demands in the training experience (see below).

Placements at existing place of employment

In rare cases, students may be permitted to complete their practicum and internship *in a new role* at their current place of employment if the following conditions are met and clearly documented to the PIC: 1) the training role is entirely distinct from the student's employment position, with a different title, and wholly different duties and responsibilities; 2) the training role will provide the student with a new set of skills; 3) the training role is housed within a different department, or at a minimum, provides the opportunity for interaction with a new set of clients and colleagues; 4) the student will have a different supervisor in the training role; and 5) the student's performance in the

training role is in no way linked to their performance evaluations or pay in the pre-existing position. In these cases, a detailed description of how the arrangement meets these requirements is due to the PIC with Part II of the practicum/internship application; however, this also needs to be approved by the PIC well in advance of application part II completion.

Documentation of Practicum and Internship Activities

Hours logs and supervision records

Students will document their practicum and internship hours in a log created in a web-based platform called Tevera according to specific categories of direct and indirect hours. Your faculty instructor will review this process in Tevera with you. You will generate Track Hours Log reports on a regular basis (determined by your faculty instructor), that will be approved electronically by your site supervisor and faculty instructor within Tevera. You will also demonstrate your weekly supervision sessions on the Weekly Supervision Record form within Tevera, which must also be electronically approved by your site supervisor and faculty instructor.

Students are expected to report all practicum and internship hours accurately and honestly. Any falsification of type, number, or supervisor approval of hours is grounds for immediate dismissal from practicum and from the Counseling program and potential report to the licensure board or MSDE.

Counting practicum and internship hours toward licensure

Prior to starting practicum, students are encouraged to familiarize themselves with the licensing and certification requirements for any state in which they may wish to become licensed in the future. Some states (e.g., Virginia) require students to register direct supervisors (i.e., site supervisors) in advance in order for practicum and internship hours to count toward licensure.

In the state of Maryland, applicants for licensure as a Professional Counselor (LGPC, then LCPC) may count up to 1,000 hours (1 year) of pre-master's, supervised clinical hours toward the 3,000 required hours, as long as the hours were supervised by an appropriate, licensed mental health professional (as described on p. 4). Students are encouraged to have their field site supervisors sign off on their practicum and internship hours *before* ending practicum and internship, using the forms required by the Maryland Board of Professional Counselors or other state board, as it may be more difficult to get in touch with former supervisors in the future when the student is applying for licensure. More information about the process of applying for licensure in Maryland can be found at: <http://dhmh.maryland.gov/bopc/Pages/gradprofessional.aspx>.

Ethical Guidelines, Professional Behavior, and Academic Honesty

Counseling students are expected to conduct themselves in a professional manner, in accordance with the American Counseling Association (ACA) Code of Ethics, at all times while on practicum and internship. Students should review the Code of Ethics (<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>) prior to beginning practicum and are encouraged to discuss any questions with their faculty instructor. Students are also expected to follow the Hood College Academic Honor Code for all assignments, which is available for review in the student handbook (<http://www.hood.edu/policies/>).

Students are representatives of Hood College while serving at a field site and are expected to behave professionally as if working in full employment position.

Expectations for ethical and professional behavior

- Professional dress and grooming according to site policies and standards
- Professional communication in person and via phone and email. Refer to all faculty and site representatives using the proper salutation (e.g. Dr., Ms., Mr.) and last name unless specifically invited to use first name. The Writing Center at UNC-Chapel Hill offers a helpful resource for email communication: <http://writingcenter.unc.edu/handouts/effective-e-mail-communication/>.
- Respectful communication with supervisors, colleagues, instructors, and clients, including openness to giving and receiving feedback. Threatening, demanding, or rude behavior is inconsistent with the professional identity of counselors and will not be tolerated.
- Adherence to field site policies, expectations, and scheduling requests
- Presence at the site for all hours agreed upon in the schedule approved by the site supervisor, and a willingness to engage in appropriate field site activities other than direct client work

Examples of unethical or unprofessional behavior

- Acting in a manner that violates the ACA Code of Ethics, the standards laid out in this manual, or the standards in the Hood College Academic Honor Code or Student Handbook
- Failure to appear for any previously scheduled activity or obligation at the field site, such as an interview, counseling session, supervision session, or professional development activity without proper advance notification of all parties and approval of the field site supervisor. This includes taking leave from the field site without express prior approval of the supervisor, or assuming that leave will be approved due to a particular holiday or personal commitment.
- Leaving the field site during agreed upon working hours without the approval of the site supervisor, or simply because no direct client hours are scheduled
- Failure to follow safety or emergency guidelines as outlined at the field site
- Refusing or resisting the completion of appropriate and expected field site or course administrative duties such as record keeping, filing, file auditing, answering phones, attending meetings or trainings, or website maintenance

- Recording client, supervisor, or faculty interactions without the express written consent of all parties involved (as required by law in the state of Maryland), or in a way that violates site or program procedures
- Failing to follow standards of confidentiality as described in the ACA Code of Ethics or the “Confidentiality of Recordings” section below
- Falsification of type, number, or supervisor approval of hours
- Removal or private use of any equipment or materials from the site or College
- Working at a field site without going through the proper application and approval process through the PIC-CMHC
- Accepting multiple field site placement offers or retracting an acceptance upon receiving another offer
- Terminating work at the field site without notifying and gaining approval from the faculty instructor and PIC-CMHC
- Demonstration of behavior that is overtly resistant, rude, demanding, threatening, defensive or lewd toward any member or associate of the field site or Hood College community
- Providing or offering to provide services beyond the scope of the student’s competence or ability as a trainee under supervision
- Communicating to clients, without approval of the field site supervisor and/or faculty instructor, information about internal workings of the field site or College (e.g., information about the employment status of site employees, financial or operating status of the site or college, etc.)
- Continuing to provide services despite compromised effectiveness due to significantly reduced emotional functioning or abuse of alcohol or drugs
- Failing to inform instructor and supervisor if convicted of a crime
- Testifying in court or participating in any legal proceeding related to the field site or Hood College without notifying and providing all related information to the field site supervisor and faculty instructor or their legal representatives

Engaging in any of the behaviors described above, or any other behaviors or activities deemed unprofessional or unethical by the site supervisor, faculty instructor, or other relevant party, will trigger an immediate review by the Counseling faculty, and may be grounds for dismissal from practicum and internship and/or the Counseling program. If you are dismissed from your practicum and/or internship site for any reason, you may fail your practicum or internship course and/or be dismissed from the Counseling Program, depending upon the deliberations of the faculty.

