

**AUBURN UNIVERSITY'S
COUNSELOR EDUCATION
MASTER'S DEGREE PROGRAM**

**CLINICAL MENTAL HEALTH
COUNSELING
CLINICAL REHABILITATION
COUNSELING
SCHOOL COUNSELING**

**Professional Practice
Handbook**

**COUN 7910 Practicum
COUN 7920 Internship**

Department of Special Education, Rehabilitation, and Counseling

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INTRODUCTION TO PROFESSIONAL PRACTICES

Professional practice, which includes practicum and internship, provides for the application of theory and the development and enhancement of skills for client assessment, planning, intervening, and evaluating.

These experiences will provide opportunities for students to provide counseling services to diverse clients.

Site placements made by the clinical coordinator or program coordinator of the student's area of specialization. All site placements will be located in sites which include counseling is one of the primary professional activities and shall be supervised counseling professional who has a minimum of two years of post- master's experience.

PRACTICUM AND INTERNSHIP PLACEMENTS

Placements for practicum and internship sites is a collaborative process between the student, counseling sites, and the university. Students will follow the placement protocols for their respective programs:

Clinical Mental Health Counseling- on campus. In the CMHC program, students will be introduced to possible practicum and internship sites by their program faculty. After learning about the sites, students will be asked to prepare a resume and cover letter to be disseminated to these sites. In addition to these professional materials, students will also be asked to rank order all the sites based on preference. The

CMHC Program Coordinator will contact the practicum and internship sites to begin the placement process. **CMHC students are NOT permitted to contact the practicum/internship sites themselves unless instructed by program faculty.** Once the practicum/internship sites review the student applicants' information, they may contact the student to schedule a professional interview. After the interview process, practicum/internship sites will contact the Practicum Coordinator with their student recommendations. **Professional Interview.** CMHC students will participate in professional interviews during the practicum and internship placement process. Students are expected to demonstrate professional behaviors during these interviews. If a student is unable to secure a practicum and internship placement after multiple interviews, the program faculty and student's committee may meet to discuss the student's fitness for the practicum and internship process. **Testing.** CMHC students may be required to take a drug test, participate in a background check, or participate in other testing per site placement policies. If a CMHC student does not pass the testing offered by the potential site, their standing in the program may be at risk.

Oftentimes, CMHC students are required to pay for these tests for placement consideration.

Clinical Mental Health Counseling- online. Distance education students will be responsible for finding their own practicum (100 hours) and internship (600 hours) sites and must confirm placement at a site by **June 1st** completing their first year to the Practicum & Internship Coordinator. The requirement is that students will identify local counseling sites up to 90 miles within their surrounding area and must have a site supervisor who meets the following qualifications: (1) a minimum of a master's degree in counseling or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of counseling experience; (4) knowledge of the counseling program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

Sites that are commonly used for our student training include correctional facilities, community mental health outpatient clinics, non-profit organizations, family and children services agencies, residential facilities for adjudicated individuals, child advocacy centers, substance use treatment centers, inpatient psychiatric departments in local hospitals, day treatment centers, college counseling centers, and inpatient

Clinical Rehabilitation Counseling. For practicum in Clinical Rehabilitation Counseling, students in the on-campus typically work with the local Community Rehabilitation Program, Achievement Center Easter Seals or other appropriate placements. In addition, students have the option to work with the Alabama Governor's Youth Leadership Forum in which they work with high school consumers focusing on the transition from school to work or school to post-secondary training. Students in the distance education program will work with faculty to identify appropriate placements in the area in which students live. Sites vary including non-profit agencies and state/federal programs, and the site must be approved by the Clinical Rehabilitation Counseling Clinical Coordinator. Internship placements are collaboratively identified by faculty and the student in order to best meet the professional practice goals and availability of the student. Approval must be obtained from the University Supervisor regarding the site selected prior to beginning the internship. It is suggested to start locating internship location (6) six months prior to internship. Rehabilitation Services Administration (RSA) Scholars are required to complete their internship in the state vocational rehabilitation program.

School Counseling. In the School Counseling program, students will select their preferred practicum and internship sites and notify the School Counseling Program Coordinator of their selections. The School Counseling Program Coordinator will complete a field experiences site placement form and submit the form to the Field Experiences Coordinator in the College of Education (COE) at Auburn University. The COE Field Experiences Coordinator will submit the form to the appropriate entities in each district for approval. The COE Field Experience Coordinator will notify the School Counseling program coordinator of denial or acceptance and the program coordinator notifies the practicum/internship student of the decision. This process will continue until the student has been placed.

PROFESSIONAL PARAMETERS / ISSUES

Informed Consent

Before you initiate a counseling relationship, you must first inform your client of any limits to confidentiality, your status as a counselor-in-training, and any site specific information which your site supervisor has provided. You must also secure your client's permission to tape the counseling sessions. Your particular site may have a form that they prefer you to use. If not, please use the Auburn University form provided by your course instructor.

Emergency Procedures

You also need to ask your site supervisor about the emergency procedures under which your site operates. What are the hours of operation? Who/Where should clients call if they have an emergency after hours? How should you proceed if you have an emergency situation with a client? You are only allowed to see clients under supervision, and you are not available to clients after hours or off-site. You should not give your home phone number to clients, but should have an alternate emergency number to give them should they request it or should you determine that they are at risk. You should confirm with your site the emergency number. In addition, you may provide the emergency number for EAMH (334) 742-2877 or (800) 815- 0630 .

Ethical Guidelines

When you enter into a counseling relationship, you are entering into an agreement with your client to keep their welfare foremost during your time together. You are agreeing to provide the treatment/counseling most appropriate to address the client's concern, to treat the client with respect, to

refer when appropriate, and not to exceed your level of competence. You should be familiar with **ACA Code of Ethics (2014)** as well as ethical guidelines specific to your specialty area including the Alabama Board of Examiners in Counseling's **Code of Ethics and Standards of Practice (2016)**, **ASCA Ethical Standards for School Counselors (2016)**, and the **Code of Professional Ethics For Rehabilitation Counselors (CRCC, 2017)** and use them as a guide for behaving in a professional, ethical manner.

Professional Liability Insurance

All College of Education Interns are covered under the Department of Education's Limited Professional Liability Policy. Each student is automatically billed for the insurance during the fall semester of each year of enrollment. If the student needs verification of the liability insurance they may request a Certificate of Verification of Insurance from the [Department of Risk Management and Safety](#), 334-844-4870. Students are also required to purchase their own professional liability insurance through an organization such as HPSO (<http://www.hpso.com/>). School counseling students also receive professional liability insurance through American School Counselor Association (ASCA).

Professional Behavior

Although the primary purpose of practicum and internship is to assist you in the continued development and application of counseling skills, you are also a representative of the counseling programs and contractor with the site. Thus, you are expected to operate under the norms of the site by adhering to their policies and procedures of daily operations. This includes, but is not limited to, being punctual, dressing appropriately, and presenting oneself professionally and ethically. As you continue the development of your professional identity, it is very important to be aware of current issues and trends. You can learn a lot about the profession through contact with counselors at your site, supervision/consultation, membership in professional organizations (e.g., ACA, ALCA, AMHCA, ASCA, CRCC) and attendance at professional development workshops and seminars.

Social Media and Public Representations

Students in this program represent Auburn University; the College of Education; the Department of Special Education, Rehabilitation and Counseling; the Clinical Mental Health Counseling, School Counseling, and Clinical Rehabilitation Counseling programs; and the profession of counseling. As such, students are expected to maintain professional standards of behavior in public settings; students must consider that all personal representations made on social media and other online platforms are inherently public behavior and thus also fall under the purview of this policy. Students who engage in behavior that violates a client's confidentiality or creates the appearance of lack of privacy by discussing client-related issues in public (including social media) will be considered to have violated this policy. Social media and other public forums are not places to discuss how you feel about a client or your work with clients or students.

In addition, students who engage in public behaviors (including on social media) that create a hostile environment for peers will be considered to have violated this policy. Examples of behaviors that can create a hostile environment include, but are not limited to: using derogatory terms, insults, telling derogatory jokes, taunting, and intimidation. Faculty will consider the context, nature, scope,

frequency, duration, and severity of incidents to determine whether a student has created a hostile environment. Students or prospective students found to have created a hostile environment will be subject to policies related to remediation and dismissal. This policy reflects the need and desire to protect the rights and wellbeing of others, as well as the professional standing of the program, college, university, and field of counseling.

In general, students are encouraged to maintain strict privacy settings on any personal social media accounts. Students are also expected to conform with ACA ethical standards regarding multiple relationships by not seeking out or accepting social media relationships (e.g., as ‘friends’ on Facebook or Instagram) with current or former clients.

PRACTICUM

Supervision

Supervision is a requirement of practicum and it is designed to assist students to develop competence in counseling and to monitor the level and appropriateness of services provided for clients. Supervision involves a supervisor, who is a senior member of the profession, and one or more supervisees, who are 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 (Bernard & Goodyear, 2014).

Your University-appointed supervisor will be either a counselor education program faculty member or a doctoral student who is supervised by a counselor education program faculty member.

1. Counselor education program faculty members serving as individual/triadic supervisors have counseling supervision training and experience, relevant clinical experience, and appropriate professional credentials.
2. Doctoral students who provide individual/triadic supervision must (1) have completed CACREP entrylevel counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision with a counselor education program faculty member.
3. Practicum students are also required to participate in 2 hours per week of group supervision provided by a Counselor Education program faculty member.

Supervision appointments are scheduled to fit into the needs of your site, yourselves, and your individual and group supervisors. **You must attend an average of one hour of individual/triadic supervision with your University-appointed supervisor every week 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 cannot be prepared for supervision, **you may not be allowed to see clients and your continuation in the practicum class may be discontinued.** We all have a responsibility to each and every client you see, and a large part of demonstrating commitment to these responsibilities is through your preparedness for and participation in both group and individual supervision.

Required Work Samples

Work samples are required to successfully complete practicum (COUN 7910). Students are expected to submit an average of two recorded counseling sessions weekly throughout the semester in which they are enrolled in practicum. Students must submit a minimum of 15 work samples throughout the semester in order to complete practicum.

There are three principal purposes for submitting actual work samples, such as digital recordings of counseling sessions:

- The supervisor needs to monitor the services that are being provided to the clients/students. Work samples provide evidence that the strategies being used with clients are empirically supported or based on theory and ethically and legally sound.
- The supervisor assists the supervisee in identifying his or her strengths as well as areas for improvement. The supervisor focuses on your development as a counselor, as well as on the client's needs. Additionally, the supervisor is responsible for facilitating your development over time and with a variety of different types of clients/students.
- Work samples 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 an effective counselor for clients/students with a wide variety of needs. You are expected to review your tapes to identify your specific areas of strength and weakness. Use these discoveries to develop professional, and, at times, personal development goals. These reflections should be discussed in your supervision sessions. What exactly do you believe you need to work on and how can your supervisor help you develop strategies leading to improvement? Supervision, like counseling, is *not* a passive process.

Your recorded sessions are due to your supervisor 48 hours prior to your supervision appointment or at a time agreed upon by you and your University supervisor. You are responsible for uploading your recorded counseling sessions to your Box folder. Your supervisor will listen to the sessions and provide you with feedback.

In the rare case that the practicum site does not permit recordings, live supervision must be conducted by the student's site supervisor, meaning the supervisor will sit in on or otherwise observe the student's counseling sessions with clients. Such live supervision must be completed on a weekly basis and be documented by the site supervisor. The site supervisor will provide weekly reports on his or her observations of the students counseling, specifically to meet the purposes as outlined above for taping counseling sessions. A minimum of fifteen live supervision observations must be completed in order to satisfy this requirement of practicum.

Client Case Conceptualization and Presentation

A client case conceptualization presentation is required of all students in order to complete practicum. For this assignment, students are expected to develop a PowerPoint presentation and present all components of the presentation in group supervision.

Required forms (e.g., intake, treatment plan) will vary by specialty area and should be turned into the group supervisor before the student's presentation. The following components are required, and students must also review their practicum syllabus for additional requirements designated by the specialty area or group supervisor.

- Client's presenting concern and background information gathered at first appointment
- Information gathered via formal and/or informal assessments
- Client's goals for counseling
- Conceptualization of the client's concerns through a theoretical lens (including all components of the Case Conceptualization Guidelines)
- Plan for counseling including short-term and long-term goals, theory-based interventions, and evaluation (e.g., treatment plan, individualized plan for employment)

- Description of a single counseling session's focus, goals, interventions, process, and observations of progress (e.g., progress note)
- At least one segment of the audio recording of this counseling session that demonstrate the student's counseling skills (e.g., assessment, implementing an intervention, evaluating the effectiveness of counseling, etc.).

** The forms used for this assignment vary by specialty area, and therefore, they are found in the respective appendix for each program.*

PRACTICUM AND INTERNSHIP DOCUMENTATION AND CASE NOTES

The purpose of documentation for the practicum and internship is for educational reasons. For any documentation submitted to University supervisors, please remove all identifying information and use a coding system to identify clients to ensure client confidentiality. You are required to write a progress note for each individual or group counseling hour recorded on your practicum or internship hour log. For each recorded counseling session for practicum, students are also required to complete a session summary after listening to the session themselves and prior to the student's supervision session with the University supervisor. Progress notes and session summaries are also due to your supervisor 48 hours prior to supervision. You and your supervisor are responsible for the welfare of all clients you see each week, not just those for whom you submit recorded sessions.

Practicum and internship students are not permitted to keep their own personal "case" notes of client progress and individual impressions. Students are strongly encouraged to refer to their documentation at site or submitted to the university to help them recall important information related to specific client cases. Personal case notes are not protected by the Auburn University professional liability insurance and can be admissible in court.

PRACTICUM AND INTERNSHIP COUNSELING HOURS

Your placement request is for a specified length of time, typically starting the first week of the semester through the last week. Although there are specified minimum numbers of hours for both practicum (100 hours) and internship (600 hours), you are obligated to continue in your placement for the full semester, regardless if you complete the required number of hours earlier in the semester. Remember, your commitment is to your clients and to the sites that work with our programs to ensure that students have opportunities to develop critical professional skills. Even though an important educational need is met by your placement, the counseling services you provide are first and foremost for the benefit of clients.

Students must complete a minimum of 100 hours providing direct and indirect services for practicum. Forty (40) direct counseling hours are required. These direct hours are accrued by providing individual and at least 10 group counseling services; however, students can accrue up to 15 hours of group counseling in practicum.

Students must complete a minimum of 600 hours providing direct and indirect services for internship. Two hundred and forty (240) direct counseling hours are required. These direct hours may be comprised of both individual and group counseling services.

*Students must accrue group counseling experience in either practicum or internship.

Summary of Required Materials for Practicum and Internship

Practicum Documentation	Due	Submit to
Practicum and Internship Contract	Semester before practicum placement	Practicum Internship Coordinator
Information Sheet	First week of class	Course Instructor
Supervisor Resume/CV	First week of class	
Supervisor Contract	First week of class	
Case Conceptualization Presentation	Variable	
Client Documentation (Progress notes, session summaries, counseling plans)	Ongoing for each client	University Supervisor/Course Instructor
Practicum Log	Midterm and Final	Course Instructor
Site Supervisor Evaluations	Midterm and Final	
University Supervisor Evaluations	Midterm and Final	
Self-Evaluations	Midterm and Final	
Evaluation of your Site	Final week of class	
Internship Documentation	Due	Submit to
Practicum and Internship Contract	Semester before internship placement	Practicum/Internship Coordinator
Information Sheet	First week of class	Course Instructor
Supervisor Resume/CV	First week of class	

Supervisor Contract	First week of class
Internship Log	Midterm and Final
Site Supervisor Evaluations	Midterm and Final
Self-Evaluations	Midterm and Final
Evaluation of your site	Final week of Class

**Counselor Education
Master's Programs
Professional Practice Forms**

Practicum and Internship Student Contract
Counselor Education Master's Programs Auburn University

The purpose of this document is for the Counselor Education Program faculty to communicate the requirements and expectations for counseling students to apply for and successfully matriculate through the practicum and internship professional practice experiences.

In the application process, I understand:

1. 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;
2. that I must demonstrate appropriate classroom behaviors, competent counseling skills and professionalism to be considered for practicum placement;
3. 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;
4. that I may be placed at a practicum/internship site up to 100 miles from Auburn University's campus;
5. that I may not contact site supervisors directly, unless they contact me;
6. that program faculty make all final decisions about site placements and approving students to be placed.

