**COUN 7910 Practicum**

**Clinical Mental Health and School Counseling**

**Practicum and Internship Contract**

Clinical Mental Health Counseling

Auburn University

The purpose of this document is for the CMHC Program faculty to communicate the requirements and expectations for CMHC students to apply for and successfully matriculate through the practicum and internship practical experiences.

In the application process, I understand:

* that I must have a strong academic record (3.0 or above in all of my classes and a B or higher in Introduction to Counseling Practice course) in order to qualify for practicum and internship placement consideration;
* that I must demonstrate appropriate classroom behaviors, competent counseling skills and professionalism to be considered for practicum placement;
* that the practicum and internship placement process is competitive and I may not be placed at a counseling site that I ranked as a top priority;
* that I may be placed at a prac/internship site up to 100 miles from Auburn University’s campus;
* that I may not contact site supervisors directly, unless they contact me;
* that program faculty make all final decisions about site placements and approving students to be placed.

At my site, I understand:

* that I am to comply with all site policies and procedures;
* that I am required to abide by the ACA Code of Ethics and Alabama Board of Examiners (ABEC) Code of Ethics in working with clients and while working at my prac/internship site;
* that I am expected to maintain excellent attendance at the site and use the appropriate call-off procedures in emergency and illness circumstances;
* that I am to arrive on time for my prac/internship hours;
* that my schedule may not be conducive to the site’s regular operations and that I must be flexible in scheduling my availability and work with the site to make changes or adjustments;
* although there is a minimum number of hours that I am to work at my site each week (10 hours a week for practicum and 20 to 40 hours at internship depending on whether I am a full-time or part-time intern) I may be required to schedule additional hours on site to accrue direct hours if I experience a lot of no shows, trouble scheduling clients, transition issues, etc;
* that I may be terminated by my site supervisor for any reason including, but not limited to, not adhering to site policies, breaking ethics codes, poor attendance, poor professional behaviors, et cetera. In addition, termination from a site will require review a thorough review by my academic committee to determine my progress in the program.

*I hereby agree to the above conditions.*

CMHC Student Signature Date

CMHC Practicum/Internship Coordinator Date

**COUN 7910 Practicum**

**Practicum Supervision**

**The Supervisory Relationship**

Clinical supervision is a type of intervention. It involves a supervisor, a senior member of the profession, one or more supervisees, and also junior members of the profession. The supervisor works with the supervisee to enhance his/her professional competence and monitors the quality of counseling services extended to the client. The relationship is evaluative and extends over time.

The evaluation component of practicum is described in the syllabus. You will demonstrate mastery of the competencies listed on the syllabus through your work samples (audio tapes). Both process and conceptualization skills will be emphasized. The supervisory process is focused on developing your counseling skills and your development as a counselor.

The expectation is held that you will prepare for supervision sessions. This may include listening to your tapes, identify your strengths and weaknesses, and being prepared to request specific assistance from your supervisor. This also means completing all documentation with consideration of areas where you need further development, challenges you are addressing, and any anxiety you may be experiencing.

The same ethical guidelines govern supervisory relationships that govern other relationships. While the nature of this relationship may, at times, be more like colleague to colleague than student to teach, it is still a professional one in which the supervisor is required to provide evaluative feedback to the supervisee. Supervisees and Supervisors are reminded that this relationship needs to maintain appropriate professional boundaries and that this is not meant to be a counseling relationship.

**The Taping Requirement**

Basically, there are three principal purposes for submitting actual work samples (audio digital tapes) of sessions when one is in supervision.

* First and foremost, the supervisor needs to monitor the services that are being provided to the clients/students. Are the strategies being used empirically supported, consistent with the "best practices" in the field, ethically sound, and delivered in a way that responds to all legal requirements?
* Second, the supervisor needs to be able to assist the supervisee in the identification of his or her strengths as well as areas for improvement. Supervision research has demonstrated that the "self-report" method is not a reliable one for ascertaining a full, comprehensive view of a counseling session. The voice of the interested third party, the supervisor, is one that focuses on your development as a counselor, as well as on the client's needs. Additionally, the supervisor is responsible for facilitating your development overtime and with a variety of different types of clients/students. These purposes cannot be met without direct observations of work samples.
* Finally, the tapes are intended to be an instructive tool. They should lead you to reflection, help you determine the ways you need to improve, and find the types of learning experiences you need to be the best possible counselor for students with a wide variety of needs.

**Expectations for University Appointed Supervisor and Student**

**Practicum Supervision**

Supervision, a requirement for participation in practicum, is designed to assist students to develop competence in counseling and to monitor the level and appropriateness of services provided for clients. Individual supervision takes place weekly and is best scheduled so that you receive current supervision for a client just seen before you see that client again (e.g. site placement on Monday/Tuesday with supervision on Thursday or Friday, return to site on Monday). Supervision appointments are scheduled to fit into the needs of your site, yourselves, and your individual and group supervisors. Individual supervision is based on what you need to do in order to effectively serve clients.

*You must attend individual supervision in order to continue to see clients. In the event of an emergency or illness, your supervisor will work with you to reschedule so that client sessions are not interrupted. However, if you are persistently absent or late for non-emergency reasons or fail to submit materials in a timely fashion so that you and your supervisor can be prepared for supervision, you may not be allowed to see clients and your continuation in the practicum class may be discontinued. We have an ethical responsibility to the clients and students you work with as School and Clinical Mental Health counselors in training.*

You will be assigned a ***University Supervisor*** who will provide your individual or triadic supervision on a weekly basis. If this Supervisor is a Doctoral student they will be supervised by a qualified Faculty member. The University Supervisor will provide supervision for your counseling experiences, review and evaluate your work samples, and review all your counseling documentation. These Supervisors have the same ethical and professional responsibilities that you have as a counselor-in-training including:

* The responsibility to maintain confidentiality - they will be prohibited from discussing your counseling experiences and supervisory experiences outside of the supervision
* They are expected to maintain your supervisory schedule and are required to accommodate your schedule if they have to change or modify the supervision schedule
* In instances of Duty to Warn or client/student safety it is required that you contact all your supervisors immediately to report and address concerns.

You will have a ***Group Supervisor*** who will provide your group supervision on a weekly basis. This Supervisor is required to be a Counselor Education Faculty member. This Supervisor will be responsible for evaluating your performance across supervisory and counseling experiences and will assign your final grade for the Practicum experience.

You will have a ***Site Supervisor*** who is responsible for your evaluation at your counseling site and for providing verification of your completion of direct and indirect hours completed at the site. Please refer to the course syllabus for specifics about the qualifications required for Site Supervisors.