Confidentiality and recording procedures

Students are expected to maintain confidentiality of client work according to the standards described in the ACA Code of Ethics. All client material discussed in practicum and internship classes (in case presentations, class discussions, etc.) should exclude any identifying information such as name, address, place of employment, or specific school attended, and should use only client initials. Students in practicum and internship classes are expected to uphold the confidentiality of their peers’ clients and are not to discuss any client material outside of class.

Students are required to provide at least two recorded or live supervised counseling sessions with clients per semester while on practicum and internship. Procedures and policies related to recording are further described in the “Recording Policy” document in the Appendix. Students must sign the recording policy in Tevera prior to recording any sessions with clients. Depending on the nature and regulations of the field site setting, students may: 1) audio or video record individual or group counseling sessions and review them on site in supervision with the field site supervisor or practicum/internship instructor; 2) audio or video record individual or group counseling sessions and review them off site with the practicum/internship instructor; or 3) receive live supervision of an individual or group counseling session from the site supervisor, and submit documentation of that process to the faculty instructor in the form of a Supervision Note in Tevera. Students must obtain informed consent from all involved clients/legal guardians prior to recording any sessions, using the form provided by the program in the Practicum and Internship Manual (see Appendix) or a standard form required by their field site. The informed consent form must clearly state the purpose of recording, who will review the recordings, how the recordings will be transported/stored, and limits of confidentiality related to recording.

Client recordings must be protected at all times. Digital recordings must be created in accordance with the Health Insurance Portability and Accountability Act (HIPAA; <http://www.hhs.gov/ocr/privacy/>), including “Technical Safeguards”), as well as the ACA Code of Ethics, Standards H.2. Informed Consent and Security and H.5. Records and Web Maintenance.

- Students must use laptops or portable recording devices and must NOT record on mobile phones. Recordings should be immediately uploaded from a recording device to a HIPAA-compliant OneDrive folder designated by the faculty instructor.
- Students delete recordings from the original device immediately after upload to OneDrive and/or review.
- Students are expected to redact identifying information from the recording and use encryption/encoding to limit access to authorized users.
- Recordings should never be accessible to anyone unaffiliated with the care of the client or the practicum and internship class.

Practicum and Internship Challenges and Concerns

Completion of hours

Students must complete their 100 practicum hours by the last day of graduate classes during the semester they are registered for practicum. Students who have not completed their practicum hours (COUN 596) will not be able to register for internship (COUN 597). Students must complete their 600 internship hours by the last day of classes during the second semester they are registered for internship. They are not

required to complete 300 hours by the end of the first semester of internship (i.e., more than half the hours may be accrued in the second semester of internship).

Students who do not complete their hours by the last day of classes in any semester may be granted an extension **ONLY** if lacking less than 10% of their hours (4 hours direct and 6 hours indirect for practicum; 24 hours direct and 36 hours indirect for internship). The student must provide a clear plan to the faculty instructor and PIC to complete those hours within two weeks of the last day of classes for practicum, and four weeks of the last day of classes for internship. If this is not possible, the student must register for another semester of practicum/internship. If the student does not complete the hours by the grading deadline for a given semester, a grade of “In Progress” will be granted until the hours are completed within the above timeframe.

Graduation

Hood College awards master’s degrees three times per year: January, May and September. The only formal graduation ceremony is in May; students graduating in September and January can walk in graduation the following May. In the case where a student is completing internship in Spring semester and plans to graduate in May, the student may walk in the May graduation if they lack no more than 10% of their hours and can document a completion plan as described above. The student will then receive their degree in September, not May, but can request a letter of degree completion from the registrar’s office to submit to employers and licensing and certifying bodies (it is the student’s responsibility to check to see if those bodies will accept the letter of degree completion in place of an official transcript showing degree awarded).

Extended absence

Students are expected to be on site for the entire period of service agreed upon with the field site (i.e., one, two, or three semesters). This includes the winter break between Hood College’s Fall and Spring Semesters, if required by the site. Students are not permitted to be absent from field site work for more than a two-week period. Any absence of more than two weeks must be approved in writing by the student’s field site supervisor, faculty instructor, and academic adviser. Students who anticipate needing more than a two-week break during the field experience period should withdraw from and/or postpone practicum or internship until a later semester. Any extended absence will likely result in failure to meet the practicum and internship hours and course attendance requirements, and a grade of F if the student does not withdraw by the College’s withdrawal deadline. The student may also be asked to re-start their hours upon re-entering practicum or internship, as detailed below under “Unsatisfactory Performance”.

Unsatisfactory performance and dismissal

Students are expected to receive an average of “Meets Expectations” on evaluations completed by the field site supervisor and faculty instructor. These evaluations include expectations for professional and ethical behavior, professional dispositions, counseling skills and techniques, and collaboration and consultation. If a

student receives an average of “Needs Improvement” in the first round of evaluations (practicum or first semester of internship)—or if particular concerns are raised by the site supervisor prior to the first evaluation—the faculty instructor, site supervisor, and student will create a plan clearly outlining the criteria which must be improved in order for the student to progress. If the student cannot meet those criteria prior to the next evaluation (end of term), the student will not be able to successfully complete practicum/internship and will need to withdraw or risk a failing grade in the course. In those cases, the student will need to re-take that semester of practicum/internship and may lose the hours accrued, at the discretion of the faculty.