At my site, I understand:

1. that I am to comply with all site policies and procedures;
2. that I am required to abide by the *ACA Code of Ethics* as well as professional ethical codes and guidelines specific to my specialty area including but not limited to the Alabama Board of Examiners (ABEC) Code of Ethics and Standards of Practice, *ASCA Ethical Standards for School Counselors (2016)*, and the *Code of Professional Ethics for Rehabilitation Counselors (CRCC, 2017)*, while I am working at my site;
3. that I am expected to maintain excellent attendance at the site and use the appropriate call-off procedures in emergency and illness circumstances;
4. that I am to arrive on time for my prac/internship hours;
5. 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;
6. that although there is a minimum number of hours that I am to work at my site each week (10 to 12 hours a week for practicum and 20 to 40 hours for internship depending on whether I am a fulltime 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.;
7. that I am to provide counseling services at the site for the duration of the semesters in which I am enrolled in the practicum or internship course, even if I completed my required hours;
8. that although the majority of counseling services I provide must be with individual clients, I must accrue group counseling hours in practicum and/or internship;
9. 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.

Auburn University Counseling Student Signature

Date

Practicum/Internship Coordinator

Date

Auburn University

Auburn, Alabama 36849-5222

Special Education, Rehabilitation and Counseling

2084 Haley Center

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

Counselor Education Master's Programs Supervisor Contract

This contract delineates the expectations for all counseling master's students who are providing services to clients as part of a supervised field experience in counseling, practicum/internship site supervisors, and Auburn University Counselor Education faculty. Questions regarding this contract and student performance should be directed to the following respective clinical faculty/program coordinators:

Dr. Jessica Tyler, CMHC Program Coordinator: (334) 844-7603 or jim0001@auburn.edu

Dr. Jinhee Park, CRC Program Coordinator: (334) 844-7620 or jzp0095@auburn.edu

Dr. Malti Tuttle, School Counseling Program Coordinator: (334) 844-3724 or mst0022@auburn.edu

Requirements of Practicum and Internship

For COUN 7910 Practicum, students are required to:

1. Work a minimum of 100 hours at a practicum site (pre-approved by the Counselor Education program faculty);
2. Provide a minimum of 40 hours of direct counseling services for clients through the provision of individual and group counseling services;
3. Provide a minimum of 15 work samples of counseling with client, either via audio recorded counseling sessions or live observations;
4. Complete a minimum of 60 indirect hours of counseling-related activities such as staff meetings, clinical documentation, trainings, preparing for counseling sessions, etc.;
5. Complete a client case conceptualization presentation;
6. Participate in one hour of individual supervision at Auburn University per week offered by an appointed university supervisor; and
7. Participate in group supervision each week at Auburn University.

For COUN 7920 Internship, students are required to:

1. Work a minimum of 600 hours at an Internship site (pre-approved by the Counselor Education program faculty).
2. Provide a minimum of 240 hours of direct counseling services with clients through the provision of individual and group therapy services;
3. Complete a minimum of 360 indirect hours of counseling-related activities such as staff meetings, clinical documentation, trainings, preparing for counseling sessions, etc.;
4. Complete a client case conceptualization presentation;
5. Participate in one hour of individual supervision at the practicum site; and
6. Participate in group supervision every other week at Auburn University.

Expectations of Counseling Students Auburn

University Counseling Students are expected to:

1. Comply with all practicum and internship site policies and procedures;
2. Abide by the *ACA Code of Ethics* (2014) as well as professional ethical codes and guidelines specific to my specialty area including but not limited to the *Alabama Board of Examiners (ABEC) Code of Ethics and Standards of Practice*, *ASCA Ethical Standards for School Counselors (2016)*, and the *Code of Professional Ethics For Rehabilitation Counselors (CRCC, 2017)* while working at their practicum/internship site;

3. Maintain excellent attendance at the site and use the appropriate call-off procedures in emergency and illness circumstances;
4. Arrive on time to their practicum/internship site;
5. Be flexible in scheduling their availability and works with the site to make changes or adjustments if scheduling issues arise;
6. Schedule additional hours on site to accrue direct hours if the student experiences a lot of no shows, trouble scheduling clients, transition issues, etc;
7. Provide counseling services at the practicum or internship site for the duration of the semesters in which the student is enrolled in the practicum or internship course;
8. Accurately and honestly record direct and indirect hours on their practicum/internship log;
9. Gain experience in group counseling in either practicum or internship.

Expectations of the Practicum or Internship Site Supervisors

The Auburn University Counselor Education faculty will work closely with site supervisors to provide an optimal training experience for counseling students. In order to offer a collaborative and supportive training environment, site supervisors are expected to:

1. Offer one hour of individual supervision to the counseling student each week throughout the practicum or internship placement;
2. During practicum, allow student to audio record counseling sessions with the client's documented consent or conduct live observations of at least 15 counseling sessions conducted by the student;
3. Communicate with faculty if a practicum/internship student is not performing adequately to meet the site's standards;
4. Complete a midterm and final evaluation for the student based on observations of the student's work with clients for both practicum and internship;
5. Offer students an opportunity to lead or co-lead a counseling or psychoeducational group in either practicum or internship;
6. Offer students opportunities to become familiar with a variety of professional activities and resources, including technological resources during their practicum or internship.

Expectations of Counselor Education Faculty

The Counselor Education faculty are committed to student success and preparing competent counselors. In order to provide a supportive training environment, faculty are expected to:

1. Offer group supervision to practicum and internship students as stipulated by the CACREP Standards;
2. Provide weekly individual supervision to doctoral-level university supervisors who supervise counseling students who are in practicum and internship;
3. Communicate with counseling students who are not adequately progressing through practicum and/or internship.

By signing this form, I agree to the requirements outlined in this contract. Failure to abide by this contract could result in removal of the counseling student from the practicum/internship site, the implementation of a remediation plan and/or dismissal from the counseling program.

Counseling Student

Date

Site Supervisor

Date

AU Faculty

Date

Practicum Log Instructions and Expectations

Please use the following instructions to complete the attached log as you complete the 100-hour requirement for practicum (minimum of 40 hours providing direct counseling services).

1. On a weekly basis, document the number of hours of direct counseling services you provided for that week on the log.
 - a. Time should be documented in .25-hour increments. For example, if you see a client for 45 minutes, record .75 hours; 15 minutes, record .25 hours; 90 minutes, record 1.5 hours and so on. Please round to the nearest quarter-hour increment.
 - b. The term DIRECT means that you are providing FACE TO FACE counseling services. This includes individual sessions as well as counseling groups for which you are ACTIVELY leading or co-leading. (Does not apply to any observations of others performing the counseling service). You have to be the one demonstrating these skills to be able to count the time as DIRECT.
 - c. At least 10, but up to 15 hours of group counseling, in which you are leading or co-leading the group, can be counted toward the total of 40 direct service hours.
 - d. Students are expected to submit an average of two recorded counseling sessions or live supervision forms weekly throughout the semester in which they are enrolled in practicum. Students must submit a minimum of 15 work samples throughout the semester in order to complete practicum.
 - e. Indirect hours accumulated-All other services that do not fall under this explanation are considered indirect and should be counted as such.

The Direct and Indirect Service Component of your log is highlighted in BLUE. These are hours you will accumulate at your Practicum Site. In addition to the Direct and Indirect Service Component, the column designated for the signature of your site supervisor is also highlighted in BLUE.

2. Also on a weekly basis, document the number hours you receive supervision from a University-appointed supervisor.
 - a. Students must receive supervision that averages one hour per week of individual and/or triadic supervision throughout the practicum by a university-appointed program faculty member or a doctoral student supervisor. 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.

Note: The supervision you may receive on site by your practicum site supervisor does satisfy the requirement for one hour of supervision with a university supervisor. Hours accrued in supervision with an on-site supervisor should be included in Indirect Hours, as this is not a direct service you are providing clients and is often an administrative requirement within agencies and schools to meet staffing needs
 - b. Students must attend and receive an average of 1.5 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.

The column provided for the documentation of these hours is highlighted in Purple.

SUMMARY

All SITE specific hours are to be documented in the columns highlighted in BLUE.

All UNIVERSITY specific hours are to be documented in the columns highlighted in PURPLE.

**SUPERVISOR EVALUATION OF STUDENT
COUN 7910 Practicum / COUN 7920 Internship
Midterm & Final**

Special Education, Rehabilitation and Counseling
Auburn University, AL 36849-5222

Student Intern: _____
 Supervisor: _____ Role (University or Site): _____
 Midterm date: _____ Final date: _____
 Agency/Site Name: _____

Directions: Please evaluate the counseling practicum/intern based on your observation of their work with individuals and professionals at the internship site.

*Individual = Client/student/consumer/patient

Professional Dispositions/Characteristics

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Professional Identity: Knowledge of and identification with the role of a professional counselor/therapist (e.g., application of professional standards in line with program area).				
Self-Awareness: Demonstration of self-awareness as a professional counselor (e.g., demonstrates emotional stability, awareness of impact of behavior on others, avoids imposing beliefs and/or values on others)				
Professional Development: Engages in professional development both in and outside of the practicum experience				
Advocacy: Demonstrates ability to prioritize individuals' welfare and well-being.				

Counseling Skills and Knowledge:

Individual= Client/student/consumer/patient

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Effectively handles informed consent.				
Accurate and meaningful reflections of content.				
Accurate and meaningful reflections of feeling.				
Demonstrates congruence (e.g., role authenticity, genuine, empathy, appropriate interactions) in session.				
Appropriate use of silence.				

Appropriate use of self-disclosure.				
Appropriate use of immediacy.				
Appropriate use of open- and close-ended questions.				
Understands & responds appropriately to nonverbal communication.				
Ability to conduct intake sessions.				
Ability to conduct termination sessions.				
Ability to keep the focus of the session on the individual.				
Ability to deal with individual resistance.				
Appropriate pacing and time management of sessions.				
Use of a variety of intentional counseling approaches/strategies/interventions (e.g., cognitive, affective, behavioral).				
Uses assessment instruments/results appropriately.				
Ability to conduct crisis & risk assessments/intervention.				
Demonstrates effective and collaborative goal setting with individuals.				
Demonstrates effective facilitative (basic helping) skills.				
Creates a safe environment for individual, rapport building.				
Implements interventions consistent with the counselor's guiding theory and consistent with the needs of the individual.				
Communicates in a style compatible with the communication style and developmental level of the individual.				
Demonstrates and communicates empathy to the individual.				
Recognizes and communicates small increments of change in the individual.				
Competence in providing leadership, developing interventions, and awareness of factors influencing group dynamics in therapeutic and non-therapeutic groups.				
Demonstrates knowledge and skills needed for facilitating counseling relationships.				

Understands and demonstrates case conceptualization skills.				
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Legal and Ethical Behavior/Adherence to Legal and Ethical Standards

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Understanding ethical and legal standards relevant to professional counseling				
Possess a thorough knowledge of laws related to providing counseling services, including HIPPA, FERPA, and ADA.				
Applies ethical and legal guidelines (e.g., confidentiality and moral aspects) in all aspects of practicum and internship, including supervision and consultation.				
Demonstrates sensitivity to ethical and legal issues				
Conducts self in an ethical manner both in and outside of practicum and internship				

Multicultural Considerations and Social Justice Competencies

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Advocates for individuals' interests and rights in a manner that respects and empowers				
Advocates for the counseling profession				
Ability to understand personal culture and its effect on the individual, counseling sessions, and personal development as a counselor				
Ability to understand personal worldview and its effect on the individual, counseling sessions, and personal development as a counselor				
Demonstrates sensitivity to demographic, background, and cultural worldview of others				
The ability to apply the counseling skills referenced above to culturally diverse individual populations.				
Demonstrates knowledge and application of multicultural and social justice counseling competencies (MCSJCCs)				

Supervision and Practice Behaviors

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Appropriate Dress				
Completes clinical documentation and tasks on time				
Prepared for supervision and individual counseling sessions				
On time to individual sessions				
On time to clinical site				
On time for supervision				
Seeks consultation appropriately				
Is receptive to feedback from supervisor				
Is receptive to appropriate feedback from peers/colleagues				

Additional Skills Based on Specialty Area Clinical

Mental Health Counseling

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Demonstrates knowledge and commitment to social justice advocacy				
appropriate for the clinical mental health setting.				
Demonstrates knowledge and skills to administer and interpret general assessments for the clinical mental health population.				
Demonstrates knowledge and skills in developing and implementing treatment plans for the clinical mental health population.				
Demonstrates knowledge of and abides by ACA and ABEC ethical standards.				

School Counseling

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Demonstrates knowledge and commitment to social justice advocacy appropriately for the school population and setting.				

Demonstrates knowledge and ability to interpret and utilize data, reports, interviews and assessments appropriately.				
Demonstrates knowledge of school counseling interventions, strategies, and appropriate practice for the school population.				
Demonstrates knowledge of and abides by ASCA ethical standards.				
Demonstrates knowledge and application of the ASCA National Model.				

Clinical Rehabilitation Counseling

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Able to collect and process information about the client and make decisions regarding this information to identify client needs.				
Able to use client assessment information to determine the need for specific services and referrals to appropriate providers.				
Able to analyze, plan, supervise, and administer rehabilitation plans to clients.				
Able to develop a written rehabilitation plan that actively involves the client in determining needs.				
Assists in continued employment of client by providing follow-up, consultations, and support.				

Please comment on the following questions.

What are the strengths of the student as an practicum/intern student?

What areas need further development?

What recommendations would you make to enhance this student's development?

Additional Comments:

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

Supervisor's Signature & Credentials: _____ **Date:** _____

Printed Supervisor's Name: _____ **Date:** _____

COUN 7910 Practicum Evaluation Rubrics

The purpose of this rubric is to help students and supervisors differentiate between levels of attainment with regard to the skills expected student outcomes articulated in the left hand column.

Counseling Skills

Expected Student Outcomes	Unsatisfactory	Developing	Target
The ability to communicate to the client the nature and limits of the counseling relationship.	Fails to describe fundamental aspects of counseling relationship (i.e., session length, confidentiality, boundaries); fails to describe specifics of services offered (i.e., techniques, etc.); under-responds to client questions or concerns related to counseling process; does not secure permission from parents of minor to tape.	Describes confidentiality, limits, and processes of counseling; tells client why he or she is being seen; uses limited exploration or clarification of client needs or concerns regarding the counseling relationship.	Discusses confidentiality in a developmentally appropriate way and checks on client understanding; discusses and uses appropriate forms and materials to communicate limits of confidentiality, length of counseling session, and boundaries; responds to clients questions and/or concerns about the counseling process; elicits or clarifies the reason client is being seen.
The ability to interview clients using direct and indirect methods of inquiry.	Uses close-ended questions too often; drills or interrogates client; answers own questions; uses repetitive responses.	Uses questions appropriately; tolerates silence; reflects content and feeling; uses varied responses.	Demonstrates ability to extract important information related to client needs (i.e., history, presenting problem, mental status) using varied direct and indirect methods of inquiry.