**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION AND COUNSELING**

**1. Course Number:** COUN 7910 **Course Title:** Practicum in School and Clinical Mental Health  **Credit Hours:** 3 semester hours **Prerequisites:** COUN 7320, 7350, 7950; Departmental approval. Students must apply for Practicum during the Spring semester prior to taking practicum (Fall). **Corequisites:** None

**2**. **Date Syllabus Prepared:** July, 2009, revised 2011, revised 2015

**3. Recommended Texts and Resources:**

American Counseling Association (2014). *American Counseling Association Code of Ethics*. <http://www.counseling.org/resources/aca-code-of-ethics.pdf>

## [Jongsma, A. & Peterson, L. (2014). The Complete Adult Psychotherapy Treatment Planner: Includes DSM-5 Updates: Wiley](http://www.amazon.com/Complete-Adult-Psychotherapy-Treatment-Planner/dp/111806786X/ref=sr_1_1?s=books&ie=UTF8&qid=1438786245&sr=1-1&keywords=Jongsma" \o "The Complete Adult Psychotherapy Treatment Planner: Includes DSM-5 Updates)

[Jongsma, A., Peterson, L., McInnis, W., & Bruce, T. (2014)*. The Child Psychotherapy Treatment Planner: Includes DSM-5 Updates*](http://www.amazon.com/Child-Psychotherapy-Treatment-Planner-Updates/dp/1118067851/ref=lp_11996068011_1_2?s=books&ie=UTF8&qid=1438786175&sr=1-2):Wiley

[Jongsma, A., Peterson, L., McInnis, W., & Bruce, T. *(2014). The Adolescent Psychotherapy Treatment Planner: Includes DSM-5 Updates*](http://www.amazon.com/Child-Psychotherapy-Treatment-Planner-Updates/dp/1118067851/ref=lp_11996068011_1_2?s=books&ie=UTF8&qid=1438786175&sr=1-2) :Wiley

**4. Course Description:**

Supervised counseling experiences in which students serve as counselors at pre-arranged and approved settings.

**5. Student Learning Outcomes:**

According to the 2016 CACREP Standards the following are requirements for all students enrolled in the practicum course experience:

CACREP 2016 - Section 3: Professional Practice

Practicum

F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks

G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills

Through extensive practice of individual and group counseling, integration of theory and professional issues, development and implementation of course related activities, and the participation in group and individual supervision and the completion of written and simulated tasks included in the training program, students will be required to *demonstrate these counseling skills* in the following five major competency domains:

Competency Domains/Student Learning outcomes

**Counseling Skills**

* 1. The ability to communicate to the client the nature and limits of the counseling relationship.
  2. The ability to interview clients using direct and indirect methods of inquiry.
  3. The ability to develop and maintain a productive counselor client relationship.
  4. The ability to use of basic counseling skills to respond to client needs.
  5. Competence in providing leadership, developing interventions, and awareness of factors influencing group dynamics in therapeutic and non-therapeutic groups.
  6. The ability to respond to important material as it arises in the counseling session.
  7. The ability to recognize and verbalize personal issues that may impair objectivity and negatively impact the counseling process.
  8. The ability to recognize and respond appropriately to crisis.
  9. The ability to use and/or create interventions, consistent with the counselor’s guiding theory and/or consistent with the client’s needs.
  10. Communicates in a style compatible with the communication style and developmental level of the client.
  11. The ability to use advanced accurate empathy, proper self-disclosure and confrontation, and immediacy.
  12. The ability to identify small increments of change.
  13. The ability to deal with the issues related to termination (i.e., referrals, timing, and resistance).
  14. The ability to apply the counseling skills referenced above to culturally diverse client populations.
  15. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

**Conceptualization and Planning Skills**

1. The ability to systematically conceptualize human behavior and the process of change.
2. The ability to generate appropriate counseling goals and select interventions based on a comprehensive case conceptualization.
3. The ability to consider socio and political contexts when evaluating, conceptualizing, and planning interventions.
4. The ability to use empirically supported counseling practices and/or interventions.
5. The ability to present and staff a case using principles and methods of case conceptualization.

**Supervision Consulting Skills**

1. The ability to identify the expectations of the client and supervisor.
2. Receptivity to individual and group supervision/feedback.
3. The ability to appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers.
4. The ability to provide facilitative feedback to others.
5. Seeks case consultation from supervisors when needed.
6. 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.

**Evaluation Skills**

1. The ability to develop, implement and evaluate individual and group treatment/counseling plans.
2. The ability to identify small increments of change and integrate them into an overall pattern or theme within the counseling process.
3. The ability to modify specific interventions on the basis of effectiveness.
4. The ability to apply the evaluation skills referenced above to culturally diverse client populations.

**Professionalism**

1. Knowledge of and identification with the role and function of a professional counselor/therapist.
2. Demonstration of self-awareness as a professional counselor.
3. Thorough knowledge of ethical and legal standards of professional organizations and credentialing bodies.
4. Promotion of individual professional development both in and outside of the practicum experience.
5. Attitudes and behaviors that place clients’ welfare and well-being as the foremost priority.

**6. Course Content Outline:**

Each week’s class will include a discussion of the counseling related topics pertinent to the stages of the counseling practice, such as relationship building, case conceptualization, counseling planning, and formative and summative evaluations of cases. Supervisees will also participate in Group Supervision relevant to their development and counseling experiences at their sites.

**Week 1 Course Introduction**

A. Learn course requirements

B. Discussion of the supervisory process and requirements

C. Discussion of ethical and legal issues in practicum

**Week 2 Dimensions of the Counseling Process**

A. Beginning stages of group and individual counseling

B. Discussion of ethical and legal issues in practicum

C. Training on digital taping and storage on the COE G: Drive

D. Discussion of site specific professional development and professional responsibilities

**Weeks 3-5 Case Conceptualization and Consultation**

1. Case consultation and conceptualization skills
2. Review of individual and group counseling skills
3. Documentation skills
4. Theoretical Integration
5. Developing treatment plans

**\*First reflection due**

**Assignments Midterm (7th Class session): Submitted to Group Supervisor**

* Site Supervisor approved/signed Midterm Practicum log
* Individual University Supervisor Evaluation (will be provided by Supervisor)
* Self Evaluation (copy provided to Individual Supervisor by supervisee)
* Site Supervisor Evaluation
* 1st Transcription must be submitted to Group Supervisor and Individual Supervisor by this date.

**Weeks 6-13 Case Consultation and Case Presentations**

A. Case consultation

B. Case Presentations

C. Peer Supervision

**\*Reflections 2-4 due (6th week, 8th week, 10th week)**

**Assignments - Week 14: 2nd Transcription Due**

**Weeks 14-15 Case Consultation, and Self-Evaluation of Progress**

A. Case consultation

B. Evaluate individual progress toward goals and objectives

C. Evaluating treatment plans

**\*Final Reflection due 14th week**

**Assignments: Final Documentation - Group Supervisor**

1. **Final Signed** Practicum log (should be signed by the site supervisor weekly)

2. Final Evaluation forms:

* Site Supervisor: electronically submitted
* University Supervisor
* Student Self-evaluation
* Student Evaluation of University Supervisor
* Student Evaluation of Site

3**. Counseling Skill Demonstration Module:**

* Treatment Plan
* Intake/Initial Interview
* Case Conceptualization
* 2nd Transcript with Supervisory Comments
* Progress Note
* Session Summary

**7. Assignments/Projects:**

A. ***Group Supervision*:** Practicum requires student attendance in both Group and Individual Supervision, this follows CACREP (2016) and ACA Ethical Codes related to supervision during practicum. Thus, the requirement is that students will attend all classes (group supervision). Students who will need to miss more than one group supervision session may be required to repeat the course.

