

**Field Experience Guide
For DSU
Counselor Education Students
and Supervisors**

Field Experience Guide for DSU Counselor Education Students and Supervisors

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INTRODUCTION

The goal of this manual is to provide Practicum / Internship students and site supervisors with relevant information about the Counseling Programs at Delta State University and to clarify the policies, procedures, requirements, and expectations of the field experience. The term field experience(s) will be used interchangeably with Practicum and/or Internship throughout the manual when the context applies to both experiences.

PROGRAM FACULTY

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The Counselor Education Program at Delta State University Program Overview

DSU Counselor Education Mission Statement

The faculty and staff of the Delta State University Counselor Education Program through teaching, training, supervision, and experiential activity develop ethical, competent, and culturally sensitive counselors who are prepared to work in school or community settings. Program faculty seek to strengthen the profession by modeling for students the professional expectation of continued growth and learning, interpersonal awareness, and practical application of sound principles and practices in their work as professional counselors. (Adopted by Counselor Education faculty: 1/21/04, Reviewed: Fall 2018)

Housed on the third floor of Ewing Hall on the Delta State University's campus in Cleveland, Mississippi, the Division of Counselor Education and Psychology in the College of Education and Human Sciences provides a Master's of Education (MEd) degree in Counseling. There are two tracks available in the 60-hour Master's degree – Clinical Mental Health Counseling and School Counseling. Both of these tracks are accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP). The Counselor Education Program also offers an Educational Specialist (EdS) degree in School Counseling.

The Clinical Mental Health Counseling track prepares students for employment in a community or agency setting. This program provides the students with the academic requirements for licensure as a Provisional Licensed Professional Counselor (PLPC) in the State of Mississippi.

The School Counseling program prepares students for employment in a school system. This program is designed to provide the student with the academic preparation necessary to receive the AA certification in School Counseling through the Mississippi State Department of Education.

All faculty members in the program hold doctoral degrees and are active in professional organizations. A small student-professor ratio encourages close interaction between faculty and students. Faculty members are dedicated to maintaining a psychologically safe and secure atmosphere; wherein all students can experience personal growth and development, intellectual stimulation, and development of professional knowledge and skills.

Training Counselors

The Educational Process in Training Counselors

Program faculty train students within the following eight CACREP (2016) core curriculum areas:

CACREP Competency Area
1. Professional Identity
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation

In addition to the core CACREP Competency Areas, students choose to pursue either a School Counseling track or Clinical Mental Health Counseling track. With additional coursework and an additional internship, students may choose to matriculate in both tracks.

DELTA STATE UNIVERSITY
Program of Study: Masters Degree (M.Ed.) in Counselor Education
Major: Clinical Mental Health Counseling
 (rev. November 2018)

Name: _____ 900 # _____

Major Core Courses (Counselor Education)	Credit Hours	Semester to be taken	Semester completed	Grade
CED 600: Introduction to Counseling	3			
CED 601: Counseling Theory	3			
CED 602: Assessment Techniques in Counseling	3			
CED 604: Pre-practicum	3			
CED 605: Group Counseling	3			
CED 606: Career Development and Placement	3			
CED 609: Practicum	3			
CED 610: Clinical Mental Health Counseling Internship	6			
CED 616: Social and Cultural Foundations	3			
CED 620: Human Growth and Development	3			
CED 627: Foundations of Clinical Mental Health Counseling	3			
CED 630: Counseling Skills	3			
CED 635: Methods of Counseling Research and Statistics	3			
CED 703: Psychodiagnostics in Counseling	3			
CED 711: Crisis Intervention Techniques	3			
CED 712: Counseling Children and Adolescents	3			
CED 715: Marriage and Family Counseling	3			
Total Hours	54			

Electives (Clinical Mental Health)	Credit Hours	Semester to be taken	Semester completed	Grade
	3			
	3			
Total Hours	6			

Transfer courses to be considered for degree requirement	Credit Hours	Course Substitution For Which Course? From Which Institution?	Grade	Date Authorized
	3			
	3			
	3			
Total Hours	9			

Total Hours in Program: _____ (60 minimum)

Approved: Student _____ Advisor _____

Division Chair _____ Date: _____

(3 copies: Student, Advisor, File)

DELTA STATE UNIVERSITY
Program of Study: Masters Degree (M.Ed.) in Counselor Education
Major: School Counseling
 (rev. November 2018)

Name: _____ 900 # _____

Major Core Courses (Counselor Education)	Credit Hours	Semester to be taken	Semester completed	Grade
CED 600: Introduction to Counseling	3			
CED 601: Counseling Theory	3			
CED 602: Assessment Techniques in Counseling	3			
CED 604: Pre-practicum	3			
CED 605: Group Counseling	3			
CED 606: Career Development and Placement	3			
CED 609: Counseling Practicum	3			
CED 616: Social and Cultural Foundations	3			
CED 617: Foundations of School Counseling	3			
CED 619: School Counseling Internship	6			
CED 620: Human Growth and Development	3			
CED 630: Counseling Skills	3			
CED 635: Methods of Counseling Research and Statistics	3			
CED 707: Consultation and Counseling of Diverse Populations	3			
CED 711: Crisis Intervention Techniques	3			
CED 712: Counseling Children and Adolescents	3			
CED 715: Marriage and Family Counseling	3			
Total Hours	54			

Elective	Credit Hours	Semester to be taken	Semester completed	Grade
	3			
	3			
Total Hours	6			

Transfer courses to be considered for degree requirement	Credit Hours	Course Substitution For Which Course? From Which Institution?	Grade	Date Authorized
	3			
	3			
	3			
Total Hours	9			

Total Hours in Program: _____ (60 minimum)

Approved: Student _____ Advisor _____

Division Chair _____ Date: _____ (3 copies: Student, Advisor, File)

Program Electives. Students may choose electives from the courses listed below or select from those courses on the other program track.

CED 400 INTRODUCTION TO THE COUNSELING PROFESSION. Provides an overview of the field of counseling, specializations, theoretical approaches, techniques, and ethics. Study will incorporate facilitative skills and interpersonal learning. It will be of interest to those considering a career in counseling as well as to those in health care, human services, criminal justice, pastoral care, education, human resources, and anyone interested in improving their interpersonal relationships. 3. (Not available for graduate credit).

CED 431/631 BEREAVEMENT IN CHILDREN AND ADOLESCENTS. This course examines the understanding and emotional response of death and bereavement by children and adolescents across multiple situations. Emphasis will include bereavement within the family and bereavement within the school and world. Additional emphasis will include assessment and interventions with bereaved children. 3.

CED 704 PSYCHOPHARMACOLOGY An overview of the psychopharmacological medications as they relate to mental health practice. The basic classification, indications, contraindications, and side-effects of psychotropic drugs will be provided. The goal of this course is to introduce students to the basic terminology as it relates to clinical mental health counseling and pharmacological treatment. 3

CED 713 SEXUALITY ISSUES IN COUNSELING. Examines sexual development across the lifespan including physiological, psychological and sociocultural variables associated with various stages of development. Special emphasis will be placed on counseling issues related to sex and sexuality including sexual abuse, sexual development, sexual dysfunction, sexual orientation and sexual addictions. 3

CED 714 SUBSTANCE AND PROCESS ADDICTION COUNSELING. Study and application of theory and techniques of counseling to include assessment and treatment of substance use disorders and process addiction from an individual and systemic perspective. 3

CED 718 COUNSELING AND SPIRITUALITY. This course examines the intersection and interaction of spirituality, religiosity, and counseling focusing on the impact of this intersection on the counseling relationship. Using the latest theories and research, students will examine developmental models of spirituality and how to address spiritual and religious issues with clients. Prerequisite: CED 600. 3

CED 722 PLAY THERAPY. Study of play therapy as a counseling intervention for children in schools and community settings. Covers the history and theories of play therapy, play as it relates to child development, and techniques of play therapy. Prerequisites: CED 604. Lab fee. 3

CED 723 ADVANCED PLAY THERAPY. This course will provide an overview and exploration of complex play therapy subjects, skills, and challenges beyond the basics of play therapy. Prerequisite: CED 722. 3

CED 770 SPECIAL TOPICS IN COUNSELING. Research and applied analysis of special topics related to counseling. 1-6 (May be repeated for a maximum of 6 hours credit)

The Experiential Process in Training Counselors

An *essential* aspect of the Counselor Education program is the field experience students participate in as part of their professional development. Without the participation and support of site supervisors, students would have a very limited perspective of what it means to be a counselor. Academic training combined with field experience makes for a well-rounded professional. Program faculty members work closely with site supervisors throughout the practicum and internship experience to ensure that students are progressing adequately and appropriately in their professional development.

Use of Technology in the Field Experiences

During your pre-practicum experience you will be introduced to Supervision Assist, an online, HIPAA compliant platform where you will keep notes, log hours, upload videos, and use to contact your site supervisor. All of the documentation explained below will be read and electronically signed or filled out in Supervision Assist.

Field Experiences Overview

Field experiences are the culmination of the educational process. The field experience is a time when advanced students in the program apply their knowledge and skills in clinical and school counseling venues. *On-site supervisors* are volunteer experienced counselors who have agreed to host students at their site for practicum and internship experiences. The instructor for the practicum or internship class is the *university supervisor*. This manual contains the necessary paperwork that details the expectations of the student (trainee), the site supervisor, and the university supervisor. Additionally, the counselor education program coordinator remains as general coordinator for all practicum and internship agreements and functions.

Conditions that apply to all levels of field experiences:

- Field Experiences courses are cumulative in nature. Students are required to pass each field experience course they attempt with a grade of “B” or better. If a student does not demonstrate competency, they do not pass on to the next field experience. Students cannot graduate without the satisfactory completion of all four field experiences.
- All students are **required** to have liability insurance prior to beginning the second field experience, CED 604 Pre-practicum. Students may not work with clients without providing proof of liability insurance. Insurance is available at discounted student rates through many professional counseling organizations.
- Many field placement sites require background checks, drug screening, client de-escalation training, and agency orientation. Therefore, it is imperative that students be proactive in their planning of ‘when’ they will complete field experience and where it will be completed.

Four Developmental Field Experiences

Each student will participate in 4 Developmental ‘Steps’/Field Experiences

Counseling Skills (CED 630): Work with your classmates as clients. Observe sessions in the counseling lab.

Pre-Practicum (CED 604): Work in the counseling lab. Complete a minimum of 15 hours with 5 non-help seeking volunteer clients (3 sessions each). Complete recorded video reviews with faculty. Observe sessions in the counseling lab.

Practicum (CED 609): 100 hours required at a field placement site.

Internship CED 610 (CMHC) or CED 619 (School): 600 hours required at a field placement site.

Field Placement Goals

The goal of a field placement experience is to have an opportunity to practice and expand upon counseling skills. Supervisors on-site and at the University will work collaboratively to monitor counseling work, provide appropriate feedback, and encourage ongoing professional development and growth.

