



**The School of Applied Health Sciences
Department of Counselor Education**

**Practicum/Internship Manual
(CE898 & CE899)**

Revised 8/2023

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Counselor Competencies Scale—Revised (CCS-R) © (Lambie, Mullen, Swank, & Blount, 2015) 37

Acknowledgement of Practicum/Internship Manual

This manual is provided to students and applicants for their general guidance only. It does not constitute a contract, either expressed or implied, and is subject to change at the discretion of Emporia State University or the discretion of the Program Coordinators.

All students are expected to read this manual and have a thorough understanding of its contents. Students should also be aware that they can discuss the manual and direct questions and concerns to their Faculty Advisor or the Practicum/Internship Coordinator regarding any material contained in the manual. Students agree to abide by all procedures, policies, and guidelines in the manual.

Students understand that this manual may be modified from time to time as University or Program policies, procedures, and guidelines are implemented or changed and that it is their responsibility to review the manual from time to time to remain current with its contents.

Please sign this document verifying you have read the manual and understand the contents. Once you have signed this document, submit a copy to the Practicum/Internship Coordinator.

Student's Printed Name

Date

Student's Signature

Student Welcome Letter

Dear Student,

Congratulations on reaching this monumental milestone in your Clinical Counseling Program! The Practicum (CE898) and Internship (CE899) are two of the most crucial professional preparation activities in your educational journey. These activities are meant to be the culminating experience in your program of study by allowing you the opportunity to apply, evaluate, and refine clinical skills by bridging the gap between theory and practice. You will also develop the personal qualities, characteristics, and behaviors of a professional counselor as you transition from “Trainee” or “Intern” to “Professional Practitioner.”

All prerequisite coursework has been intended to prepare you for your supervised clinical training experiences. By incorporating what you have learned through your coursework, you can become a reflective practitioner who can use critical thinking and sound decision-making skills that are well-grounded in established research and clinical training experiences. Effective counselors must be more than mere technicians. Rather, they must be professionals who have a strong theoretical and ethical foundation, have personal mastery of their own beliefs, values, knowledge, and skills, and have the ability to integrate these aspects into their practice.

This manual is designed to help you prepare for and successfully complete the Practicum and Internship. I encourage you to read and review this manual carefully as you progress through these clinical training experiences. We trust that the information will be useful in helping create positive learning experiences between students, supervisors, and faculty while providing quality services to those we help. As the knowledge base in our field rapidly expands, it is clear that students cannot learn everything they need to know about Professional Counseling during their coursework. Professional growth and development are ongoing processes, and key patterns for this growth are established during your supervised clinical training experiences.

Finally, as a 60-hour Professional Counseling student, you participate in both site supervision and faculty supervision experiences. This manual provides information concerning procedures associated with site supervision as well as the faculty supervision experience. While it may seem overwhelming at times, be encouraged that your clinical training is enhanced by this dual input into your professional development.

Supervisor Welcome Letter

Dear Supervisor:

Thank you for your commitment to invest in Emporia State University's Counseling Practicum and Internship students. I would also like to thank you for the time you have to spend and the expertise you share that provides a very important service not only to our students, but the entire counseling profession.

Practicum students have successfully completed all critical prerequisite courses in Clinical counseling prior to being ready for their community-based clinical experience. Internship students have successfully completed their counseling practicum and the vast majority of their coursework. They are looking forward to the opportunity to demonstrate their knowledge and skills through the supervised counseling experiences you have agreed to provide. As an on-site supervisor, you play a very critical role in the development of our students and again, we sincerely thank you for taking the time to make their supervised clinical experience a positive one.

While our students have weekly scheduled consulting or supervision time with you, they also meet in group supervision with their University-Supervisor each week. Through these experiences, each student should have the opportunity to develop the knowledge, skills, and dispositions to become an effective professional counselor. My role as their instructor is to evaluate each intern on his/her ability to demonstrate knowledge, skills, and dispositions in respected areas. To help in doing this, each on-site supervisor is asked to complete an evaluation form on the intern at mid-term and again at the end of the semester. Upon evaluation, the intern will want to discuss it with you as it relates to your comments and suggestions for improvements. I certainly value your opinion and judgment, and will use this information in my final evaluation.

It is my hope that you will take some time out to become acquainted with the manual as well as other documents for a comprehensive overview of the responsibilities and privileges of the site-supervisors role. Thank you for your assistance this semester and for investing in the training of our students as well as providing them with an opportunity and atmosphere to practice their skills. If you have any questions or concerns at any time throughout the semester, please do not hesitate to contact me.

Hasaan B. Reeder, PhD, LPC, NCC

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PRACTICUM & INTERNSHIP FIELD EXPERIENCE OVERVIEW

Purpose of the Clinical Experiences

Practicum and Internship are considered essential experiences for successful completion of any master's degree in counseling. According to the 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, "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" (p. 13). Furthermore, these clinical experiences help the counseling student practice ethical behaviors, and develop a professional identity consistent with his or her counseling track and developmental level.

The Practicum and Internship Coordinator

The Practicum and Internship Coordinator is a faculty member in the Department of Counselor Education whose primary duties include collaboration with faculty to provide oversight of all practicum and internship experiences. The Practicum and Internship Coordinator establishes the due dates for practicum and internship applications, reviews and approves all applications, processes any changes of site requests and provides support to university supervisors and student interns, as well as, intervention to resolve practicum and internship dilemmas.

Supervision

Supervision of the student plays a critical role in the certification and licensure of all counselors. Supervision is of paramount importance in providing real-life experiences that helps bridge the gap between the theoretical and didactic learning in the classroom, mentors the development of process skills, and develops skills essential to providing individual counseling and other services to persons with disabilities. Generally, clinical supervision is facilitated by an experienced member of the helping profession who acts as the principal guide for new persons entering the clinical profession. Without ongoing clinical supervision, the supervisee's professional development as a counselor can become severely compromised. More specifically, the purpose of supervision is to facilitate Practicum/Internship student learning and understanding related to their role as a counseling professional.

The University Supervisor

Each student enrolled in practicum or internship will be assigned a University Supervisor. University Supervisors are Counselor Education program faculty members who have relevant counseling experience, appropriate professional credentials, and counseling supervision training and experience.

Typically, the University Supervisor will engage in three general functions during clinical supervision:

- (a) Assessing your learning needs as a beginning-level pre-professional counselor;
- (b) Changing, shaping, or supporting specific counseling behaviors; and
- (c) Evaluating your performance as a supervisee.

The University Supervisor may also choose different methods and techniques of supervision depending upon the:

- (a) Session's learning goals,
- (b) Your experience and developmental level,
- (c) Your learning style, and
- (d) Supervisor's theoretical orientation.

Additionally, the University faculty supervisor may utilize verbal client/case presentations, micro-training, modeling, and role-playing to accomplish the goals of supervision.