Group Supervision occurs during class time. During this time students will participate in discussions about counseling issues, skills development, case conceptualization, and specific issues identified by the course instructor. Readings will be assigned via text, journals and other sources. Students are expected to link relevant material from the readings to the practicum experience in class discussions.

Group Supervision includes the discussion of cases and peer supervision. Group Supervision and Peer Supervision follows these guidelines:

* Students must maintain confidentiality of all case discussions. The discussion of cases outside of the group setting with any other persons other than those in the agency of the placement (this would only include other student counselors during appropriate staffing or supervised meetings), the client, or appropriate Supervisors would demonstrate unethical behavior and non-adherence to ACA Ethical Standards as well as the Auburn University Code of Student Discipline. This behavior may result in may result in review by a student’s Academic Committee and recommendation of remediation or dismissal.
* Peer Supervision requires respect and this includes respect during case discussions and when providing feedback.
* Due to the nature of Group Supervision students will be required to not have computers on during supervision and are required to be off their cell phones unless they are on call for their site or employment (these situations require approval by the Group Supervisor).

**Group Supervision Requirements**: In addition to the participation in class activities and peer supervision each student will be required to present a *Case Presentation.*

Case Presentations contain these materials and a brief presentation in class (with copies provided to all peer supervisors)

* Intake
* Case Conceptualization Form
* Case Treatment Plan
* Case Presentation
* Overall Client Goals
* Session Focus Goals and Process
* Session Summary/Progress Note
* Identified Intervention with resources: Should include brief discussion of: intervention, theoretical foundation, rationale, evaluation of outcomes or indicators, and resources.

**Midterm Documentation:**

* Site Supervisor approved/signed Midterm Practicum log
* Individual University Supervisor Evaluation (will be provided by University Supervisor)
* Self Evaluation (copy provided to Individual Supervisor by supervisee)
* Site Supervisor Evaluation
* 1st Transcription must be submitted to Group Supervisor and Individual Supervisor by this date.

**Final Documentation:**

1. **Final Signed** Practicum log (should be signed by the site supervisor weekly)

2. Final Evaluation forms:

* Site Supervisor: electronically submitted
* University Supervisor
* Student Self-evaluation
* Student Evaluation of University Supervisor
* Student Evaluation of Site.

3**.** Counseling Skill Demonstration Module**:**

* Treatment Plan
* Intake/Initial Interview
* Case Conceptualization
* 2nd Transcript with Supervisory Comments
* Progress Note
* Session Summary

B. ***Counseling Direct and Indirect Hours:***Students will complete a minimum of **100 total practicum hours** which includes both direct and indirect hours. Students will be required to complete a minimum of **40 clock hours of direct service**. Students are required to be at their sites for **a minimum of 10 hours per week and not more than 12 hours per week** unless it is determined necessary to meet minimum direct service hours. Students should be aware that they are required to continue providing direct and indirect counseling services for the total 15 weeks of the semester. As part of your academic fees you have paid for liability insurance for your clinical counseling experiences.

**Direct Service**: These are hours spent in direct counseling services with a client. These are services that also promote the development of counseling skills for the supervisee.

This includes: Individual Counseling, Group Counseling (where the supervisee is Leading or Co-Leading Group), Psycho- Educational Group Counseling, and Intake/Initial Interview. When approved (by Practicum Placement Coordinator – CMHC Program Coordinator) supervisees may be able to count on a limited basis follow-up sessions or meetings conducted by phone.

We require that **a minimum 10 of your direct hours** be audio taped work samples. Group and Psycho-educational sessions and Intake/Interview or Follow-Up sessions cannot be taped. However students will be required to document these activities.

Developing work samples is supposed to be developmental so students are recommended to tape all sessions (for which they have consent) and session taping will occur throughout the semester.

**Indirect Service**: Students will also be required to engage in what is termed indirect service hours and activities. These hours are often focused on preparing for counseling, professional program responsibilities on-site, professional development and supervision.

Types of indirect service hours may include: Supervision hours (Site, University, Group), Reviewing tapes (we limit this to no more than 2 hours per week and the hours *must* coincide with documentation of taped sessions submitted to University Supervisor), Documentation, Site and Client-based Advocacy, Professional Development (Site or Group Supervisor approved and does not include training required to start practicum experience), Site Development and Program Activities, and Counselor educational or development activities (educational, client development).

**Documentation of Hours:** Students will be required to document all Direct and Indirect hours using the *Counseling Practicum Log*.Students are required to maintain this log throughout the practicum experience. The Log will be signed on a weekly basis by the Site and University Supervisors. The University Supervisor will be documenting that direct service hours parallel submitted documentation (e.g., session summaries) and that indirect hours are identified.

Documentation of all hours must follow all ACA Ethical Standards as well as CACREP (2016) guidelines. A student who falsifies direct and indirect hours will not be following these standards. Students should be aware of Auburn University polices regarding Academic Dishonesty and Student Conduct, thus falsifying hours may result in review by a student’s Academic Committee and recommendation of remediation or dismissal. Students should refer to the CED Evaluation and Retention policy in their program handbook for program policies related to evaluation and due process.

<https://www.auburn.edu/academic/provost/academicHonesty.html>

<https://sites.auburn.edu/admin/universitypolicies/Policies/CodeofStudentDiscipline.pdf>

<http://bulletin.auburn.edu/thegraduateschool/academicprogress/>

C. **Documentation of Counseling Experiences:** All counseling experiences will require documentation. This includes the requirement of audio digital taping of sessions (work samples), and documentation of the counseling process.

Work Samples: Students will be asked to digitally audio tape all Individual Counseling sessions for which client consent is obtained. **Students must submit a minimum of ten hours of audio taped individual sessions during the semester.** The *Consent to Tape* form must be obtained from each client prior to taping. If the client is unable to consent (e.g., minor) then you must obtain consent from the legally recognized guardian.

Students are required to upload and store all audio tapes ONLY on the College of Education G Drive in the identified secured folder for their Practicum section. These folders are specified by student name and can only be accessed by the student and approved supervisors. Students cannot maintain audio files in any other manner. **All work samples must be uploaded within 24 hours of the counseling session**.