In rare cases, a student may be dismissed from the field site by the site supervisor or the Counseling faculty. Such dismissals are based on a failure to progress (as described above), or demonstration of unprofessional or unethical behavior as outlined above on pages 12-13. Site supervisors are encouraged to report any concerns to the faculty instructor and/or PIC immediately. At this point, a meeting between the faculty instructor, student, and PIC will be called. If the faculty and site supervisor agree that there should be an opportunity for remediation, the student will be given clear, written guidelines on what must be improved in a Remediation Plan document that is signed by the student, faculty instructor, PIC/SCC, and site supervisor. If any of the parties deem there will be no opportunity for remediation—for example, if the student demonstrates any of the behaviors described above—the student will be considered for immediate dismissal from practicum/internship and potentially the Counseling program in an additional meeting between the faculty instructor, PIC/CMHC, and Counseling Program Director. In some cases, a student who is dismissed from a field site may be permitted to retain the hours accrued and remain in COUN 596 or 597 while searching for a new field site, at the discretion of the Counseling faculty. In those cases, the student must continue to complete all assignments for the course as directed by the instructor.

Safety and emergency guidelines

Students must follow all safety procedures and policies as described by their field site and will be asked to summarize those procedures in a course assignment early in the practicum/internship semester. Guidelines may include an emergency protocol and contact numbers, physical security and safety information, and procedures for clients presenting with risk. Most sites provide this information during the orientation period at the beginning of practicum or internship. If students do not receive this information within the first week of placement, they should ask their supervisor for this information. Students are required to include safety and emergency guidelines for their site in their practicum portfolio. Failure to follow safety and emergency guidelines may be grounds for dismissal from the site

Legal concerns

Professional liability insurance. Students are required to maintain individual professional liability insurance of at least \$1 million per claim and \$3 million annual aggregate throughout their training at their practicum and internship sites. Individual professional liability insurance may be sourced through the American Counseling

Association's Student Membership, which includes an appropriate coverage policy through an agreement with Health Provider's Service Organization (HPSO). Students may source their individual professional liability insurance elsewhere as long as it meets the above requirements. Students must submit proof of insurance to the PIC-CMHC prior to starting practicum and are responsible for renewing the policy (and submitting proof of that renewal to the Coordinator) if it expires prior to completion of internship. Documentation of the student's individual professional liability insurance is kept on file in Tevera and forwarded to the site supervisor. In addition, Hood College obtains group professional liability insurance in the amount of \$1 million per occurrence and \$3 million annual aggregate, covering all Hood College students and employees involved in any practicum or internship placement. For the College to issue the group Certificate of Insurance, there must be an Affiliation Agreement on file signed by representatives from the field site, the Counseling Program Director, and the Hood College Vice President for Finance. Students may not begin work at a field site until the Affiliation Agreement, group Certificate of Insurance, and individual proof of insurance have been received and signed.

Court subpoenas. In rare instances, students may become involved in legal proceedings related to their clients, their site, or their client work. If a student receives a court subpoena or any other document or communication from a court or attorney, the student must contact the field site supervisor and faculty instructor immediately for guidance. Under no circumstances should a student present themselves in court or meet with an attorney or other party involved in legal proceedings alone and without consulting the field site supervisor and faculty instructor. The student must provide all information including the specific details of the subpoena or other communication, date and location of court appearance or any other legal proceeding or meeting, and any case notes and materials that are being subpoenaed. If a student provides any testimony or participates in legal proceedings in any other way without notifying and providing the required information to both the site supervisor and faculty instructor, this will be grounds for dismissal from practicum/internship and the Counseling program.

Frequently Asked Questions

Will I be able to work while completing Practicum and Internship?

- This depends on the specifics of your job and site. Part-time jobs with scheduling flexibility tend to be the easiest to maintain during practicum and internship. Working a full-time job with little scheduling flexibility will be very difficult, particularly during internship. Though the faculty will do our best to point you toward sites that match your needs, we CANNOT guarantee that you will find a site that meets very specific scheduling needs (e.g., evening and weekend hours).

Can I complete my Practicum and Internship only in the evenings, on weekends, or over the summer semesters?

- Probably not. Most field sites are open primarily during daytime hours. Some sites offer evening and weekend availability for clinical hours, but individual supervision, group supervision, and professional development activities are likely

to be scheduled during the day. Though the faculty will do our best to point you toward sites that match your needs, we CANNOT guarantee that you will find a site that meets very specific scheduling needs. Because you cannot take more than one semester's break between field experience semesters, it is not possible to complete field experience only in summers.

During what semesters can I start Practicum?

- Clinical Mental Health Counseling students may start in Spring or Summer.

Can I take other classes while completing my Practicum and Internship?

- Yes, but we strongly recommend you complete the majority of your coursework prior practicum. Your semesters in practicum and internship will be highly demanding both personally and professionally, and we encourage you to consider life balance.

Can I be paid for my Practicum and Internship?

- The Counseling Program does not have a policy against this, but any such arrangement must be approved by the Practicum/Internship Coordinator, Program Director, and site supervisor. Please note that paid placements are extremely rare.

Can I do my Practicum and Internship at a site where I already work?

- Maybe, but your responsibilities for practicum and internship must be distinctly different from your previous job responsibilities. Any such arrangement must be approved by the PIC-CMHC, Program Director, and site supervisor.

Can I count my Practicum and Internship hours toward licensure?

- Students wishing to pursue licensure in Maryland may count up to one year or 1,000 hours of pre-master's field experience toward the total 3,000 hours required, as long as you were supervised by a licensed mental health professional and provide the required documentation. Students wishing to pursue licensure in other states are encouraged to familiarize themselves with the licensing requirements in that state prior to starting practicum.

What happens if I don't complete my hours by the end of the semester?

- Students are required to complete their hours by the last day of graduate classes for the semester in which they are enrolled. Students with no more than 10% of hours lacking may submit a plan to complete those hours within two weeks of the last day of classes for practicum, or four weeks of the last day of classes for internship. If the hours are not completed by the grading deadline for that semester, the student will receive a grade of In Progress (IP) until the hours are completed within the two- or four-week timeframe.

Appendix

Application for Practicum/Internship: Part I

This application form is for students planning to start Practicum or Internship I. It is Step #2 of three major steps in the Practicum or Internship application process, outlined below. Students applying to start Internship I do NOT need to attend the orientation again (i.e., start at Step #2).

- 1) Attend mandatory Practicum & Internship Orientation. Fill out Interest Form.
- 2) **Submit application for Practicum/Internship by the Application Deadline (Part I).**
- 3) Submit Field Site Supervision Agreement and related documents by the Site Approval Deadline for approval once offered a site placement (Part II).