Supervision occurs weekly throughout the field experience process and is conducted by both the On-Site Supervisor (individual supervision) and the University Supervisor (group supervision). When possible, the University Supervisor will visit each student during each internship experience. The University Supervisor will also assign the final Practicum or Internship grade in accordance with the On-Site Supervisor's evaluation and the student's performance relative to criteria as defined in the course syllabus.

University Supervisor Responsibilities

- The university supervisor has the responsibility to clearly state his or her expectations, requirements, and/or criteria for evaluation.
- The university supervisor has the responsibility to establish and support the role of the on-site supervisor through regular communication at a minimum of 2 times a semester.
- The university supervisor has the responsibility to be available to students who require additional supervision.
- The university supervisor has the responsibility to be available to provide feedback and evaluative remarks to students, regarding students' skill development.
- The university supervisor has the responsibility to inform students, at the earliest time possible, if students' work is not satisfactory. As a matter of record and due process, said students will be provided detailed and specific behavioral expectations which may lead to improved student performance.
- The university supervisor has the responsibility to offer suggestions which the supervisor believes will enhance and expand student skill development.
- The university supervisor has the responsibility to demonstrate and implement appropriate documentation procedures as defined by the supervisor and student professional relationship.
- The university supervisor has the responsibility of ensuring that the student is meeting with their on-site supervisor for one hour each week for individual supervision and/or triadic supervision.

The On-Site Supervisor

The training and supervision which students receive at the Practicum/Internship site may determine the future quality of his/her job performance as a counselor as well as their ethical and professional behaviors, as they begin working in the helping profession. The On-Site Supervisor works collaboratively with the Practicum/Internship student to develop a contract and to set up the schedule of Internship work. To evaluate the quality of the practicum student or intern's ability as a helping professional, On-Site Supervisors will participate in live observation/supervision of the student's work with clients, case staffing, consultation, and other activities consistent with student's developmental needs.

The On-Site Supervisor assesses the student's progress, consults with the student regarding strategies and procedures, consults with the student's University Supervisor as needed, and completes the evaluations of the student during the semester. The On-Site Supervisor has significant influence on the outcome of the clinical counseling experience. Therefore, his or her relationship with the student is a matter of vital importance. It should serve as a model exemplifying professional behavior in daily counseling activities. The On-Site Supervisor ensures that relevant work experience, on-site feedback, counseling, and consultation are provided for the student in training.

On-Site Supervisor's Responsibilities

- The On-Site Supervisor is responsible for clearly defining his/her expectations and requirements for the clinical experience.
- The On-Site Supervisor is responsible for clearly describing and explaining his/her expectations and requirements to the student, university supervisor, and/or university Practicum/Internship Coordinator through the completion of the internship contract.
- The On-Site Supervisor is responsible for consistently providing support to students related to paperwork deemed important to meeting course requirements.
- The On-Site Supervisor is responsible for providing **one hour** of weekly individual/triadic supervision (at a minimum) to the student and providing ongoing review and supervision of the student's work with clients.
- The On-Site Supervisor is responsible for consistently providing written documentation, outlining growth and development related to student clinical and/or overall professional performance through the use of provided documentation from the student.
- The On-Site Supervisor is responsible for being present and available for supervision activities whenever student is providing direct service to clients.
- The On-Site Supervisor is responsible for accurately and promptly describing, documenting, and reporting concerns regarding student's unsatisfactory clinical and/or overall professional performance to the student, University Supervisor, and/or Practicum/Internship Coordinator.
- The On-Site Supervisor is responsible for sitting in on a number of sessions throughout the experience to assess and evaluate intern's live skillset and disposition while working with clients.
- When deemed appropriate, the On-Site Supervisor is responsible for cooperatively working with the student, University Supervisor, and/or Practicum/Internship Coordinator to develop a plan for student's clinical and/or overall professional improvement.

GETTING READY FOR PRACTICUM AND INTERNSHIP

Students should begin to make preparations for their first clinical experience the semester before Group Counseling, or approximately one semester before the semester in which they plan to enroll in the clinical experience class while giving particular attention to the following:

Clinical Course Overview

CE898 – Supervised Practicum in Counseling

- Practicum is your first opportunity for supervised practice of mental health, rehabilitation, or addictions counseling. This requires you to log a minimum of 100 hours of administrative and clinical services, of which 40 hours are direct services (e.g., individual and group counseling) and 60 hours are indirect service (e.g., progress notes, journaling, research, reading, supervision, etc.).
- During the Practicum experience, students are required to complete at least 10 hours of group work. This can be completed at either the site, Community Counseling Services, or at the Lyon County Jail.

Note: Practicum is available at the mid-point in the curriculum to afford students an opportunity to engage in a clinical-based practical experience before the end of the program. Occasionally, students may use the Practicum to gauge their fit with the selected field or make any necessary adjustments to career objectives while in the early phase of the program. However, many students choose to take the Practicum toward the end of their program and then go directly into internship as the last course before program completion. A student may choose either option once the prerequisites for Practicum have been satisfied.

CE899 – Counseling Internship

- Prerequisite: Supervised Practicum
 - Students must complete CE898 Supervised Practicum and all required courses as specified by track. Internship I and Internship II are typically taken during the last two semesters of the student's program of study. Students may take electives along with internship.
- This course supports interns who are engaged in field experiences at a site or sites that offer opportunities for working with mental health clients. Over the course of their program, interns complete 600 clock hours of experience for 6 hours of academic credit. RC48 students take 9 credit hours for 600 clock hours of experience. The intern will engage in individual and group counseling, and may engage in family counseling, substance abuse counseling and work with a variety of other activities that a regularly employed staff member in the setting would be expected to perform. The internship is a cognitive and skill-building opportunity that must extend the intern beyond his/her current skill and knowledge base. Each intern will learn experientially through their own site work, as well as from the insights, information, and evaluation of other sites from class peers.
- Methods of instruction include tutorial forms of instruction consisting of discussion of students' clients and case conceptualization of diagnosis and treatment of students' clients. Instructor and/or students will present materials on topics pertinent to client issues, including diversity, ethical and legal considerations. In addition, in-depth discussion of direct and indirect experiences gained during the on-site Practicum/Internship placement will be shared with other students.

Practicum and Internship Courses/Group Supervision Meetings

Practicum and Internship are courses in which students engage in the supervised practice of counseling skills. The intent of the class meetings (i.e., group supervision sessions) is to provide a platform for general instruction and application of counseling skills as well as sharing of problems and insights relevant to the Practicum or Internship experience and students' growth as professionals. The instructor, who also serves as the University Supervisor, determines the mode for instruction for the 1.5 hour meeting each week. The 100 or 300 clock hours accrued at the clinical placement site must be completed concurrently with the Practicum and Internship courses.