**Session Documentation**: Students will maintain the required session documentation in a file for each client and/or group with all **identifying data coded**. Students should use the same coding for each client and note session #. It is also recommended that students create sub-folders in their G Drive folder to organize by client and other course documentation requirements (e.g., practicum log, evaluations). These files **are**  **only to be maintained** in the G Drive following the policies outlined above. **All documentation for direct service hours must be loaded within 48 hours of providing the direct service.**

Required Documentation:

* *Session Summary form* **for all direct service hours** with the *Summary Process Questions* completed for all audio taped sessions. This includes Group sessions
* Consent Documents (site specific)
* Case Presentation materials
* Transcripts (2)
* Evaluations
* Students are recommended to update and copy their log onto the G drive folder

Students should follow these rules concerning documentation:

* Students are never to remove, copy, or take any client specific site documentation off site.
* All documentation should follow ACA 2014 Ethical Standards
* All documentation is to be maintained on the G drive and is to be maintained until it has been determined that the student has successfully met all requirements for the Practicum course.
* At the end of the semester, after grading, students who have successfully completed the course will be required to destroy all audio tapes on the G drive. If a student has not met course requirements including satisfactory evaluation they may be asked to maintain their files if necessary for evaluation purposes.

D. ***Individual Supervision*:**

In addition to participating in Group Supervision, students are required to attend 1 hour of University Individual Supervision per week. As with class attendance, this is mandatory. In case of absence due to illness or other crisis condition, practicum students will notify all supervisors. It is the student’s responsibility to make up absences in individual supervision ***immediately.*** A student who has not been supervised during their weekly meeting and is unable to make it up within that week will be unable to see clients on site until they have made up their individual supervision time.

The assigned university supervisor will provide individual supervision weekly. In preparation for supervision:

* Students are required to upload all audio tapes within 24 hrs of taping the session
* All documentation (e.g., Session Summary Form) must be loaded within 48 hours of completion of direct service hours.
* Students will be required to do **2 transcripts** during the semester. The first transcript will be 10 minutes in length and should focus on a challenging segment of the counseling session. This transcript must be completed no later than the 7th week of the semester.

The second transcript will be due no later than the 14th week of the semester. It will be a 20-30 minute transcript covering the demonstration of a counseling intervention/therapeutic approach and processing the intervention/therapeutic approach. The student is required to outline for the supervisor: the specific intervention/approach, rationale, outcome and indicators, and challenges.

* Students are required to upload their Practicum Log on a weekly basis. This log will be used to determine if the reported direct and indirect hours have been properly documented.

E. ***Site Supervision*:** Site Supervision includes opportunities for on‑going consultation and collaboration with a site supervisor who has at least a Master’s degree in counseling and a minimum of 2 years experience. Not all students will be at sites that provide continuous on-going supervision though they will have an identified Site Supervisor. The Site Supervisor will complete both a midterm and a final evaluation of the student as well as verification of direct and indirect site hours (Practicum Log).

G. ***Supervisory Requirements*:** Students may be required by their Individual Supervisor or Group Supervisor to do additional assignments. These assignments may include reflections, readings, demonstrations, or other activities focused on developing their counseling skills.

H. ***Reflection Activities***: Students will be required to submit 5 reflections throughout the semester. These reflections will focus on the students’ development, challenges, and the supervisory process. **These are due the 3rd, 6th, 8th, 10th 14th** **weeks.**

**8.** **Rubric and** **Grading and Evaluation Procedures:**

The main criterion for evaluation in practicum is based upon demonstration of the identified course objectives, meeting course requirements (including required direct and indirect hours, attendance at site, attendance for group and individual supervision, and group and individual session requirements)and supervisory evaluation (Group, Individual, Site). Grades are S/U.

**9.** **Class Policy Statements:**

1. Attendance: Attendance is required in this course for group and individual supervision. This requirement follows CACREP 2016 and ACA 2014 Ethical Standards related to the provision of counseling direct services during training (practicum and internship experiences.
2. Excused absences: Due to specific course requirements students will only be granted excused absences from class or supervision on a limited basis. This is to meet specific requirements related to supervision while providing direct counseling experiences. An excused absence may include: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Club* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality

**10. Justification for Graduate Credit:**

This course includes advanced content crisis intervention. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

***INFORMATION SHEET***

*CMHC 7910*

*IMPORTANT: Please complete this form for each (copy as needed) practicum and internship and give it to the instructor of record at the beginning of each semester. This will enable us to access the information we need to recommend you for certification/licensure upon graduation and will assist in preparing for site visits.*

*Name of Student:*

*Program Emphasis Area:*

*Practicum term(s) of Enrollment:*

*Date Completed:*

*Site Supervisor: \_\_\_\_*

*Site:*

*Site Address:*

*Site Telephone: \_\_\_*

*University (Individual) Supervisor:*

*University (Group) Supervisor:*

*Auburn University*

*Auburn, Alabama 36849-5222*

*Special Education, Rehabilitation and Counseling*

*2084 Haley Center*

*334-844-7676 (Fax) 334-844-7677*

**Memorandum**

**To:**  Site Supervisors of Practicum Students

**From:** University Supervisor

**Subject:**  Mutual Responsibilities

First, we wish to thank you for agreeing to serve as a site supervisor for our practicum student. The applied portion of our programs, practicum and internship, continue to be among the highest rated experiences by our students and graduates. This is in large measure due to the professionalism and competence demonstrated by you. The purpose of this memo is to outline the mutual responsibilities of site and university supervisors and practicum counselors who are providing services to clients as part of a supervised field experience in counseling. If you have any questions, or need to discuss a practicum student’s performance or development before the formal mid-term evaluation period, please contact the student’s university supervisor at 334-844-7676.

**The Department is expected to:**

Provide weekly individual and group supervision that includes:

1. 1 hour of individual supervision based on work samples (e.g. audio, video tapes, session summaries) provided by the student counselor, and 2 hours of group supervision during each week of enrollment.

2. Provide a copy of the practicum syllabus to the Site. (If you did not receive a copy with this memo, please ask your supervisee to obtain one for you).

3. Indicate to the practicum student that the Department expects the student to abide by the policies of the site.

4. Initiate, as indicated, conferences with the Site Supervisor for the purpose of discussing the student’s performance.

5. Emphasize to students their professional responsibilities to clients

6. Require students to participate in the professional liability insurance program of the College.

**The Site is expected to:**

* Provide clinical/counseling experiences for the practicum student in accordance with department requirements that include 3-4 client contact hours per week. At least 2 hours each week must be spent in individual counseling. Assist the student in obtaining consent agreements to audio record counseling sessions for use in individual and group supervision. *When sending forms home with minors, it is helpful for the supervisor to include information about why their child has been invited to participate in counseling sessions.*
* Make provisions for orientation of the Department and the practicum student of the buildings, philosophies, and policies of the site. Included in the orientation should be the procedure for assigning clients to the student, emergency procedures of the site, and any site-specific limits to confidentiality of which the student counselor should be aware.
* Attempt, within site philosophy and administrative guidelines, to help the student meet departmental requirements.
* Provide office space for the practicum student to the extent feasible. Minimally, a private space will be provided the student while he/she is seeing clients.
* Assist in the evaluation of the practicum student’s clinical/counseling performance relative to the objectives of the experience. A formal evaluation is conducted using the forms provided at both mid-term and final weeks of the term. The site will notify the departmental supervisor of any problems, which may influence the student’s successful completion of the placement.
* Assure that the student will be properly supervised at all times by a master’s level counselor with a minimum 2 years experience (*School counseling supervisors must hold a master’s degree in school counseling*).