<p>The ability to develop and maintain a productive counselor- client relationship.</p>	<p>Displays inappropriate humor or affect; seems arrogant or distant; fails to consult with supervisor concerning rapport issues.</p>	<p>Demonstrates developing skills related to displaying appropriate levels of competence, warmth, and interest; consults with supervisors regarding establishment of rapport.</p>	<p>Conveys care, empathy, and genuineness through attending behaviors; communicates an understanding of the client's world as perceived by the client; uses and values client's humor to facilitate or gain perspective of client's view point.</p>
<p>Uses basic counseling skills to respond to client needs.</p>	<p>Ignores non-verbals; uses inappropriate non-verbals, such as tone, volume of voice, and facial expressions; seems uninterested in client; exhibits verbal and nonverbal incongruity.</p>	<p>Facilitates client expression and self-exploration; recognizes non-verbals; shows interest; congruent counselor verbal and nonverbal skills.</p>	<p>Uses summaries, reflections of affect, content, open and closed questions, clarification, and concreteness; counselor is congruent; acknowledges and uses nonverbal information to further explorations.</p>
<p>Competence in providing leadership, developing interventions, and awareness of factors influencing group dynamics in therapeutic and non-therapeutic groups.</p>	<p>Unable to demonstrate ability to develop and implement a group plan; unaware of factors influencing the group process.</p>	<p>Demonstrates ability to develop and implement a group plan; able to identify group dynamics; able to assist group members in the process of group participation.</p>	<p>Uses multiple interventions and theoretical basis for development and implementation of a group; able to identify and address group dynamic issues; effectively evaluates group outcomes and modifies the group plan.</p>
<p>The ability to respond to important material as it arises in the</p>	<p>Failure to respond to new or relevant material presented by the client.</p>	<p>Demonstrates ability to identify critical content and issues that arise in the</p>	<p>Demonstrates ability to identify critical content and issues with immediacy and integrate effectively</p>

counseling session.		session.	into counseling process.
Recognize and	Allows personal	Able to recognize	The ability to set aside

verbalize personal issues that may impair objectivity and negatively impact the counseling process.	issues, concerns, or experiences to interfere with objectivity; is unable or resistant to feedback concerning these issues.	that personal issues may impair their objectivity in the counseling process; may still need assistance in identifying instances when this occurs.	personal concerns during counseling sessions in order to focus on client concerns; seeks consultation and or supervision; makes referral when appropriate.
The ability to recognize and respond appropriately to crisis.	Failure to recognize and/or respond to a crisis in a professionally appropriate manner.	Demonstrates ability to recognize a crisis situation and assess risk of harm; seeks supervision to address situation.	Demonstrates ability to assess and respond to issues related to duty to warn (risk of suicidal ideation/harm to others) in an ethically and legally congruent manner; able to differentiate and respond based on type and nature of crisis, levels of risk, and site and practicum policies and procedures.
The ability to use and/or create interventions, consistent with the counselor's guiding theory and or consistent with the	Misuses or haphazardly employs various intervention techniques devoid of theoretical consistency; interventions used	Demonstrates the ability to implement a wide range of interventions that are in line with the client's needs and presenting issues;	Develops treatment/ counseling plans consistent with guiding theory and/or client needs; demonstrates use of interventions in sessions that are

client's needs.	fail to provide exploratory or growth opportunities for client.	able to assess the effectiveness of these interventions; provides indicators of ability to consider interventions in relation to emerging theoretical orientation.	theoretically consistent; describes rationale for treatment decisions.
Communicates in a style compatible with the communication style and developmental level of the client.	Inaccurately determines developmental level; bases communication on inaccurate assessment (i.e., uses too simplistic or too	Provides evidence of a developing ability to identify client's developmental level; begins to use alternative communication	Accurately assesses client's developmental level; adjusts voice tone, affect, pace, and body language to those consistent with the client; matches vocabulary (i.e.,

	advanced vocabulary); communication style does not adjust for client compatibility (i.e., tone, pace, affect, body language, etc.).	styles or modifies their style to meet their client's developmental needs.	terminology & expressions).
Uses advanced accurate empathy.	Failure to use appropriate methods to convey empathy to the client; unaware of client's perceptions and world-view.	Demonstrates verbal and non-verbal skills to convey empathy to the client; able to assess the client's response.	Able to accurately assess client's experience and provide accurate empathy using advanced verbal and non-verbal skills; able to assess accuracy and modify response.

Uses self-disclosure.	Overuses self-disclosure; uses disclosures that are not relevant to client content; focuses on their personal experiences versus the client's perspective.	Demonstrates the ability to use self-disclosure in a limited manner and the disclosure is relevant to the client content.	Demonstrates the ability to assess the appropriateness of using self-disclosure; able to address client's questions related to the counselor appropriately; uses disclosures that add to the therapeutic process.
Uses confrontation.	Confrontations are overly hostile or challenging; confrontations are verbally aggressive OR there is no confrontation of client content; discrepancies or emotional/verbal incongruities.	The ability to confront client content discrepancies and emotional/verbal incongruities.	The ability to confront the client in a process of facilitating the client's growth; increasing client insight; and addressing inconsistencies within the overall therapeutic process.
Uses Immediacy.	Becomes defensive; focuses on self rather than client; is unable to identify relevant issues in a timely and	Demonstrates ability to recognize client's affective responses and attend to them within the counseling	The ability to remain open to and facilitate client's intense affective responses, including those directed toward the counselor; acknowledges
	relevant manner.	session.	client reactions; uses immediacy; contends with I/you-here/now issues as necessary (i.e., client-counselor relationship issues); remains calm and continues to process client concerns.

<p>The ability to identify small increments of change.</p>	<p>Demonstrates an unrealistic view of therapeutic goals; unable to identify any changes in client behavior or emotional responses.</p>	<p>The ability to recognize changes in client behavior or emotional responses; able to develop goals that reflect the client's developmental level.</p>	<p>The ability to identify client progress in counseling and exhibit patience with each client's pace of change rather than attempt to hurry or force change; able to describe change for self and client.</p>
<p>The ability to deal with the issues related to termination (i.e., referrals, timing, resistance).</p>	<p>Avoids processing of feelings related to termination; terminates w/o adequate client preparation; does not provide resources for continued care as needed; does not recognize client's ongoing needs.</p>	<p>Is able to assist the client with the process of termination; able to identify and address client responses to termination.</p>	<p>Acknowledges feelings of loss as well as those of accomplishment; plans for clients future needs; helps client apply lessons/behavior learned from therapy to everyday life; adequately assess need for follow-up activities.</p>
<p>The ability to apply the counseling skills referenced above to culturally diverse client populations.</p>	<p>Does not acknowledge, address or ignores the presence of individual and/or cultural differences; fails to adjust intervention techniques to accommodate for individual or cultural differences.</p>	<p>Demonstrates the ability to identify cultural differences in the counseling process; ability to consider differences with the client; addresses potential concerns within supervision.</p>	<p>Acknowledges differences and how those might influence the counseling process / outcomes; demonstrates the ability to adapt skill and methods that accommodate for individual & cultural differences.</p>

Conceptualization and Planning Skills

Objectives	Unsatisfactory	Developing	Target
Systematically conceptualize human behavior and the process of change.	Fails to structure sessions around established goals; addresses content as it arises without regard to meaning or purpose.	Able to use theory to describe client behavior.	Therapeutically applies theoretical constructs to help determine the meaning of specific client issues; uses direct and indirect methods of inquiry to assess needs; recognizes cultural differences with each client.
The ability to generate appropriate counseling goals and select interventions based on a comprehensive case conceptualization.	Does not engage in goal-setting.	Works with client to establish goals consistent with client needs and objectives for counseling.	Uses knowledge of human behavior and counseling theory to generate appropriate counseling goals and modality of treatment/counseling.
Considers sociopolitical contexts when evaluating, conceptualizing, and planning interventions.	Student counselor ignores influence of multiple systems and contexts of client lives.	Student recognizes at least one of the social, economic, or legal systems that impacts their clients' lives and may interfere with goal attainment.	Student recognizes current social, economic, and legal issues that impact the client and respond to those issues.

<p>The student uses empirically supported counseling practices and/or interventions.</p>	<p>The student selects interventions based on his or her comfort and perceived competence without regard to the appropriateness of these interventions for the client.</p>	<p>The student demonstrates theoretical consistency between conceptualization of client needs, articulation of goals, and selection of interventions.</p>	<p>The student actively seeks information in professional literature regarding the nature of client concerns and the treatments that have been demonstrated through research to be effective.</p>

<p>The ability to present and staff a case using principles and methods of case conceptualization.</p>	<p>The student presents random, irrelevant information about the client based on counselor interest, curiosity, or impact (sensationalism).</p>	<p>The student presents client information systematically and coherently to colleagues and is able to describe the concerns the student counselor has with regard to planning and/or implementing treatment/counseling.</p>	<p>Student presents accurate, relevant conceptualization of client based on assessment outcomes, understanding of human development and behavior, and application of counseling theory; able to pose questions about treatment/counseling to a team of professionals for the purposes of planning or modifying goals and/or interventions.</p>
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Supervision Consulting Skills

Objectives	Unsatisfactory	Developing	Target
<p>The ability to identify the expectations of the client and supervisor.</p>	<p>Students have little or no understanding of the client's goals for the counseling experience or the supervisor's role in facilitating counselor development.</p>	<p>Expresses some understanding of what the clients wish to achieve, but may still behave according to what the student perceives the supervisor "wants" him or her to do rather than what the supervisor expects.</p>	<p>Able to define and verbally express client & supervisor expectations.</p>

Receptivity to individual and group supervision/feedback	Not receptive to feedback and behaves in a defensive, self protective manner; ignores supervisory suggestions consistent with the feedback about performance.	Accepts feedback and attempts to integrate supervisory direction into counseling process.	Demonstrates openness to feedback; seeks and integrates feedback from a number of sources (site, university, peers).
The ability to	Student may be	Students begin to	Reflects upon

appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers.	unduly reliant on the supervisor for feedback and direction or may avoid the influence of the supervisor(s) due to overconfidence in students' abilities.	understand the areas in which they are capable of independent action and those with which they need assistance from the supervisor.	feedback and uses it to develop goals for improvement in targeted areas; develops an action plan for acquiring the knowledge/skills/behaviors/attitudes addressed and is able to identify ways the goals of the action plan will benefit supervisee and clients.
The ability to provide facilitative feedback to others.	Provides feedback that is extreme in supporting or negating the practices of colleagues and supervisors. Fails to recognize individual differences among peers with regard to theory, personality, and culture.	Student provides feedback to peers about specific issues with which they feel confident and competent.	Objectively provides feedback to others that is specific, respectful, and constructive.

<p>Seeks case consultation from supervisors when needed.</p>	<p>Fails to seek supervision at all or participates in supervision but fails to identify issues relative to competence in general or specific to a client.</p>	<p>Requests assistance from supervisor when frustrated with client progress or with student's inability to facilitate goal attainment.</p>	<p>Recognizes counselor competencies, expertise, boundaries and limitations and seeks supervision/consultation from those who are available and competent to assist the student in meeting professional responsibilities.</p>
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Evaluation Skills

Objectives	Unsatisfactory	Satisfactory	Target
The ability to identify small increments of change and integrate them into an overall pattern or theme within the counseling process.	Inability to identify small increments of client change.	The ability to recognize significant/large scale client movement toward treatment goals.	The ability to recognize and describe small cognitive, affective and behavioral indicators of client change.
The ability to modify specific interventions on the basis of effectiveness.	Inability to recognize need for change in counseling approaches based on evaluation of client progress.	The ability to recognize appropriate levels of counselor and client responsibility for the counseling process.	The ability to recognize appropriate levels of counselor and client responsibility for the counseling process and act on that recognition.
The ability to develop, implement and evaluate individual and group treatment/ counseling plans.	Inability to recognize appropriate levels of counselor and client responsibility for the counseling process and act on that recognition.	The development of individual and group treatment plan which addresses overall needs of clients.	The development, implementation, and evaluation of individual and group treatment plan which address specific needs of clients.
The ability to apply the evaluation skills referenced above to culturally diverse client populations.	Inability to apply evaluation skills referenced above where appropriate for culturally diverse client populations.	The ability to demonstrate an understanding of the purpose of the evaluation skills referenced above where appropriate for culturally diverse.	The ability to demonstrate awareness, knowledge and evaluative skills referenced above where appropriate for culturally diverse client populations.

Professionalism

<p>Professional Identity: Knowledge of and identification with the role and function of a professional counselor/therapist.</p>	<p>Limited understanding & demonstration of professional counselor responsibilities as identified by site authorities, the educational institution (AU), and other professional organizations (ACA, CACREP, NBCC, etc.).</p>	<p>Understands but lacks the demonstration of professional counselor responsibilities as identified by site authorities, the educational institution (AU), and other professional organizations (ACA, CACREP, NBCC, etc.).</p>	<p>Understanding & demonstration of professional counselor responsibilities as identified by site authorities, the educational institution (AU), and other professional organizations (ACA, CACREP, NBCC, etc.).</p>
<p>Self-Awareness: Demonstration of self-awareness as a professional counselor.</p>	<p>Limited understanding of personal needs, values, strengths, weaknesses, feelings, and motivations that may impinge upon effectiveness as a counselor.</p>	<p>The ability to express a moderate understanding of personal needs, values, strengths, weaknesses, feelings, and motivations.</p>	<p>The ability to express a clear understanding of personal needs, values, strengths, weaknesses, feelings, and motivations that may impinge upon effectiveness as a counselor.</p>
<p>Legal and Ethical Standards of Practice: Possess a thorough knowledge of ethical and legal standards of professional organizations and credentialing bodies</p>	<p>Limited knowledge of ethical principles and legal/ethical guidelines for practice as identified by site authorities, the educational institution (AU), and other professional organizations (ACA, CACREP, NBCC, etc.).</p>	<p>Has knowledge of ethical principles and legal/ethical guidelines for practice as identified by site authorities, the educational institution (AU), and other professional organizations (ACA, CACREP, NBCC, etc.).</p>	<p>Has knowledge of ethical principles and demonstrates the legal/ethical guidelines for practice as identified by site authorities, the educational institution (AU), and other professional organizations (ACA, CACREP, NBCC, etc.).</p>
<p>Professional Development: Promote individual professional development both in and outside of the practicum experience.</p>	<p>Lack of participation in professional development activities (i.e. attending workshops/in-services, conferences and engaging in self-directed learning).</p>	<p>Evidence of participation in professional development activities (i.e. attending workshops/in-services, conferences and engaging in self-directed learning).</p>	<p>Evidence of active participation in professional development activities (i.e. attending workshops/in-services, conferences and engaging in self-directed learning).</p>

Advocacy: Demonstrate ability to place clients' welfare and wellbeing as	Lack of recognition and verbalization of clients needs; no action taken to meet	Recognition and verbalization of clients needs; action taken to meet the identified needs	Recognition and verbalization of clients needs; action taken to meet the identified needs
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priority.	the identified needs of the client.	of the client in limited ways.	of the client in diverse ways.
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Internship 7920
Student Self Evaluation

Directions: Please use the following rating scale and indicate the date in which you have demonstrated the competencies below.

1=No competence; 2=Developing competence; 3=Competent

Name: _____

Performance Indicator	Midterm	Final
The ability to nonverbally and verbally communicate a genuine interest and concern for the client		
The ability to communicate an understanding of the client's world as perceived by the client		
The ability to formulate verbal responses that accurately and concisely reflect the content and feeling of the client's verbal and nonverbal messages		
The ability to facilitate client expression and self-exploration		
The ability to respond appropriately and with immediacy to important material as it arises in the counseling session		
The ability to put aside personal concerns during counseling sessions in order to focus on client concerns		
The ability to laugh appropriately with clients out of an appreciation for what clients are experiencing		
The ability to identify the expectations of the client and supervisor		
The ability to verbally identify small increments of change and integrate them into an overall pattern or theme with the counseling process		
The ability to communicate in specific and concrete, rather than general and abstract, terms		
The ability to communicate to the client the nature of the counseling relationship so that the client understands the limits of the services offered		
Knowledge of and identification with the role and function of a professional counselor/therapist, particularly as it relates to the student's practicum site		
The application of ethical principles to practical situations in counseling, e.g., providing the client with information necessary to make informed decisions regarding counseling		
The ability to express a clear understanding of personal needs, values, strengths, weaknesses, feelings, and motivations that may impinge upon effectiveness as a counselor		
Receptivity to individual and group supervision/feedback		

The ability to present and staff a case		
An awareness of the issues related to counseling diverse populations		
The ability to modify specific interventions on the basis of effectiveness		

The ability to spontaneously use and or create interventions, consistent with the counselor's guiding theory, that facilitate the client's exploration and/or growth		
Consistency of theoretical identity		
A thorough knowledge of ethical and legal standards of professional organizations and credentialing bodies		
The ability to interview clients using direct and indirect methods of inquiry, ranging from casual conversation to structured diagnostic assessment		
The ability to use knowledge of human behavior and counseling theory to generate appropriate counseling goals and modality of treatment/counseling		
The ability to recognize appropriate levels of counselor and client responsibility for the counseling process and act on that recognition		
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 other		
The ability to communicate in a style compatible with the communication style and developmental level of the client		
The ability to remain open to and facilitate client's intense affective responses, including those directed toward the counselor		
The ability to exhibit patience with each client's pace of change rather than attempt to hurry or force change		
The ability to apply current social, economic, and legal trends in the counseling process		
The ability to incorporate relevant research findings into counseling practice		
Competence in providing group leadership/co-leadership, developing interventions appropriate to group settings, and awareness of factors influencing group dynamics		
The ability to develop and maintain accurate and updated clinical records (e.g., progress notes, interview summaries)		
The ability to deal with the issues related to termination, e.g., referrals, timing, resistance		
The ability to develop, execute, and evaluate a treatment/counseling plan		

Intern

Date

COUN 7920 Course Instructor

Date

**SUPERVISOR EVALUATION OF STUDENT
COUN 7910 Practicum / COUN 7920 Internship
Midterm & Final**

Special Education, Rehabilitation and Counseling
Auburn University, AL 36849-5222

Student Intern: _____
 Supervisor: _____ Role (University or Site): _____
 Midterm date: _____ Final date: _____
 Agency/Site Name: _____

Directions: Please evaluate the counseling practicum/intern based on your observation of their work with individuals and professionals at the internship site.