I. BASIC INFORMATION

Student name: _____ Specialization: School Counseling Clinical Mental Health Counseling

Faculty adviser: _____ Applying to start: Practicum Internship I

Date of attendance at Practicum/Internship Orientation: November May
Year: _____

If applying for Internship I, I would like to: Stay at my Practicum site Switch sites

Desired start semester/year: Fall Spring Summer
Year: _____

II. REQUIRED COURSEWORK

The following courses are pre-requisites for beginning practicum and internship. Please fill out the table below.

Pre-requisite	Semester taken	Instructor	Grade earned
COUN 501			
COUN 504			

COUN 505			
COUN 511			
COUN 540 (School only)			
<i>If applying for Internship:</i> COUN 596			(to date)

Students must receive a grade of B or better in COUN 504 or COUN 532 no more than four semesters prior to the application deadline. For example, if a student is submitting this application in February 2020 to start Practicum in Summer 2020, they must have received a grade of B or better in COUN 504 or COUN 532 no earlier than Fall 2018.

If your grade has expired, or you did not receive a grade of B or better in either of these classes, you must coordinate with your 504/532 instructor and the Practicum & Internship Coordinator to demonstrate improvement in Counseling Skills, and check here:

III. INTERESTS AND PREFERENCES

Populations/issues of interest: *(drop-down menu, choose all that apply)*

- Adolescents
- Adults (18-65)
- Children
- College students
- Couples and families
- Dual diagnosis (substance abuse/mental health)
- Groups
- Older adults (65+)
- Seriously mentally ill
- Substance abuse
- Trauma
- Other: *write in field*

Settings of interest for *practicum and internship*: *(drop-down menu, choose all that apply)*

- Alternative or therapeutic school
- Career counseling center/office
- Community mental health agency
- Crisis center
- Home-based counseling
- Inpatient facility
- Intensive outpatient facility
- Partial hospitalization program
- Private practice
- School-based counseling
- Traditional school

To which of the following areas are you willing to commute:

Baltimore City
 Baltimore County
 Carroll County
 Howard County
 Frederick City
 Frederick County
 Hagerstown/Washington County
 Montgomery County – UpCounty (e.g., Clarksburg, Germantown, Gaithersburg, Olney, Rockville)
 Montgomery County – DownCounty (e.g., Bethesda, Chevy Chase, Silver Spring, Takoma Park)
 Washington, D.C.

IV. RESUME, STATEMENT OF INTEREST, AND SITE-SPECIFIC DOCUMENTS

Please upload your current resume: Student’s resume

Please write a brief (250-500 word) statement summarizing your relevant background, experience, and interests/ desires for your field placement experience. This may be tailored into cover letters when applying to field placement sites.

School Counseling Students Only: Please upload your completed district-specific application form (available in Tevera).

By signing this form, you acknowledge that admission into practicum and internship is not guaranteed and depends on field site placement availability as well as meeting academic, skill-based and professional disposition criteria for entry into practicum. I understand that it is my responsibility to reach out to potential field sites (Clinical) and/or submit required district paperwork (School).

Student Name	Student Signature	Date
Faculty Adviser Name	Faculty Adviser signature	Date

By signing this form, I commit to training at my field site for the number of hours cited in the Practicum & Internship Manual, under the supervision of the primary supervisor listed; any changes to or termination of this arrangement must be cleared with your site supervisor, faculty instructor, and the Practicum & Internship Coordinator, as outlined in the Practicum & Internship Manual. I also acknowledge that I am aware of the scheduled meeting time for COUN 596/597/598 for the semester indicated, and that my Practicum and Internship schedule must be planned around my course schedule so that I attend all my required courses in their entirety each week.

Student Name	Student Signature	Date

Practicum & Internship Coordinator Signature:

Date:

Field Site Supervision Agreement

This document serves as an agreement between a field site supervisor, Hood College master's student in Clinical Mental Health or School Counseling (the "supervisee"), and Hood College faculty instructor, and outlines the roles and responsibilities of each of those parties in the training experience of the named student. Specifically, this document establishes the parties and relationships involved in individual/triadic and group clinical supervision, which have the following broad purposes and goals:

- To ensure client welfare
- To provide clinical, ethical, professional, and administrative guidance
- To fulfill training requirements for a master's degree in Counseling
- To promote the supervisee's professional development and competence
- To increase knowledge, skills, and awareness in the supervisee's specialty area

Please read this document carefully in its entirety, fill out the section appropriate to your role, and then sign and date at the end of the document.

FIELD SITE SUPERVISOR

- 1) I have been informed of the Hood College programmatic requirements and 2016 CACREP Standards for the field experience (practicum and/or internship).
Specifically:
 - a. I have read the Hood College Practicum & Internship Manual
 - b. I have read the 2016 CACREP Standards: Sections 2, 3, 5 (relevant specialty area)
 - c. I have received a sample syllabus for COUN 596/597/598 (student's current field experience course)
 - d. I agree to serve in the role of field site supervisor as described in the above documents

- 2) I meet Hood College's minimum requirements for field site clinical supervisors, specifically that I:
 - a. Hold a minimum of a master's degree in Counseling or a related field
(please specify)
 - b. Have a minimum of two years clinical and supervisory experience in the supervisee's specialty area
 - c. Am fully licensed or certified as appropriate in the state of field work, as one of the following:
 - i. Licensed Clinical Professional Counselor
 - ii. Licensed Clinical Social Worker
 - iii. Licensed Marriage and Family Therapist
 - iv. Licensed Psychologist
 - v. Certified School Counselor