Practicum and Internship Supervision Process at Emporia State University

Generally, the supervision process for counseling students at ESU will entail:

- Weekly **one-hour** individual meetings between the student and their On-Site Supervisor
- Weekly **1 ½ hour** group meetings between the student, their University Supervisor, and other practicum/internship students
 - Practicum and Internship may also include weekly individual and/or triadic meetings with the University Supervisor
 - Regularly scheduled review of specific Practicum or Internship activities and other relevant paperwork between the student and his or her University Supervisor.
- Regularly scheduled consultation and discussion between the student and their University and On-Site Supervisors, regarding student professional and/or clinical performance, including feedback and action plan development.
- Review by the On-Site Supervisor of **at least three counseling sessions** conducted by the student at his or her site. This review must be completed through the process of live supervision.
- When possible, or if deemed necessary, the University Supervisor visits to the clinical experience site to observe the student and/or meet with the On-Site Supervisor.

Procedures for Applying for Practicum

Each student desiring to enroll in Practicum must submit the Practicum application to the Practicum/Internship Coordinator for review. Knowing the number of students that intend to enroll in Practicum each semester is necessary to allow for adequate planning and scheduling of these particular courses/experiences.

Students wishing to enroll in Practicum must receive advanced approval from the Practicum/Internship Coordinator in order to begin this experience.

To be accepted into CE898 Supervised Practicum in Counseling, students must:

1. Complete the formal "Application for Practicum" by the deadline date to ensure approval for their practicum experience.
2. Complete an interview with the Practicum/Internship Coordinator.

Before beginning Practicum, students are required to successfully complete all required prerequisites and pass the required decision points of evaluation. The semester prior to when a student desires to take Practicum, they should meet with the Practicum/Internship Coordinator to discuss their Practicum plans. Practicums will take place at approved community-based counseling sites.

Note: Some field experience sites require a Memorandum of Understanding (MOU) with the University before background checks and other requirements can be fulfilled. If your agency requires an MOU, please contact the Practicum/Internship Coordinator as soon as possible.

A list of approved Practicum/Internship sites will be provided to students, but students are still allowed to seek other options. Once a site is identified, students will submit the required documents to begin their Practicum coursework. Students are required to coordinate with the On-Site supervisor to determine times they are available to sit in on sessions and conduct live supervisions.

Students must complete Supervised Practicum experiences that total a minimum of 100 clock hours over a 10 week (Summer), to 16-week (Fall and/or Spring) academic term.

Each students' Practicum will include all of the following:

- At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills
- Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the Practicum by an On-Site Supervisor who is working in consultation with a University Supervisor in accordance with the supervision contract
- An average of 1½ hours per week of group supervision that is provided on a regular schedule throughout the Practicum by a University Supervisor or a Student Supervisor
- The development of program-appropriate live supervision of the student's interactions with clients
- Evaluation of the student's counseling performance throughout the Practicum, including documentation of a formal evaluation after the student completes the Practicum

Required Approval Documents

Students will submit the required documents to begin their Practicum coursework and experience. The student, site, and On-Site Supervisor complete and sign the Student Placement Agency Agreement, Practicum Contract, and Site Supervisor Information. Students may use the forms provided on the department website or, from the Practicum/Internship Coordinator. All approval documents must be submitted to the Practicum/Internship Coordinator. **No late documents will be accepted.**

Insurance

Professional Student Liability Insurance **is required** for all Practicum students. Proof of relevant and current liability insurance documentation must be submitted with practicum and internship applications. Students must submit proof of liability insurance prior to enrollment into the class. Some students obtain insurance from the National Rehabilitation Association (www.nationalrehab.org), American Counseling Association (www.counseling.org) or Healthcare Provider Services Organization (www.hpsso.com).

Note: Professional liability insurance coverage must start on or before the start of the Practicum so that coverage is in effect for the duration of class enrollment. Students must still obtain their own liability insurance even in cases where a Practicum student's fieldwork site provides liability insurance coverage for the student.

Late applications will not be accepted.

Procedures for Applying to Internship

Each student desiring to enroll in Internship must submit the Internship application for each experience, each semester. Knowing the number of students/degree candidates that intend to enroll in Internship each semester is vital to allow for adequate planning and scheduling of these particular courses/experiences.

In order to enroll in Internship, students must have successfully completed Supervised Practicum. Students are also required to meet with the Practicum/Internship Coordinator to discuss their site placement and to determine if any changes have been made since the Practicum experience. All clinical experiences will take place at approved community-based counseling sites.

Students are required to collaborate with the On-Site Supervisor to ensure that the live supervision process takes place to receive adequate feedback for development. Students must complete Counseling Internship experiences that total a minimum of 600 clock hours over an academic term (Fall, Spring, or Summer).

As a reminder, a list of approved sites will be provided to students, but students are still allowed to seek other options. Once a site is identified that is not on the approved sites list, students will be required to meet with the Practicum/Internship Coordinator to ensure that the site as well as the potential On-Site Supervisor will be suitable for the clinical experience.

Note: Some field experience sites require a Memorandum of Understanding (MOU) with the University before background checks and other requirements can be fulfilled. If your agency requires an MOU, please contact the Practicum/Internship Coordinator as soon as possible.

Required Approval Documents

Students will submit the required documents to begin their Internship coursework and experience. The student, site, and On-Site Supervisor complete and sign the Student Placement Agency Agreement, Internship Contract, and Site Supervisor Information. Students may use the forms provided on the department website or, from the Practicum/Internship Coordinator. All approval documents must be submitted to the Practicum/Internship Coordinator. **No late documents will be accepted.**

Insurance

Professional Student Liability Insurance **is required** for all Internship students. Proof of relevant and current liability insurance documentation must be submitted with practicum and internship applications. Students must also provide proof of liability insurance prior to the beginning of class. Some students obtain insurance from the National Rehabilitation Association (www.nationalrehab.org), American Counseling Association (www.counseling.org) or Healthcare Provider Services Organization (www.hpso.com).

Note: Professional liability insurance coverage must start on or before the start of the Internship so that coverage is in effect for the duration of class enrollment. Students must still obtain their own liability insurance even in cases where an Internship student's fieldwork site provides liability insurance coverage for the student.

Late applications will not be accepted.

Selecting a Practicum/Internship Placement Site

Students may complete the Practicum or Internship clinical experience at a variety of possible sites in accordance with their track. Avoid waiting until the last minute to secure a site or run the risk of completing your Practicum/Internship in a site that does not fit your potential career objectives or, does not provide the level of support that you need. Remember, the clinical experience often leads to a job or at least a job recommendation, so be sure that you are in the setting that best compliments your career objectives.