Students in field placements will:

- Exhibit professionalism in all interactions, including dress, emails, conversation, an meeting professional expectations and obligations;
- Engage in continuing professional development and education;
- Develop a collegial working relationship with colleagues and supervisors;
- Maintain membership in a professional state or national counseling organization;
- Exhibit the ability and willingness to ‘hear’ and incorporate feedback and supervision;
- Demonstrate appropriate general counseling skills while developing new skills including those skills germane to the specific site; and,
- Exhibit enthusiasm for and a commitment to the profession of counseling.

Field Placement Eligibility

Once students have successfully completed CED 604 and have provided evidence of six (6) hours of personal counseling, they are considered eligible for field experience.

Field Placement Requirements

All counseling students participate in two field placement experiences - practicum and internship. Students accumulate a minimum of 100 service hours of supervised counseling experience in their practicum experience and 600 service hours of supervised counseling experience in their internship experiences.

Upon successful completion of Practicum, students are eligible to register for their final field experience in a clinical (Clinical Mental Health Counseling track) or a K-12 school (School

Counseling track) setting. The breakdown of minimum required hours for each of the field experience settings, including specific course designations are as follows:

Course	Minimum Hours of Direct Client Contact	Total Hours	Minimum Individual or Triadic Supervision Hours by Site Supervisor	Minimum Group Supervision Hours by University Supervisor
CED 609: Practicum	40	100	1 hour per week	1.5 hours per week
CED 610: Clinical Internship	240	600	1 hour per week	1.5 hours per week
CED 619: School Internship	240	600	1 hour per week	1.5 hours per week

Important Notes Regarding Accrual of Hours.

- The 600 hours of Internship may be completed in one or two semesters. For students who wish to complete their Internship in one semester the following conditions apply:
 - You cannot work a full-time job during your Internship;
 - You must schedule a meeting with your advisor to get approval;
 - You must get approval from your site supervisor;
 - You must complete and submit an Internship Plan to the Program Coordinator and the University Supervisor prior to the beginning of the Internship.
- Students must lead or co-lead a group at least one time as part of their field experience.
- Students may NOT carry any hours from Practicum into Internship. You may work at your practicum site more than 100 hours; however, the hours will not count toward internship.
- Students are required to provide a minimum of two video or audio recordings of live sessions each semester they are enrolled in field experience class. If this is not an option on their site, it is up to the student to coordinate with the On-Site Supervisor to conduct and document live observation supervision, or to set up a live stream of a session with their university supervisor via Supervision Assist.
- Please see Hours Distribution form for more information on Direct v. Indirect Hours

Internship Site Criteria: Clinical Mental Health Counseling

In order to maintain CACREP accreditation standard compliance and to ensure our counselors-in-training receive the highest quality internship and educational experiences, please follow the below listed criteria when exploring field experience sites. Discuss the following criteria with potential site supervisors to ensure compliance prior to signing site agreements. Field experience sites must meet CACREP standards, as well as receive approval from the program coordinator and the university supervisor. Should a field experience site NOT meet these criteria, a request must be made in writing to the program coordinator and the faculty member instructing CED 610: Clinical Mental Health Internship.

All requests and site agreements must be submitted the semester PRIOR to the scheduled start of field experience and approval granted by full program faculty.

Site Supervisor Requirements (CACREP [2016] Section 3, P)

1. Have a Master's degree, preferably in counseling, or a related profession;
2. Have relevant certifications and/or licenses;
3. Have a minimum of two years of pertinent professional counseling experience in the specialty area in which the student is enrolled;
4. Have knowledge of the program's expectations, requirements, and evaluation procedures for students.
5. Have relevant training in counseling supervision
6. Supervisors must submit a copy of their current resume/vitae and a copy of their current state license and/or certifications before beginning supervisory duties. **Hours may not be accrued before these documents are obtained.**

Clinical Internship Requirements (CACREP [2016] Standard III, J-M)

1. 600 clock hours in a Clinical Mental Health placement.
2. 240 clock hours of direct service.
3. 1 hour of weekly individual or triadic on-site supervision.
4. Opportunity to become familiar with a variety of professional activities and resources, in addition to direct services (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. An average of 1 ½ hours per week of group supervision performed by a program faculty member (CED 610).

Internship Site Criteria: School Counseling

Students in the school-Counseling track are required to do all 600 hours of Internship in a school setting under the supervision of a certified school counselor. Internship may be completed in one or two semesters. Internship students who are teachers or working in other capacities in schools may not do their internship experience in one semester or in their normal roles, they must fill counseling duties during the hours being counted toward internship. This internship is built upon the four quadrants of the ASCA National Model (See American School Counselor Association @ www.schoolcounselor.org.) and requires that students are able to demonstrate the ability to execute all of the roles and functions of a professional school counselor in a school setting under the supervision of a licensed school counselor who has a minimum of two years' experience as a certified school counselor in a school setting (K-12).

The intern will complete a minimum of 600 hours, with 240 hours of direct service to students (implementing developmental classroom counseling activities linked to the academic curriculum), running groups to enhance resilience and prevent risk factors pertaining to learning, career, and social-emotional development, and providing direct service (student academic-career planning, and responsive services).

Site Supervisor Requirements (CACREP [2016] Section 3, P)

1. Have a Master's degree, preferably in counseling, or a related profession;
2. Have relevant certifications and/or licenses;

3. Have a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;
4. Have knowledge of the program's expectations, requirements, and evaluation procedures for students;
5. Have relevant training in counseling supervision;
6. Supervisors must submit a copy of their current resume/vitae and a copy of their current state license before beginning supervisory duties. **Hours may not be accrued before these documents are obtained.**

School Internship Requirements (CACREP [2016] Standard 3, J-M)

- 600 clock hours in a K-12 school placement
- 240 clock hours of direct service.
- 1 hour of weekly individual or triadic on-site supervision.
- Opportunity to become familiar with a variety of professional activities and resources, in addition to direct services (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
- An average of 1 ½ hours per week of group supervision performed by a program faculty member (CED 619).

Beginning Field Placement

Practicum placement and hours may not start until after the conclusion of the Pre-Practicum semester. Internship placement and hours may not begin until after the conclusion of the Practicum semester. If your site requires you to begin before courses begin for the semester, please speak to your track coordinator.

Field Placement During Semester Breaks

Students maintaining a field placement site from one semester to another may continue to work with clients/students at the request of the host field placement site. They may do so only under the supervision of the field placement site supervisor. Hours accrued during this time will NOT count toward their internship.

Professional Liability Insurance Requirement

Professional liability insurance is required for participation in pre-practicum, practicum, and internship. Clinical supervisors for field placements, including faculty, will require proof of insurance coverage. In arranging for field placements, students should determine from their clinical supervisor the agency's policy regarding professional liability insurance. You must upload your professional liability insurance to Supervision Assist prior to accumulating hours in your field experience courses.

Distance Field Experience

Counseling interns may complete their internships at a distance site. A distance site is defined as any site located a minimum of 100 miles away from the Delta State University campus. To establish a distance site internship, the student must make preliminary contact with a qualifying supervisor and then obtain approval from the program faculty members. Approvals must be collected in the following order: (1) the university supervisor; (2) the student's advisor; and, (3) the program coordinator. If completing a field experience at a distance site, counselors in training will have the option of 1) meeting face-to-face with their classmates during regularly scheduled field experience meetings or 2) meeting via a videoconferencing program with their classmates during regularly scheduled field experience meetings. If choosing to meet via a video conferencing program, it is the responsibility of the counselor in training to provide the necessary technology and quiet, confidential space during the meeting. You may not be driving during a class meeting if you are attending class with videoconferencing technology.

Approval must be obtained BEFORE accepting a distance site.

Roles and Responsibilities

On-Site Supervisor

Overview. The on-site supervisor will serve as consultant and supervisor for the Practicum and Internship student. Regular, face-to-face planning, evaluation, and/or consultation sessions between the on-site supervisor and the Internship student are essential and required (a minimum of 1 hour per week is required). Additionally, the on-site supervisor will be required to participate in the final evaluation of the Internship student.

The clinical supervision for the Practicum and Internship student is conducted collaboratively by the university and the on-site supervisor. This process requires the Practicum and Internship student regularly present samples of their counseling for review in the form of an audio or videotape of a counseling session. The tapes submitted are reviewed by the university and site supervisor only for the purpose of assessing the student's counseling skill level. Problems concerning the taping of counseling sessions should be addressed to the university supervisor prior to entering into the practicum/internship agreement.

Training Opportunities. Training opportunities are made available to our site supervisors through continuing education events sponsored by the Counselor Education Program. Each spring semester, on the second Wednesday in April, the F.E. Woodall Annual Spring Conference for the Helping Professions is held in Ewing Hall on the Delta State University campus. Current and past site supervisors are invited to attend the conference and current supervisors have the conference fee waived. The conference provides an opportunity for counseling students and professionals to make

professional presentations on a wide range of important topics. Additional opportunities for training in supervision and ethics are offered throughout the year.

Opportunities for continuing education are also offered through the regular courses taught by program faculty. Program faculty also frequently provide in-service training for site staff on important topics such as crisis intervention, working with special populations, program development and much more.

How Site Supervisors Assist in Training Counselors. University supervisors will visit site supervisors at least once a semester to evaluate the progress of practicum students and interns' during the field experience. As requested by the site supervisor, the university supervisor will visit more frequently and/or can establish phone or email consults as necessary. The objectives during these visits are

1. to assess practicum student and intern progress;
2. to be introduced into the working environment of the practicum student/intern and learn more about the field experience site;
3. to act as a support for the practicum student/intern and the site supervisor; and
4. to update the site supervisor on essential aspects of the counseling program and upcoming events.

Responsibilities of the On-Site Supervisor and Site.

1. Complete and sign the Practicum/Internship Agreement between the University and the Site before the start of the Field Experience in Supervision Assist.
2. Provide supervision for the Practicum/Internship student for a minimum of 1 hour per week.
3. Provide an opportunity to have counseling sessions/experiences video-recorded in Supervision Assist as required by the Counselor Education program at Delta State University. If the site is unable to accommodate this requirement, the site will arrange for one live supervision session to be completed by the University supervisor at the Practicum/Internship Site.
4. Share in the evaluation of the Practicum/Internship student's professional growth by completing evaluation forms at the end of each semester of Practicum and/or Internship by the deadline requested by the University Supervisor.

University Supervisor

Responsibilities of the University Supervisor.

1. Provide supervision and consultation for the Practicum/Internship student and meet in group seminar to average 1 ½ hours per week;
2. On request, provide the site school and/or agency with consultation services from the Counselor Education faculty;
3. Share in the evaluation of the Practicum/Internship student's professional growth.

Graduate Counseling Practicum/Intern Students

Prior to placement in field experience (practicum/internship), the student explores choices in placement locations. School counselors must complete their School Internship field placements in a K-12 school setting in an approved school district.