**The student is expected to:**

* Meet all requirements specified in the syllabus.
* Participate fully and reflectively in supervision on site and at the university.
* Attend all supervision and client appointments.
* Establish and maintain a consistent schedule throughout the term of enrollment.
* Notify, in advance when possible, all supervisors of absences.

**CMHC and School Counseling Practicum Log**

The Practicum Log is used to track, report, and verify the completion of required direct and indirect counseling hours completed during the Practicum Experience. Students are required to complete a total of 100 hours of counseling experience during practicum. This includes direct and indirect counseling and supervisory experiences.

According to the 2016 CACREP Standards the following are requirements for all students enrolled in the practicum course experience:

CACREP 2016 - Section 3: Professional Practice

Practicum

F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks

G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills

Direct Service: These are hours spent in direct counseling services with a client. These are services that also promote the development of counseling skills for the supervisee.

This includes: Individual Counseling, Group Counseling (where the supervisee is Leading or Co-Leading Group), Psycho-Educational Group Counseling, and Intake/Initial Interview. When approved supervisees may be able to count on a limited basis follow-up sessions or meeting conducted by phone. We require that **a minimum 10 of your direct hours** be audio taped work samples. Group and Psycho-educational sessions and Intake/Interview or Follow-Up sessions cannot be taped. However students can document these activities. Developing work samples is suppose to be developmental so students are recommended to tape all sessions and session taping will occur throughout the semester. Students will also be required to continue to accrue hours at their site even when they have met the minimums for direct and indirect hours (15 week semester).

Indirect Service: Supervision hours (Site, University, Group), Reviewing tapes (we limit this to no more than 2 hours per week and must coincide with documentation of taped sessions submitted to University Supervisor), Documentation, Site and Client-based Advocacy, Professional Development (Site or Group Supervisor approved and does not include training required to start practicum experience), Site Development and Program Activities, Counselor educational or development activities (educational, client development).

**Auburn University**

**Department of Special Education, Rehabilitation and Counseling**

**School and CMHC Practicum Log**

**Counselor: Program: \_\_\_\_\_\_\_\_\_**

**Site: Site Supervisor: University Supervisor:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Dates by Week**  **(Day/Month/Yr.)** | **Direct Hours** | | | **Indirect: Supervision Hours** | | | **Indirect Hours: Describe activity** | **University Supervisor** | **Site Supervisor** |
| Individual Counseling | Group  Counseling | Other (identify activity) | Group | University | Site |
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**Progress Log – Group Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Comments:**

**Final Log – Group Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Comments:**

**Auburn University**

Auburn University, Alabama 36930-5222

Special Education, Rehabilitation and Counseling

2084 Haley Center

Telephone: (334) 844-7676

**Adult Information and Consent Form**

I would like to take this opportunity to welcome you to counseling and provide you with some information that you may find valuable. I am currently a counselor-in-training at Auburn University, Alabama. When I complete my program, I will hold a graduate degree in Counseling.

Our relationship, although psychologically personal at times, should be regarded as strictly professional in nature. We will meet once a week for approximately 50 minutes. Since we will be limited in the amount of time we have to work together, our highest priority will be on the short-term goals we work together to establish. As your counselor, all I request is that you be willing to work with me towards the goals you set for yourself.

Should you need to cancel an appointment, please attempt to do so at least 24 hours in advance. Additionally, it will benefit you to know that I am not on call. Should you have a problem that needs immediate attention, contact the designated individual at your site.

I am ethically bound to keep confidential anything you say in our sessions, with the following exceptions: (1) if I determine that you are a danger to yourself or others, or if someone else is harming you; (2) if I am ordered to do so by a court of law; (3) if you direct me to disclose information to another; and, (4) for consultation purposes. In order for me to provide you with the best care possible, I will regularly audio and/or video tape our sessions and consult with my supervisor and peer counselors. Your identity will be protected in these circumstances.

If at any time you are dissatisfied with my services, please do not hesitate to let me know. If we cannot come to an understanding and resolution, it is my duty to refer you to another care provider. My university supervisor is . My site supervisor is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

If you have any questions now or in the future, please feel free to ask at any time. Please indicate your understanding and consent by signing below.

Signature of Counselor: Date:

Signature of Client: Date:

**Auburn University**

Special Education, Rehabilitation and Counseling

**Standard Adult Intake Form**

Client Code: Date of Intake Interview:

Counselor’s Name:

**Identifying Information:**

Age: Sex: Female Male Ethnicity:

Marital Status: Occupation:

If Married, Spouse’s Occupation:

**Treatment/Counseling History:**

Prior Counseling Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Extent of Prior Treatment/Counseling: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Family History:**

Father’s Age: Occupation: Living?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Biological Father<or>Stepfather\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mother’s Age: Occupation: Living?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Biological Mother<or>Stepmother\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Siblings:

\_\_\_\_\_Sister <or> Brother Age: Grade Level/Occupation:

\_\_\_\_\_Sister <or> Brother Age: Grade Level/Occupation:

\_\_\_\_\_Sister <or> Brother Age: Grade Level/Occupation:

Additional Relevant Family Information (e.g., marital status, current living arrangements):

**Familial Medical/Psychological History:**

**Educational History:**

**Employment History:**

**Physical Illness/Accident History:**

**Additional Information:**

**Current Status:**

**Presenting Problem:**

**Current Symptoms:**

**Factors Contributing to Presenting Problem:**

**Client’s Level of Functioning (e.g., personal strengths, social support**):

**Auburn University**

**Child/Adolescent Informed Consent**

Auburn University, Alabama 36930-5222

Special Education, Rehabilitation and Counseling 2084 Haley Center

Telephone: (334) 844-7676

Dear Parent or Guardian:

Counseling students from Auburn University are enrolled in a course during the second year of their graduate work called counseling practicum. This course involves working in the school or agency where your child is served for approximately 8 -10 hours each week. During those hours, student counselors provide individual and group counseling for those students or clients who have been identified by an official at the site, or through self or parent referral, as someone who might benefit from participating in counseling. If you have questions about the reason you are receiving this request, please contact the counselor at your child’s school.

Counseling Student’s Name would like to work with your son/daughter, a student at .

Counseling students are required to audio and/or video record counseling sessions as part of their course and degree requirements. The sessions are listened to by supervisors and peer counselors who are committed to monitoring the well-being of your child and to help the student counselor develop the skills needed to enter the counseling profession upon graduation. The counseling sessions conducted with your child will be reviewed by the student counselor’s supervisor, (name) . All audio and video recordings made will be erased at the completion of your child’s involvement in the program. If at any time you wish to speak with your child’s student counselor, please call the school and leave a message.