Students may meet with their academic advisor early in the site selection process to get input on possible sites to pursue for interview. If you desire such input, schedule a time to meet with the advisor early in your planning. Applications for clinical experience are due one semester before the clinical experience starts so you have to plan to meet your desired application deadline and you have to meet with the advisor and schedule an interview at the site, all of which will require some planning. Remember, a site might be unable to accept another intern or have no available qualified supervisor, so your preferred site may not be available.

Note: Make sure the site can offer you enough face-to-face client hours so that you can complete your Practicum/Internship in one to two semesters. Also, make sure that the supervisor can meet the requirements for supervision as well as provide you a minimum of one hour of supervision per week. Interview your potential On-Site Supervisor to determine his/her expectations of you in terms of hours and times you will be available, the duties you will be performing, etc. finally, remember that your relationship with your potential On-Site Supervisor is a personal, as well as, professional one. You want to select a supervisor with whom you will be able to communicate and work with in a collaborative and professional manner.

Questions to consider:

- Does the On-Site Supervisor meet the licensure requirements, and do activities, and the site meet the requirements for CE898/CE899?
- Is the clientele of the agency similar to the clientele whom I wish to work with during my professional career?
- Is there enough diversity in the clientele to provide a wide range of experiences? (e.g., adults, adolescents, children, married couples, singles, group therapy, etc.)
- Does the agency have a large enough client base to have adequate face-to-face client hours to meet course requirements?
- **Rehabilitation Counseling Students:** Does the site focus on individuals with disabilities?
- Is this agency one in which I might be interested in continuing when applying for Internship?

Selecting an On-Site Supervisor

Each Practicum or Internship student **must** be supervised by a qualified On-Site Supervisor. For master's level students, the On-Site Supervisor must have:

1. A minimum of a master's degree in counseling, rehabilitation counseling, or closely related profession (e.g., Social Work, Counseling Psychology)
2. Relevant certifications and/or licenses in good standing (e.g., LPC, LCPC, CRC, LCSW)
3. A minimum of two years of pertinent professional experience in the specialty area in which student is enrolled
4. Knowledge of the program's expectations, requirements, and evaluation procedures for students
5. Relevant training in counseling supervision.
6. Availability to provide **one hour** per week of formal supervision.
7. Availability at the prospective site where the student applies to be placed.

Beyond the basic credential requirements, it is recommended that each student choose their On-Site Supervisor with intentionality. Few professional relationships will be as important as the Student-On-Site Supervisor relationship because you will work consistently with that person over one or two semesters and entrust your development to the professional expertise of this supervisor. In meeting with the potential supervisor, lay aside the need to 'land a site' and focus on your compatibility of personalities and working styles as well as the availability of the potential supervisor and his or her basic philosophies or theoretical orientations.

Questions to consider:

- Will you be able to have as much access to your supervisor as you will require as a beginning counselor?
- Does the supervisor invite your participation in the organization or show interest in adding to your professional development?
 - Is the supervisor willing to regularly share feedback with you?
 - Will he or she invite you to participate in trainings or workshops?
 - Can your goals and objectives be achieved at the site?
- Does the supervisor have the credentials so that a licensing board will accept clinical work completed under their supervision?

Practicum/Internship Employment Policy Statement

The Department of Counselor Education has approved Practicum/Internship students to use their place of employment as their Practicum/Internship site if the site meets the requirements, such as being clinical in nature. When applying, students will not be able to use their direct supervisors for their position at their place of employment as their approved On-Site Supervisor for the Practicum/Internship experience, as the supervisor cannot have a dual role (dual relationship). Students will need to locate another licensed individual as their potential supervisor for the Practicum or Internship. In addition, students must specify what activities they will engage in that differ from their employment responsibilities.

PRACTICUM/INTERNSHIP PROFESSIONAL BEHAVIOR AND EXPECTATIONS

While at the Practicum/Internship site and in all interactions with clients, supervisors, peers, and Counselor Education faculty and staff, students are expected to exhibit attitudes and behaviors consistent with professionalism. This includes, but is not limited to, the following:

- Punctuality and promptness to all appointments
- Appropriate dress, hygiene, and grooming (business/business casual)
- Professional written communication
- Professional oral communication (this includes correct verb usage and the avoidance of inappropriate language including informal language or slang)
- Pursuant to the Codes of Ethics for the profession (e.g., American Counseling Association (ACA), American School Counselor Association (ASCA), and American Rehabilitation Counseling Association (ARCA))
- Be open and receptive to feedback given by the supervisor (On-Site and University)
- Students must receive passing evaluations on their professionalism on the CCS-R

Student Responsibilities

- The student has the responsibility for understanding Practicum/Internship requirements as outlined in the syllabi and described by his or her University and On-Site Supervisors.
- The student has the responsibility for understanding the criteria for evaluation in Practicum/Internship (CCS-R).
- The student has the responsibility for complying with all policies outlined in the Clinical Field Experience Manual and the Department of Counselor Education Student Handbook.
- The student has the responsibility to follow professional ethical guidelines (ACA, ASCA, ARCA, NBCC), as well principles defined by Kansas' legal statute, with particular attention to issues surrounding imminent danger.
- The student has the responsibility for maintaining client confidentiality at all times, except in cases deemed imminently dangerous.
- The student has the responsibility for explaining to his or her client the scope and limitations of confidentiality appropriate.
- The student has the responsibility for behaving in a professional manner at all times during Internship experiences, including but not limited to, establishing a professional stance, dressing in business attire and maintaining appropriate boundaries between professional and personal responsibilities.
- The student has the responsibility for following site rules and practices, and to be present and punctual for site counseling and supervisory sessions.
- The student has the responsibility for being present and punctual for all individual and group supervisory sessions.
- The student has the responsibility for having necessary paperwork prepared for Practicum/Internship professional activities, as well as for supervisory sessions
- The student has the responsibility for requesting additional supervision as needed.
- The student has the responsibility for informing their University and On-Site Supervisors immediately when Internship problems or emergencies occur.

- The student has the responsibility for submitting all necessary forms and reports to their University Supervisors at specified due date.
- The student has the responsibility for demonstrating and implementing appropriate documentation procedures as constrained by university and site requirements.
- The student has the responsibility for practicing, developing, and demonstrating basic and more sophisticated professional and clinical skills, essential to and effective in initiating, maintaining, and terminating the helping relationship and having these skills evaluated by both the On-Site and University Supervisors by live supervision.
- Please be advised that once you have selected a Practicum or Internship site, you will not be allowed to change sites. Changing sites is only permissible if a student secures full-time employment in the counseling profession or if certain unexpected situations occur.

Note: Practicum and Internship students are required to fulfill their semester-long contract with their site. If a student makes the decision to withdraw from the Internship course, then the student will forfeit all Internship hours earned for the semester. The student will need to reapply for the Internship in a future semester.