Placement in field based experiences is usually made on the basis of available locations and the agreement of the student and faculty advisor. *Some sites may not be allowable sites to complete the field experience.* While some paid clinical and school internships are occasionally available, *students are encouraged to select sites based upon the quality of the internship experience rather than on monetary reimbursement.*

While On-Site, the Practicum and Internship student shall be responsible for:

1. Functioning as a full-time staff member for the required minimum contact hours and participating in all various aspects of the program of services;
2. Participating in staff meetings, workshops, and in-service meetings;
3. Leading or co-leading counseling groups;
4. Providing counseling to individual clients;
5. Participating in and possibly conducting various community and/or educational programs;
6. Assisting in the design, data collection, and evaluation of research in areas of concern to the agency;
7. Maintaining a daily log of activities for evaluation by supervisors;
8. Keeping accurate case notes concerning on-going individual and group clients;
9. Organizing activities (groups or individual counseling sessions) for observation by the University supervisor, and on request, for the on-site supervisor;
10. Maintaining client files and related paperwork of acceptable quality in a timely manner.
11. Meet group seminar to average 1 ½ hours per week.
12. Providing taped counseling sessions as assigned by the university and/or on-site supervisor.
13. Have valid liability insurance. Proof must be provided to the University and/or site supervisor by end of first week of the semester.

All counseling Pre-Practicum, Practicum, and Internship students are required to carry professional liability insurance for participation in field placements.

Getting a Field Experience Site

Obtaining a field experience placement site (ie. Practicum and/or Internship site) is an important step in your educational process. It is as important as locating a job site. You must start early, you must plan, and you want to choose a site that will help further your education. Therefore, there are several steps and requirements that must be met. Remember, this experience is not a ‘hoop’ for you to jump through to get a degree – it is a training experience that will prepare you for working with your future clients.

Steps to Choosing a Practicum/Internship Site

1. The semester before you intend to begin Practicum/Internship, consider your potential Practicum/Internship sites (check out the site directory in Supervision Assist to get you started).
2. Choose your top three (3) choices for a Practicum/Internship Site.
3. Discuss potential site choices with your faculty advisor during your advising meeting. Discuss your sites. Choose the one most appropriate to suit your needs and attain approval from your Faculty Advisor BEFORE approaching your potential field experience site.
4. Prepare for this meeting by gathering information about each site, including why you would choose a particular site, your professional goals, etc. Do not show up to this meeting with no sites chosen, no information for the sites, etc. You will be asked to come back later.
5. Upon receiving approval from your Faculty Advisor, contact your potential site supervisor to arrange a formal interview. The student should request to speak to the Human Resources Director, Clinical Supervisor, or the individual in charge of interns for the school/agency.
6. During the interview, in which the student is expected to present themselves as a professional, if agreeable to both the site supervisor and the student, the student complete a “Practicum/Internship Application” and will ask the site supervisor to fill out an agreement form between the site supervisor (as the representative of the organization or agency) and the Counselor Education program as a formal contract for the internship. Please note: Some sites may not make an immediate decision/offer of placement. This is normal and to be expected.
7. The advisor will tentatively approve students for field experience enrollment, and will then submit the application and site agreements to the professor teaching the field experience.
8. Provide proof of liability insurance to the Practicum/Internship in Supervision Assist by the end of the first week of the semester in which the field experience is being completed. It is the responsibility of the student to provide this documentation.

NOTE: Each student, before beginning Practicum/Internship must complete the following forms in Supervision Assist:

- Return a Site Agreement/Site Survey
- Practicum/Internship Application
- Obtain Liability Insurance
-

Note: **Important Dates**

- **Meet with Faculty Advisor for Approval of Site: during advising**

Required Field Experience Agreements and When are they Due?

Note: No agreements, no passing the class. You will not be given credit until all required agreements are completed and submitted. All agreements are electronically signed in Supervision Assist.

Due Before Class Starts

1. Site Supervisor Resume/
2. Site Supervisor License/Credentials
3. Site Agreement

Due the Day Class Starts (Or Before)

1. Student Information Form
 2. Confidentiality Agreement
 3. Ethics Agreement
 4. Consent for Audio/ Visual Recording (Blank Copy, Supervisor Signature. Completed Copy when Sessions Begin)
- OR
5. Live Observation Summary Sheet
 6. Verification of Liability Insurance (Documentation Required)
 7. Distance Field Experience Form (if site is more than 100 miles from campus and you are requesting to utilize videoconferencing)

Due at the End of the Semester

1. Weekly Activities Log
2. Record of Clinical Hours
3. Self-Evaluation
4. Evaluation of Program
5. Evaluation of Site and Site Supervisor
6. Evaluation of Intern (by site supervisor)
7. INTERNSHIP SITE EVALUATION

Throughout the Semester

1. Case Presentation Form 1
2. Case Presentation Form 2
3. Resume
4. Site Issues Presentation
5. Site Presentation

Please note that each of the attachments below are now documents you, your site supervisor, or your faculty supervisor must complete and sign in Supervision Assist.

Attachment A

PRACTICUM AGREEMENT

Outlined below are the terms of the agreement, which will exist between the Counselor Education Program (Clinical/School Counseling tracks), Division of Counselor Education and Psychology, Delta State University and _____ (Agency Name). Terms of the agreement are subject to amendment and/or modification if all parties involved are in accord.

This agreement will exist between, _____ (Practicum student);

_____ (On-Site Supervisor);

and _____ (University Supervisor).

Responsibilities of the Practicum Student

The Practicum student shall be responsible for:

1. Functioning as a part-time staff member (for a minimum of 100 clock hours, 40 of which must be spent in direct service to clients), participating in all various aspects of the program of services.
2. Participating in staff meetings, workshops, and in-service meetings;
3. Leading or co-leading counseling groups;
4. Providing counseling to individual clients;
5. Participating in and possibly conducting various community and/or educational programs;
6. Assisting in the design, data collection, and evaluation of research in areas of concern to the agency;
7. Maintaining an activity log in Supervision Assist for evaluation by supervisors;
8. Keeping accurate case notes concerning on-going individual and group clients;
9. Organizing activities (groups or individual counseling sessions) for observation by the University supervisor, and on request, for the on-site supervisor;
10. Maintaining client files and related paperwork of acceptable quality in a timely manner.
11. Meet group seminar to average 1 ½ hours per week.
12. Providing taped/streamed counseling sessions as assigned by the university and/or on-site supervisor via Supervision Assist.
13. Have valid liability insurance. Proof must be uploaded to Supervision Assist by end of first week of the semester.

Responsibilities of the On-site Supervisor

The on-site supervisor will serve as consultant and supervisor for the Practicum and Internship student. Regular, face-to-face planning, evaluation, and/or consultation sessions between the on-site supervisor and the Internship student are essential and required (a minimum of 1 hour per week is required). Additionally, the on-site supervisor will be required to participate in the final evaluation of the Internship student.

The clinical supervision for the Practicum and Internship student is conducted collaboratively by the university and the on-site supervisor. This process requires the Practicum and Internship student regularly present samples of their counseling for review in the form of an audio or videotape of a counseling session. The recordings submitted are reviewed by the university and site supervisor only for the purpose of assessing the student's counseling skill level. Problems concerning the

recording or streaming of counseling sessions should be addressed to the university supervisor prior to entering into the practicum/internship agreement.

Responsibilities of the On-Site Supervisor and Site.

1. Complete and sign the Practicum Agreement between the University and the Site before the start of the Field Experience in Supervision Assist.
2. Provide supervision for the Practicum student for a minimum of 1 hour per week.
3. Provide an opportunity to have counseling sessions/experiences video-taped or live-streamed as required by the Counselor Education program at Delta State University. If the site is unable to accommodate this requirement, the site will arrange for one live supervision session to be completed by the On-Site supervisor at the Practicum Site.
4. Share in the evaluation of the Practicum student's professional growth by completing evaluation forms at the end of each semester of Practicum and/or Internship by the deadline requested by the University Supervisor.

Responsibilities of the University Supervisor

The university supervisor will:

1. Provide supervision and consultation for the practicum student and meet in group supervision to average 1 ½ hours per week;
2. On request, provide the cooperating agency with consultation services from the Counselor Education faculty;
3. Share in the evaluation of the practicum student’s professional growth.

Practicum Student	Date
On-site Supervisor	Date
University Supervisor	Date
Academic Advisor	Date

Attachment B

CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP AGREEMENT

Outlined below are the terms of the agreement which will exist between the Counselor Education Program (Clinical Mental Health Counseling track), Division of Counselor Education and Psychology, Delta State University and _____ (Agency Name). Terms of the agreement are subject to amendment and/or modification if all parties involved are in accord.

This agreement will exist between, _____ (Intern);

_____ (On-Site Supervisor);

and _____ (University Supervisor).

Responsibilities of the Clinical Mental Health Counseling Student

The Clinical Mental Health Counseling Internship student shall be responsible for:

1. Functioning as a full-time staff member for a minimum of 600 contact hours, 240 of which must be spent in direct service, and participating in all various aspects of the program of services;
2. Participating in staff meetings, workshops, and in-service meetings;
3. Leading or co-leading counseling groups;
4. Providing counseling to individual clients;
5. Participating in and possibly conducting various community and/or educational programs;
6. Assisting in the design, data collection, and evaluation of research in areas of concern to the agency;
7. Maintaining a daily log of activities for evaluation by supervisors;
8. Keeping accurate case notes concerning on-going individual and group clients;
9. Organizing activities (groups or individual counseling sessions) for observation by the University supervisor, and on request, for the on-site supervisor;
10. Maintaining client files and related paperwork of acceptable quality in a timely manner.
11. Meet group seminar to average 1 ½ hours per week.
12. Providing recorded or live-streamed counseling sessions as assigned by the university and/or on-site supervisor.
13. Have valid liability insurance. Proof must be provided in Supervision Assist by end of first week of the semester.

Responsibilities of the On-Site Supervisor and Site.

1. Complete and Sign the Internship Agreement between the University and the Site before the start of the Field Experience in Supervision Assist.
2. Provide supervision for the Internship student for a minimum of 1 hour per week.
3. Provide an opportunity to have counseling sessions/experiences video-taped or live-streamed as required by the Counselor Education program at Delta State University. If the site is unable to accommodate this requirement, the site will arrange for one live supervision session to be completed by the On-Site supervisor at the Internship Site.
4. Share in the evaluation of the Internship student's professional growth by completing evaluation forms at the end of each semester of Practicum and/or Internship by the deadline requested by the University Supervisor.

Responsibilities of the University Supervisor

The university supervisor will:

1. Provide supervision and consultation for the Clinical Mental Health Counseling Internship student and meet in group supervision to average 1 ½ hours per week;
2. On request, provide the cooperating school and/or agency with consultation services from the Counselor Education faculty;
3. Share in the evaluation of the Clinical Mental Health Counseling Internship student's professional growth.