*Individual = Client/student/consumer/patient

Professional Dispositions/Characteristics

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Professional Identity: Knowledge of and identification with the role of a professional counselor/therapist (e.g., application of professional standards in line with program area).				
Self-Awareness: Demonstration of self-awareness as a professional counselor (e.g., demonstrates emotional stability, awareness of impact of behavior on others, avoids imposing beliefs and/or values on others)				
Professional Development: Engages in professional development both in and outside of the practicum experience				
Advocacy: Demonstrates ability to prioritize individuals' welfare and well-being.				

Counseling Skills and Knowledge:

Individual= Client/student/consumer/patient

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Effectively handles informed consent.				
Accurate and meaningful reflections of content.				
Accurate and meaningful reflections of feeling.				
Demonstrates congruence (e.g., role authenticity, genuine, empathy, appropriate interactions) in session.				
Appropriate use of silence.				

Appropriate use of self-disclosure.				
Appropriate use of immediacy.				
Appropriate use of open- and close-ended questions.				
Understands & responds appropriately to nonverbal communication.				
Ability to conduct intake sessions.				
Ability to conduct termination sessions.				
Ability to keep the focus of the session on the individual.				
Ability to deal with individual resistance.				
Appropriate pacing and time management of sessions.				
Use of a variety of intentional counseling approaches/strategies/interventions (e.g., cognitive, affective, behavioral).				
Uses assessment instruments/results appropriately.				
Ability to conduct crisis & risk assessments/intervention.				
Demonstrates effective and collaborative goal setting with individuals.				
Demonstrates effective facilitative (basic helping) skills.				
Creates a safe environment for individual, rapport building.				
Implements interventions consistent with the counselor's guiding theory and consistent with the needs of the individual.				
Communicates in a style compatible with the communication style and developmental level of the individual.				
Demonstrates and communicates empathy to the individual.				
Recognizes and communicates small increments of change in the individual.				
Competence in providing leadership, developing interventions, and awareness of factors influencing group dynamics in therapeutic and non-therapeutic groups.				
Demonstrates knowledge and skills needed for facilitating counseling relationships.				

Understands and demonstrates case conceptualization skills.				
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Legal and Ethical Behavior/Adherence to Legal and Ethical Standards

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Understanding ethical and legal standards relevant to professional counseling				
Possess a thorough knowledge of laws related to providing counseling services, including HIPPA, FERPA, and ADA.				
Applies ethical and legal guidelines (e.g., confidentiality and moral aspects) in all aspects of practicum and internship, including supervision and consultation.				
Demonstrates sensitivity to ethical and legal issues				
Conducts self in an ethical manner both in and outside of practicum and internship				

Multicultural Considerations and Social Justice Competencies

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Advocates for individuals' interests and rights in a manner that respects and empowers				
Advocates for the counseling profession				
Ability to understand personal culture and its effect on the individual, counseling sessions, and personal development as a counselor				
Ability to understand personal worldview and its effect on the individual, counseling sessions, and personal development as a counselor				
Demonstrates sensitivity to demographic, background, and cultural worldview of others				
The ability to apply the counseling skills referenced above to culturally diverse individual populations.				
Demonstrates knowledge and application of multicultural and social justice counseling competencies (MCSJCCs)				

Supervision and Practice Behaviors

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Appropriate Dress				
Completes clinical documentation and tasks on time				
Prepared for supervision and individual counseling sessions				
On time to individual sessions				
On time to clinical site				
On time for supervision				
Seeks consultation appropriately				
Is receptive to feedback from supervisor				
Is receptive to appropriate feedback from peers/colleagues				

Additional Skills Based on Specialty Area

Clinical Mental Health Counseling

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Demonstrates knowledge and commitment to social justice advocacy appropriate for the clinical mental health setting.				
Demonstrates knowledge and skills to administer and interpret general assessments for the clinical mental health population.				
Demonstrates knowledge and skills in developing and implementing treatment plans for the clinical mental health population.				
Demonstrates knowledge of and abides by ACA and ABEC ethical standards.				

School Counseling

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Demonstrates knowledge and commitment to social justice advocacy appropriately for the school population and setting.				

Demonstrates knowledge and ability to interpret and utilize data, reports, interviews and assessments appropriately.				
Demonstrates knowledge of school counseling interventions, strategies, and appropriate practice for the school population.				
Demonstrates knowledge of and abides by ASCA ethical standards.				
Demonstrates knowledge and application of the ASCA National Model.				

Clinical Rehabilitation Counseling

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Able to collect and process information about the client and make decisions regarding this information to identify client needs.				
Able to use client assessment information to determine the need for specific services and referrals to appropriate providers.				
Able to analyze, plan, supervise, and administer rehabilitation plans to clients.				
Able to develop a written rehabilitation plan that actively involves the client in determining needs.				
Assists in continued employment of client by providing follow-up, consultations, and support.				

Please comment on the following questions.

What are the strengths of the student as an practicum/intern student?

What areas need further development?

What recommendations would you make to enhance this student's development?

Additional Comments:

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

Supervisor's Signature & Credentials: _____ **Date:** _____

Printed Supervisor's Name: _____ **Date:** _____

COUNSELING STUDENT EVALUATION OF PRACTICUM OR INTERNSHIP SITE

Special Education, Rehabilitation and Counseling
Auburn University

Name:

Program:

Semester & Year:

Name of site:

Total hours accrued at site:

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						
The goals of your placement were adequately defined between you and your placement						
These goals were constant with the overall purpose of your placement						
Received sufficient orientation and training on emergency protocols						

The site supervisor was available for consultation and supervision						
Staff resources were available for you to use						
Feedback was provided regularly and consistently during your placement concerning your progress						
Appropriate opportunities were provided for individual and group counseling experiences						
The use of current technology for delivery and enhancement of services was supported and enriched by the site						
Professional and ethical behavior was demonstrated by site personnel						
I would recommend this site for future placements						

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

Other comments:

Counseling Student

Date

Counseling Student's Evaluation of Individual Supervisor

Name of Individual Supervisor:

Name of Individual Supervisee:

Competencies	Unsatisfactory	Satisfactory	Exemplary
1. The supervisor demonstrated a knowledge of the counseling process.			
2. The supervisor demonstrated a knowledge of counseling legal and ethical principles.			
3. The supervisor demonstrated personal qualities that were conducive to developing a strong supervisory relationship (e.g., awareness of individual differences, humor, openness).			
4. The supervisor demonstrated multicultural competence in the supervisory relationship and within the counseling process.			
5. The supervisor demonstrated the ability to help you develop and enhance your counseling skills.			
6. The supervisor demonstrated the ability to use multiple supervisory methods to help you develop counseling competence.			
7. The supervisor demonstrated the ability to help you develop conceptualization and treatment planning skills.			
8. The supervisor effectively provided feedback and was receptive to feedback from the supervisee related to the supervisory process.			

Additional Comments:

Intern

Date

Appendix A

Clinical Mental Health Counseling Professional Practice Syllabi and Forms

Auburn University
Special Education, Rehabilitation and Counseling Clinical
Mental Health Counseling
Practicum and Internship Information
Sheet

This form is to be completed at the beginning of practicum and internship by the student, site supervisor, and university group supervisor. All concerned should retain copies and the university group supervisor shall place one copy in the student's folder.

Number of practicum/internship credit hours for which you are enrolled this semester:

Student Information Student's

Name:

Address:

Home Phone #:

Cell Phone #:

Email Address:

Faculty Advisor:

Practicum/Internship Goals & Objectives (use back of page):

Practicum/Internship Site Information

Practicum/Internship Site Name:

Address:

Direction to the site from Auburn Campus (use back page):

On-site Supervisor:

Name:

Title:

Office Phone/Email Address:

Practicum/Internship Schedule including a total number of work hours per week:

CMHC Student

Date

Site Supervisor

Date

University Group Supervisor

Date

Auburn University
Clinical Mental Health Counseling Program
Department of Special Education, Rehabilitation and Counseling
2084 Haley Center 334-844-
7676

Memorandum of Agreement

To: Site Supervisors of Counselor Education 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. This is an opportunity for counseling students to build on their clinical experiences and education. Information the outcomes of our counseling programs are available to all stakeholders on our website at-

Clinical Mental Health Counseling M.Ed./ M.S. program:

<http://www.education.auburn.edu/graduatedegree-cert/clinical-mental-health-counseling-m-ed>

School Counseling M. Ed. program:

<http://www.education.auburn.edu/graduate-degree-cert/school-counseling-m-ed/>

Clinical Rehabilitation Counseling M.Ed./ M.S. program:

<http://www.education.auburn.edu/graduatedegree-cert/clinical-rehabilitation-counseling-m-ed-m-s/>

Counselor Education and Supervision Ph.D. program: <http://www.education.auburn.edu/graduatedegree-cert/counselor-education-ph-d/>

The purpose of this memo is to outline the mutual responsibilities of site supervisors and practicum counselors who are providing services to clients as part of a supervised field experience in counseling. Through our Building Rural Alliances through Collaboration and Education (BRACE) grant funded by Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services, we provide free supervision training and opportunities for continuing education at:

<http://www.education.auburn.edu/department-of-special-education-rehabilitation-and-counseling/braceprogram/>

We would not be able to achieve these purposes without your professionalism and supervisory competence! 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 844-7676.

The University is expected to:

1. Provide weekly individual and group supervision that includes one hour of individual or triadic supervision based on work samples (e.g. audio, video tapes, session summaries) and two hours of group supervision.
2. The practicum student will provide the Site Supervisor with a copy of the practicum syllabus.
3. Initiate, as necessary, meetings with the Site Supervisor for the purpose of discussing the student's performance.
4. Emphasize to students their professional responsibilities to clients and the site.
5. Provide professional liability insurance. All counseling students enrolled in practicum are provided group professional liability insurance through the University and required to carry individual liability insurance independently.

The Site is expected to:

1. Provide clinical counseling experiences for the practicum student in accordance with department requirements that includes a minimum of 3-4 client contact hours per week. At least two hours each week must be spent in individual counseling. Students can have a total of 8- hours on-site per week.
2. 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.*
3. Make provisions for orientating the practicum student to 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.
4. Provide office space for the practicum student to provide counseling services. Minimally, a private space will be provided to the student for counseling.
5. The site will notify the University Group Supervisor of any problems which may influence the student's successful completion of the placement.
6. 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 finals.

7. Assure that the student will be properly supervised at all times by a counselor with a graduate degree (preferably doctoral) in counseling or a related profession with specialized expertise to advance the student's knowledge and skills.

The student is expected to:

1. Conduct all sessions with clients in a fully informed, ethical, and professional manner.
2. Establish and maintain a consistent schedule throughout the term of enrollment.
3. Meet all requirements specified in the syllabus.
4. Participate fully and reflectively in supervision on site and at the university.
5. Attend all supervision (group and individual/triadic).
6. Notify, in advance when possible, all supervisors of absences.

Counseling Student

Date

Site Supervisor

Date

AU Faculty

Date

AUBURN UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION,
REHABILITATION AND COUNSELING
Clinical Mental Health Counseling

Course Number: COUN 7910

Course Title: Practicum in Clinical Mental Health Counseling

Credit Hours: 3 semester hours

Prerequisites: COUN 7320, 7350, 7950; Departmental approval. Students must notify practicum coordinator one semester in advance of registering for COUN 7910

Co-requisites: None **Class Meeting:** TBD

Instructor: TBD

Date Syllabus Prepared: August 2016, January 2017.

Required Texts:

Yalom, I. (2002). *The gift of therapy: An open letter to a generation of new therapists and their patients*. New York, NY: Harper Collins.

Course Description:

Supervised counseling experiences in which students serve as counselors at pre-arranged and approved community counseling settings. Supervised counseling experiences in which students serve as counselors at pre-arranged sites and approved community counseling settings appropriate to their program emphasis. Students will be placed through an application process that occurs the spring semester prior to the start of Practicum.

Course Objectives:

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 discuss specific topics arising from practicum experiences during the week. Students are strongly recommended to reflect on their practice and incorporate identified strengths and weaknesses into their plans for on- going personal and professional growth. In addition, one student per week will present a case for group discussion and receive feedback.

Learning Objectives	Class Requirement	Artifact
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. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills (2016 CACREP Sec. 3 F and G).	All students will maintain their CMHC approved placement while working directly with clients/consumers.	Students will maintain a counseling log documenting all indirect and direct hours completed.
Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, performed by a designated supervisor. (2016 CACREP Sec. 3 H)	Supervisors will provide one hour of supervision each week.	Student will maintain a counseling log documenting all supervision hours received.
Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member (2016 CACREP Sec. 3 I)	Students will meet for a three hour course bi-weekly for group supervision.	Attendance will be verified by the instructor.
The opportunity for the student to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings). (2016 CACREP Sec. 3 D)	Students will participate in professional development opportunities at their site as though they were a professional counselor.	During their site visit conducted by the instructor of record, professional development will be discussed and reviewed.
Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients. (2016 CACREP Sec. 3 B)	Sites will provide opportunities for recording sessions, live supervision or co-led counseling services.	Information will be documented through counseling log.
Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum	Student will receive passing grades in the midterm and final evaluation to continue matriculation.	Evaluations will be submitted and reviewed by instructor of

and internship. (2016 CACREP Sec. 3 C)		record.
In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counselor or psychoeducational group. (2016 CACREP Sec. 3 E)	Student will pursue group counseling opportunities at their practicum site.	Student will maintain a counseling log documenting all group counseling provided.

Course Content:

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 discuss specific topics arising from practicum experiences during the week. Students are strongly recommended to reflect on their practice and incorporate identified strengths and weaknesses into their plans for on-going personal and professional growth. In addition, one student per week will present a case for group discussion and receive feedback.

Class Schedule

Date	Topic	Readings/Assignments
Week 1 - August 16	Introductions <i>Roles, paperwork, ethics</i>	Professional Experiences Handbook ACA Code of Ethics (2014)
Week 2 – August 23	SOAP Notes	Cameron & Turtle Song (200)
Week 3 – August 30	Ethical Decision Making	Forester-Miller & Davis (1996)
Week 4 – September 6	Emotional Intelligence Case Conceptualizations	Salovey & Mayer (1989)
Week 5 – September 13	Cycle of Caring Case Conceptualizations	Skovolt (2005)
Week 6 – September 20	Therapeutic Letter Writing Case Conceptualizations	Kress, Hoffman & Thomas (2008)
Week 7 – September 27	Humanistic Therapies Case Conceptualizations	Fitch, Canada & Marshall (2001)

Week 8 – October 4	Adlerian and Solution Focused Therapies	Midterm Evaluations Due in Class!
	Case Conceptualizations	Watts & Pietrzak (2000)
Week 9 – October 11	Case Conceptualizations	Yalom 1&2
Week 10 – October 18	Case Conceptualizations	Yalom 3 & 4
Week 11 – October 25	Case Conceptualizations	Yalom 5 & 6
Week 12 – November 1	Case Conceptualizations	Yalom 7 & 8
Week 13 – November 8	Case Conceptualizations	Yalom 9 &10
Week 14 - November 16	Case Conceptualizations	Yalom 11 & 12
Week 15 – November 29	Case Conceptualizations	Yalom 13 & 14
		Final Evaluations Due in Class
		Field Experience Folder Due

7. General Information and Assignments/Projects

- A. Accrual of Hours:** The expectation is held that students will attend all classes (group supervision). In addition to this group supervision, students are required to attend 1 hour of University individual supervision per week. **As with class attendance, site and supervision attendance is mandatory.** In case of absence due to illness or other crisis condition, practicum students will notify all supervisors (university supervisor, course instructor and site supervisor). 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. **Students who miss more than one practicum class or supervision will automatically fail the course.**
- B. Practicum Site Experience:** Students should complete a minimum of **100 total practicum hours**, which include a minimum of **40 direct service hours** to pass this class. Students are required to spend a minimum of **10 hours on site per week and no more than 12 hours (unless otherwise directed by the Program Coordinator, Practicum/Internship Placement Coordinator, Site Supervisor or Course Instructor)**. The direct service portion of the practicum requirements can be met by providing individual counseling and group counseling.
- C. Work samples:** Students are expected to submit an average of **two recorded counseling sessions weekly throughout the semester** in which they are enrolled in practicum. Students must submit a **minimum of 15 work samples (750 recorded minutes)** throughout the semester in order to complete practicum. A ***Consent to Tape*** form must be obtained from each client before taping. If the client is unable to consent (e.g., minor) then you must obtain consent from the legally recognized guardian.