Change of Site or Change of Site Supervisor

Students will be allowed to change the site and/or supervisor for the following reasons:

1. the approved supervisor leaves the site
2. there is no longer a qualified supervisor at the site
3. the site no longer exists
4. the student gains a full-time position designed for a master's level counselor

Site Dismissal, Course Repeating or Withdrawal, and Professional Contract

If, during Practicum or Internship, a student fails to successfully demonstrate the required skills in the course and consequently receives a failing evaluation or, if the student is dismissed from the site, the On-Site Supervisor will notify the University Supervisor. The University Supervisor then informs the Practicum/Internship Coordinator who will identify the student of concern, prepare an incident report, and report it to the Program Director and Chair of the Department of Counselor Education.

The Practicum/Internship Coordinator, University Supervisor, and faculty will review the reason for the dismissal and/or skills deficit and refer to the student's advisor for development of a Professional Performance Contract if warranted. At this point, the student may receive a grade of "F" for the skills deficient and/or dismissal and, be placed on hold for the program in order to fulfill contract procedures aimed to address and resolve the verifiable deficits. The Professional Performance Committee will determine whether the student is eligible to retake or re-enroll into the Internship course.

If the dismissal involves professional dispositions, a Personal/Professional Performance Contract will be developed targeting the specific disposition(s) of concern. These contract procedures can include such things as requiring the student to retake certain courses and/or seeking personal counseling, etc. If, after the implementing contract, the student is unable to correct the deficits, the Professional Performance Committee will meet to decide the best course of action for the student up to and including removal from the program. If contract is unsuccessful or student refuses to comply, the student may be dismissed from the Counselor Education program.

The student may appeal the action taken by the Professional Performance Committee. For more information regarding the appeals process, please refer to the Student Handbook pg. 25-27.

Time2Track

At the start of the Practicum experience, students are required to purchase the Time2Track platform at a cost of \$99. This fee covers use of the platform for one year or, the duration of the Practicum and Internship experience. The platform is required.

Prior to the start of the field experience, on-site supervisors will be added to the Time2Track system at no charge to them. This is where all hours, documentation, and contents for review will be housed. On-Site Supervisors will be able to approve or reject activities as well as sign off on required forms needed prior to beginning client interaction.

Additional information and instructions will be provided to the On-Site Supervisor via the online Supervisor Training Module. Students will receive more instruction on the platform within the first week of starting the Practicum experience.

PRACTICUM AND INTERNSHIP – SPECIALTY AREA POLICIES AND PROCEDURES CLINICAL COUNSELING

The Clinical Counseling program offers a 60 credit hour curriculum, which meets educational standards as set forth by the Council on Accreditation of Counseling and Related Programs (CACREP). Clinical Counseling graduates are eligible to apply for several national-level certifications and for professional licensing in Kansas. Depending on which concentration graduates have completed, they typically apply to become NAADAC-certified addiction counselors, the NBCC-Nationally Certified Counselors and/or Certified Mental Health Counselors, and/or CRCC-Certified Rehabilitation Counselors.

Degree candidates integrate classic and contemporary counseling theories to establish a professional foundation based on their own worldviews, applying theory and techniques tailored specifically to meet each client's worldviews. Candidates develop general counseling skills such as establishing the counseling relationship; client needs assessment; substance use screening; individual and group therapy, crisis intervention and trauma care; career counseling; and program evaluation. Each candidate selects a counseling concentration to develop competencies for counseling with specific populations such as substance users; veterans; senior citizens, families, adolescents, and children; and persons experiencing intellectual, emotional, sensory, and/or physical disabilities.

Objectives

The goal of the clinical counseling program at ESU is to:

1. Actively recruit motivated students from diverse backgrounds who have a high aptitude for ethical and effective careers as leaders in the counseling field.
2. Aims to use evidence based practices to prepare lifelong learners who appreciate diverse experiences, practice self-reflection, and promote the wellness of diverse individuals and systems.

On-Site Supervisors

In order to provide acceptable supervisory services to students, On-Site Supervisors in Clinical Counseling must meet the following qualifications:

1. A minimum of a master's degree in counseling or closely related profession (e.g., Social Work, Counseling Psychology)
2. Relevant certifications and/or licenses in good standing (e.g., LPC, LCPC, CRC, LCSW)
3. A minimum of two years of pertinent professional experience in the specialty area in which student is enrolled

Home Visits and Transportation of Clients

No home visits are allowed unless the student is accompanied by the On-Site Supervisor. Practicum and Internship students are not permitted to transport clients under any circumstances.

Criteria for Enrolling in Supervised Practicum

Students enrolling in CE898 Supervised Practicum must have:

1. Complete the following courses:
 - a. CE810 Counseling Microskills
 - b. CE825 Counseling Theories

- c. CE830 Group Processes in Counseling
 - d. CE833 Diagnosis and Treatment
 - e. CE893 Ethical, Professional, & Legal Issues in Counseling
2. Receive advanced approval from the Practicum/Internship Coordinator to begin.
 3. Complete and submit “Application for Practicum,” which identifies qualified On-Site Supervisor and proof of Liability Insurance, by the respective deadline date.
 4. Complete an interview with the Practicum/Internship Coordinator.

Criteria for Enrolling in Counseling Internship

Students enrolling in CE899 Counseling Internship (I, II, or III) must have:

1. Completed all corresponding core courses in the program including:
 - a. CE646 Psychopharmacology
 - b. CE670 Substance Abuse in Counseling
 - c. CE708 Multicultural Counseling
 - d. CE732 Lifespan Development & Disability
 - e. CE801 Crisis Counseling & Trauma Informed Care
 - f. CE810 Counseling Microskills
 - g. CE820 Career Counseling & Development
 - h. CE825 Counseling Theories
 - i. CE830 Group Processes in Counseling
 - j. CE833 Diagnosis and Treatment
 - k. ER851 Research Design and Writing
 - l. CE893 Ethical, Professional, & Legal Issues in Counseling
 - m. CE898 Supervised Practicum in Counseling
2. Complete and submit Internship Application, which identifies qualified On-Site Supervisor and proof of Liability Insurance, by the respective deadline date.
3. Receive approval from the Practicum/Internship Coordinator to begin.

CLINICAL REHABILITATION COUNSELING

Completion of the master's degree in Clinical Counseling: Clinical Rehabilitation Counseling concentration requires 60 credit hours; full-time attendance typically extends over a two to two-and-a-half year period, including summers. As of Fall 2014, the Rehabilitation Concentration transitioned to a distance format, allowing participants to maintain employment, attend college, and complete internships in their home communities. The online course format allows students to maintain employment, attend classes, and receive internship supervision from nationally certified faculty via distance technologies, all while remaining in their home communities.