- d. Have relevant training in clinical supervision, as evidenced by at least one of the following (check all that apply):
- i. Completion of a graduate level course in clinical supervision
(Please attach documentation)
 - ii. Board Approved Supervisor credential (appropriate state licensing board)
 - iii. Approved Clinical Supervisor credential (NBCC)
 - iv. Completion or planned completion of a Hood College workshop or webinar in supervision
Date of completion or planned completion:
- 3) I am employed by the agency/organization where the supervisee will be completing the clinical field experience, and that I am recognized by this agency or organization as qualified to supervise based on the standards described in Number 2 above.
- 4) My agency/organization will allow audio or video recording—or in settings where recording is impossible, live observation/supervision—of at least two clinical sessions per semester, and I am willing to review them with the student as part of supervision.
- a. Video
 - b. Audio
 - c. Live observation/supervision
- 5) I will provide clinical supervision for a minimum of **one hour per week at a regular meeting time.**
- a. Supervision will be: Individual Triadic
- 6) As field site supervisor, I have the following **RIGHTS**:
- a. To give supervisee constructive feedback on counseling-related activities.
 - b. To raise questions about the supervisee's work or caseload.
 - c. To raise concerns about supervisee's competence or performance with supervisee and faculty instructor.
 - d. To terminate the supervision relationship if supervisee is not upholding responsibilities or in cases of serious concern about the supervisee's performance (in consultation with program faculty).
- 7) As field site supervisor, I have the following **RESPONSIBILITIES**:
- a. To uphold legal and ethical standards for clinical/school counseling practice and supervision.
 - b. To establish with the student a consistent weekly schedule that can lead to completion of hours required:
 - i. Practicum: 100 hours over on academic term; 8-10 hours weekly (40% direct client facing)
 - ii. Internship: 600 hours over two academic terms; 20-25 hours weekly (40% direct client facing)
 - c. To provide **at least one hour per week** of uninterrupted individual or triadic supervision time.
 - d. To observe supervisee's work through live supervision and/or recordings
 - e. To bear primary clinical and ethical responsibility for the supervisee's clients

- f. To keep a record of supervision sessions per the standards of the field site.
- g. To provide training (or schedule training with the appropriate person) for the supervisee on record keeping and other administrative responsibilities at the field site.
- h. To monitor supervisee performance and fill out evaluations as required by the program and the field site.
- i. To maintain awareness and oversight over the supervisee's caseload.
- j. To provide specific guidance appropriate to the supervisor's specialty and the field site environment.
- k. To raise concerns about the supervisee's performance with the supervisee and the faculty instructor in a timely fashion.
- l. To allow for remediation of performance concerns before deciding to terminate the supervision relationship, except in cases of serious ethical violations or concerns about client welfare.
- m. To support the supervisee's professional development, including by suggesting resources and training opportunities.
- n. To complete paperwork required by state licensure or certification bodies.
- o. To provide clear description of any duties expected of the student (e.g., record keeping, administrative).
- p. To respond to consultation requests from the faculty instructor regarding supervisee monthly in practicum and 2-3 times during internship, and to initiate consultation more frequently as needed.
- q. To arrange for a temporary or permanent change in supervisor (with appropriate qualifications, meeting the above requirements) if unable to uphold responsibilities.
 - i. If no supervisor is available at the site, the faculty instructor may provide temporary supervision for one week and will provide an update via a Supervision Note within 48 hours.

SUPERVISEE

- 1) I am enrolled as a Clinical Mental Health Counseling or School Counseling student at Hood College.
- 2) I have read the Practicum & Internship Manual in its entirety and am fully aware of my training requirements.
- 3) I have completed my specialization's requirements for entry into Practicum and Internship.
- 4) As supervisee, I have the following **RIGHTS**:
 - a. To receive at least one hour per week of uninterrupted individual or triadic supervision in private space.
 - b. To receive the supervisor's full attention during that time.
 - c. To receive feedback and specific guidance, and to discuss and occasionally challenge that guidance in a constructive manner that promotes learning.
 - d. To ask questions.
 - e. To set the agenda for supervision (partially).
 - f. To have training needs met.

- g. To request a change of supervisor if supervisor is not fulfilling responsibilities as described below.
 - h. To receive remedial guidelines or a professional development plan (in consultation with faculty) prior to premature termination of the supervision relationship, except in cases of serious ethical violations or concerns about client welfare.
- 5) As supervisee, I have the following **RESPONSIBILITIES**:
- a. To uphold ethical and professional guidelines and standards for clinical/school counseling practice.
 - b. To prioritize client/student welfare above all else.
 - c. To attend all scheduled supervision meetings and arrive on time.
 - d. To arrive prepared to all supervision meetings with specific issues and case material to discuss.
 - e. To be open to various interventions, approaches, and techniques, and to apply those techniques as recommended by supervisor.
 - f. To implement supervisor directives.
 - g. To maintain client records and complete other administrative tasks promptly and accurately, as directed.
 - h. To immediately contact supervisor or other designated, qualified individual at the field site in the event of an emergency.
 - i. To attend all scheduled group supervision meetings with the faculty instructor according to the attendance policy in the syllabus.
 - j. To promptly notify the faculty instructor of any clinical emergency or ethical issue at the field site.

FACULTY INSTRUCTOR

I acknowledge that:

- 1) I am a faculty member in the Counseling Program at Hood College.
- 2) I am Licensed Clinical Professional Counselor.
- 3) I have relevant training and experience in clinical supervision, as evidenced by at least one of the following:
 - a. Completion of graduate-level coursework in clinical supervision
 - b. Possession of a relevant supervisory credential (Board Approval, Approved Clinical Supervisor)
- 4) As the faculty instructor, I have the following **RIGHTS**:
 - a. To give supervisee constructive feedback on counseling-related activities.
 - b. To raise questions about the supervisee's work or caseload.
 - c. To provide feedback to the field site supervisor about the nature, frequency, or quality of individual supervision provided, or other professional and ethical issues reported at the field site.
 - d. To report field work successes and challenges to the supervisee's faculty adviser and other key faculty as appropriate to meet training needs.
 - e. To report field site ethical violations to the supervisee's adviser, other key faculty, and the field site supervisor as appropriate.