In the rare case that the practicum site does not permit recordings, live supervision must be conducted by the student's site supervisor, meaning the supervisor will sit in on or otherwise observe the student's counseling sessions with clients. Such live supervision must be completed on a weekly basis and be documented by the site supervisor. A minimum of 15 live observations would be needed to complete the requirement for the course.

D. Client file(s): Students will maintain the following documents in a file for each client and group with identifying data not included (students are asked to code files)

- Progress note for each counseling session
*Note: Students must have a progress note for each direct hour documented on their hours log
- Session summaries for each recorded counseling session
- Treatment plans
* **Due (Week 15): Field Experience Binder Due**

I. Client Case Conceptualization: Students are expected to develop a PowerPoint presentation and present all components of the presentation in group supervision. The following components are required:

- Client's presenting concern and background information gathered at first appointment
- Information gathered via formal and/or informal assessments
- Client's goals for counseling
- Conceptualization of the client's concerns through a theoretical lens (including all components of the Case Conceptualization Guidelines)
- Plan for counseling including short-term and long-term goals, theory-based interventions, and evaluation (e.g., treatment plan)
- Description of a single counseling session's focus, goals, interventions, process, and observations of progress (e.g., progress note)
- At least one segment of the audio recording of this counseling session that demonstrate the student's counseling skills (e.g., assessment, implementing an intervention, evaluating the effectiveness of counseling, etc.).

J. Field Experience Documentation: Students must submit the following items (shared in Box and in hard copy) to their *university group supervisor* to receive final grades. These items will be placed in each student's permanent file stored in 2084 Haley Center. The items include:

- Practicum Information Form
- All supervisors' evaluation forms (Site, University)
- Self-Evaluation Form
- The Practicum Log
- A copy of all counseling documentation (with client codes) for every direct hour calculated on the counseling log (no hard copies- only load on Box; these materials need to be permanently erased after being reviewed by your group supervisor at the end of the semester.)

Grading and Evaluation Procedures:

The COUN 7910 course grade is determined by classroom and site performance. To successfully pass the Practicum Course, students must attend classes, complete practicum assignments, submit the appropriate documentation (including practicum hours log and evaluations) and successfully complete the 100 hour practicum experience, including a minimum of 40 direct hours that are verified by the site supervisor as evidenced in a signed counseling log. Students will not pass the course if they have poor attendance at the site or in the classroom, do not submit class assignments, do not obtain a satisfactory midterm/final evaluation, are accused of fraudulent log documentation, are accused of an ethical violation, do not demonstrate appropriate professional behaviors or any other behaviors deemed inappropriate as cited in the COUN Handbook, Professional Practice Handbook, Code of Ethics and AU Graduate School Standards. Grades are S/U.

Class Policy Statements:

Students are expected to attend all supervisory sessions and class meetings and participate in all classroom exercises (*Student EPolicy Handbook* at www.auburn.edu/studentpolicies). Should students need to be absent for any reasons, they must contact the course instructor before missing that class meeting. Students who need special accommodations should make an appointment to discuss the “Accommodation Memo” during office hours as soon as possible. If you do not have an Accommodation Memo, *Office of Accessibility* at <https://fp.auburn.edu/disability/> at 1228 Haley Center, 844-2096 (V/TT). Telephone: (334)844-2096 (Voice T/O).

Dates for completing assigned class activities are noted in the course calendar. Unless otherwise notified, students should assume no deviation regarding these dates/assignments. Students anticipating difficulties in attending class on a date scheduled assignments are due should seek permission from the instructor to turn in an assignment prior to the due date. Students assume the responsibility for contacting the instructor to make suitable arrangements for making-up an assignment within 48 hours. The make-up assignment must be completed 2 weeks of the students’ return to class. Failure to comply with these stipulations may result in the student receiving a grade of (0) zero for the missed assignment.

Students must maintain confidentiality of all case discussion. The discussion of cases outside of the group setting with any other persons other than those in the agency of the placement, the client, or the instructor are grounds for being dismissed from the class with a grade of “U” unsatisfactory.

This action would be considered highly unethical behavior (see **ACA Code of Ethics**). Additionally, to maintain client confidentiality, no specific identifying information regarding the client will be allowed in group supervision. Simply client code (e.g. a first name) of the person in discussion and/or some other code (e.g. initials) on all documentation will be appropriate. Classroom civility is expected. Please turn off cell-phones or pagers before entering class.

References

- Cameron, S., & Turtle-Song, I. (2002). Learning to write notes using the SOAP format. *Journal of Counseling & Development, 80*, 286-292.
- Fitch, T., Canada, R., & Marshall, J.L. (2001). The exposure of counseling practicum students to humanistic counseling theories: A survey of cacrep programs. *Journal of Humanistic Counseling, Education and Development, 40*, 232-242.
- Forrester-Miller, H., & Davis, T.E. (1995). *A practitioner's guide to ethical decision-making*. Alexandria, VA: American Counseling Association.
- Kress, V.E., Hoffman, R., & Thomas, A.M. (2008). Letters from the future: The use of therapeutic letter writing in counseling sexual abuse survivors. *Journal of Creativity in Mental Health, 3*, 105-118.
- Salovey, P., & Mayer J.D. (1989). Emotional intelligence. *Imagination, cognition and personality, 9*(3), 185-211.
- Skovolt, T.M. (2005). The cycle of caring: A model of expertise in the helping professions. *Journal of Mental Health Counseling, 27*, 82-93.
- Watts, R., & Pietrzak, D. (2000). Adlerian encouragement and the therapeutic process of solution focused brief therapy. *Journal of Counseling & Development, 78*, 442- 447.

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 believe you are a potential danger to yourself or to someone else; (2) if I suspect child abuse or neglect or the abuse or neglect of an adult who is mentally or physically unable to care for him or herself; (3) if I am ordered to disclose information by a court of law; (3) if you grant me written permission to disclose information to another person; and (4) for supervision/consultation purposes. In order for me to provide you with the best care possible, I will regularly record our sessions and consult with my supervisor and peer counselors.

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

CLINICAL MENTAL HEALTH ASSESSMENT INTAKE

Date of Intake:

Length of Appointment:

RE: (Client Name)

Date of Birth:

Reason for Referral/Presenting Problem:

STRENGTHS BASED ASSESSMENT TO INCLUDE CURRENT AND HISTORICAL

SOCIAL AND FAMILY HISTORY:

MEDICAL HISTORY;

MENTAL HEALTH HISTORY:

TRAUMA HISTORY:

CRIMINAL HISTORY:

SCHOOL/VOCATIONAL HISTORY:

ALCOHOL AND SUBSTANCE USE HISTORY:

MENTAL STATUS EXAMINATION:

STRENGTHS:

Describe in the client's own words how they view recovery, experience challenges, strengths, needs, goals, values, lifestyle, family and community support and needs:

Other services/treatments being received and recommendations for additional services to other provider(s):

DIAGNOSTIC IMPRESSION

Counselor Name:

Auburn University Child/Adolescent Informed Consent
Auburn University, Alabama 36930-5222
Special Education, Rehabilitation and Counseling 2084 Haley Center

Dear Parent or Guardian:

Clinical Mental Health Counseling (CMHC) 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 10 to 12 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. You are receiving this form because we are requesting your consent to provide counseling services to a child in your care. If you have questions about the reason you are receiving this request, please contact the counseling center or school that your child is affiliated with.

Counseling Student's Name _____
would like to work with your son/daughter, a student at _____ school/counseling center.

If your child experiences a crisis and requires immediate attention, due to my role as a Counselor-in-Training, I may be unavailable and suggest that you contact, the counseling center for which I am affiliated with or the EAMHC Crisis Line at 1-800-815-0630.

I am ethically bound to keep confidential anything your child/adolescent shares in our sessions, with the following exceptions: (1) if I believe your child is a potential danger to themselves or to someone else; (2) if I suspect child abuse or neglect or the abuse or neglect of an adult who is mentally or physically unable to care for him or herself; (3) if I am ordered to do so by a court of law; (3) if you grant me written permission to disclose information to another person; and, (4) for supervision/consultation purposes. In order for me to provide the best care possible, I will regularly audio and/or video tape our sessions and consult with my supervisor and peer counselors. Your child's 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 are interested and willing to have your child participate, please sign the form where indicated.

Thank you.

Parent's Signature _____

Date _____

Auburn University
Special Education, Rehabilitation and Counseling Department
CHILD/ADOLESCENT CLINICAL MENTAL HEALTH ASSESSMENT

INTAKE

Date of Intake:

Length of Appointment:

RE: (Client Name)

Date of Birth:

Reason for Referral/Presenting Problem:

**STRENGTHS BASED ASSESSMENT TO INCLUDE CURRENT AND HISTORICAL
SOCIAL AND FAMILY HISTORY:**

MEDICAL HISTORY;

MENTAL HEALTH HISTORY:

TRAUMA HISTORY:

CRIMINAL HISTORY:

SCHOOL/VOCATIONAL HISTORY:

ALCOHOL AND SUBSTANCE USE HISTORY:

MENTAL STATUS EXAMINATION:

STRENGTHS:

Describe in the client's own words how they view recovery, experience challenges, strengths, needs, goals, values, lifestyle, family and community support and needs:

Other services/treatments being received and recommendations for additional services to other provider(s):

DIAGNOSTIC IMPRESSION

Counselor Name:

Session Summary
COUN 7910

Progress Note:

Client Code/Group Title:

Date: _____

Counselor-in-Training:

Session Number:

Session start time:

Session end time:

What is the Presenting Problem?

What were the session objectives?

What therapeutic intervention(s) did you attempt?

How did you evaluate progress this session?

What are your plans for the next session?

Session Process Questions

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

weekly. Supervisor: _____

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.

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 Practicum Binder.

Documentation should be posted within 48 hours of your next scheduled supervision.

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.

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 notes 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.

COUNSELING TREATMENT PLAN

Client Code:

Date Plan was Prepared:

STRENGTHS BASED ASSESSMENT TO INCLUDE CURRENT PRESENTING CONCERNS

PRESENTING PROBLEM(S)

BARRIERS TO TREATMENT

STRENGTHS AND RESOURCES AVAILABLE

EVIDENCE BASED GOALS

LONG-TERM GOAL

- 1.**
- 2.**
- 3.**

LONG-TERM GOALS WILL BE ADDRESSED THROUGH THE FOLLOWING SHORT-TERM GOALS AND INTERVENTIONS

- 1.**
- 2.**
- 3.**

THESE GOALS WILL BE REVISITED EVERY 90 DAYS AND REVISED AS NEEDED.

THERAPIST SIGNATURE:

ORIGINAL DATE OF

TREATMENT PLAN: _____

TREATMENT PLAN REVIEWED: _____

TREATMENT PLAN REVIEWED: _____

TREATMENT PLAN
REVIEWED: _____

Guidelines for Case Conceptualization

1. In his/her own words, what is the client's presenting problem?
2. In what way(s) does the client perception differ from that of the referral agent?
3. What is your perception of the presenting problem?
4. How is your view of the presenting problem different from the clients?
5. Using a specific counseling theory, how do you conceptualize the client's presenting problem?
6. What are the secondary problems?
7. When did the problems begin (onset)?
8. How has the client's day-to-day life been impacted by the problem?
9. Describe the impact of the family system, and others (peer culture, work, etc.) on the client's concern.
10. How was life different before onset of the problem?
11. How would the client like for things to be different?
12. What are the client's strengths?
13. 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 methods for working toward change should be clearly identified.

Case Presentation Rubric

Case Presentation Component	Marginal (0 pts)	Developing (2 pts)	Competent (3 pts)	CACREP 2016 Standard
Intake/Psychosocial				Sect. 3 a.,
Case Conceptualization				Sect. 2 –b., g. Sect. 3 – c.
Treatment Plan				Sect. 2 –a., h. Sect. 3 – c.
Case Presentation				Sect. 2-h.,i., j.

Comments:

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

Evaluation:

Marginal: Has not demonstrated the competency area or has demonstrated the competency with significant deficits.

Developing: Has demonstrated some components of the competency area while still demonstrating a need to address or develop skills in other aspects of the competency area.

Competent: Has demonstrated all requirements attached to the competency area.

Students who receive marginal scores in any of the areas will need to resubmit requirements in that area for review. This may include remediation and work with their University Supervisor to develop competency.

**AUBURN UNIVERSITY
SYLLABUS**

1. **Course Number:** COUN 7920/COUN 7920 DE
Course Title: Counseling Internship
Credit Hours: 3 Semester hours (Lecture 3)
Prerequisites: None
Semester/Year: Spring 2023
Instructor: Margaret Anne Taylor, Ph.D., LPC-S, BC-TMH, NCC
2056 Haley Center
334-444-8788 (cell phone – escalated situations only)

barnema@auburn.edu

2. **Date Syllabus Prepared:**
Fall 2000, January 2018, December 2018, December 2019, December 2020, December 2021, December 2022, June 2023
3. **Text(s):** Skovolt, T. & Trotter-Mathison. (2016). *The Resilient Practitioner: Burnout Prevention and Self-Care Strategies for Counselors, Therapists, Teachers and Health Professionals* (3rd). Boston: Ally Bacon.
4. **Course Description:** Internships are viewed as the culminating activity in degree program and ordinarily follow the completion of coursework and the full complement of supervised counseling practica. Thus, by the time students enter the internship phase of their programs of study, they are prepared to provide culturally competent and valuable services to the consumer within the community-based organization/agency for which they work.
The Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a corporate affiliate of the American Counseling Association (ACA). All such accredited masters programs are 2 years in length and include 600 clock hour internship. The preparation received in accredited programs not only provides students a quality education but greatly improves their opportunities for additional counselor credentials (i.e. licensure and certification).
5. **Course Objectives:** Interns will perform, under the supervision of an approved community counselor who has a master’s degree in community counseling (counselor education program) or a closely related area and minimum of two years counseling experience in community counseling, the work roles and responsibilities of a fully employed community counselor. Upon completion of this internship course, students will demonstrate the following:

Learning Objectives	Class Requirement	Artifact
After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their specialized practice area. (CACREP 4.U.)	All students will maintain their CMHC approved placement.	Students will maintain a counseling log documenting all indirect and direct hours completed.
Internship students complete at least 240 hours of direct service with actual clients. (CACREP 4.V)	All students will maintain their CMHC approved placement.	Students will maintain a counseling log documenting all indirect and direct hours completed.

<p>Throughout the duration of internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following: a counselor education program core or affiliate faculty member, or</p> <p>a doctoral student supervisor who is under the supervision of a counselor education program faculty member, or</p> <p>a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.</p> <p>(CACREP 4.W.)</p>	<p>Site supervisors will provide one hour of supervision each week.</p>	<p>Student will maintain a counseling log documenting all supervision hours received.</p>
<p>Throughout the duration of internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following: a counselor education program core or faculty member or</p> <p>a doctoral student supervisor who is under the supervision of a counselor education program faculty member.</p> <p>(CACREP 4.X.)</p>	<p>Students will meet for a three-hour course bi-weekly for group supervision.</p>	<p>Attendance will be verified by the instructor.</p>

6. **Course Content Outline:** Course content will include topics relevant to intern’s clinical experiences and professional development. A portion of the content will be determined by the learning needs of the students enrolled.