The Clinical Counseling: Clinical Rehabilitation Counseling program is actively recruiting rehabilitation paraprofessionals employed throughout rural Kansas, Missouri, Nebraska, and Oklahoma, in order to meet a growing need for energetic and dedicated rehabilitation counselors across the Heartland. Successful applicants express a desire to embark upon a career in the federal, public, tribal, or community rehabilitation sectors. Upon graduation, students are eligible to sit for the national certified rehabilitation counselor (CRC) exam. Rehabilitation counselors coordinate a range of pre-employment, employment, and vocational support services to persons with physical, intellectual, sensory, and mental-emotional disabilities.

Objectives

- Demonstrate professional knowledge, behavior, and social responsibility as related to rehabilitation counseling and ethical principles in the public and private sectors;
- Identify psychosocial aspects relevant to individual and sociocultural responses at onset of and living with disability;
- Apply constructs relevant to human growth, development, and disability in a changing social landscape;
- Differentiate and contrast theoretical models of career development, and apply theoretical models in resolving issues of employment facing people with disabilities;
- Translate and demonstrate principles, theories, methods, and styles of relevant counseling approaches and principles to diverse populations;
- Employ principles, theories, and activities related to group counseling and working with families who experience disability;
- Apply statistical principles to identification, utilization, and interpretation of assessment instruments and methods;
- Apply essential knowledge and skills in documenting and applying research methods as relevant to consumer progress and program evaluation;
- Classify medical, functional, and environmental aspects of disability; and,
- Demonstrate knowledge and skills necessary to coordinate rehabilitation, employment, and related services.

On-Site Supervisors

In order to provide acceptable supervisory services to students, On-Site Supervisors in Clinical Rehabilitation Counseling must meet the following qualifications:

1. A minimum of a master's degree in counseling or closely related profession (e.g., Social Work, Counseling Psychology)
2. Relevant certifications and/or licenses in good standing (e.g., CRC, LPC, LCPC, LCSW)
3. A minimum of two years of pertinent professional experience in the specialty area in which student is enrolled

Note: The Department of Counselor Education is aware that there may not be a CRC on staff to supervise the student(s), however, on-site supervision should still continue to occur for one hour per week.

Home Visits and Transportation of Clients

Ordinarily, transportation of clients is not allowed. If you are a Rehabilitation Counselor Intern, please contact the Practicum/Internship Coordinator for discussions in advance.

Criteria for Enrolling in Supervised Practicum

Students enrolling in CE898 Supervised Practicum must have:

1. Complete the following courses:
 - a. CE810 Counseling Microskills (Waived for RC48 students)
 - b. CE825 Counseling Theories
 - c. CE830 Group Processes in Counseling
 - d. CE833 Diagnosis and Treatment (Waived for RC48 students)
 - e. CE893 Ethical, Professional, & Legal Issues in Counseling (Waived for RC48 students)
2. Receive advanced approval from the Practicum/Internship Coordinator to begin.
3. Complete an interview with the Practicum/Internship Coordinator.
4. Registered for CE898 Supervised Practicum course.
5. Complete and submit "Application for Practicum," which identifies qualified On-Site Supervisor and proof of Liability Insurance, by the respective deadline date.

Criteria for Enrolling in Counseling Internship

Students enrolling in CE899 Counseling Internship (I, II, or III) must have:

1. Completed all corresponding core courses in the program including:
 - a. CE670 Substance Abuse in Counseling
 - b. CE708 Multicultural Counseling
 - c. CE732 Lifespan Development & Disability
 - d. CE801 Crisis Counseling & Trauma Informed Care
 - e. CE810 Counseling Microskills
 - f. CE820 Career Counseling & Development
 - g. CE825 Counseling Theories
 - h. CE830 Group Processes in Counseling
 - i. CE833 Diagnosis and Treatment
 - j. ER851 Research Design and Writing
 - k. CE893 Ethical, Professional, & Legal Issues in Counseling
 - l. CE898 Supervised Practicum in Counseling
2. Complete and submit Internship Application, which identifies qualified On-Site Supervisor and proof of Liability Insurance, by the respective deadline date.
3. Receive approval from the Practicum/Internship Coordinator to begin.

ADDICTIONS COUNSELING

On-Site Supervisors

In order to provide acceptable supervisory services to students, On-Site Supervisors in Addictions Counseling must meet the following qualifications:

1. A minimum of a master's degree in counseling or closely related profession (e.g., Addictions)
2. Relevant certifications and/or licenses in good standing (e.g., LAC, LCAC, LMAC, LCPC, LPC, LCSW)
3. A minimum of two years of pertinent professional experience in the specialty area in which student is enrolled

Home Visits and Transportation of Clients

No home visits are allowed unless the student is accompanied by the On-Site Supervisor. Practicum and Internship students are not permitted to transport clients under any circumstances.

Criteria for Enrolling in Supervised Practicum

Students enrolling in CE898 Supervised Practicum must have:

1. Complete the following courses:
 - a. CE810 Counseling Microskills
 - b. CE825 Counseling Theories
 - c. CE830 Group Processes in Counseling
 - d. CE833 Diagnosis and Treatment
 - e. CE893 Ethical, Professional, & Legal Issues in Counseling
2. Receive advanced approval from the Practicum/Internship Coordinator to begin.
3. Complete and submit "Application for Practicum," which identifies qualified On-Site Supervisor and proof of Liability Insurance, by the respective deadline date.
4. Complete an interview with the Practicum/Internship Coordinator.

Criteria for Enrolling in Counseling Internship

Students enrolling in CE899 Counseling Internship (I, II, or III) must have:

1. Completed all corresponding core courses in the program
2. Complete and submit Internship Application, which identifies qualified On-Site Supervisor and proof of Liability Insurance, by the respective deadline date.
3. Receive approval from the Practicum/Internship Coordinator to begin.

APPENDIX A

CACREP Requirements

The following is a list of requirements for practicum/internship students in the counseling program as required by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

PRACTICUM

- A. Students 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.
- B. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- C. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by:
 - a. A counselor education program faculty member,
 - b. A student supervisor who is under the supervision of a counselor education program faculty member, or
 - c. 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.
- D. 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.

INTERNSHIP

- E. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their interest and/or specialty area.
- F. Internship students complete at least 240 clock hours of direct service.
- G. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by:
 - a. The On-Site Supervisor,
 - b. Counselor education program faculty, or
 - c. A student supervisor who is under the supervision of a counselor education program faculty member.
- H. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor

education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

SUPERVISOR QUALIFICATIONS

- I. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.
- J. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.
- K. Site supervisors have:
 - a. A minimum of a master's degree, preferably in counseling, or related profession;
 - b. Relevant certifications and/or licenses;
 - c. A minimum of two years of professional experience in the specialty area in which the student is enrolled;
 - d. Knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.
- L. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.
- M. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.
- N. Clinical experiences (practicum and internship) should provide opportunities for students' to counsel clients who represent the ethnic and demographic diversity of their community.
- O. Students formally evaluate their supervisors and learning experience at the end of their practicum and internship experiences.
- P. Programs require students to be covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences

APPENDIX B Practicum and Internship Application

Student Contact Information:

Student's Name: Click or tap here to enter text.