- f. To consult with the field site supervisor and Practicum & Internship Coordinator to establish a remediation plan for students not meeting expectations at the field site.
 - g. To recommend, in rare cases, to the Practicum & Internship Coordinator that the supervisee be removed from the field site if supervisee or field site supervisor is not upholding responsibilities, or in cases of serious concern about the supervisee’s performance or behaviors.
- 5) As the faculty instructor, I have the following **RESPONSIBILITIES**:
- a. To uphold legal and ethical standards for clinical/school counseling practice and supervision.
 - b. To ensure, together with the Practicum & Internship Coordinator, that the field site supervisor is briefed on programmatic training requirements and provided with a copy of training materials.
 - c. To provide 2-2.5 hours weekly of group supervision in Practicum (COUN 596) or Internship (COUN 597) course.
 - d. To serve as first point of contact between the supervisee and field site supervisor, relaying concerns, successes, and challenges at the field site.
 - e. To maintain regular consultation and communication with the field site supervisor, at least monthly in Practicum and 2-3 times during Internship, and to document that communication.
 - f. To provide formative and summative evaluation of the supervisee’s performance.

This agreement is subject to review at any time, per the request of the field site supervisor, supervisee, and/or faculty instructor or Practicum and Internship Coordinator.

We, the Field Site Supervisor, Supervisee, and Faculty Instructor, agree to uphold the guidelines, rights, and responsibilities set forth in this contract and by the American Counseling Association Code of Ethics for the agreed upon timeframe. Revisions will be made only with the consent of all parties. We have provided a copy of this agreement to the Practicum and Internship Coordinator.

Student Name	Student Signature	Date
Site Supervisor Name	Site Supervisor Signature	Date
Agency Name	Site Supervisor phone and email	

Faculty Instructor Name	Faculty Instructor Signature	Date
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Practicum & Internship Coordinator Approval:

Date:

Sample Track Hours Log

Track Hours Log

Student Test 7/31/19 - 8/14/19 Hood College - Internship
 Clinical Trainee Date Range Track



Site Supervisor Test
 Site Supervisor Program Faculty/Staff

HOURS BY SITE		
Site	7/31/19 - 8/14/19	CUMULATIVE AS OF 8/14/19
Clinical Training Site - Test	7.00	7.00
Totals	7.00	7.00

HOURS BY TYPE		
	7/31/19 - 8/14/19	CUMULATIVE AS OF 8/14/19
Total Hours	7.00	7.00
Direct Service Hours	6.00	6.00
Individual counseling	0.00	0.00
Couples counseling	4.00	4.00
Group counseling	0.00	0.00
Family counseling	0.00	0.00
Intake assessment	2.00	2.00
Other assessment	0.00	0.00
Psychoeducational session, workshop, group	0.00	0.00
Client or family consultation	0.00	0.00
Community/school outreach	0.00	0.00
Indirect Service Hours	1.00	1.00
Administrative duties	0.00	0.00
Case management	0.00	0.00
Client-centered advocacy and support	0.00	0.00
Documentation/clinical record keeping	0.00	0.00
Workshops, seminars, trainings	0.00	0.00
Supervision	1.00	1.00
Individual or triadic supervision	1.00	1.00
Group supervision	0.00	0.00
Totals	7.00	7.00

Student Test  8/14/19
 Clinical Trainee Clinical Trainee Signature Date

Site Supervisor Test **Site Supervisor Test** 8/23/19
 Site Supervisor Site Supervisor Signature Date

Program Faculty/Staff Program Faculty/Staff Signature Date



**PRACTICUM AND INTERNSHIP
M.S. IN CLINICAL MENTAL HEALTH/SCHOOL COUNSELING
DEPARTMENT OF PSYCHOLOGY & COUNSELING**



WEEKLY CLINICAL SUPERVISION RECORD

Student Name:

Field Site Supervisor Name:

Date and Time Frame of Supervision (e.g., Monday, June 3rd, 10:00-11:00 am):

ISSUES DISCUSSED (Please check all that apply):

CASELOAD ISSUES	SUPERVISEE ISSUES	SUPERVISION AND CONSULTATION
<input type="checkbox"/> Counseling interventions	<input type="checkbox"/> Duties and expectations	<input type="checkbox"/> Communication issues
<input type="checkbox"/> Evidence-based practices	<input type="checkbox"/> Professional and ethical behavior	<input type="checkbox"/> Individual supervisory alliance
<input type="checkbox"/> Assessment and diagnosis	<input type="checkbox"/> Attitude and/or flexibility	<input type="checkbox"/> Teachers or administrators
<input type="checkbox"/> Counseling/treatment plan	<input type="checkbox"/> Communication skills	<input type="checkbox"/> Parents and family members
<input type="checkbox"/> Risk assessment/client safety	<input type="checkbox"/> Clinical judgment	<input type="checkbox"/> Community partners
<input type="checkbox"/> Crisis intervention	<input type="checkbox"/> Counseling skills/competence	<input type="checkbox"/> Nature and format of supervision
<input type="checkbox"/> Substance use issues	<input type="checkbox"/> Self-care and wellbeing	<input type="checkbox"/> Feedback from faculty instructor
<input type="checkbox"/> Counseling relationship/alliance	<input type="checkbox"/> Self-awareness and reflection	<input type="checkbox"/> Group supervision issues
<input type="checkbox"/> Case conceptualization	<input type="checkbox"/> Theoretical orientation	
<input type="checkbox"/> Group counseling	<input type="checkbox"/> Multicultural issues/competence	
<input type="checkbox"/> Couples/family counseling	<input type="checkbox"/> Formal evaluation	
<input type="checkbox"/> Individual counseling		
<input type="checkbox"/> Classroom lessons		
<input type="checkbox"/> Outreach activities		
<input type="checkbox"/> Termination and/or referral		
OTHER:	OTHER:	OTHER:

Additional comments (optional/as desired):

Next supervision meeting date and time:

Student signature:

Date:

Field site supervisor signature:

Date:

Recording Policy

PART I: INITIAL SESSION RECORDING AND TRANSFER

- Students **MUST** obtain written, informed consent prior to recording with any client. This written consent form may be the attached form created by Hood College, or a site-specific form, but **MUST** specifically acknowledge that the counselor trainee is recording for training purposes and that the recording will be reviewed by supervisors. It must also delineate whether the client consents to audio or video recording.
- The informed consent form is approved by the site supervisor and is stored in the client's clinical file at the site and is **NOT** given to the faculty instructor, to protect confidentiality.
- Students are to use a recording device manufactured solely for the purpose of recording (e.g., a digital recorder or camera, or a cassette recorder/player) or a laptop or desktop computer – **NOT** a personal mobile phone or tablet.
- Students are to upload all recorded material directly to HIPAA-compliant OneDrive folder accessible only to their faculty instructor.
- Transfer of the recorded data must occur while at the training site after recording the session (i.e., **NOT** saved on the initial recording device, taken home, and then transferred).