Clinical Mental Health Counseling Internship Student

Date

On-site Supervisor

Date

University Supervisor

Date

Academic Advisor

Date

Attachment C

SCHOOL INTERNSHIP AGREEMENT

Outlined below are the terms of the agreement which will exist between the Counselor Education Program (School Counseling track), Division of Counselor Education and Psychology, Delta

State University and _____ (School Name). Terms of the agreement are subject to amendment and/or modification if all parties involved are in accord.

This agreement will exist between, _____ (School Intern);

_____ (On-Site Supervisor);

and _____ (University Supervisor).

Responsibilities of the School Internship Student The School Internship student shall be responsible for:

1. Functioning as a full-time staff member with a minimum of 600 contact hours, 240 of which must be spent in direct service, and participating in all various aspects of the program of services;
2. Participating in staff meetings, workshops, and in-service meetings;
3. Leading or co-leading counseling groups;
4. Providing counseling to individual clients;
5. Participating in and possibly conducting various community and/or educational programs;
6. Assisting in the design, data collection, and evaluation of research in areas of concern to the school and/or related agency;
7. Maintaining a daily log of activities for evaluation by supervisors;
8. Keeping accurate case notes concerning on-going individual and group clients;
9. Organizing activities (groups or individual counseling sessions) for observation by the University supervisor, and on request, for the on-site supervisor;
10. Maintaining client files and related paperwork of acceptable quality in a timely manner.
11. Meet group seminar to average 1 ½ hours per week.
12. Providing recorded or live-streamed counseling sessions as assigned by the university and/or on-site supervisor.
13. Have valid liability insurance. Proof must be uploaded in Supervision Assist by the end of first week of the semester.

Responsibilities of the On-Site Supervisor and Site.

1. Complete and Sign the Practicum/Internship Agreement between the University and the Site before the start of the Field Experience in Supervision Assist.
2. Provide supervision for the Internship student for a minimum of 1 hour per week.
3. Provide an opportunity to have counseling sessions/experiences video-taped as required by the Counselor Education program at Delta State University. If the site is unable to accommodate this requirement, the site will arrange for one live supervision session to be completed by the On-Site supervisor at the Internship Site.

4. Share in the evaluation of the Practicum/Internship student's professional growth by completing evaluation forms at the end of each semester of Internship by the deadline requested by the University Supervisor.

Responsibilities of the University Supervisor The university supervisor will:

1. Provide supervision and consultation for the School Internship student and meet in group supervision to average 1 ½ hours per week;
2. On request, provide the cooperating school and/or agency with consultation services from the Counselor Education faculty;
3. Share in the evaluation of the School Internship student's professional growth.

School Internship Student Date

On-site Supervisor Date

University Supervisor Date

Academic Advisor Date

Attachment D

Internship Services Distribution

Direct Services

Direct hours are comprised of time spent in direct contact with clients in a counseling situation. This includes family sessions, group sessions, individual sessions, etc. Specific examples of direct hours include face-to-face:

- Case consultation with a client or approved individuals (ie. for whom a release form has been signed) when related to the review of or progress towards goal achievement
- Testing/Assessment – suicide assessment, career testing, personality or other risk assessments as applicable
- Group Counseling – counseling with two or more clients with specific goals or a mutual direction
- Marriage, Family, Couples Counseling
- Individual Counseling
- Intake/Interviews with clients – intake interview, psychosocial history, etc. with client and/or family
- Career Counseling
- Co-counseling
- Crisis/Hotline Counseling
- Face-to-face student scheduling
- Classroom guidance/psychoeducation
- Other activities as approved by your University supervisor prior to the activity taking place

Indirect Services

Indirect hours consist of time spent preparing for or processing after delivery of clinical services, as well as supervision.

Indirect contact includes:

- Case Notes – Preparation of case notes for client files
- Staffing – Staffing cases with other staff at your on-site facility
- Session Preparation – Session preparation may include creating activities for clients, locating credible resources, preparing homework assignments, etc.
- Workshops/trainings related to clinical work
- Phone contact with a client or related to client services
- On the job training
- Research and readings as it relates to internship duties
- On-site, individual, and group supervision
- Presentations
- Travel from one site location to another (travel between your site and home is not considered indirect hours)
- Other activities related to client services that are relevant to internship duties
- Other activities as approved by your University supervisor prior to the activity taking place
- Shadowing and Observing

Remember: These hours not only count towards your practicum and internship, these hours count towards your licensure as a professional counselor. Therefore, only time that is spent engaging in work typical of a professional counselor while ‘on the clock’ is considered allowable. As professionals, you are expected to be honest and uphold a strong philosophy of integrity when including your hours of service delivery.

Non-Allowable Contact

While potentially related to your educational experience and preparation as a counselor, these activities are not directly related to your practicum and/or internship duties, and therefore do not count as direct or indirect services, nor towards your 100/600 required hours.

- Drive-by supervision – a few minutes ‘here and there’ of contact with a supervisor
- Travel to and from your site
- Time spent engaged in class work
- Time spent in any class

Attachment E

Attachment F

Delta State University

Live Observation Summary Sheet

This form is designed to assist you with processing the information you receive from your Site Supervisor or University Supervisor after a live observation of your clinical work. Additionally, if you are unable to utilize audio/video recording on-site, this observation/sheet will take the place of the audio/video recording. The information received from the live observation should be used to assist with the development of your clinical skills as well as your professional development (e.g. goals and objectives identified in regard to your Internship experience). The completed form should be submitted to your Delta State University Supervisor.

Note: Be sure to protect the identity of your client(s) when filling out all sections of this form.

Student's Name:	
Student's Theoretical Orientation:	
Client's First or Last Initial, or Type of Group Facilitated:	
Date of Session:	Date of Form Completion:

Presenting Concern of the Client or focus of the group (e.g. note clinical presentation, group member characteristics, stages of the group, dynamics in the counseling session, etc.)
Interventions implemented and responses to clinical interventions:
Student's perception of the session:

Site Supervisor comments:

Plans for the next session or group:

Site Supervisor:

Date:

Student:

Date:

Delta State University Supervisor:

Date:

Attachment G

Summary Record of Clinical Hours

Delta State University

Name:		CED _____	Semester:	Year:
900 #:	Site:	Site Address:		
Total Direct Contact Hrs (1):		Total Indirect (2):	Total Hours (1 + 2):	

Week	Dates Mon-Sun	Group SV ≥1.5 hr/wk (Hours/Initial)	Individual	Group	Other Direct Client	Misc. Activities	Site SV ≥1 hr/wk (Hours/Initial)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

16							
		(2)	(1)	(1)	(1)	(2)	(2)

Student

On-Site Supervisor

University Supervisor

Attachment H

Grading Rubric for Case Studies

Criteria	Description	Assessment
Demographics	Client: (“name”) Session #: Age: Anticipated Sessions: Gender: Race:	/5pts
Presenting Problem	Describe why the client is seeking or referred for counseling. Briefly describe your initial assessment including client presentation (affect, mood, level of functioning, etc.), complaints, and clinical impressions. This should include symptoms (what they are, frequency, and duration). Is the client currently taking medication; if so, what is it and what is it for? Be sure and address level of intellectual functioning or alcohol and drug history if applicable.	/10pts
Family History Social & Cultural Contexts	Describe family of origin and family of creation (where appropriate) including current living situation. Describe client resources and support systems. Explore the social and cultural contexts that are considerations and/or potential factors in the individual's presenting condition.	/10pts
Assessment Instruments	Include a list (3 minimum) of assessment instruments that you would like to use with this client or the clients family. Remember you can use the Mental Measurements Yearbook to help you decide on assessments. Describe why you might consider this assessment, are there any cultural considerations around this assessment, and what impressions that you may confirm or discard as a result of using the assessment. If you have an opportunity to use an assessment with the permission and supervision of your site supervisor, include the assessment and your interpretation of it. Remember that you cannot ask a client to do an assessment without giving the client feedback.	/10pts
Diagnostic Impression	What is this client’s diagnosis or what is your impression of a diagnosis that is appropriate for this client? Why is this diagnosis appropriate? If more than one diagnosis should be ruled in or out explain what they are and how you will know if the criteria are met.	/10pts
Clinical Focus	Describe your focus of clinical attention, what will you treat first, including specific interventions and rationale. Will this client be on any psychotropic medications? If so, what are they? What are your treatment goals? Use your theoretical orientation to case conceptualize. How do the needs of this client fit your theoretical orientation? Will you need to use a different theoretical approach?	/10pts
Professional Consultation	Discuss this case with at least TWO professionals outside of your faculty and on-site supervisor. Describe who you consulted with and how these consults have affected your treatment plan. What were the suggestions and why are you choosing to implement them?	/10pts

Research	Use at least one counseling research article from the last 10 years to support and/or enhance your comprehension, conceptualization, and/or treatment. You are demonstrating your ability to use counseling research to enhance your practice. You may select research that is out of your current scope of practice (ex. specialization methods) and exhibit your aspirational training and supervision goals. You may use more than one article to help build your competence in working with this client. You may use a book as a second reference. Use an in text citation and include a References page at the end of the document.	/10pts
Anticipated Results	Describe what you <i>reasonably</i> expect from your treatment interventions. What are you looking for to know if this client is improving?	/5pts
Formatting	Followed formatting directions and had a minimum of a paragraph (4-6 sentences) per section. Added a References page.	/5pts
Class Presentation	Display readiness and consideration of the material (not reading from the paper). Printed a copy for each classmate and the professor. Openly receive new perspectives from classmates.	/15pts

Attachment I

Division of Counselor Education and Psychology

Delta State University

Practicum/Internship

Consent for Audio-Visual Recording or Live-Streaming

I hereby agree to allow taping of my (or my child's) session with _____.
(name of counselor)

This recording will take place at _____
(location) during the semester of 20_.

This agreement will remain in effect until _____.
(month, day, year)

I understand that these tapes are reviewed during in-class group supervision directed by my counselor's instructor. I understand that counselor trainee responses may be used for purposes of research; however, under no circumstances will my (or my child's) responses or information be used for research or any other purpose except supervision without specific written permission from me. These recordings will be treated with professional respect and courtesy, and they will be destroyed at the end of the semester.

SIGNATURES:

Client (or Parent/guardian if client is under 18 years of age) Date

Practicum Student/Intern Date

Note: A copy must be signed by each person participating for the counseling session to be recorded. The parent or legal guardian must sign a copy for each participating minor. Form is to be used if supervision site does not have release form. **Completed form should be placed in client's file at the supervision site.**

Attachment J

Delta State University Counseling Program SELF-EVALUATION OF COUNSELING INTERN

Name	Date of Evaluation	CED: _____ Field Experience Class
Semester/Year	Faculty Supervisor	
Internship Site	Site Supervisor	

Instructions

This form is designed to help you evaluate your own performance as a practicum or internship student. It is essentially identical to the one given to your supervisor and consists of two sections. The first section is an assessment of your professional performance. The second section looks at specific skills and practices required by graduates of all Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited programs. All items are rated on a scale of 1-4, and some provide specific examples for guidance. Please note that while practicum students may not have an opportunity to demonstrate all the criteria listed, interns should. This form will become part of your record for this course and may be considered when assigning grades. Additional space is provided for specific comments. Thank you for completing this form.