Class Schedule

Date	Topic	Readings/Assignments
1/17	<p>Introduction Class requirements</p> <p>Caring for self vs others</p> <p>Joys, rewards, and gifts of practice</p>	Skovolt: xix, Chapter 1 & 2

1/31	Cycle of caring The elevated stressors of the novice practitioner	Skovolt: Chapter 3 & 4 Site Supervisor Contract/MOA Site Information Sheet
		Student Contract DUE
2/14	Hazards of practice Hemorrhaging of the caring self	Skovolt: Chapter 5 & 6 <i>Case Conceptualizations (2)</i> 1. Sidney 2. Michelle/Shelby
2/28	What is human resilience?	Skovolt: Chapter 7-9 <i>Case Conceptualizations (2)</i> 1. Ray 2. Laurel
3/14	Sustaining the professional self Sustaining the personal self	<i>Case Conceptualizations (2)</i> 1. Quay 2. Rebecca
3/28	The eye of the storm model of practitioner resiliency The evolving practitioner from early career anxiety to later competence	Skovolt: Chapter 10 & 11 <i>Case Conceptualizations (3)</i> 1. Bess 2. Bri 3.
4/11	Burnout prevention and self-care strategies of expert practitioners	Skovolt: Chapter 12 <i>Case Conceptualizations (2)</i> 1. Oliva 2. M.E.
4/25	Imagery & self-reflection exercises Self-care action plan	

7. General Information and Assignments/Projects:

A. Accrual of Hours:

A minimum of 600 hours (**9 credit semester hours**), to begin after completion of required practica, in providing all of the services that a regularly employed counselor in the setting would be expected to perform and attending the internship course.

B. Internship Site Experience

A minimum of **240 hours providing direct service** to the clients is required. Services include individual and group counseling. The student must be provided appropriate on-site office space for meeting clients. A minimum of **1 hour per week of individual supervision** by the site supervisor is required (**an average of 15 hours per semester**) along with a minimum of **one visit by the university supervisor**. On-site supervisors must have a minimum of a master's degree in counselor education or a closely related professional specialty, have had 2 years of appropriate professional experience in community/agency counseling.

C. Group Supervision:

Group supervision will occur every other week in the form of on-campus seminars averaging 3 hours (about 2427 hours of group supervision). Group supervision/on-campus seminars will include discussions of the counseling related topics pertinent to stages of counselor/client relationship, specific topics arising from trainees' experiences, and treatment/counseling planning/case review for each supervisee.

D. Assignments to be Submitted: Each student will be expected to complete and submit the following assignments for satisfactory completion of this course. Documents can be found in Canvas. All assignments should be uploaded into Box and Tevera (as needed):

1. Documentation:

- a. CMHC Internship Log
- b. CMHC Site Midterm Evaluation
- c. CMHC Site Final Evaluation
- d. Student Final Evaluation of Site
- e. Student Final Intern Self-Evaluation
- f. Internship Site Supervisor Contract
- g. Internship Site Information
- h. Internship Student Contract

2. **Readings Assignments:** Students are expected to utilize class readings into their professional development and classroom discussion.

3. **Oral Case Conceptualization Summary:** Internship students will present client cases in both oral form during the semester:

- a. Students will present an in-depth summary of an active client case. Using the Case Presentation Format outlined at the end of the syllabus, students will write a case summary (DO A CLIENT MAP) in PowerPoint. The case summary is to be turned in to the instructor at the time of the presentation (PowerPoint format). Presentations will be

approximately 30 minutes in length, which includes an oral report and relevant discussion. Please be sure to maintain client confidentiality in collecting and destroying your work.

Class Presentation Requirements- 1) Please prepare this information in a PowerPoint document format to share with your peers on a client that you are experiencing difficulties with. It is suggested that you do not select a client that you are having success with because the feedback provided by peers will then be less relevant and we want the presentation assignment to be the most beneficial to you as an intern.

2) Please develop 3 questions related to your case in which you honestly request the feedback and insight from your peers.

4. Cumulative reflection: To complete your Portfolio, you are required to write a cumulative reflection paper on key areas of your professional experiences and development. The cumulative reflection will include summaries of your content knowledge, application, and personal development throughout your coursework and clinical experiences. The specific prompts and pagination required in your cumulative reflection paper will be emailed directly from the Assessment Committee at the start of the semester. **Your paper must be completed and submitted in your internship class section in Canvas and Tevera by March 3rd.**

5. Reflective Media: Every week that we meet for class, students will submit an **original** photo or short video clip (not a video or photo you find online) that reflects your thoughts, feelings, attitudes, regarding your skill developmental process. In addition to the photo or clip you will need to provide: 1) a short description of the image or clip, and 2) why you chose that particular image(s). Photos and reflections will be submitted online via Canvas and shared in class to generate thoughtful discussion on the counselor development process. Please note that your photo or video must be an original and not something downloaded (or a screenshot) from the internet.

E. Class Policy Statements:

Students are expected to participate in all supervisory class discussions and participate in all exercises and activities. It is the student's responsibility to contact the instructor if deadlines are not met. Students are responsible for initiating arrangements for missed work. Additionally, students are expected to attend work at their internship site. Attendance is **required** at each class meeting and at the internship site. Students who miss class or internship hours on site because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor or site supervisor. Other unavoidable absences from campus must be documented and cleared with the instructor or site supervisor *in advance*.

Students are also expected to demonstrate an understanding of ethical and professional issues related to competent practice with diverse populations.

Please *turn off* or turn all electronic devices to vibrate before entering class. **Due to sensitive information that is discussed in this course, cell phones are not to be used in class as they often serve as a distraction and prevent students from being truly present with the content.**

Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the [Office of Accessibility at https://fp.auburn.edu/disability/](https://fp.auburn.edu/disability/) at 1228 Haley Center, 844-2096 (V/TT) at 1228 Haley Center, 844-2096 (V/TT).

The University Academic Honesty Code and the *Student EPolicy Handbook* at www.auburn.edu/studentpolicies. Rules and Regulations pertaining to Cheating will apply to this class.

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:

- Engage in responsible and ethical professional practices

- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Justification for Graduate Credit (for Graduate Credit Only)

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” ([SACS](#) guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21 1997 apply.

Client Conceptualization – DO A CLIENT MAP (Adapted from Seligman, 1998)

Please included as much information as possible and relevant to the specific client case

Diagnosis

What is the client’s diagnosis, if your site does not diagnose – please try anyway

Objectives of Treatment

What are the goals?

Assessment

- Presenting Concern
- Demographic Characteristics
- Mental Status Information
- Cultural and Religious Background
- Family Background
- Other relevant past history and experiences
- Social Behavior
- Lifestyle
- Education and Occupation History
- Family History of Psychiatric Illness
- Has the client been administered any assessments (i.e., Beck Depression Inventory, et cetera? (If so, please indicate which assessments or assessment outcomes if available)

Clinician Characteristics

- What is your style/approach to working with this client?
- What are you cognizant of when providing services?

Location of Treatment

- Where is treatment offered (i.e., in the home, in the office, in the community)
- How is the treatment afforded by the client?
- How often does the client attend scheduled sessions?

Interventions to be used

In consideration of the objectives and clinician characteristics, what type(s) of interventions have you selected?

Emphasis of Treatment

What are the themes?

How have you adopted a counseling approach/theory to your work with the client?

Numbers

What is the number of people in treatment?

Is the client receiving individual, family and/or group therapy?

What are you specifically involved in?

Timing (frequency, pacing, duration) How often do you meet with the client?

How long are sessions?

What is the pace/format of the session?

Medication Needed

Is the client prescribed medication?

What do you know about the medication?

Adjunct Services

What other services does the client receive?

Are there community resources available for the client?

Prognosis

Based on all of this information, what is your prognosis for the client?

Seligman, L. (1998). *Selecting Effective Treatments: A Comprehensive Guide to Treating Mental Disorders*. [Revised Ed] CA: Jossey-Bass.

COUN 7920 CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP LOG

Student's Name: _____ Internship Semester/Year: _____

Date Semester: _____ Began: _____

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Supervisor Initials
Intake Assessment																
Testing																
Diagnosis/Assessment																
Crisis/Emergency																
Individual Counseling																
Group Counseling																
Family Counseling																
Sub-Total Direct Hours:																
Consultation																
Case Management																
Referral Process																
Educational Training																
Client Research																
Clinical Supervision																
Staff Meetings																
Documentation																
Sub-Total Indirect Hours:																

TOTAL HOURS: DIRECT & INDIRECT																
Site Supervisor Initials & Date (REQUIRED Weekly)																

Summary of Direct Hours: _____ **Summary of Indirect Hours:** _____
Total Hours: _____

By signing this Internship Log, I am confirming that the Clinical Mental Health Counseling

Student has completed the hours listed. Site-Supervisor Signature: _____

Student Signature: _____

University Supervisor Signature: _____

Appendix B

Clinical Rehabilitation Counseling Professional Practice Syllabi and Forms

Auburn University
Special Education, Rehabilitation and Counseling
Clinical Rehabilitation Counseling Practicum and Internship Information Sheet

This form is to be completed at the beginning of practicum and internship by the student, site supervisor, and university group supervisor. All concerned should retain copies and the university group supervisor shall place one copy in the student's folder.

Number of practicum or internship credit hours for which you are enrolled this semester:

Student Information Student's

Name:

Address:

Home Phone #:

Cell Phone #:

Email Address:

Faculty Advisor:

Internship Goals & Objectives (use back page):

Internship Site Information

Internship Site Name:

Address:

Directions to the site from Auburn Campus (please attach separate pages):

On-site Supervisor:

Name:

Title:

Office Phone/Email Address:

Practicum/Internship Schedule including a total number of work hours per week:

Counseling Student

Date

Site Supervisor

Date

University Group Supervisor

Date

Auburn University
Clinical Rehabilitation Counseling Program
Department of Special Education, Rehabilitation and Counseling
2084 Haley Center
334-844-7676

Memorandum of Agreement

To: Site Supervisors of Counselor Education Practicum/Internship Students
From: University Supervisor
Subject: Mutual Responsibilities

First, we wish to thank you for agreeing to serve as a site supervisor for our practicum/internship student. This is an opportunity for rehabilitation counseling students to build on their clinical experiences and education. Information the outcomes of our counseling programs are available to all stakeholders on our website at-

Clinical Mental Health Counseling M.Ed./ M.S. program:

<http://www.education.auburn.edu/graduate-degree-cert/clinical-mental-health-counseling-m-ed>

School Counseling M. Ed. program: <http://www.education.auburn.edu/graduate-degree-cert/school-counseling-m-ed/>

Clinical Rehabilitation Counseling M.Ed./ M.S. program:

<http://www.education.auburn.edu/graduate-degree-cert/clinical-rehabilitation-counseling-m-ed- m-s/>

Counselor Education and Supervision Ph.D. program: <http://www.education.auburn.edu/graduate-degree-cert/counselor-education-ph-d/>

The purpose of this memo is to outline the mutual responsibilities of site supervisors and practicum/internship counselors who are providing services to clients as part of a supervised field experience in rehabilitation counseling. Through our Building Rural Alliances through Collaboration and Education (BRACE) grant funded by Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services, we provide free supervision training and opportunities for continuing education at:

<http://www.education.auburn.edu/department-of-special-education-rehabilitation-and- counseling/brace-program/>

We would not be able to achieve these purposes without your professionalism and supervisory competence! If you have any questions or need to discuss a practicum/internship student's performance or development before the formal mid-term evaluation period, please contact the student's university supervisor at 844-7676.

The University is expected to:

1. Provide weekly individual and group supervision that includes one hour of individual or triadic supervision based on work samples (e.g. audio, video tapes, session summaries) and two hours of group supervision.
2. The practicum/internship student will provide the Site Supervisor with a copy of the practicum/internship syllabus.
3. Initiate, as necessary, meetings with the Site Supervisor for the purpose of discussing the student's performance.
4. Emphasize to students their professional responsibilities to clients and the site.
5. Provide professional liability insurance. All counseling students enrolled in practicum and internship are provided group professional liability insurance through the University and required to carry individual liability insurance independently.

The Site is expected to:

1. Provide clinical rehabilitation counseling experiences for the practicum/internship student in accordance with department requirements that includes a minimum of 3-4 client contact hours per week. At least two hours each week must be spent in individual counseling. Practicum students can have a total of 8-10 hours on-site per week, and internship students can have a total of 20-40 hours on-site per week.
2. Assist the student in applying counseling skills to working with individuals with disabilities.
3. Provide the student with treatment planning and case management experiences such as developing rehabilitation goals and plans, identifying specific client needs for specific services and making referrals, maintaining accurate case records and documentation, and demonstrating skills in job analysis, job placement, employer contract, follow-up and follow-along services.
4. Assist the student in obtaining consent agreements to audio record rehabilitation 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.* If restrictions within the site limit the possibility of audio recording sessions, the site must provide live supervision of the practicum/internship student's direct service to clients.
5. Make provisions for orientating the student to the buildings, philosophies, and policies of the site. Included in the orientation should be program components, policies, emergency procedures of the site, introduction to staff and their role and function, the procedure for assigning clients to the student, identification of the expectations for interns, confidentiality procedures and any site specific limits to confidentiality of which the student should be aware, and Code of Ethics for Rehabilitation Counselors.

6. Provide office space for the student to provide rehabilitation counseling services. Minimally, a private space will be provided to the student for counseling.
7. The site will notify the University Group Supervisor of any problems which may influence the student's successful completion of the placement.
8. Assist in the evaluation of the student's clinical rehabilitation counseling performance relative to the objectives of the experience. A formal evaluation is conducted using the forms provided at both mid-term and finals.
9. Assure that the student will be properly supervised at all times by a rehabilitation counselor with a graduate degree in rehabilitation counseling or a related profession with specialized expertise to advance the student's knowledge and skills.

The student is expected to:

1. Conduct all sessions with clients in a fully informed, ethical, and professional manner.
2. Establish and maintain a consistent schedule throughout the term of enrollment.
3. Meet all requirements specified in the syllabus.
4. Participate fully and reflectively in supervision on site and at the university.
5. Attend all supervision (group and individual/triadic).
6. Notify, in advance when possible, all supervisors of absences.

Counseling Student

Date

Site Supervisor

Date

AU Faculty

Date

AUBURN UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION AND
COUNSELING

1. Course Number: RSED 7910

Course Title: Practicum in Rehabilitation Counseling **Credit**

Hours: 3 semester hours

Prerequisites: Completion of first year coursework in Rehabilitation Counseling program.

Corequisites: None

Instructor: Nicholas C. Derzis, Jr., PhD, CRC derzinc@auburn.edu
334-844-2501

2. Date Syllabus Prepared: May, 2016

3. Recommended Texts and Resources:

Commission on Rehabilitation Counselor Certification (2010). *Rehabilitation Counseling Code of Ethics*.

<https://www.crc certification.com/code-of-ethics-3>

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

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:

- 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
- Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of rehabilitation 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 practicum, students will be required to *demonstrate these counseling skills* in the following competency domains for practice in Clinical Rehabilitation Counseling (CACREP, 2016, standards 5.D.3.a-e):

- a. Diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs
- b. Career- and work-related assessments, including job analysis, work site modification, transferable skills analysis, job readiness, and work hardening

- c. Strategies to advocate for persons with disabilities
- d. Strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams
- e. Strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations

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 1-3

Course Introduction

- A. Learn course requirements
- B. Discussion of the supervisory process and requirements
- C. Discussion of ethical and legal issues in practicum

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
- D. Discussion of site specific professional development and professional responsibilities

Weeks 3-6

Case Conceptualization and Consultation

- 2. Case consultation and conceptualization skills
- 3. Review of individual and group counseling skills
- 4. Documentation skills
- 5. Theoretical Integration
- 6. Developing treatment plans ***First reflection Due**

Assignments Midterm (5th or 6th 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

Weeks 6-9

Case Consultation and Case Presentations

- A. Case consultation
 - B. Case Presentations
 - C. Peer Supervision
- *Reflections 2-4 due (6th week, 8th week, 10th week)

Weeks 9-10

Case Consultation, and Self-Evaluation of Progress

- A. Case consultation

- B. Evaluate individual progress toward goals and objectives
- C. Evaluating treatment plans

Assignments: Final Documentation - Group Supervisor

1. **Final Signed** Practicum log (should be signed by the site supervisor weekly)
2. Final Evaluation forms:
 - PowerPoint presentation and present all components of the presentation in group supervision. The following components are required:
 - Client's presenting concern and background information gathered at first appointment
 - Information gathered via formal and/or informal assessments
 - Client's goals for counseling
 - Conceptualization of the client's concerns through a theoretical lens (including all components of the Case Conceptualization Guidelines)
 - Plan for counseling including short-term and long-term goals, theory-based interventions, and evaluation (e.g., treatment plan)
 - Description of a single counseling session's focus, goals, interventions, process, and observations of progress (e.g., progress note)
 - At least one segment of the audio recording of this counseling session that demonstrate the student's counseling skills (e.g., assessment, implementing an intervention, evaluating the effectiveness of counseling, etc.).