PART II: STORAGE AND USE

- Students are only allowed to use the recordings for the specific class in which the recording is required (i.e., 504, 596 or 597).
- Students must ensure that no identifying information such as name, address, etc., is recorded, and, even if video is being used, that the client's face is not recorded unless necessary for the class.
- Recordings must not be downloaded onto any other computer system at any time, but rather played directly from the flash drive.
- The only individuals who may have access to the recording are the student, the site supervisor(s), and the faculty instructor. *The student may play a portion of the recording in class, however this **MUST** not contain any identifying information, and fellow students/trainees should never have access to the actual recorded file.*
- Recordings must be deleted immediately after use (i.e., after the student has presented the recording to the supervisor, faculty instructor, or class for review), by reformatting the flash drive, described below.
- Digital recordings should be deleted immediately following upload, including from Desktop Trash Bins.

RECORDING DEVICES

Acceptable recording devices can be purchased from retail stores or online at retail sites such as Amazon.com. Please see the example below from Amazon for around \$30.

Students may also record directly onto laptops or desktop computers or using HIPAA-compliant Telehealth platforms such as Zoom or SimplePractice. Hood College does not endorse any brand of hardware or software.

Digital Voice Recorder by Yemenren, 8GB 3072Kbps Sound Audio Recorder
Dictaphone, Double Microphone, Metal Casing, Voice Activated



NOTE: On the USBtoCloud models, the Cloud option must be set to NO when prompted or configured to bypass saving or backing up data to Cloud.

By initialing in the lines provided and by signing this form, I attest to the following as it relates to my initial recording of a client session for clinical training review:

A. _____ Session recording(s) will be completed by using a recording device manufactured solely for the purpose of recording or on a laptop/desktop computer. I will not use my cell phone to record the session.

B. _____ After recording the session(s), I will transfer the recording data immediately to a HIPAA-compliant OneDrive folder created by my faculty instructor.

C. _____ All data transfer will occur on the day of the recording(s) while at my training site.

D. _____ After checking for successful data transfer (i.e., playing the recording), I deleted the recorded session(s) from the recording device I used to record the patient/client session.

Student signature: _____ Date: _____

**COUN 596/597/598: PRACTICUM AND INTERNSHIP
M.S. IN CLINICAL MENTAL HEALTH/SCHOOL COUNSELING
DEPARTMENT OF PSYCHOLOGY & COUNSELING**



Informed Consent for Recordings

Hood College requires that master's students in Clinical Mental Health Counseling and School Counseling obtain several recordings of client sessions during their training experience. The purpose of these recordings is for supervision of the student's clinical practice and to enhance quality of care for clients. Students will follow the policies and procedures of the counseling site or agency regarding recording procedures, as well as the guidelines below. Participating clients are informed and agree:

1. You give your written permission to be audio or video recorded prior to recording a session. You may choose to be audio recorded only. If you consent to video recording, the device will still be positioned such that your face and other identifying features are not visible.
2. You will never be recorded without your permission.
3. The recording may be electronically or digitally stored, and only shared for the purpose of continued student training and clinical development with relevant individuals such as supervisors, doctoral student supervisors/teaching assistants, class, etc.
4. Identifying client information will be disguised/removed when turning in recordings and writing reports. Encryption or encoding will be used to limit access to authorized users only.
5. Electronic recordings will be compliant with the **Health Insurance Portability and Accountability Act (HIPAA)**; see <http://www.hhs.gov/ocr/privacy/> including "Technical Safeguards."
6. When using digital recordings, confidentiality is limited by the secureness of the technology being used to record, transmit, and store them.
7. All efforts will be made to keep recordings confidential but the possibility of unforeseen events, including technological events, means that confidentiality cannot be absolutely guaranteed.
8. Students are mandated to abide by the American Counseling Association Code of Ethics: H.2. Informed Consent and Security, and H.5. Records and Web Maintenance (ACA, <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>).

- 9. Recordings will be stored with utmost care and deleted after they are used.
- 10. When recordings are used for supervision review, the student will be in possession of the recording at all times.

I (We) understand that the student named below is a counselor trainee who is working with the site and supervisor named below as part of her/his clinical training requirements for Hood College, also under a university faculty supervisor. I am (we are) giving consent for counseling sessions to be audio or video recorded (check below). I understand that I can revoke this consent at any time and the recording will then be discontinued.

I (We) consent to: Audio recording only Audio and video recording

Client Name
Client Signature
Date
Additional Client/Guardian Name
Additional Client/Guardian Signature
Date
Counseling Student Name
Counseling Student Signature
Date
Site Supervisor Name
Site Supervisor Signature
Date

Counseling Competencies Scale—Revised© (CCS-R©)

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

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the “Demonstrates Competencies” level at the conclusion of his or her practicum and/or internship experiences.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Directions: Evaluate the counselor's or trainee's counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions and record the rating in the “score” column on the left.

CACREP (2016) Standards relating to the *Counseling Competencies Scale—Revised (CCS-R)*

CACREP (2016) Common Core Standards:

- Strategies for personal and professional self-evaluation and implications for practice (Section II, *Standard 1.k.*).
- Self-care strategies appropriate to the counselor role (Section II, *Standard 1.l.*).
- Multicultural counseling competencies (Section II, *Standard 2.c.*)
- A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, *Standard 3.h.*).
- Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, *Standard 5.d.*).
- Counselor characteristics and behaviors that influence the counseling processes (Section II, *Standard 5.f.*).
- Essential interviewing, counseling, and case conceptualization skills (Section II, *Standard 5.g.*).
- Developmentally relevant counseling treatment or intervention plans (Section II, *Standard 5.h.*).
- Processes for aiding students in developing a personal model of counseling (Section II, *Standard 5.n.*).
- The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. (Section 4, *Standard H.*).
- Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (Section III, *Professional Practice*).
- Entry-Level Professional Practice and Practicum (Section III, *Professional Practice*, p. 13).
 - A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
 - B. Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
 - C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum.
 - F. Students must complete supervised counseling practicum experiences that total a **minimum of 100 clock hours** over a full academic term that is a minimum of 10 weeks.
 - G. Practicum students must **complete at least 40 clock hours of direct service** with actual clients that contributes to the development of counseling skills.
 - H. Practicum students have weekly interaction with supervisors that averages **one hour per week of individual and/or triadic supervision** throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement
 - I. Practicum students participate in an average of **1½ 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.