If you are interested and willing to have your child participate, please sign the form where indicated.

Thank you.

Parent’s Name

Address

City State Zip Code

Telephone (Home) Telephone (Work)

Parent’s Signature

Date

**Auburn University**

**Special Education, Rehabilitation and Counseling Department**

**Standard Child/Adolescent Intake Forms**

Client Code: Date of Intake Interview:

Counselor’s Name:

**Identifying Information:**

Age: Sex: Female Male Ethnicity:

Grade Level: Teacher’s Name:

Principal’s Name: School:

**Treatment/Counseling History:**

Prior Counseling Received:

9

Extent of Prior Treatment/Counseling:

**Family History:**

Father’s Age: Occupation: Living?

Biological Father <or> Stepfather

Mother’s Age: Occupation: Living?

Biological Mother <or> Stepmother

Siblings:

Sister <or> Brother Age: Grade Level/Occupation:

Sister <or> Brother Age: Grade Level/Occupation:

Sister <or> Brother Age: Grade Level/Occupation:

Familial Medical/Psychological History:

Additional Relevant Family Information (e.g., marital status, current living arrangements):

Physical Illness/Accident History:

**Educational History:**

Assessment Results

IQ: (Verbal: Quantitative: )

Other Psycho educational Assessments (achievement, ability, vocational interests):

Grade Retention

If the child has ever been retained, indicate grade(s):

Special Education Status

Does the child presently qualify for or receive any special education services?

If so, provide additional information:

**Information Regarding Student Support:**

Results of Discussion with Parent(s) Regarding this Referral:

Results of Discussion with School Staff (e.g., principal, teachers) regarding this Referral:

**Current Academic Functioning (based on school records, teacher input, and observation):**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Low | Average | High |
| Reading |  |  |  |
| Math |  |  |  |
| Language Arts |  |  |  |
| Social Studies |  |  |  |
| General Learning |  |  |  |
| On-Task Behavior |  |  |  |
| Homework Completion |  |  |  |
| Self-Directedness |  |  |  |
| Follows Directions |  |  |  |
| Attention Span |  |  |  |
| Works Well With Others |  |  |  |
| Obeys Rules |  |  |  |
| Attitude Toward School |  |  |  |
| Enthusiasm for Learning |  |  |  |
| Participate in Class |  |  |  |
| Other |  |  |  |

**Session Summary**

**COUN 7910**

Progress Note:

Client Code/ Group Title: Date:

Counselor-in-Training: Session Number:

Session Objective(s):

Therapeutic Intervention(s):

Evaluation:

Plan(s) for Next Session:

**Description of other direct service activity(ies):**

**Session Process Questions**

To be completed for **each** taped client session and turned in to supervisors weekly.

1. Identify any critical incidents that occurred in the session. Describe these incidents and how they may have related to the counseling relationship, counseling outcomes, or your development as a counselor?

2. Discuss your goals for the session and the specific methods, processes or interventions you used to accomplish these goals.

3. Discuss specific questions or concerns you want to address in supervision. This can include identifying a specific segment of the counseling session tape.

4. Discuss any goals you may have related to this counseling session and your supervision or development.

5. If you participated in another type of direct service activity discuss how service related to the assisting the client and specific goals and/or outcomes.

**Session Summaries**

The Session Summary Form contains a Progress note section and Session Process Questions:

**Progress Note**

Progress notes provide a means for monitoring a client’s progress throughout treatment/counseling. Progress notes are also used to examine a client’s progress toward treatment/counseling goals, the development of new issues and goals, and the modification of the initial treatment/counseling plan. In supervision, these notes provide a means for the supervisor to track the progress of the client and the supervisee. **Progress notes must be completed for all client/student hours that are documented on the practicum log. These are to be maintained in your G Drive folder. Documentation should be within 48 hours of the direct service counseling experience.**

Progress notes should be brief, concise, and should be written as soon as possible following the counseling session. The notes should include only relevant information, thus in writing your progress notes "avoid labeling, judging, and the using terminology that may be stigmatizing to the client" (Hansen, Rossberg, & Cramer, 1994, p. 306). Remember that clients have the right to review their case records.

Session objectives and therapeutic interventions should relate to the overall treatment/counseling plan for the client. Progress notes should include specific client information and may be supported by behavioral observations, assessment measures, client statements, and other observations by the counselor. Progress notes also allow you to monitor changes that may result in a modification of the treatment/counseling plan for a client.

The following progress note format focuses on session objectives, therapeutic interventions, session evaluation, and plans for next session. It is essential to the supervisory process that you include all relevant information. Please include in the evaluation section any specific questions or concerns you might have for your supervisor. Finally, these progress notes are not meant to substitute for progress note required at your site.

**Session Process Questions**

Session Process Questions are to be completed for all **digitally taped sessions** (work samples). These questions are used to provide the supervisor with an opportunity to evaluate the session but also explore the issues and concerns the student may have about the session, the counseling process, or the supervisory process.

Session Process Questions also provide the student with an opportunity to reflect upon and examine the counseling process. It is recommended that students consider all aspects of the counseling process when completing the form. Students should always complete all sections of the form and develop questions or issues to address in supervision.

**Individual Treatment/Counseling Plan**

Client Code: Date:

Counselor-in-training:

Treatment/counseling focus:

Discussion of Theoretical Rationale or foundation (can be an integrated approach):

Diagnostic Information:

Long-term Goals:

1. 2.

3. 4.

Short-term Objectives Therapeutic Intervention(s)

1. 1.

2. 2.

3. 3.

4. 4.

Changes to Treatment/counseling Plan (please note reason and type of modification)

1.

2.

3.

Treatment/counseling Plan Evaluation (note session and date)

1.

2.

3.

**Suggested Guidelines for Case Conceptualization**

* In his/her own words, what is the client’s presenting problem?
* In what way(s) does the client perception differ from that of the referral agent
* What is your perception of the presenting problem?
* How is your view of the presenting problem different from the clients?
* What is the major underlying problem?
* What are the secondary problems?
* When did the problems begin (onset)?
* How has the client’s day-to-day life been impacted by the problem?
* Describe the impact of the family system, and others (peer culture, work, etc.) on the client’s concern.
* How was life different before onset of the problem?
* How would the client like for things to be different?
* What are the client’s strengths?
* What are the limitations/barriers that might hinder or prevent the changes the client would like to enact?

Based on the information above, a treatment/counseling plan, including goals (long range) and objectives (short range) should be formulated. The indices of change should be clearly identified. In addition, the counselor should be able to estimate the length of treatment/counseling.