Answer Code for Evaluation Items

- N/O Not observed or candidate did not have opportunity to develop these skills
1. Unsatisfactory– candidate consistently fails to demonstrate this component
 2. Developing- candidate begins to address this component but not consistently
 3. Competent – candidate consistently demonstrates this component
 4. Exemplary – candidate consistently performs well above average for this component

Initial Comments: _____

Professional Performance Evaluation I. Basic Work Requirements

I arrive on time consistently	N/O	1	2	3	4
I use time effectively	N/O	1	2	3	4
I inform my supervisor and make arrangement for absences	N/O	1	2	3	4
I reliably completes requested or assigned tasks on time	N/O	1	2	3	4
I complete required total number of hours or days on site	N/O	1	2	3	4
I am responsive to norms about clothing, language, and so on, on site	N/O	1	2	3	4

Comments: _____

Suggested areas for further study: _____ **II.**

Interactions with Clients

I am comfortable interacting with clients	N/O	1	2	3	4
I initiate interactions with clients	N/O	1	2	3	4
I communicate effectively with clients	N/O	1	2	3	4
I build rapport and respect with clients	N/O	1	2	3	4
I am sensitive and responsive to clients' needs	N/O	1	2	3	4
I am sensitive to cultural differences	N/O	1	2	3	4
I am sensitive to issues of gender differences	N/O	1	2	3	4

Comments: _____

Suggested areas for further study: _____

III. Work Products

I am reliable and accurate in keeping records	N/O	1	2	3	4
My written or verbal reports are accurate and factually correct	N/O	1	2	3	4
My written or verbal reports are presented in professional manner	N/O	1	2	3	4
My reports are clinically or administratively useful	N/O	1	2	3	4

Comments: _____

Suggested areas for further study: _____

IV. Openness to New Ideas

(rated from Closed [0] to Open [4])

0	1	2	3	4
<ul style="list-style-type: none"> - I was dogmatic about own perspective and ideas. - I ignored or was defensive about constructive feedback. - I showed little or no evidence of incorporating constructive feedback received to change own behavior. 	<ul style="list-style-type: none"> - I was amenable to discussion of perspectives other than own. - I accepted constructive feedback without defensiveness. - I showed some evidence of effort to incorporate relevant feedback received to change own behavior. 	<ul style="list-style-type: none"> - I solicited others’ opinions and perspectives about own work. - I invited constructive feedback and demonstrated interest in others’ perspectives. - I showed strong evidence of incorporation of feedback received to change own behavior. 		

V. Flexibility

(rated from Inflexible [0] to Flexible [4])

0	1	2	3	4
<ul style="list-style-type: none"> - I showed little or no effort to recognize changing demands in the professional & interpersonal environment. - I showed little or no effort to flex own response to changing environmental demands. - I refused to flex own response to changing environmental demands despite knowledge of the need for change. - I was intolerant of unforeseeable or necessary changes in established schedule or protocol. 	<ul style="list-style-type: none"> - My effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. - My effort to flex my own response to new environmental demands was evident but sometimes inaccurate. - I flexed own response to changing environmental demands when directed to do so. - I accepted necessary changes in established schedule or protocol but without effort to understand the reason for them. 	<ul style="list-style-type: none"> - I showed accurate effort to recognize changing demands in the professional & interpersonal environment. - I showed accurate effort to flex own response to changing environmental demands as needed. - I independently monitored the environment for changing demands and flexed own response accordingly. - I attempted to understand needs for change in established schedule or protocol to avoid resentment. - I accepted necessary changes in established schedule and attempted to discover the reasons for them. 		

VI. Cooperativeness with Others

(rated from Uncooperative [0] to Cooperative [4])

0	1	2	3	4
<ul style="list-style-type: none"> - I showed little or no engagement in collaborative activities. - I undermined goal achievement in collaborative activities. - I was unwilling to compromise in collaborative activities. 	<ul style="list-style-type: none"> - I engaged in collaborative activities but with minimum allowable input. - I accepted but rarely initiated compromise in collaborative activities. - I was concerned mainly with own part in collaborative activities. 	<ul style="list-style-type: none"> - I worked actively toward reaching consensus in collaborative activities. - I was willing to initiate compromise in order to reach group consensus. - I showed concern for group as well as individual goals in collaborative activities. 		

VII. Willingness to Accept and Use Feedback

(rated from Unwilling [0] to Willing [4])

0	1	2	3	4
<ul style="list-style-type: none"> - I discouraged feedback from others through defensiveness and anger. - I showed little or no evidence of incorporation of feedback of supervisory feedback received. - I took feedback contrary to own position as a personal affront. - I demonstrated greater willingness to give feedback than receive it. 	<ul style="list-style-type: none"> - I was generally receptive to supervisory feedback. - I showed some evidence of incorporating supervisory feedback into own views and behaviors. - I showed some defensiveness to critique through over-explanation of own actions but without anger - I demonstrated greater willingness to receive feedback than to give it. 	<ul style="list-style-type: none"> - I invited feedback by direct request and positive acknowledgement when received. - I showed evidence of active incorporation of supervisory feedback received into own views and behaviors. - I demonstrated a balanced willingness to give and receive supervisory feedback. 		

VIII. Awareness of Own Impact on Others

(rated from Unaware [0] to Aware [4])

0	1	2	3	4
<ul style="list-style-type: none"> - My words and actions reflected little or no concern for how others were impacted by them. - I ignored supervisory feedback about how words and actions were negatively impacting others. 	<ul style="list-style-type: none"> - My effort to determine how own words and actions impacted others was evident but sometimes inaccurate. - I responded as necessary to feedback regarding negative impact of own words and actions on others but with resentment at times. 	<ul style="list-style-type: none"> - My efforts toward recognition of how own words and actions impacted others. - I initiated feedback from others regarding impact of own words and behaviors. - I regularly incorporated feedback regarding impact of own words and behaviors to effect positive change. 		

IX. Ability to Deal with Conflict

(rated from Unable [0] to Able [4])

0	1	2	3	4
<ul style="list-style-type: none"> - I was unable or unwilling to consider others' points of view. - I showed no willingness to examine own role in a conflict. - I ignored supervisory advisement if not in agreement with own position. - I showed no effort at problem solving. - I displayed hostility when conflicts were addressed. 	<ul style="list-style-type: none"> - I attempted to grasp conflicting points of view but sometimes had difficulty. - I examined own role in a conflict when directed to do so. - I was responsive to supervision in a conflict if it was offered. - I participated in problem solving when directed. 	<ul style="list-style-type: none"> - I was always willing and able to consider others' points of view. - I was almost always willing to examine own role in a conflict. - I was consistently open to supervisory critique about own role in a conflict. - I initiated problem solving efforts in conflicts. - I actively participated in problem solving efforts. 		

X. Ability to Accept Personal Responsibility

(rated from Unable [0] to Able [4])

0	1	2	3	4
<ul style="list-style-type: none"> - I refused to admit mistakes or examine own contribution to problems. - I lied, minimized, or embellished the truth to extricate self from problems. - I consistently blamed others for problems without selfexamination. 	<ul style="list-style-type: none"> - I was willing to examine own role in problems when informed of the need to do so. - I was accurate and honest in describing own and others' roles in problems. - I might blame initially but was open to self-examination about own role in problems. 	<ul style="list-style-type: none"> - I monitored own level of responsibility in professional performance. - I invited constructive critique from others and applied it toward professional growth. - I accepted own mistakes and responded to them as opportunity for self-improvement. - I avoided blame in favor of selfexamination. 		

XI. Ability to Express Feelings Effectively and Appropriately

(rated from Unable [0] to Able [4])

0 1 2 3 4

<ul style="list-style-type: none"> - I showed no evidence of willingness and ability to articulate own feelings. - I showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. - I acted out negative feelings through negative behaviors rather than articulating them. - My expression of feelings were inappropriate to the setting. - I was resistant to discussion of feelings in supervision. 	<ul style="list-style-type: none"> - I showed some evidence of willingness and ability to articulate own feelings but with limited range. - I showed some evidence of willingness and ability to acknowledge others' feelings but was sometimes inaccurate. - My expressions of feelings were usually appropriate to the setting; was responsive to supervision when not. - I was willing to discuss own feelings in supervision when directed. 	<ul style="list-style-type: none"> - I was consistently willing and able to articulate the full range of own feelings. - I showed evidence of willingness and accurate ability to acknowledge others' feelings. - My expression of own feelings was consistently appropriate to the setting. - I initiated discussion of own feelings in supervision.
---	---	---

XII. Attention to Ethical and Legal Considerations

(rated from Inattentive [0] to Attentive [4])

0	1	2	3	4
<ul style="list-style-type: none"> - I engaged in dual relationships with clients. - I acted with prejudice toward those of different race, culture, gender, age, ability, or sexual orientation than self. - I endangered the safety and the well-being of clients. - I breached established rules for protecting client confidentiality. 	<ul style="list-style-type: none"> - I was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients. - I was responsive to supervision for occasional insensitivity to diversity in professional interactions. - I used judgment that could have put client safety and well-being at risk. - I used judgment that could have put client confidentiality at risk. 	<ul style="list-style-type: none"> - I maintained clear personalprofessional boundaries with clients. - I demonstrated consistent sensitivity to diversity. - I satisfactorily ensured client safety and well-being. - I appropriately safeguarded the confidentiality of clients. 		

XIII. Initiative and Motivation

(rated from Poor Initiative and Motivation [0] to Good Initiative and Motivation [4])

0	1	2	3	4
<ul style="list-style-type: none"> - I missed maximum allowable classes and deadlines. - I rarely participated in class activities. - I often failed to meet minimal expectation in assignments. - I displayed little or no initiative and creativity in assignments. 	<ul style="list-style-type: none"> - I often missed deadlines and classes. - I usually participated in class activities. - I met only the minimal expectations in assigned work. - I showed some initiative and creativity in assignments. 	<ul style="list-style-type: none"> - I met all attendance requirements and deadlines. - I regularly participated in class activities. - I met or exceeded expectations in assigned work. - I consistently displayed initiative and creativity in assigned work. 		