Mailing Address: Click or tap here to enter text.City,

State, Zip: Click or tap here to enter text.

Home Phone: Click or tap here to enter text. Cell Phone: Click or tap here to enter text.Email:

Click or tap here to enter text.

E#: Click or tap here to enter text.

Briefly describe your responsibilities and duties at your site:

Click or tap here to enter text.

Is driving required at your site?

Yes

No

Are you employed full time?

Yes

No

Directions:

Before contacting new potential sites, discuss placement possibilities with your Practicum/Internship Coordinator. Students who are remaining at their site also need to complete this process as well as submit a new application for each semester enrolled. The application must be fully completed prior to submission or it will not be accepted. In order for the application to be considered valid, the completed application needs to be emailed from the On-Site Supervisor. The application will not be approved if received from the student. You may not begin earning Practicum or Internship hours until after the application has been approved by the Coordinator. For your own protection, you **MUST** purchase professional liability insurance, which can be obtained at the student discount rate. The policy must be active prior to entering into the site. Some students obtain insurance from the National Rehabilitation Association (www.nationalrehab.org), American Counseling Association (www.counseling.org), Healthcare Provider Services Organization (www.hpso.com), CPH (www.ephins.com), and American Art Therapy Association (www.arttherapy.org).

Practicum/Internship Site Information:

All clinical experiences will take place at approved community-based counseling site. Practicum students are required to submit five (5) live supervisions; Internship students are required to submit three (3) live supervisions that are to be reviewed by the University Supervisor to further assess and develop their counseling skills. Students must complete the Practicum experiences that totals a minimum of 100 clock hours (40 direct/60 indirect). Students will also complete the Counseling Internship experience that totals a minimum of 600 clock hours (240 direct/360 indirect) over the course of their degree program (Fall, Spring, or Summer).

Each week the student is accruing Practicum or Internship hours, it is required that the student receive one (1) hour of individual or triadic supervision from their On-Site Supervisor and 1½ hours of group supervision from their University Supervisor. The site should also afford students the opportunity to conduct a variety of counseling sessions.

While at the Practicum or Internship site and in all interactions with clients, supervisors, peers, and Counselor Education faculty and staff, students are expected to exhibit attitudes and behaviors consistent with professionalism. This includes, but is not limited to:

- Punctuality and promptness to all appointments
- Appropriate dress, hygiene, and grooming (business/business casual)
- Professional written communication
- Professional oral communication (this includes correct grammar and the avoidance of inappropriate language including informal language or slang)
- Pursuant to the Codes of Ethics for the profession (e.g., American Counseling Association (ACA), American School Counselor Association (ASCA), and American Rehabilitation Counseling Association (ARCA))
- Be receptive to feedback given by the supervisor (On-Site and University)
- Students must receive passing evaluations of their disposition on the CCS-R

If, during Practicum or Internship, a student fails to successfully demonstrate the required skills and consequently receives a failing evaluation or, if the student is dismissed from the site, the On-Site Supervisor will notify the University Supervisor. The Practicum/Internship Coordinator will flag the student for discussion in department meeting, prepare an incident report, and report it to the Program Director and Chair of the Department of Counselor Education.

The Practicum/Internship Coordinator, University Supervisor, and faculty (Professional Performance Committee) will review the reason for the dismissal and/or skills deficit and consult with the student's advisor for development of a Professional Performance Contract if warranted. At this point, the student may receive a grade of "F" for the skills deficient and/or dismissal and, be placed on hold for the program in order to fulfill contract procedures aimed to address and resolve the verifiable deficits. The Professional Performance Committee will determine whether the student is eligible to retake or re-enroll into the Internship course.

If the dismissal involves professional dispositions, a Personal/Professional Performance Contract will be developed targeting the specific disposition(s) of concern. These contract procedures can include such things as requiring the student to retake certain courses and/or seeking personal counseling, etc. If, after the implementation of the contract, the student is unable to correct the deficits, the Professional Performance Committee will meet to decide the best course of action for the student up to and including removal from the program. If contract is unsuccessful or student refuses to comply, the student may be dismissed from the Counselor Education program.

Application due Dates for Submission:

Fall Placement – June 15 / **Spring Placement** – October 15 / **Summer Placement** – March 15

Select Section Applying For:

- Practicum (100 hours)
- Internship I (300 hours)
- Internship II (300 hours)

Program Concentration:

- Clinical Counseling
- Rehabilitation Counseling
- Addictions Counseling

Semester (include year):

- Fall Click or tap here to enter text.
- Spring Click or tap here to enter text.
- Summer Click or tap here to enter text.

Check One:

- 1 Credit Hour
- 2 Credit Hour
- 3 Credit Hour
- 6 Credit Hour

Prerequisites for enrollment into Practicum:

Completed all corresponding core courses in the program including:

- a. CE810 Counseling Microskills
- b. CE825 Counseling Theories
- c. CE830 Group Processes in Counseling
- d. CE833 Diagnosis and Treatment
- e. CE893 Ethical, Professional, & Legal Issues in Counseling

Name of Site: Click or tap here to enter text.

On-Site Supervisor Name and Title: Click or tap here to enter text.

Mailing Address: Click or tap here to enter text.

City, State, Zip: Click or tap here to enter text.

Office Number: Click or tap here to enter text. **Fax Number:** Click or tap here to enter text.

Cell Number: Click or tap here to enter text.

Email: Click or tap here to enter text.

Please attach a copy of your On-Site Supervisor's CV/Resume

700 Hours of Practicum and Internship Breakdown:

	Direct Hours	Indirect Hours	Total
Practicum	40	60	100
Internship (first 300 hours)	120	180	300
Internship (second 300 hours)	120	180	300
Total	280	420	700

Note: These numbers are MINIMUMS. Obtaining these numbers does not automatically terminate your obligation to your Internship site or your clients.

I have read this form and I understand my responsibilities as an Internship student.

Student's Signature: _____ **Date:** _____

I understand my responsibilities as an On-Site Supervisor and I agree to supervise this Internship student.

On-Site Supervisor's Signature: _____ **Date:** _____

Please make sure the form is completed and signed by both the student and the On-Site Supervisor. It would be helpful to save the file with the student's name.

The form is to be mailed directly to the Practicum/Internship Coordinator (hreeder@emporia.edu).

In order for the application to be considered valid, the completed application needs to be received on or before the requested deadline.