**Clinical Mental Health Counseling and School Counseling (COUN 7910) Site Supervisor Evaluation Form**

Practicum Student: Site Supervisor:

Site:

* Mid-Term Date :
* Final Date:

Directions: Using the information found on the accompanying rubric, please designate the extent to which the following objectives have been met through participation in the counseling practicum. 1= Unsatisfactory; 2=Developing; 3=Target; N/O= Not observed

**Part One: Counseling Skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Objectives | 1 | 2 | 3 | N/O |
| The ability to communicate to the client the nature and limits of the counseling relationship. |  |  |  |  |
| The ability to interview clients using direct and indirect methods of inquiry. |  |  |  |  |
| The ability to develop and maintain a productive counselor client relationship. |  |  |  |  |
| Uses basic counseling skills to respond to client needs. |  |  |  |  |
| Competence in providing leadership, developing interventions, and awareness of factors influencing group dynamics in therapeutic and non-therapeutic groups |  |  |  |  |
| The ability to respond to important material as it arises in the counseling session |  |  |  |  |
| Recognize and verbalize personal issues that may impair objectivity and negatively impact the counseling process. |  |  |  |  |
| The ability to recognize and respond appropriately to crisis. |  |  |  |  |
| The ability to use and/or create interventions, consistent with the counselor’s guiding theory and or consistent with the client’s needs. |  |  |  |  |
| Communicates in a style compatible with the communication style and developmental level of the client. |  |  |  |  |
| Uses advanced accurate empathy |  |  |  |  |
| Uses self-disclosure |  |  |  |  |
| Uses confrontation |  |  |  |  |
| Uses Immediacy |  |  |  |  |
| The ability to identify small increments of change. |  |  |  |  |
| The ability to deal with the issues related to termination (i.e, referrals, timing, resistance) |  |  |  |  |
| The ability to apply the counseling skills referenced above to culturally diverse client populations. |  |  |  |  |

**Part Two: Conceptualization and Planning Skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Objectives | 1 | 2 | 3 | N/O |
| Systematically conceptualize human behavior and the process of change. |  |  |  |  |
| The ability to generate appropriate counseling goals and select interventions based on a comprehensive case conceptualization. |  |  |  |  |
| Considers socio and political contexts when evaluating, conceptualizing, and planning interventions. |  |  |  |  |
| The student uses empirically supported counseling practices and or interventions. |  |  |  |  |
| The ability to present and staff a case using principles and methods of case conceptualization. |  |  |  |  |

**Part Three: Supervision Consulting Skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Objectives* | 1 | 2 | 3 | N/O |
| The ability to identify the expectations of the client and supervisor. |  |  |  |  |
| Receptivity to individual and group supervision/feedback |  |  |  |  |
| The ability to appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers. |  |  |  |  |
| The ability to provide facilitative feedback to others. |  |  |  |  |
| Seeks case consultation from supervisors when needed. |  |  |  |  |

**Part Four: Evaluation Skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Objectives | 1 | 2 | 3 | N/O |
| The ability to identify small increments of change and integrate them into an overall pattern or theme within the counseling process |  |  |  |  |
| The ability to modify specific interventions on the basis of effectiveness |  |  |  |  |
| The ability to develop, implement and evaluate individual and group treatment/ counseling plans |  |  |  |  |
| The ability to apply the evaluation skills referenced above to culturally diverse client populations |  |  |  |  |

**Part Five: Professionalism**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Objectives | 1 | 2 | 3 | N/O |
| **Professional Identity:**  Knowledge of and identification with the role and function of a professional counselor/therapist. |  |  |  |  |
| **Self Awareness:**  Demonstration of self-awareness as a professional counselor |  |  |  |  |
| **Legal and Ethical Standards of Practice:**  Possesses a thorough knowledge of ethical and legal standards of professional organizations and credentialing bodies |  |  |  |  |
| **Professional Development:**  Promote individual professional development both in and outside of the practicum experience |  |  |  |  |
| **Advocacy:**  Demonstrate ability to place clients welfare and wellbeing as priority |  |  |  |  |

**Comments**

**Clinical Mental Health and School Counseling Practicum (COUN 7910) University Supervisor Evaluation Form**

Practicum Student: Site Supervisor:

Site:

* Mid-Term Date :
* Final Date:

Directions: Using the information found on the accompanying rubric, please designate the extent to which the following objectives have been met through participation in the counseling practicum. 1= Unsatisfactory; 2=Developing; 3=Target; N/O= Not observed

**Part One: Counseling Skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Objectives | 1 | 2 | 3 | N/O |
| The ability to communicate to the client the nature and limits of the counseling relationship. |  |  |  |  |
| The ability to interview clients using direct and indirect methods of inquiry. |  |  |  |  |
| The ability to develop and maintain a productive counselor client relationship. |  |  |  |  |
| Uses basic counseling skills to respond to client needs. |  |  |  |  |
| Competence in providing leadership, developing interventions, and awareness of factors influencing group dynamics in therapeutic and non-therapeutic groups |  |  |  |  |
| The ability to respond to important material as it arises in the counseling session |  |  |  |  |
| Recognize and verbalize personal issues that may impair objectivity and negatively impact the counseling process. |  |  |  |  |
| The ability to recognize and respond appropriately to crisis. |  |  |  |  |
| The ability to use and/or create interventions, consistent with the counselor’s guiding theory and or consistent with the client’s needs. |  |  |  |  |
| Communicates in a style compatible with the communication style and developmental level of the client. |  |  |  |  |
| Uses advanced accurate empathy |  |  |  |  |
| Uses self-disclosure |  |  |  |  |
| Uses confrontation |  |  |  |  |
| Uses Immediacy |  |  |  |  |
| The ability to identify small increments of change. |  |  |  |  |
| The ability to deal with the issues related to termination (i.e, referrals, timing, resistance) |  |  |  |  |
| The ability to apply the counseling skills referenced above to culturally diverse client populations. |  |  |  |  |

**Part Two: Conceptualization and Planning Skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Objectives | 1 | 2 | 3 | N/O |
| Systematically conceptualize human behavior and the process of change. |  |  |  |  |
| The ability to generate appropriate counseling goals and select interventions based on a comprehensive case conceptualization. |  |  |  |  |
| Considers socio and political contexts when evaluating, conceptualizing, and planning interventions. |  |  |  |  |
| The student uses empirically supported counseling practices and or interventions. |  |  |  |  |
| The ability to present and staff a case using principles and methods of case conceptualization. |  |  |  |  |

**Part Three: Supervision Consulting Skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Objectives* | 1 | 2 | 3 | N/O |
| The ability to identify the expectations of the client and supervisor. |  |  |  |  |
| Receptivity to individual and group supervision/feedback |  |  |  |  |
| The ability to appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers. |  |  |  |  |
| The ability to provide facilitative feedback to others. |  |  |  |  |
| Seeks case consultation from supervisors when needed. |  |  |  |  |