Skills and Practices (School Settings ONLY) XIV.**Counseling Foundations**

I demonstrate the ability to apply and adhere to ethical and legal standards in school counseling.	N/O	1	2	3	4
I demonstrate the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	N/O	1	2	3	4

XV. Counseling, Prevention, and Intervention

I demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	N/O	1	2	3	4
I provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	N/O	1	2	3	4
I design and implement prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	N/O	1	2	3	4
I demonstrate the ability to use procedures for assessing and managing suicide risk.	N/O	1	2	3	4
I demonstrate the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	N/O	1	2	3	4

XVI. Diversity and Advocacy

I demonstrate multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	N/O	1	2	3	4
I advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	N/O	1	2	3	4
I advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	N/O	1	2	3	4
I engage parents, guardians, and families to promote the academic, career, and personal/social development of students.	N/O	1	2	3	4

XVII. Assessment

I assess and interpret students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	N/O	1	2	3	4
I select appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	N/O	1	2	3	4
I analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	N/O	1	2	3	4
I make appropriate referrals to school and/or community resources.	N/O	1	2	3	4
I assess barriers that impede students' academic, career, and personal/social development.	N/O	1	2	3	4

XVIII. Research and Evaluation

I apply relevant research findings to inform the practice of school counseling.	N/O	1	2	3	4
I develop measurable outcomes for school counseling programs, activities, interventions, and experiences.	N/O	1	2	3	4
I analyze and use data to enhance school counseling programs.	N/O	1	2	3	4

XIX. Academic Development

I conduct programs designed to enhance student academic development.	N/O	1	2	3	4
I implement strategies and activities to prepare students for a full range of postsecondary options and opportunities.	N/O	1	2	3	4
I implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	N/O	1	2	3	4

XX. Collaboration and Consultation

I work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	N/O	1	2	3	4
I locate resources in the community that can be used in the school to improve student achievement and success.	N/O	1	2	3	4

I consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	N/O	1	2	3	4
I use peer helping strategies in the school counseling program.	N/O	1	2	3	4

XXI. Leadership

I participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	N/O	1	2	3	4
I plan and present school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	N/O	1	2	3	4

Overall, what do you identify as your strong points? _____

What do you identify as areas for improvement? _____

Do you believe you are prepared for employment at your present level? Please explain: _____

Do you believe you are ready for continued graduate studies? Please explain: _____

Student’s Signature: _____ Date: _____

Thank you for taking time to complete this self-evaluation.

Skills and Practices (Clinical Mental Health Settings ONLY) XIV.**Counseling Foundations**

I demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	N/O	1	2	3	4
I apply knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	N/O	1	2	3	4

XV. Counseling, Prevention, and Intervention

I use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	N/O	1	2	3	4
I apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	N/O	1	2	3	4
I promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	N/O	1	2	3	4
I apply effective strategies to promote client understanding of and access to a variety of community resources.	N/O	1	2	3	4
I demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	N/O	1	2	3	4
I demonstrate the ability to use procedures for assessing and managing suicide risk.	N/O	1	2	3	4
I apply current record-keeping standards related to clinical mental health counseling.	N/O	1	2	3	4
I provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	N/O	1	2	3	4
I demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	N/O	1	2	3	4

XVI. Diversity and Advocacy

I maintain information regarding community resources to make appropriate referrals.	N/O	1	2	3	4
I advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients.	N/O	1	2	3	4

I demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	N/O	1	2	3	4
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XVII. Assessment

I select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	N/O	1	2	3	4
I demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	N/O	1	2	3	4
I screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	N/O	1	2	3	4
I apply the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	N/O	1	2	3	4

XVIII. Research and Evaluation

I apply relevant research findings to inform the practice of clinical mental health counseling.	N/O	1	2	3	4
I develop measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	N/O	1	2	3	4
I analyze and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	N/O	1	2	3	4

XIX. Diagnosis

I demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	N/O	1	2	3	4
I am able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	N/O	1	2	3	4
I differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other traumacausing events.	N/O	1	2	3	4

Overall, what do you identify as your strong points? _____

What do you identify as areas for improvement? _____

Do you believe you are prepared for employment at your present level? Please explain: _____

Do you believe you are ready for continued graduate studies? Please explain: _____

Student's Signature: _____ Date: _____

Thank you for taking time to complete this self-evaluation.

Attachment K

Student Evaluation of Counseling Program Delta State University

As a student completing your internship and preparing to graduate, we are interested in what you think about your experiences while in the training program. Please take your time and be honest in your responses to the questions contained in this survey.

Demographics:

Age _____

Gender: Male__ Female__

Race/Ethnicity _____

Program: Clinical _____ School _____

Number of Semesters in the Program (including this semester) _____

A. SECTION I

Fill in the circle, which corresponds to your answer using the following scale:

		NEVER	INFREQUENTLY	FREQUENTLY	ALMOST ALWAYS	NOT APPLICABLE
1	Information regarding changes in the program that affected me was shared with me in a timely fashion.	1	2	3	4	0
2	The program challenged me to maximize my potential.	1	2	3	4	0
3	The program exemplifies the developmental nature of counselor preparation.	1	2	3	4	0
4	The Lab staff was attentive to my needs.	1	2	3	4	0
5	The program involves students in modifications in the program.	1	2	3	4	0
6	The faculty was involved with my practicum/internship site.	1	2	3	4	0

B. Section II – General Aspects of the Program

To indicate your evaluation of each of the following general aspects of the program from which you graduated as they relate to you personally, please use the following scale:

		POOR	INADEQUATE	ADEQUATE	GOOD	NOT APPLICABLE
1	The professional competence of the program faculty.	1	2	3	4	0
2	The academic/professional knowledge taught in class.	1	2	3	4	0
3	The professional skills taught.	1	2	3	4	0
4	The delivery of information by the instructor.	1	2	3	4	0
5	The information in my classes was currently relevant to the profession.	1	2	3	4	0
6	The in-program student evaluation procedures (i.e., exams, observations).	1	2	3	4	0
7	The on-campus supervised practicum experiences (Lab).	1	2	3	4	0
8	The facilities and resources available for the program(s).	1	2	3	4	0
9	The program's use of technology in my classes.	1	2	3	4	0
10	The accessibility/availability of the program faculty.	1	2	3	4	0
11	The faculty as mentors.	1	2	3	4	0
12	The academic advisement received.	1	2	3	4	0
13	The sites available for supervised, field-based experiences.	1	2	3	4	0
14	The overall supervised, field-based experiences (practicum/internships).	1	2	3	4	0
15	The site host supervisors for supervised, field-based experiences.	1	2	3	4	0
16	The faculty supervisor for field-based experiences.	1	2	3	4	0
17	The seminar for field-based experiences.	1	2	3	4	0

Section III– General Aspects of the Program

The following section asks that you rate your **level of understanding** of the areas listed, please use the following scale to indicate your **level of understanding**:

		POOR	INADEQUATE	ADEQUATE	GOOD	NOT APPLICABLE
	My level of understanding of:					
1	The nature and needs of individuals at all developmental levels.	1	2	3	4	0
2	Issues and trends in a multicultural and diverse society.	1	2	3	4	0
3	Counseling and consultation processes.	1	2	3	4	0

4	Group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.	1	2	3	4	0
5	Career development and related life factors.	1	2	3	4	0
6	Individual and group approaches to assessment and evaluation.	1	2	3	4	0
7	Types of research methods, basic statistics, and ethical and legal considerations in research.	1	2	3	4	0
8	All aspects of professional functioning, including history, roles, organizational structures, ethics, standards, and credentialing.	1	2	3	4	0

C. Section IV– Ability to Apply Knowledge

The following section asks that you rate your **ability to apply your knowledge** of the areas listed, please use the following scale to indicate your application ability:

		POOR	INADEQUATE	ADEQUATE	GOOD	NOT APPLICABLE
	My Ability to Apply My Knowledge of:					
1	The nature and needs of individuals at all developmental levels.	1	2	3	4	0
2	Issues and trends in a multicultural and diverse society.	1	2	3	4	0
3	Counseling and consultation processes.	1	2	3	4	0
4	Group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.	1	2	3	4	0
5	Career development and related life factors.	1	2	3	4	0
6	Individual and group approaches to assessment and evaluation.	1	2	3	4	0
7	Types of research methods, basic statistics, and ethical and legal considerations in research.	1	2	3	4	0
8	All aspects of professional functioning, including history, roles, organizational structures, ethics, standards, and credentialing.	1	2	3	4	0

D. Section V

The program would appreciate you taking time to consider each of the following questions and write your response for consideration in evaluation of the program.

1. What would you consider to be the strengths of the counseling program at DSU?

2. What would you consider to be the weaknesses of the counseling program at DSU?

3.

What suggestions do you have for improving the counseling program at DSU?

4. Other Comments

THANK YOU FOR YOUR COOPERATION!!!!

Attachment L

Delta State University Counseling Program

INTERN EVALUATION OF INTERNSHIP SITE AND SITE SUPERVISOR

(Adapted from Baird, B.N. (2002). The internship, practicum, and field placement handbook: A guide for the helping professions. (3rd ed.). Upper Saddle River, New Jersey: Prentice Hall.)

Name	Date of Evaluation	CED: _____ Field Experience Class
Semester/Year	Faculty Supervisor	
Internship Site	Site Supervisor	

This form is designed to give interns the opportunity to provide feedback about the supervision they receive during their internship. This information will be useful in discussions with supervisors and will help your faculty instructor evaluate the learning opportunities at various internship sites.

INSTRUCTIONS

Each item that follows asks you to indicate the frequency with which activities of supervision occurred, your satisfaction with the activities, or both frequency and satisfaction. Please rate frequency based on percentage from 0 to 100 with 0 meaning that something never happened, and 100 indicating that the activity happened each time there was an opportunity as described in the item. Please rate satisfaction on a rating scale from 0 to 100 with 0 indicating that you were completely dissatisfied and 100 signifying that you were completely satisfied. Frequency and satisfaction ratings need not be the same. For example, if you met for fewer than the agreed upon times for supervision, you might rate the frequency at 75 percent. Your satisfaction might be anywhere from 0 to 100 depending on what you felt about this issue. Please try to evaluate each item separately from other items. Space is provided at the end for general comments.

PRELIMINARY REMARKS

If you think it will be useful to preface your responses with any introductory comments, please feel free to do so here. Additional space is available at the end of this form for general evaluative comments

SCHEDULE AND AVAILABILITY

1. Frequency _____ Overall during the internship, approximately how closely did the actual S
 Satisfaction _____ supervision contacts match the agreed upon plan?

2. Frequency _____ Apart from scheduled meetings, how available was your supervisor if you
 Satisfaction _____ requested additional contact?

INTRODUCTION TO SETTING

3. Yes _____ No _____ Did your supervisor give you a tour or arrange for a tour of the internship site?
 Satisfaction _____

4. Yes _____ No _____ Did your supervisor introduce you to other staff when you began the internship?
 Satisfaction _____

5. Yes ____ No ____ Did your supervisor discuss procedural matters, agency policy, etc., when you began the internship?
Satisfaction ____
6. Yes ____ No ____ Did your supervisor discuss ethical and legal issues when you began the internship?
Satisfaction ____

ACTIVITIES AT THE INTERNSHIP

Approximately what percentage of your time at the internship was spent in each of the following activities?