Session Documentation:

- Session Summaries for all Direct Service Hours – Progress note for all direct service hours, and Session Process Questions for those sessions that are taped.
- Practicum Log to verify hours
- Midterm and Final University Supervisor Evaluation (copy provided to Group Supervisor and Student)
- Student Mid-term and Final Self-Evaluation – provided the week prior to the University Supervisor completing their Evaluation□

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

Final Documentation:

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

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>

http://www.auburn.edu/student_info/student_affairs/studentconduct/index.php

<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 are expected to submit an average of two recorded counseling sessions weekly throughout the semester in which they are enrolled in practicum. Students must submit a minimum of 15 work samples throughout the semester in order to complete practicum. A **Consent to Tape** form must be obtained from each client before 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 through Panopto Drop Box in CANVAS. The acceptable file types for upload are mp3, wma, m4a. **All work samples must be uploaded within 24 hours of the counseling session.** If you run into technical difficulties, let's troubleshoot and work on getting this resolved sooner rather than later

☺

There are audio recorders available for checkout in the Learning Resource Center (LRC).

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 #. Session documentation will be submitted on CANVAS under the appropriate section. **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 will be coded and uploaded to CANVAS (no name or signature on document). The original must be maintained in a secured file cabinet in the Supervisees house or office.**
- Case Presentation materials
- Evaluations
- Students are recommended to update and copy their log on CANVAS.

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 CANVAS 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, all materials submitted to CANVAS will also need to be submitted to Dr. Derzis in a folder or binder. Distance education students will need to ship this binder to me. I would recommend using tracking and/or delivery confirmation. I can receive materials at the following address:

Auburn University
Department of Special Education, Rehabilitation, and Counseling
Attn: Dr. Derzis
2084 Haley Center
Auburn University, AL 36849

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 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: All students will have a designated site supervisor. Although these interactions may vary, this includes opportunities for on-going supervision, consultation, and collaboration. Site supervisors have (1) a minimum of a master's degree in counseling or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of counseling experience; (4) knowledge of the CMHC program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. Site supervisors will complete both a midterm and a final evaluation of the student as well as verification of direct and indirect site hours (Practicum Log).

F. **Ad Hoc Assignments**: Students maybe 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.

G. **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**

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

The COUN 7910 course grade is determined by classroom and site performance. To successfully pass the Practicum Course, students must attend classes, complete practicum assignments, submit the appropriate documentation (including practicum hours log and evaluations) and successfully complete the 100 hour practicum experience, including a minimum of 40 direct hours that are verified by the site supervisor as evidenced in a signed counseling log. Students will not pass the course if they have poor attendance at the site or in the classroom, do not submit class assignments, do not obtain a satisfactory midterm/final evaluation, are accused of fraudulent log documentation, are accused of an ethical violation, do not demonstrate appropriate professional behaviors or any other behaviors deemed inappropriate as cited in the COUN Handbook, Professional Practice Handbook, Code of Ethics and AU Graduate School Standards.

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 Cub* 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:
 - a. Engage in responsible and ethical professional practices
 - b. Contribute to collaborative learning communities
 - c. Demonstrate a commitment to diversity
 - d. 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, 2016). 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.

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 shortterm 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 believe you are a potential danger to yourself or to someone else; (2) if I suspect child abuse or neglect or the abuse or neglect of an adult who is mentally or physically unable to care for him or herself; (3) if I am ordered to disclose information by a court of law; (1) if you grant me written permission to disclose information to another person; and (4) for supervision/consultation purposes. In order for me to provide you with the best care possible, I will regularly record our sessions and consult with my supervisor and peer counselors.

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
DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION,
AND COUNSELING SYLLABUS
SUMMER SEMESTER 2019**

Course Number: RSED7920

Course Title: Clinical Residency - Rehab

Credit Hours: 9 Semester Hours

Class Time and Location: Small group supervision sessions will be scheduled via Zoom.

Professor: Jinhee Park, PhD, CRC

Email: jzp0095@auburn.edu

Phone: 334-844-7620

Office Hours: By Appointment

Office Address: 1234C Haley Center

Date Syllabus Revised: May, 2018; April 2019

Text(s):

Required:

Department of Rehabilitation and Special Education (2018). *Professional practice handbook*. Auburn University. Retrieved from http://www.education.auburn.edu/wp-content/uploads/2018/03/cedmstprgprofpracthndbk_rev.pdf

Commission on Rehabilitation Counselor Certification (2016). Code of professional ethics for rehabilitation counselors. Retrieved from https://www.crcrcertification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf

Recommended:

Chan, F., Bishop, M., Chronister, J., Lee, E., Chiu, C. (2018). *Certified rehabilitation counselor examination preparation*. (2nded.). New York, NY: Springer Publishing Company, LLC.

Skovolt, T. & Trotter-Mathison. (2016). *The Resilient Practitioner: Burnout Prevention and Self-Care Strategies for Counselors, Therapists, Teachers and Health Professionals*(3rd). Boston: Ally Bacon.

CACREP Accreditation

Auburn University's Clinical Rehabilitation Counseling program is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This course meets the standards set for the supervised clinical practice experience.

Certified Rehabilitation Counselor Designation

Interns are strongly encouraged to seek certification as a Certified Rehabilitation Counselor (CRC). Application materials may be obtained from:

Commission on Rehabilitation Counselor Certification
1690 East Woodfield Road, Suite 300 Schaumburg,
Illinois 60173 U.S.A.
847-944-1325

Course Purpose:

The Supervised Clinical Practice or internship provides a time for students to further develop and refine techniques and skills in conjunction with the rehabilitation process. It gives the student the opportunity to apply theory in the practice of rehabilitation counseling, vocational evaluation, case management and/or project management. Provided under the general direction of a University Supervisor and the immediate supervision of qualified personnel in human service organizations, agencies, or facilities, the internship will constitute full or part time study over a period of one or two semesters. A minimum of 600 clock hours of supervised clinical practice is required.

Course Objectives:

Each intern will be able to:

1. Complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. Internship students complete at least 240 clock hours of direct service (2016 CACREP Sec. 3. J and K).
2. Interact with the site supervisor who provide one hour of supervision each week (2016 CACREP Sec. 3. L).
3. Participate in 1½ hour group supervision each week throughout the internship, provided by the instructor (2016 CACREP Sec. 3. M).
4. Have the opportunity to become familiar with a variety of professional activities and resources, and apply and test academic/theoretical knowledge in a realistic rehabilitation setting (2016 CACREPSec. 3. D).
5. Be provided with formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge (2016 CACREP Sec. 3. C).
6. Experience the realities of the counselor/client relationships and that self-understanding plays in this relationship.
7. Develop confidence in his or her abilities (knowledge and skills) in a situation that provides consistent and appropriate feedback necessary for maximum professional growth and development.
8. To inculcate high standards of professional identity.
9. To acquire an understanding of organizational structure, protocol, processes, and internal and external working relationships.

Supervised Clinical Practice Requirements:

Readiness to Participate.

Students must demonstrate readiness to participate. This usually requires the completion of the majority of the academic program with a minimum cumulative grade point average of 3.0.

Students must have completed the 100-hour practicum course prior to enrollment in the internship.

Site Selection.

Each intern is responsible for locating an appropriate internship location. The clinical coordinator is available to assist with this process.

Consent must be obtained from the University Supervisor regarding the site selected prior to beginning the internship. It is suggested to start locating internship location (6) six months prior to internship.

Assignments:

Journals. (each journal is worth 4 points due weekly x 10 weeks = 40 points)

As a part of the internship experience, each student will keep a weekly log or journal of the experiences for each day of the internship. These entries should reflect on: new learning, experiences during the week, your personal thoughts on the activities you participated in or shadowed, and general thoughts regarding the week. You should discuss the services rendered, services coordinated, individual clients and the impediments to employment presented, and how you assisted the individuals served with managing their impediments to employment. Journal entries should be approximately one to two (1-2) pages in length and turned in weekly via CANVAS. **WEEKLY DUE DATE DEADLINE: Saturday night by 11:59 PM**

Individual Case Presentation. (20 points)

Internship students will present a client case during the semester. Students will present an in-depth summary of an active client case. Using the Case Presentation Format provided by instructor early in class, students will write a case summary in PowerPoint. The case summary is to be turned in to the instructor at the time of the presentation. Presentations will be approximately 45 minutes in length, which includes an oral report and relevant discussion. Please be sure to maintain client confidentiality in collecting and destroying your work. Consent form should be obtained prior to the presentation.

University Meeting and Group Supervision. (weekly, worth a total of 40 points)

Weekly group supervision (individual meetings may be scheduled as warranted) with other interns and the University Supervisor will occur during the course of the internship. These are required meetings and EACH student must attend the scheduled sessions of group supervision this semester. If the student fails to attend group supervision sessions, the grade of U will be assigned.

Submission of required documents.

In addition to these major requirements, students will turn in the following documents:

- Internship Objectives (5/25)
- Site Supervisor Semester Evaluations (submitted midterm and final). These will be e-mailed directly to your supervisor.
- Student Self Evaluations (midterm (6/22) and final (8/1))
- Student Internship Site Evaluation (due at the end of semester) – 8/1
- Student Evaluation of Supervisor (due at the end of semester) – 8/1
- Time log (due at completion of 600 hours indicating direct and indirect hours)

Evaluation Requirements

Midterm and final evaluations will be completed by on-site supervisors. The evaluations will be e-mailed directly to your supervisor from the University supervisor. These evaluations will be reviewed with each student individually after midterm evaluations are received and after final evaluations are received.

This course is a Satisfactory (S) or Unsatisfactory (U) for grading. In order to earn the grade of S (Satisfactory) you must earn enough points to earn a B in the class.

Class Policy Statements

NOTE: The Student Policy eHandbook is no longer in existence. Its replacement is the [Student Policy eHandbook](#); the URL is www.auburn.edu/studentpolicies.

1. Attendance: Students are expected to attend all classes and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death 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 an excused absence 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 such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* 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 absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the

student initiates arrangements for it. Except in an extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

4. Written Assignments are expected to be prepared using word processing software, grammatically accurate, and free of spelling and typographical errors. Papers should be written in accordance with the latest edition of the American Psychological Association (APA) Publication Manual. Assignments are to be of a quality that would be expected of a professional.
5. Assignments must be turned in the day the assignment is due and during the regularly scheduled class time. Also, assignments must be turned in by the student completing the assignment. **No late assignments** will be accepted unless accompanied by an excuse approved by the university. Please submit your assignment via Canvas. If Canvas is having difficulty, please email me.
6. If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.
7. Academic Honesty Policy: All portions of the [Auburn University student academic honesty code](#) (Title XII) found in the *Student Policy eHandbook* 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.
8. Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
9. 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.
10. 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:
 - a. Engage in responsible and ethical professional practices
 - b. Contribute to collaborative learning communities
 - c. Demonstrate a commitment to diversity
 - d. Model and nurture intellectual vitality

Note: Auburn University Policy on Classroom Behavior: . . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions . . . Students have the responsibility of complying with behavioral standards. . . Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun, eating or drinking, use of tobacco products, monopolizing discussion, persistent speaking out of turn, distractive talking, including cell phone usage, audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor, refusal to comply with reasonable instructor directions, employing insulting language or gestures, verbal, psychological, or physical threats, harassment, and physical violence. (See [*Student Policy eHandbook.*](#))

APPLICATION for REHABILITATION COUNSELING

Name: _____

Address: _____

Phone: (Home) _____ (Work) _____

E-mail Address: _____

Date of Application: _____

Term of Internship: _____

Total number of program hours completed: _____

List previous experiences at human service agencies:

Name of Agency: _____

Start and End Dates: _____

Duties: _____

Name of Agency: _____

Start and End Dates: _____

Duties: _____

Name of Agency: _____

Start and End Dates: _____

Duties: _____

Name of Agency: _____

Start and End Dates: _____

Duties: _____

Anticipated date of graduation: _____

Completed and signed plan of study on file? _____

Full-time or part-time student? _____

Are you on an approved limited leave of absence or sabbatical? _____

If yes, please attach appropriate documentation from employer.

SITE SUPERVISOR INFORMATION

Name: _____

Address: _____

Phone: (Home) _____ (Work) _____

E-mail Address: _____

Position / Title: _____

Agency: _____

Have you supervised rehabilitation counseling students from Auburn University in the past? If yes, when? _____

Who was your university contact? _____

Education (Highest academic level obtained)

Institution: _____

Degree/Year: _____

Certification (Please check if applicable)

_____ Certified Rehabilitation
counselor (CRC) Licensed

_____ Professional Counselor (LPC)

_____ Other

Renewal Date for Certification: _____

Other Related Educational Experiences (Begin with the most recent)

1.) _____

2.) _____

3.) _____

Professional Experience (Begin with the most recent)

Employer: _____

Address: _____

Start and End Dates: _____

Job Title: _____

Responsibilities: _____

Employer: _____

Address: _____

Start and End Dates: _____

Job Title: _____

Responsibilities: _____

Employer: _____

Address: _____

Start and End Dates: _____

Job Title: _____

Responsibilities: _____

Professional Affiliations:

College of Education
Department of Special Education, Rehabilitation, Counseling/School
Psychology 2084 Haley Center
Auburn University, Alabama 36849

CLINICAL REHABILITATION

COUNSELING INTERNSHIP

Student's Name:

Current Address:

E-mail:

Telephone: (Current)

(Work)

INSTRUCTIONS: This agreement must be completed in **triplicate**, with one copy retained by the Student and On-Site Supervisor. The original must be filed with the University Supervisor. This agreement is subject to the following three conditions: (1) Rehabilitation Counseling Internship **can not** begin until the student has completed 1 **Practicum (100 hrs)** and a majority of (**Approximately 75 percent, semester hours**) of coursework in Rehabilitation Counseling. (2) Duties outlined may be subjected to revision, pending all parties' approval.

Organization's Name: _____

Address: _____

Telephone: _____

On-Site Supervisor's Name: _____

Beginning Date of Rehabilitation Counseling Internship: _____

Full-Time: (# of hours per week): _____

Semester and Year in which officially registered for Rehabilitation Services Internship:

Specific objectives to be achieved must be attached to this form and by reference, become a part of this agreement.

Approval:

Student: _____ Date: _____

On-Site Supervisor: _____ Date: _____

University Supervisor: _____ Date: _____

**Department of Special Education, Rehabilitation, and
Counseling 2084 Haley Center
Auburn University, Alabama 36849**

CLINICAL REHABILITATION

Student's Name:

Site:

Supervisor:

Telephone:

E-Mail:

COUNSELING INTERNSHIP

Days/Hours per Week: _____

Learning Objectives:

Organizational

1. To apply and test academic/theoretical knowledge in a realistic rehabilitation setting.
2. To experience the realities of the counselor/client relationships and that self-understanding plays in this relationship.
3. To develop confidence in his or her abilities (knowledge and skills) in a situation that provides consistent and appropriate feedback necessary for maximum professional growth and development.
4. To inculcate high standards of professional identity.
5. To acquire an understanding of organizational structure, protocol, processes, and internal and external working relationships.

Individual (Use additional sheets and attach as necessary.)

6.

7.

8.

9.

Signatures: _____

Site Supervisor: _____ Student: _____

University Supervisor: _____ Date: _____

Site Supervisor Evaluation

Q1 Student Name: (last, first)

Q2 Supervisor Name: (last, first)

Q3 Name of facility:

Q4 Rating Standards:

Unacceptable (1): Internship performance is inadequate and inferior to the standards of performance required for the position. Performance at this level cannot be allowed to continue.

Improvement Needed (2): Internship performance does not consistently meet the standards of performance for the position.

Meets Expectations (3): Internship performance consistently meets standards of performance for the position.

Exceeds Expectations (4): Work performance is consistently above standards of performance for the position.

Outstanding (5): Work performance is consistently superior to standards required for the job.

Not applicable: The intern is not required to perform in a specific rating factor, and it cannot be measured.