**Part Four: Evaluation Skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Objectives | 1 | 2 | 3 | N/O |
| The ability to identify small increments of change and integrate them into an overall pattern or theme within the counseling process |  |  |  |  |
| The ability to modify specific interventions on the basis of effectiveness |  |  |  |  |
| The ability to develop, implement and evaluate individual and group treatment/ counseling plans |  |  |  |  |
| The ability to apply the evaluation skills referenced above to culturally diverse client populations |  |  |  |  |

**Part Five: Professionalism**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Objectives | 1 | 2 | 3 | N/O |
| **Professional Identity:**  Knowledge of and identification with the role and function of a professional counselor/therapist. |  |  |  |  |
| **Self Awareness:**  Demonstration of self-awareness as a professional counselor |  |  |  |  |
| **Legal and Ethical Standards of Practice:**  Possesses a thorough knowledge of ethical and legal standards of professional organizations and credentialing bodies |  |  |  |  |
| **Professional Development:**  Promote individual professional development both in and outside of the practicum experience |  |  |  |  |
| **Advocacy:**  Demonstrate ability to place clients welfare and wellbeing as priority |  |  |  |  |

**Comments**

**Clinical Mental Health and School Counseling Practicum (COUN 7910) Supervisee Self Evaluation Form**

Practicum Student: Site Supervisor:

Site:

* Mid-Term Date :
* Final Date:

Directions: Using the information found on the accompanying rubric, please designate the extent to which the following objectives have been met through participation in the counseling practicum. 1= Unsatisfactory; 2=Developing; 3=Target; N/O= Not observed

**Part One: Counseling Skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Objectives | 1 | 2 | 3 | N/O |
| The ability to communicate to the client the nature and limits of the counseling relationship. |  |  |  |  |
| The ability to interview clients using direct and indirect methods of inquiry. |  |  |  |  |
| The ability to develop and maintain a productive counselor client relationship. |  |  |  |  |
| Uses basic counseling skills to respond to client needs. |  |  |  |  |
| Competence in providing leadership, developing interventions, and awareness of factors influencing group dynamics in therapeutic and non-therapeutic groups |  |  |  |  |
| The ability to respond to important material as it arises in the counseling session |  |  |  |  |
| Recognize and verbalize personal issues that may impair objectivity and negatively impact the counseling process. |  |  |  |  |
| The ability to recognize and respond appropriately to crisis. |  |  |  |  |
| The ability to use and/or create interventions, consistent with the counselor’s guiding theory and or consistent with the client’s needs. |  |  |  |  |
| Communicates in a style compatible with the communication style and developmental level of the client. |  |  |  |  |
| Uses advanced accurate empathy |  |  |  |  |
| Uses self-disclosure |  |  |  |  |
| Uses confrontation |  |  |  |  |
| Uses Immediacy |  |  |  |  |
| The ability to identify small increments of change. |  |  |  |  |
| The ability to deal with the issues related to termination (i.e, referrals, timing, resistance) |  |  |  |  |
| The ability to apply the counseling skills referenced above to culturally diverse client populations. |  |  |  |  |

**Part Two: Conceptualization and Planning Skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Objectives | 1 | 2 | 3 | N/O |
| Systematically conceptualize human behavior and the process of change. |  |  |  |  |
| The ability to generate appropriate counseling goals and select interventions based on a comprehensive case conceptualization. |  |  |  |  |
| Considers socio and political contexts when evaluating, conceptualizing, and planning interventions. |  |  |  |  |
| The student uses empirically supported counseling practices and or interventions. |  |  |  |  |
| The ability to present and staff a case using principles and methods of case conceptualization. |  |  |  |  |

**Part Three: Supervision Consulting Skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Objectives* | 1 | 2 | 3 | N/O |
| The ability to identify the expectations of the client and supervisor. |  |  |  |  |
| Receptivity to individual and group supervision/feedback |  |  |  |  |
| The ability to appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers. |  |  |  |  |
| The ability to provide facilitative feedback to others. |  |  |  |  |
| Seeks case consultation from supervisors when needed. |  |  |  |  |

**Part Four: Evaluation Skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Objectives | 1 | 2 | 3 | N/O |
| The ability to identify small increments of change and integrate them into an overall pattern or theme within the counseling process |  |  |  |  |
| The ability to modify specific interventions on the basis of effectiveness |  |  |  |  |
| The ability to develop, implement and evaluate individual and group treatment/ counseling plans |  |  |  |  |
| The ability to apply the evaluation skills referenced above to culturally diverse client populations |  |  |  |  |

**Part Five: Professionalism**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Objectives | 1 | 2 | 3 | N/O |
| **Professional Identity:**  Knowledge of and identification with the role and function of a professional counselor/therapist. |  |  |  |  |
| **Self Awareness:**  Demonstration of self-awareness as a professional counselor |  |  |  |  |
| **Legal and Ethical Standards of Practice:**  Possesses a thorough knowledge of ethical and legal standards of professional organizations and credentialing bodies |  |  |  |  |
| **Professional Development:**  Promote individual professional development both in and outside of the practicum experience |  |  |  |  |
| **Advocacy:**  Demonstrate ability to place clients welfare and wellbeing as priority |  |  |  |  |

**Comments**

**STUDENT EVALUATION OF PRACTICUM PLACEMENT**

**7910 PRACTICUM**

**Clinical Mental Health Counseling**

Special Education, Rehabilitation and Counseling

Auburn University

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester & Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Placement Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of Placement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Hours Spent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Please respond to each item by checking the appropriate box.

5 = Strongly Agree

4 = Agree

3 = Neither Agree nor Disagree

2 = Disagree

1 = Strongly Disagree

NA = Not applicable

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Site Evaluation** | **1** | **2** | **3** | **4** | **5** | **NA** |
| Orientation session(s) at the beginning of your placement gave you an adequate overview of the placement site |  |  |  |  |  |  |
| You were provided sufficient opportunities for direct service hours |  |  |  |  |  |  |
| The goals of your placement were adequately defined between you and your placement and Site Supervisor |  |  |  |  |  |  |
| These goals were constant with the overall purpose of your placement |  |  |  |  |  |  |
| You received sufficient information and orientation about the site requirements, policies and procedures |  |  |  |  |  |  |
| The site supervisor was available for consultation |  |  |  |  |  |  |
| Opportunities were presented to you for your use of staff resources or for participation in the work of other teams |  |  |  |  |  |  |
| Feedback was provided regularly and consistently during your placement concerning your progress |  |  |  |  |  |  |
| You were provided an opportunity to review and respond to feedback |  |  |  |  |  |  |
| Your development as a counselor was enhanced and supported at this site |  |  |  |  |  |  |
| The use of current technology for delivery and enhancement of services provided was supported and enriched by the site |  |  |  |  |  |  |
| Ethical counseling practices were demonstrated at your site. |  |  |  |  |  |  |
| This is a site to consider for future employment |  |  |  |  |  |  |

**What could have been done differently to make this a better placement?**

**Other comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Practicum Student

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date