7. Frequency ____ Observing the milieu of your setting or interacting informally with clients, but not
Satisfaction ____ directly observing or participating in treatment or other services
8. Frequency ____ Interacting informally with staff members
Satisfaction ____
9. Frequency ____ Observing treatment, assessment, or other direct service with clients
Satisfaction ____
10. Frequency ____ Participating in or providing treatment, assessment, or other direct service with clients
Satisfaction ____
11. Frequency ____ Attending meetings other than supervision or informal conversation
Satisfaction ____
12. Frequency ____ Reading records, reports, etc.
Satisfaction ____
13. Frequency ____ Writing case notes, assessments, reports, correspondence, etc.
Satisfaction ____

In the space below describe and evaluate any other activities you participated in during your internship.

14. Frequency ____ _____
Satisfaction ____
15. Frequency ____ _____
Satisfaction ____
16. Frequency ____ _____
Satisfaction ____
17. Frequency ____ Overall, were you able to participate in the activities you had hoped to in the
Satisfaction ____ internship?
18. What additional activities would have been useful to you during the internship?

ACTIVITIES OF SUPERVISION

Approximately what portion of supervision time was spent in the following activities?

19. Frequency ____ Using case notes or material to review your interactions with clients Satisfaction ____

- 20. Frequency _____ Observing the supervisor providing treatment, assessments, or other services to clients
Satisfaction _____
- 21. Frequency _____ Providing services yourself under the direct observation of your supervisor Satisfaction _____
- 22. Frequency _____ Discussing institutional issues
Satisfaction _____
- 23. Frequency _____ Didactic instruction in specific topics or skills
Satisfaction _____
- 24. Frequency _____ Reviewing assessments or other reports you have written
Satisfaction _____
- 25. Frequency _____ Reviewing case notes or other records you have written
Satisfaction _____
- 26. Frequency _____ Reviewing assessments or other reports written by your supervisor or other professionals
Satisfaction _____
- 27. Frequency _____ Reviewing case notes or other records written by your supervisor or other professionals
Satisfaction _____
- 28. Frequency _____ Discussing your personal impressions, reactions and adjustment to the internship
Satisfaction _____
- 29. Frequency _____ Discussing your relationship with your supervisor
Satisfaction _____

In the space below please describe and evaluate any other activities of supervision in which you participated.

30. Frequency _____ _____
Satisfaction _____

31. Frequency _____ _____
Satisfaction _____

32. What additional activities would have been useful to you in supervision?

INTERPERSONAL ISSUES AND FEEDBACK FROM YOUR SUPERVISOR

The items below refer to how you were given feedback by your supervisor and to the quality of your relationship to one another. Please comment on your supervisor's performance in each of the following areas:

33. Frequency _____ Recognizing areas in which your skills or knowledge are relatively strong
Satisfaction _____
34. Frequency _____ Recognizing areas in which your skills or knowledge need improvement
Satisfaction _____
35. Frequency _____ Recognizing and complimenting you for accomplishments or things you have done
Satisfaction _____ well at your internship
36. Frequency _____ Letting you know when your performance has not been good in certain areas
Satisfaction _____
37. Frequency _____ Providing emotional support
Satisfaction _____
38. Frequency _____ Dealing with differences between you
Satisfaction _____
39. Frequency _____
Satisfaction _____
40. Based on your experience, briefly describe the ways in which you feel supervision was most helpful to you during your internship.
41. If there was anything about supervision that was not helpful, please explain.
42. In what ways do you think supervision could have been more beneficial to you?

Attachment M

Delta State University Counseling Program SUPERVISOR EVALUATION OF COUNSELING INTERN

Name	Date of Evaluation	CED: _____ Field Experience Class
Semester/Year	Faculty Supervisor	
Internship Site	Site Supervisor	

Instructions

This form is designed to help supervisors provide feedback about the performance of practicum and internship students. The evaluation consists of two sections. The first section is an assessment of the student’s professional performance. The second section looks at specific skills and practices required by graduates of all Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited programs. All items are rated on a scale of 1-4, and some provide specific examples for guidance. Please note that while practicum students may not have an opportunity to demonstrate all the criteria listed, interns should. This form will become part of the student’s record for this course and may be considered when assigning grades. Additional space is provided for specific comments. Thank you for your work with our student this semester.

Answer Code for Evaluation Items

N/O Not observed or candidate did not have opportunity to develop these skills

1. Unsatisfactory– candidate consistently fails to demonstrate this component
2. Developing- candidate begins to address this component but not consistently
3. Competent – candidate consistently demonstrates this component
4. Exemplary – candidate consistently performs well above average for this component

Initial Comments: _____

Professional Performance Evaluation XXII.

Basic Work Requirements

Arrives on time consistently	N/O	1	2	3	4
Uses time effectively	N/O	1	2	3	4
Informs supervisor and make arrangement for absences	N/O	1	2	3	4
Reliably completes requested or assigned tasks on time	N/O	1	2	3	4
Completes required total number of hours or days on site	N/O	1	2	3	4
Is responsive to norms about clothing, language, and so on, on site	N/O	1	2	3	4

Comments: _____

Suggested areas for further study: _____

XXIII. Interactions with Clients

Appears comfortable interacting with clients	N/O	1	2	3	4
Initiates interactions with clients	N/O	1	2	3	4
Communicates effectively with clients	N/O	1	2	3	4
Builds rapport and respect with clients	N/O	1	2	3	4
Is sensitive and responsive to clients' needs	N/O	1	2	3	4
Is sensitive to cultural differences	N/O	1	2	3	4
Is sensitive to issues of gender differences	N/O	1	2	3	4

Comments: _____

Suggested areas for further study: _____

XXIV. Work Products

Reliably and accurately keeps records	N/O	1	2	3	4
Written or verbal reports are accurate and factually correct	N/O	1	2	3	4
Written or verbal reports are presented in professional manner	N/O	1	2	3	4
Reports are clinically or administratively useful	N/O	1	2	3	4

Comments: _____

Suggested areas for further study: _____

XXV. Openness to New Ideas

(rated from Closed [0] to Open [4])

0	1	2	3	4
<ul style="list-style-type: none"> - Was dogmatic about own perspective and ideas. - Ignored or was defensive about constructive feedback. - Showed little or no evidence of incorporating constructive feedback received to change own behavior. 	<ul style="list-style-type: none"> - Was amenable to discussion of perspectives other than own. - Accepted constructive feedback without defensiveness. - Some evidence of effort to incorporate relevant feedback received to change own behavior. 	<ul style="list-style-type: none"> - Solicited others’ opinions and perspectives about own work. - Invited constructive feedback and demonstrated interest in others’ perspectives. - Showed strong evidence of incorporation of feedback received to change own behavior. 		

XXVI. Flexibility

(rated from Inflexible [0] to Flexible [4])

0	1	2	3	4
<ul style="list-style-type: none"> - Showed little or no effort to recognize changing demands in the professional & interpersonal environment. - Showed little or no effort to flex own response to changing environmental demands. - Refused to flex own response to changing environmental demands despite knowledge of the need for change. - Was intolerant of unforeseeable or necessary changes in established schedule or protocol. 	<ul style="list-style-type: none"> - Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. - Effort to flex own response to new environmental demands was evident but sometimes inaccurate. - Flexed own response to changing environmental demands when directed to do so. - Accepted necessary changes in established schedule or protocol but without effort to understand the reason for them. 	<ul style="list-style-type: none"> - Showed accurate effort to recognize changing demands in the professional & interpersonal environment. - Showed accurate effort to flex own response to changing environmental demands as needed. - Independently monitored the environment for changing demands and flexed own response accordingly. - Attempts to understand needs for change in established schedule or protocol to avoid resentment. - Accepted necessary changes in established schedule and attempted to discover the reasons for them. 		

XXVII. Cooperativeness with Others

(rated from Uncooperative [0] to Cooperative [4])

0	1	2	3	4
<ul style="list-style-type: none"> - Showed little or no engagement in collaborative activities. - Undermined goal achievement in collaborative activities. - Was unwilling to compromise in collaborative activities. 	<ul style="list-style-type: none"> - Engaged in collaborative activities but with minimum allowable input. - Accepted but rarely initiated compromise in collaborative activities. - Was concerned mainly with own part in collaborative activities. 	<ul style="list-style-type: none"> - Worked actively toward reaching consensus in collaborative activities. - Was willing to initiate compromise in order to reach group consensus. - Showed concern for group as well as individual goals in collaborative activities. 		

XXVIII. Willingness to Accept and Use Feedback

(rated from Unwilling [0] to Willing [4])

0	1	2	3	4
<ul style="list-style-type: none"> - Discouraged feedback from others through defensiveness and anger. - Showed little or no evidence of incorporation of feedback of supervisory feedback received. - Took feedback contrary to own position as a personal affront. - Demonstrated greater willingness to give feedback than receive it. 	<ul style="list-style-type: none"> - Was generally receptive to supervisory feedback. - Showed some evidence of incorporating supervisory feedback into own views and behaviors. - Showed some defensiveness to critique through over-explanation of own actions but without anger - Demonstrated greater willingness to receive feedback than to give it. 	<ul style="list-style-type: none"> - Invited feedback by direct request and positive acknowledgement when received. - Showed evidence of active incorporation of supervisory feedback received into own views and behaviors. - Demonstrated a balanced willingness to give and receive supervisory feedback. 		

XXIX. Awareness of Own Impact on Others

(rated from Unaware [0] to Aware [4])

0	1	2	3	4
<ul style="list-style-type: none"> - Words and actions reflected little or no concern for how others were impacted by them. - Ignored supervisory feedback about how words and actions were negatively impacting others. 	<ul style="list-style-type: none"> - Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. - Respond as necessary to feedback regarding negative impact of own words and actions on others but with resentment at times. 	<ul style="list-style-type: none"> - Effort toward recognition of how own words and actions impacted others. - Initiated feedback from others regarding impact of own words and behaviors. - Regularly incorporated feedback regarding impact of own words and behaviors to effect positive change. 		

XXX. Ability to Deal with Conflict

(rated from Unable [0] to Able [4])

0	1	2	3	4
<ul style="list-style-type: none"> - Was unable or unwilling to consider others' points of view. - Showed no willingness to examine own role in a conflict. - Ignored supervisory advisement if not in agreement with own position. - Showed no effort at problem solving. - Displayed hostility when conflicts were addressed. 	<ul style="list-style-type: none"> - Attempted to grasp conflicting points of view but sometimes had difficulty. - Examined own role in a conflict when directed to do so. - Was responsive to supervision in a conflict if it was offered. - Participated in problem solving when directed. 	<ul style="list-style-type: none"> - Always willing and able to consider others' points of view. - Almost always willing to examine own role in a conflict. - Was consistently open to supervisory critique about own role in a conflict. - Initiated problem solving efforts in conflicts. - Actively participated in problem solving efforts. 		