(This section to be completed by the Practicum/Internship Coordinator)

Internship Application

Approved

Denied

P/I Coordinator Signature:

Date:

If application is denied, state reason:

APPENDIX C

**CLINICAL COUNSELING PROGRAM
AGENCY AGREEMENT**

Student Name: _____ **Phone:** _____ **Email:** _____

Agency Name: _____ **Phone:** _____

Agency Address: _____

Fax: _____

Site Address (if different): _____ **Fax:** _____

Primary Supervisor

Name: _____ **Job Title:** _____

Degrees: _____ **Certification/License:** _____

Phone: _____ **Email:** _____ **Fax:** _____

Secondary Supervisor

Name: _____ **Job Title:** _____

Degrees: _____ **Certification/License:** _____

Phone: _____ **Email:** _____ **Fax:** _____

Agency Tasks: (To be performed by Practicum student)

Days and Hours Student Will Attend Agency:

Attachment to Practicum/Internship Agency Agreement

It is understood that:

- Prior to obtaining a site and prior to counseling with clients in the Agency, the student will have met all University requirements to do so.
- Students will only work out Agency Agreements with agencies and agency supervisors that have been approved by University Supervisors.
- If for any reason during the Practicum or Internship, the student, primary site supervisor or secondary supervisor has reason to believe the student is unable to perform the essential functions of the on-site Practicum, that person will notify the University Supervisor immediately. If the student is not meeting expectations of the Agency at any point, the Primary or Secondary Agency Supervisor will notify the University Supervisor immediately.
- Students will purchase Professional Liability Insurance and will include the name of the company, the insurance policy number and the expiration date of the policy on the Agency Agreement Form.
- It is understood that Personal Health Information (PHI) of clients of the agency will be potentially used or made available to the Student and University. Both the Student and University agree to follow all requirements of the Health Insurance Portability and Accountability Act and the coordinating federal regulations found in Parts 160 and 164 of Title 45 of the federal Code of Federal Regulations when handling PHI.
- Students will have both a primary and a secondary agency supervisor, one of whom will be on-site at the agency whenever the student is there.
- The site supervisors and student will not have a dual relationship. Conflicts of interest or the appearance of a conflict of interest will be avoided. Any previous or other current relationship between supervisors, clients, other employees of the agency and the student will be discussed with the University Supervisor prior to the student beginning a Practicum or Internship in the agency.
- Students will receive orientation to the Agency and weekly supervision from the Primary and/or Secondary Agency Supervisors.
- Students will have a minimum of four ongoing counseling clients assigned by Agency Supervisors. When or if a client discontinues participation, another client will be immediately assigned.
- Students will conduct at least four individual counseling sessions with clients weekly (approximately one hour in length unless client functioning would indicate shorter sessions are more appropriate for that particular client).
- Students will complete all required live supervisions to ensure growth and feedback is received.
- Students will work directly with their clients only on the premises of the site.
- Students will not enter the homes of clients without being accompanied by the Primary Site Supervisor.
- Students will not transport clients.
- Students will be formally evaluated by the Primary and/or Secondary Agency Supervisors using the University evaluation form. Grades will not be given to students without the Agency Supervisor written evaluation having been received by the University Supervisor. Agency Supervisors are

requested to meet with students reviewing with them the evaluation information that they supply to the University.

- Students will keep a weekly chart that will be initialed each week by the Primary or Secondary Agency Supervisor. The chart will include actual number of hours spent in agency activities and shall specify each activity performed during each hour.
- The University Supervisor will provide consultation to the student and the Agency Supervisor on a bi-weekly basis regarding the field experience. Consultation will be held through phone calls, videoconferencing, and site visits.
- The student will meet weekly with the University Supervisor through Distance Technology or face-to-face, for review of portions of counseling tapes. The student will meet with other students and the University Supervisor for 1.5 hours weekly through Distance Technology, and during the meeting the student may present a tape or conduct a case presentation regarding one of the student's assigned clients. All client information is confidential and will be treated as such by faculty and students involved in the course.

For additional information, please review the Counselor Education Annual Report at <https://www.emporia.edu/teachers-college/units/counselor-education-home/>

Student Responsibilities

1. Behave according to the ACA Code of Ethics and meet the standards for quality service as specified by the Practicum site.
2. Be responsible for hours at the Practicum site and maintain the mutually agreed upon time schedule.
3. Comply with the rules and regulations of the Practicum site and support the philosophy and objectives of the Agency and the department in which the experience is being obtained.
4. Be responsible for coordinating with supervisor to observe sessions via live supervisions (not intake interviews) as required in the Practicum course and following proper confidentiality procedures.
5. Be responsible for submitting daily/weekly log of Practicum experiences as required by course syllabi.

Site Supervisor Responsibilities

1. Provide the student with an orientation to the agency, and establish goals and experiences for the student's Practicum.
2. Provide the student with opportunities to engage in a variety of rehabilitation counseling activities under supervision such as (client contacts, attend staff meetings, make contacts with other cooperating agencies, record case notes, contact employers, and have involvement with all aspects of rehabilitation services).
3. Hold weekly conferences with the student to review progress, provide supervision, and establish continuing goals for the Practicum experience.
4. Complete the Evaluation Form and review with the student as a final feedback on the progress of the student.
5. Provide the student with adequate physical facilities in which to work.
6. Be available for conferences with the University Supervisor as scheduled.
7. Consult with the University Supervisor if there is a problem with the student. The Agency Supervisor may refuse to continue the clinical experience when a student's practice and/or behavior does not meet the minimum standards of the Agency.

University Supervisor Responsibilities

1. Review progress of the Practicum students on a regular basis.
2. Consult Practicum On-Site Supervisor as needed.
3. Reserves the right of final evaluation of student competence in Practicum courses.
4. Agrees to withdraw the student from the Practicum site when the student's practice and/or behavior does not meet minimum standards of the Agency and such action is requested by the Agency Supervisor.

Student's signature

Date

Site Supervisor's signature

Date

University Supervisor's signature

Date

APPENDIX D

Counselor Competencies Scale—Revised (CCS-R) © (Lambie, Mullen, Swank, & Blount, 2015)

The *Counselor 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.

- ▶ **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 rating in the “score” column on the left.

CACREP (2016) Standards relating to the *Counselor 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

#	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 open & close-ended questions 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 & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-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 reflective 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 clients 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)
I. 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.
I. 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.
I. 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 goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.
I. 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
I. K		Facilitate Therapeutic Environment: <i>Empathy & Caring</i>	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.
I. L		Facilitate Therapeutic Environment: <i>Respect & Compassion</i>	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.

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

Part 2: Counseling Dispositions & Behaviors

#	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 inappropriate 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 through, 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 counseling 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 counseling 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 emotional reactants with clients.
2. H		Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Demonstrates poor engagement in promoting his or her 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.	Demonstrated an inconsistent ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a poor ability to adapt to his or her 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.

 0: 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 trainees 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.**