CACREP (2016) Specialty Standards:

- Clinical Mental Health Counseling
 - Techniques and interventions for prevention and treatment of a broad range of mental health issues (3. Practice, *Standard b.*).
- Marriage, Couple, and Family Counseling

- Techniques and interventions of marriage, couple, and family counseling (3. Practice, *Standard c.*).
- School Counseling
 - Techniques of personal/social counseling in school settings (3. Practice, *Standard f.*).

Part I: Counseling Skills & Therapeutic Conditions (12-items)

#	Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. A		Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. <i>(attuned to the emotional state and cultural norms of the clients)</i>	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.
1. B		Encouragers	Includes Minimal Encouragers & Door Openers such as “Tell me more about...”, “Hmm”	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%)	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.
1. C		Questions	Use of Appropriate Open & Closed Questioning <i>(e.g., avoidance of double questions)</i>	Demonstrates appropriate use of open & closed-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & closed-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Demonstrates limited ability to use open-ended questions with restricted effectiveness.	Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.
1. D		Reflecting ^a Paraphrasing	Basic Reflection of Content – Paraphrasing <i>(With couples and families, paraphrasing the different clients’ multiple perspectives)</i>	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Demonstrates poor ability to paraphrase, such as being judgmental &/or dismissive.
1. E		Reflecting ^b Reflection of Feelings	Reflection of Feelings <i>(With couples and families, reflection of each clients’ feelings)</i>	Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).	Demonstrates reflection of feelings inconsistently & is <i>not</i> matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Demonstrates poor ability to reflect feelings, such as being judgmental &/or dismissive.
1. F		Reflecting ^c Summarizing	Summarizing content, feelings, behaviors, & future plans <i>(With couples and families, summarizing relational patterns of interaction)</i>	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization (e.g., summary suggests counselor did <i>not</i> understand client or is overly focused on content rather than process).	Demonstrates poor ability to summarize, such as being judgmental &/or dismissive.

#	Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. G		Advanced Reflection (Meaning)	Advanced Reflection of Meaning, including Values and Core Beliefs <i>(taking counseling to a deeper level)</i>	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Demonstrates poor ability to use advanced reflection, such as being judgmental &/or dismissive.
1. H		Confrontation	Counselor challenges clients to recognize & evaluate inconsistencies.	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was <i>not</i> needed; therefore, appropriately <i>not</i> used (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, &/or aggressive.
1. I		Goal Setting	Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals <i>(With couples and families, goal setting supports clients in establishing common therapeutic goals)</i>	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.	Demonstrates poor ability to develop collaborative therapeutic goal, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.
1. J		Focus of Counseling	Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., <i>purposeful counseling</i>)	Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on clients' goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients' goals
1. K		Facilitate Therapeutic Environment_a: Empathy & Caring	Expresses accurate empathy & care. Counselor is "present" and open to clients. <i>(includes immediacy and concreteness)</i>	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Demonstrates poor ability to be empathic & caring, such as creating an unsafe space for clients.
1. L		Facilitate Therapeutic Environment_b: Respect & Compassion	Counselor expresses appropriate respect & compassion for clients	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (85%).	Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.	Demonstrates poor ability to be respectful & compassionate with clients, such as having conditional respect.

_____ : Total Score (out of a possible 60 points)

Part 2: Counseling Dispositions & Behaviors (11-items)

#	Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
2. A		Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.	Demonstrates consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions
2. B		Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriately within some professional interactions.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.
2. C		Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships.
2. D		Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for <i>all</i> counseling site and course policies & procedures.	Demonstrates consistent adherence to <i>all</i> counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor / instructor.
2. E		Record Keeping & Task Completion	Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).	Completes <i>all</i> required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion.	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.

#	Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Insufficient / Unacceptable (2)	Harmful (1)
2.F		Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the therapeutic relationship.	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the therapeutic relationship.
2.G		Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.	Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of reactivity with clients.
2.H		Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of therapeutic competencies.	Demonstrates consistent and strong engagement in promoting professional and personal growth & development.	Demonstrates consistent engagement in promoting professional and personal growth & development.	Demonstrates inconsistent engagement in promoting professional and personal growth & development.	Demonstrates limited engagement in promoting professional and personal growth & development.	Demonstrates poor engagement in promoting professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.
2.I		Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does <i>not</i> implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does <i>not</i> implement suggested changes.	Demonstrates <i>no</i> openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
2.J		Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.	Demonstrates consistent and strong ability to adapt & “reads-&-flexes” appropriately.	Demonstrates consistent ability to adapt & “reads-&-flexes” appropriately.	Demonstrates an inconsistent ability to adapt & flex to clients’ diverse changing needs.	Demonstrates a limited ability to adapt & flex to clients’ diverse changing needs.	Demonstrates a poor ability to adapt to clients’ diverse changing needs, such as being rigid in work with clients.
2.K		Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.

_____ : Total Score (out of a possible 55 points)

Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the counselor's or trainee's areas of strength, which you have observed:

Please note the counselor's or trainee's areas that warrant improvement, which you have observed:

Please comment on the counselor's or trainee's general performance during his or her clinical experience to this point:

Counselor's or Trainee's Name (print)

Date

Supervisor's Name (print)

Date

Date CCS-R was reviewed with Counselor or Trainee – _____

Counselor's or Trainee's Signature

Date

Supervisor's Signature

Date

*** Note. If the supervising instructor / clinical supervisor is concerned about the counselor's or trainee's progress in demonstrating the appropriate counseling competencies, he or she should have another appropriately trained supervisor observe the counselor's or trainee's work with clients to provide additional feedback to the counselor or trainee.**