XXXI. Ability to Accept Personal Responsibility

(rated from Unable [0] to Able [4])

0	1	2	3	4
<ul style="list-style-type: none"> - Refused to admit mistakes or examine own contribution to problems. - Lied, minimized, or embellished the truth to extricate self from problems. - Consistently blamed others for problems without selfexamination. 	<ul style="list-style-type: none"> - Was willing to examine own role in problems when informed of the need to do so. - Was accurate and honest in describing own and others' roles in problems. - Might blame initially but was open to self-examination about own role in problems. 	<ul style="list-style-type: none"> - Monitored own level of responsibility in professional performance. - Invited constructive critique from others and applied it toward professional growth. - Accepted own mistakes and responded to them as opportunity for self-improvement. - Avoided blame in favor of selfexamination. 		

XXXII. Ability to Express Feelings Effectively and Appropriately

(rated from Unable [0] to Able [4])

0	1	2	3	4
<ul style="list-style-type: none"> - Showed no evidence of willingness and ability to articulate own feelings. - Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. - Acted out negative feelings through negative behaviors rather than articulating them. - Expressions of feeling were inappropriate to the setting. - Was resistant to discussion of feelings in supervision. 	<ul style="list-style-type: none"> - Showed some evidence of willingness and ability to articulate own feelings but with limited range. - Showed some evidence of willingness and ability to acknowledge others’ feelings but was sometimes inaccurate. - Expressions of feeling were usually appropriate to the setting; was responsive to supervision when not. - Willing to discuss own feelings in supervision when directed. 	<ul style="list-style-type: none"> - Was consistently willing and able to articulate the full range of own feelings. - Showed evidence of willingness and accurate ability to acknowledge others’ feelings. - Expression of own feelings was consistently appropriate to the setting. - Initiated discussion of own feelings in supervision. 		

XXXIII. Attention to Ethical and Legal Considerations

(rated from Inattentive [0] to Attentive [4])

0	1	2	3	4
<ul style="list-style-type: none"> - Engaged in dual relationships with clients. - Acted with prejudice toward those of different race, culture, gender, age, ability, or sexual orientation than self. - Endangered the safety and the well-being of clients. - Breached established rules for protecting client confidentiality. 	<ul style="list-style-type: none"> - Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients. - Was responsive to supervision for occasional insensitivity to diversity in professional interactions. - Used judgment that could have put client safety and well-being at risk. - Used judgment that could have put client confidentiality at risk. 	<ul style="list-style-type: none"> - Maintained clear personalprofessional boundaries with clients. - Demonstrated consistent sensitivity to diversity. - Satisfactorily ensured client safety and well-being. - Appropriately safeguarded the confidentiality of clients. 		

XXXIV. Initiative and Motivation

(rated from Poor Initiative and Motivation [0] to Good Initiative and Motivation [4])

0	1	2	3	4
<ul style="list-style-type: none"> - Missed maximum allowable classes and deadlines. - Rarely participated in class activities. - Often failed to meet minimal expectation in assignments. 	<ul style="list-style-type: none"> - Often missed deadlines and classes. - Usually participated in class activities. - Met only the minimal expectations in assigned work. 	<ul style="list-style-type: none"> - Met all attendance requirements and deadlines. - Regularly participated in class activities. - Met or exceeded expectations in assigned work. 		

– Displayed little or no initiative and creativity in assignments.	– Showed some initiative and creativity in assignments.	– Consistently displayed initiative and creativity in assigned work.
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Skills and Practices (**School Settings**)

XXXV. Counseling Foundations

Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	N/O	1	2	3	4
Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	N/O	1	2	3	4

XXXVI. Counseling, Prevention, and Intervention

Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	N/O	1	2	3	4
Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	N/O	1	2	3	4
Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	N/O	1	2	3	4
Demonstrates the ability to use procedures for assessing and managing suicide risk.	N/O	1	2	3	4
Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	N/O	1	2	3	4

XXXVII. Diversity and Advocacy

Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	N/O	1	2	3	4
Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	N/O	1	2	3	4

Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	N/O	1	2	3	4
Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.	N/O	1	2	3	4

XXXVIII. Assessment

Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	N/O	1	2	3	4
Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	N/O	1	2	3	4
Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	N/O	1	2	3	4
Makes appropriate referrals to school and/or community resources.	N/O	1	2	3	4
Assesses barriers that impede students' academic, career, and personal/social development.	N/O	1	2	3	4

XXXIX. Research and Evaluation

Applies relevant research findings to inform the practice of school counseling.	N/O	1	2	3	4
Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.	N/O	1	2	3	4
Analyzes and uses data to enhance school counseling programs.	N/O	1	2	3	4

XL. Academic Development

Conducts programs designed to enhance student academic development.	N/O	1	2	3	4
Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.	N/O	1	2	3	4
Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	N/O	1	2	3	4

XLI. Collaboration and Consultation

Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	N/O	1	2	3	4
Locates resources in the community that can be used in the school to improve student achievement and success.	N/O	1	2	3	4
Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	N/O	1	2	3	4
Uses peer helping strategies in the school counseling program.	N/O	1	2	3	4

XLII. Leadership

Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	N/O	1	2	3	4
Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	N/O	1	2	3	4

Overall, what would you identify as this intern’s strong points? _____

What would you identify as areas in which this intern should improve? _____

Would you recommend this intern for employment at his or her present level? Please explain: _____

Would you recommend this intern for continued graduate studies? Please explain: _____

Supervisor's Signature: _____ Date: _____

Thank you for your time in supervising this intern and in completing this evaluation.

Skills and Practices (Clinical Mental Health Settings)

XX. Counseling Foundations

Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	N/O	1	2	3	4
Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	N/O	1	2	3	4

XXI. Counseling, Prevention, and Intervention

Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	N/O	1	2	3	4
Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	N/O	1	2	3	4
Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	N/O	1	2	3	4
Applies effective strategies to promote client understanding of and access to a variety of community resources.	N/O	1	2	3	4
Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	N/O	1	2	3	4
Demonstrates the ability to use procedures for assessing and managing suicide risk.	N/O	1	2	3	4
Applies current record-keeping standards related to clinical mental health counseling.	N/O	1	2	3	4
Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	N/O	1	2	3	4
Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	N/O	1	2	3	4

XXII. Diversity and Advocacy

Maintains information regarding community resources to make appropriate referrals.	N/O	1	2	3	4
Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	N/O	1	2	3	4
Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	N/O	1	2	3	4

XXIII. Assessment

Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	N/O	1	2	3	4
Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	N/O	1	2	3	4
Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	N/O	1	2	3	4
Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	N/O	1	2	3	4

XXIV. Research and Evaluation

Applies relevant research findings to inform the practice of clinical mental health counseling.	N/O	1	2	3	4
Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	N/O	1	2	3	4
Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	N/O	1	2	3	4

XXV. Diagnosis

Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	N/O	1	2	3	4
Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	N/O	1	2	3	4

Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other traumacausing events.	N/O	1	2	3	4
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Overall, what would you identify as this intern’s strong points? _____

What would you identify as areas in which this intern should improve? _____

Would you recommend this intern for employment at his or her present level? Please explain: _____

Would you recommend this intern for continued graduate studies? Please explain: _____

Supervisor's Signature: _____ Date: _____ Thank you for your time in supervising this intern and in completing this evaluation.

Attachment N

Confidentiality Agreement

Students are expected to maintain confidentiality of all information related to clients, as well as all information related to cases presented in practicum/internship classes. This is the student's responsibility regardless of procedures in place at the site. Students are responsible to know and follow legal and ethical confidentiality practices of the field placement site, as well as applicable codes of ethics. Knowledge of HIPAA and/or FERPA is expected. In addition, students shall not use any client identifying information in any practicum/internship documentation, including tapes. Students shall secure tapes and other client information that may be necessary for class in a way that is secure, legal, and ethical. Tapes, transcripts, case studies, or other client information used for class shall be destroyed in an appropriate manner (i.e., shredding) as soon as they have been evaluated unless it is the policy of the site to maintain and secure all tapes. Any questions regarding confidentiality must be discussed with the university instructor as well as the site supervisor.

As a practicum/internship student at Delta State University, I understand the importance of confidentiality and agree to uphold its practice. This includes work with clients, records, class case discussions, and related material. In the event that I feel confidentiality must be breached for the safety of the client or others, I will consult with my site supervisor, university instructor, or both. I understand that breaches of confidentiality may result in dismissal from my site.

Signature

Date

Printed Name

University Instructor

Attachment O

Ethics Agreement
CED 601/619 Internship

Student is to complete this agreement in Supervision Assist before beginning field experience.

1. I hereby attest that I have read and understood the American Counseling Association ethical standards and will practice my counseling in accordance with these standards. Any breach of these ethical standards or any unethical behavior on my part may result in my removal from practicum/internship and a failing grade, and documentation of such behavior will become part of my permanent record. These ethical standards can be located at <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>
2. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship site.
3. I understand that my responsibilities include keeping my practicum/internship instructor(s) and supervisor(s) informed regarding my practicum/internship experiences.
4. I understand that I will not be issued a passing grade in practicum/internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as required.

Signature

Date

Attachment P

Delta State University Distance Field Experience Form

Internship (CED 610 and CED 619) students must obtain a minimum of one-hour of individual, face-to-face supervision per week, in addition to obtaining the equivalent of 1 ½ hours of group supervision on a weekly basis during the time they are accumulating their internship hours. At Delta State University, the one-hour of individual, face-to-face supervision is met via on-site supervision, while the CED 610: Clinical Mental Health Internship and CED 619: School Counseling Internship courses provide the required group supervision on the Delta State University campus.

For students completing the Internship (CED 610 or CED 619) at a distance of 100 or more miles away from Delta State University, group supervision may be completed via videoconferencing, upon application and approval.

Note:

- 1) *ONLY students who are completing their CED 610 or CED 619 Internship (Field Experience) 100 miles or further away from Delta State University will be eligible to apply for approval to complete their group internship supervision via video conferencing.*
- 2) *This option is not applicable to practicum students! Practicum students must attend group supervision face-to-face.*

I, _____, am requesting to complete my internship at the following agency and location, which is a minimum of 100 miles from the Delta State University campus:

_____.

I am requesting permission to complete my required group supervision via video conferencing. I understand that I am responsible for providing any necessary educational and/or technological components needed to participate in video conferencing. I further understand that technological issues are NOT an excuse for failing to participate in a required class meeting via video conferencing, and failing to participate will be equivalent to a class absence. If I am unable to attend class meetings via video conferencing, I will be required to meet with the class face-to-face.

For approval, please meet with, and obtain signatures from, the following people in the following order:

Student

Internship Instructor

Academic Advisor

Program Coordinator