Q5 Technical Skills (effectiveness with which the intern applies job knowledge and skill to job assignments)

	Unacceptable Expectations (1)	Improvement Needed (2)	Meets Expectations (3)	Exceeds Outstanding (4)	Not Applicable (6)
Job Knowledge (1)	○	○	○	○	○
Analyze Problems (2)	○	○	○	○	○
Provides Suggestions for Work Improvement (3)	○	○	○	○	○
Employs tools of Internship Completely (4)	○	○	○	○	○
Follows Proper Safety Procedures (5)	○	○	○	○	○

	Unacceptable Expectations (1)	Improvement Needed (2)	Meets Expectations (3)	Exceeds Outstanding (4)	Not Applicable (6)
Accuracy or Precision (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thoroughness/Neatness (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow-through/Follow-up (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judgement/Decision Making (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 Quality of Work (Manner in which the intern completes job assignments)

	Unacceptable Expectations (1)	Improvement Needed (2)	Meets Expectations (3)	Exceeds Outstanding (4)	Not Applicable (6)
Accuracy or Precision (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thoroughness/Neatness (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow-through/Follow-up (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judgement/Decision Making (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Interpersonal Skills (Effectiveness of the intern's interactions with others and as a team participant)

	Unacceptable Expectations (1)	Improvement Needed (2)	Meets Expectations (3)	Exceeds Outstanding (4)	Not Applicable (6)
With Co-Workers (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With Supervision (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With Other Staff (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With Consumers (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Participation (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 Communication Skills (Uses voice effectively and acceptable writing)

	Unacceptable Expectations (1)	Improvement Needed (2)	Meets Expectations (3)	Exceeds Outstanding (4)	Not Applicable (6)
Written Expression (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral Expression (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tact and Diplomacy (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathy (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active Listening (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 Case Management

	Unacceptable Expectations (1)	Improvement Needed (2)	Meets Expectations (3)	Exceeds Outstanding (4)	Not Applicable (6)
Apply rehabilitation counseling skills in the provision of counseling to individuals with disabilities (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to collect and process information about the client and make decisions regarding this information to identify client needs (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to use client assessment information to determine the need for specific services and referrals to appropriate providers (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to analyze, plan, supervise, and administer rehabilitation plans to clients (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to complete a systematic detailed job analysis (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 Client Engagement (Intern actively involved client during the activities taking place)

	Unacceptable Expectations (1)	Improvement Needed (2)	Meets Expectations (3)	Exceeds Outstanding (4)	Not Applicable (6)
Actively involved the client in the planning of direct rehabilitation services (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to develop a written plan that actively involves the client in determining needs (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understood and demonstrated ethical principles in interacting with clients, peers, and others involved in the rehabilitation process (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains effective counseling partnership with Counselor and Client (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assists in continued employment of client by providing follow-up, consultations, and support (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Overall Performance Rating

- Unacceptable (1): Internship performance is inadequate and inferior to the standards of performance required for the position. Performance at this level cannot be allowed to continue.

- Improvement Needed (2): Internship performance does not consistently meet the standards of performance for the position.

- Meets Expectations (3): Internship performance consistently meets the standards of performance for the position.

- Exceeds Expectations (4): Internship performance is consistently above standard of performance for the position.

- Outstanding (5): Internship performance is consistently superior to standards required for the job.

Q12 Please provide any additional comments that you would like to include in your evaluation of this student.

Q13 Thank you for your time! Please don't hesitate to contact the Clinical Rehabilitation Counseling Program with any questions or concerns.

Jinhee Park, PhD, CRC
2084 Haley Center
Auburn University, AL 36849
334-844-7620 jzp0095@auburn.edu

COUN 7920 INTERNSHIP IN CLINICAL REHABILITATION COUNSELING LOG

Student's Name: _____ Internship Semester/Year: _____

Date Semester Began: _____

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Supervisor Initials
Intake Assessment																
Testing																
Individual Counseling																
Group Counseling																
Family Counseling																
Direct Service (job coaching, job accommodation with consumer)																
IEP Meetings																
Sub-Total Direct Hours:																
Consultation																
Case Management																
Referral Process																
Educational Training																
Employer Contact																
Clinical Supervision																
Staff Meetings																

Documentation																
Sub-Total Indirect Hours:																
TOTAL HOURS: DIRECT & INDIRECT																
Site Supervisor Initials & Date (REQUIRED Weekly)																

103

Summary of Direct Hours: _____ **Summary of Indirect Hours:** _____ **Total Hours:** _____

By signing this Internship Log, I am confirming that the Clinical Rehabilitation Counseling Student has completed the hours listed.

Site-Supervisor Signature: _____

Student Signature: _____

University Supervisor Signature: _____

Appendix C
School Counseling
Professional Practice
Syllabi and Forms

Auburn University
Special Education, Rehabilitation and Counseling
School Counseling Practicum and Internship Information Sheet

This form is to be completed at the beginning of practicum and internship by the student, site supervisor, and university group supervisor. All concerned should retain copies and the university group supervisor shall place one copy in the student's folder

University Group Supervisor Contact Information

Address: 2084 Haley Center, Auburn University, AL 36849

Student Information Name:

Address:

Home Phone #:

Cell Phone #:

Email Address:

Practicum Course Advisor:

Practicum/Internship Goals and Objectives (Please be specific and attach a separate document):

Practicum/Internship Site Information School Name:

Address:

Principal's Name:

Site Supervisor's Name:

Office Phone #:

Email Address:

Practicum/Internship Schedule (Please include a daily work hour schedule and a total number of work hours per week):

Counseling Student

Date

Date

Site Supervisor

University Group Supervisor

Date

Auburn University
School Counseling Program
Department of Special Education, Rehabilitation and Counseling
2084 Haley Center
334-844-7676

Memorandum of Agreement

To: Site Supervisors of Counselor Education 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. This is an opportunity for counseling students to build on their clinical experiences and education. Information the outcomes of our counseling programs are available to all stakeholders on our website at-

[Clinical Mental Health Counseling M.Ed./ M.S. program](#)

[School Counseling M. Ed. program](#)

[Clinical Rehabilitation Counseling M.Ed./ M.S. program](#)

[Counselor Education and Supervision Ph.D. program](#)

The purpose of this memo is to outline the mutual responsibilities of site supervisors and practicum counselors who are providing services to clients as part of a supervised field experience in counseling. Through our Building Rural Alliances through Collaboration and Education (BRACE) grant funded by Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services, we provide free supervision training and opportunities for continuing education at: <http://www.education.auburn.edu/department-of-special-education-rehabilitation-and-counseling/brace-program/>

We would not be able to achieve these purposes without your professionalism and supervisory competence! 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 844-7676.

The University is expected to:

1. Provide weekly individual and group supervision that includes one hour of individual or triadic supervision based on work samples (e.g. audio tapes, interventions used, session summaries) and two hours of group supervision.
2. The practicum student will provide the Site Supervisor with a copy of the practicum syllabus.
3. Initiate, as necessary, meetings with the Site Supervisor for the purpose of discussing the student's performance.

4. Emphasize to students their professional responsibilities to clients and the site.
5. Provide professional liability insurance. All counseling students enrolled in practicum are provided group professional liability insurance through the University and required to carry individual liability insurance independently.

The Site is expected to:

1. Provide clinical counseling experiences for the practicum student in accordance with department requirements that includes a minimum of 3-4 client contact hours per week. At least two hours each week must be spent in individual counseling. Students can have a total of 8-10 hours on-site per week.
2. 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.* If restrictions within the site limit the possibility of audio recording sessions, the site must provide live supervision of the practicum student's direct service to clients.
3. Make provisions for orientating the practicum student to 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.
4. Provide office space for the practicum student to provide counseling services. Minimally, a private space will be provided to the student for counseling.
5. The site will notify the University Group Supervisor of any problems which may influence the student's successful completion of the placement.
6. 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 finals.
7. Assure that the student will be properly supervised at all times by a counselor with a graduate degree (preferably doctoral) in counseling or a related profession with specialized expertise to advance the student's knowledge and skills.

The student is expected to:

1. Conduct all sessions with clients in a fully informed, ethical, and professional manner.
2. Establish and maintain a consistent schedule throughout the term of enrollment.
3. Meet all requirements specified in the syllabus.
4. Participate fully and reflectively in supervision on site and at the university.

5. Attend all supervision (group and individual/triadic).
6. Notify, in advance, when possible, all supervisors of absences.

Counseling Student

Date

Site Supervisor

Date

AU Faculty

Date

AUBURN UNIVERSITY SYLLABUS

1. Course Number: COUN 7910 100

Course Title: Practicum in School Counseling

Credit Hours: 3 semester hours

Prerequisites: COUN 7320, 7350, Departmental approval, Students must notify practicum coordinator one semester in advance of registering for COUN 7910.

Corequisites: None

2. Date Syllabus Prepared: August 2016, February 2017, August 2019

3. Recommended Texts:

American School Counselor Association. (2019). *The ASCA National Model: A Framework for school counseling programs* (4th ed.), Alexandria, VA: Author.

American School Counselor Association. (2012). *The ASCA National Model: A Framework for school counseling programs* (3rd ed.), Alexandria, VA: Author.

James, R. K. (2007). *Crisis intervention strategies*. CA: Brooks/Cole Pub Co.

Knapp, S. E., & Jongsma, A. E. (2002). *School counseling & school social work treatment planner*. NJ: John Wiley & Sons, Inc.

Knapp, S. E., & Jongsma, A. E. (2002). *School counseling & school social work homework planner* (W/CD). NJ: John Wiley & Sons, Inc.

Kolski, T. D., Avriette, M., & Jongsma, A. E. (2001). *Crisis counseling and traumatic events treatment planner*. NJ: John Wiley & Sons, Inc.

Blum, D. J., & Davis, T. E. (2010). *School counselor's book of lists* (2nd ed.). CA: Jossey-Bass.

Studer, J. R., & Diambra, J. F. (2015). *A guide to practicum and internship for school counselors-in-training*. New York: Routledge.

4. Course Description: Supervised individual and large and small group counseling experiences in which students serve as school counselors-in-training at pre-arranged school sites.

5. Course Objectives: Through the extensive practice of individual and small group counseling, large group classroom guidance, the completion of written and simulated tasks included in the training program, and integration of theory, process, and professional issues, students will be able to demonstrate abilities in the following competency domains:

- a. Demonstrate the ability to understand, apply and adhere to ethical and legal standards in school counseling (CACREP III SC. A.2; B.1)
- b. Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms (CACREP III SC. D.1)
- c. Know the theories and processes of effective counseling and wellness programs for individual students and groups of students (CACREP III SC. C.1).
- d. Select appropriate assessment strategies and assess and interpret students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities (CACREP III SC. H.1; H. 2) and help students cope with environmental and developmental problems (CACREP III SC. C.3).
- e. 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 (CACREP III SC. D.3; L1)

- f. Demonstrate the ability to use procedures for assessing and managing suicide risk (CACREP III SC. D.4)
- g. Understand multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement (CACREP III SC. E.4).
- h. Understand the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention (CACREP III SC. C.6)
- i. Engage parents, guardians, and families to promote the academic, career, and personal/social development of students (CACREP III SC. F.4)
- j. Understand the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them (CACREP III SC. M.6).
- k. Locate resources in the community that can be used in the school to improve student achievement and success (CACREP III SC. N.2).
- l. Consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development (CACREP III SC. N.3)
- m. Understand the outcome research data and best practices and apply relevant research findings to inform the practice of school counseling. (CACREP III SC. I. 4; J. 1).
- n. Demonstrate the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate (CACREP III SC. D.5)

7. Course Content and Schedule: Course Content:

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 discuss specific topics arising from practicum experiences during the week. Students are strongly recommended to reflect on their practice and incorporate identified strengths and weaknesses into their plans for on-going personal and professional growth. In addition, one student per week will present a case for group discussion and receive feedback.

I. Week 1

Course Introduction

- A. Learn course requirements
- B. Meet individual supervisors and plan for supervision

II. Week 2

Dimensions of Working in School Counseling

- A. Beginning stages of group and individual counseling
- B. Goal Development: Developing goals for students
- C. Develop goals and objectives for practicum experiences

III. Week 3

Additional functions of a school counselor

- A. RTI/504
- B. Special Education/IEP

IV. Week 4

Case Consultation

- A. Case consultation and conceptualization skills
- B. Review of individual and group counseling skills
- C. Addressing professional development issues
- D. Developing treatment plans

V. Weeks 5-13

Case Consultation and Case Presentations

- A. Case consultation
- B. Case Presentations and group feedback

VI. Weeks 14-15

Case Consultation, and Self-Evaluation of Progress

- A. Case consultation
- B. Evaluate individual progress toward goals and objectives
- C. Evaluating counseling plans

*** Due (Week 15): Field Experience Binder including**

1. Practicum log (should be signed by the site supervisor weekly) samples throughout the semester in order to complete practicum.

Consent to Tape form must be obtained from each client before taping. If the client is unable to consent (e.g., minor) then you must obtain consent from the legally recognized guardian.

In the rare case that the practicum site does not permit recordings, live supervision must be conducted by the student's site supervisor, meaning the supervisor will sit in on or otherwise observe the student's counseling sessions with clients. Such live supervision must be completed on a weekly basis and be documented by the site supervisor. A minimum of 15 live observations would be needed to complete the requirement for the course.

D. **Client file(s)**: Students will maintain the following documents in a file for each client and group with identifying data not included (students are asked to code files)

- Progress notes for each counseling session
*Note: Students must have a progress note for each direct hour documented on their hours log
- Session summaries for each recorded counseling session
- Treatment plans

E. **Individual Supervision**: The assigned university supervisor will provide individual supervision weekly. Prior to this meeting, students should review tapes on their own and complete a typed session summary form for every client weekly. **Students must turn in all recorded tapes and all summaries 48 hours prior to supervision.** In addition, students must submit a printed binder (submitted at midterm and final) that includes the practicum log, evaluation forms, *client files (including up to date progress notes) and the toolbox. Please note that individual supervisors may request additional materials to be added to the G drive for review (e.g., other evaluations forms, tape transcripts, etc). The individual supervisor will complete both a midterm and a final evaluation of the student (it is the practicum student's responsibility to provide blank copies of the evaluation to their supervisor).

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.

F. **Group Supervision**: Group supervision occurs weekly during the designative class time for practicum, in which students participate in discussions about counseling issues, skills development, case conceptualization, and specific issues identified by the course instructor. Readings will be assigned using journals and other sources. Students are expected to link relevant material from the readings to their work with clients in discussion during group supervision.

G. **Site Supervision**: All students will have a designated site supervisor. Although these interactions may vary, onsite supervision typically includes opportunities for on-going supervision, consultation, and collaboration. Site supervisors have (1) a minimum of a master's degree in counseling or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of counseling experience; (4) knowledge of the School.

Counseling program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. Site supervisors will complete both a midterm and a final evaluation of the student.

H. **Client Case Conceptualization**: Students are expected to develop a PowerPoint presentation and present all components of the presentation in group supervision. The following components are required:

1. Client's presenting concern and background information gathered at first appointment.
2. Information gathered via formal and/or informal assessments
3. Client's goals for counseling
4. Conceptualization of the client's concerns through a theoretical lens (including all components of the Case Conceptualization Guidelines)
5. Plan for counseling including short-term and long-term goals, theory-based interventions, and evaluation (e.g., treatment plan)
6. Description of a single counseling session's focus, goals, interventions, process, and observations of progress (e.g., progress note)
7. At least one segment of the audio recording of this counseling session that demonstrates the student's counseling skills (e.g., assessment, implementing an intervention, evaluating the effectiveness of counseling, etc.).

I. **Field Experience Documentation**: Students must submit the following items (in hard copy) to *their university group supervisor* to receive final grades. These items will be placed in each student's permanent file stored in 2084 Haley Center. The items include:

- Practicum Information Form
- All supervisors' evaluation forms (Site, University)
- Self-Evaluation Form
- The Practicum Log ¹³⁰

Grading and Evaluation Procedures:

The COUN 7910 course grade is determined by classroom and site performance. To successfully pass the Practicum Course, students must attend classes, complete practicum assignments, submit the appropriate documentation (including practicum hours log and evaluations) and successfully complete the 100-hour practicum experience, including a minimum of 40 direct hours that are verified by the site supervisor as evidenced in a signed counseling log. Students will not pass the course if they have poor attendance at the site or in the classroom, do not submit class assignments, do not obtain a satisfactory midterm/final evaluation, are accused of fraudulent log documentation, are accused of an ethical violation, do not demonstrate appropriate professional behaviors or any other behaviors deemed inappropriate as cited in the COUN Handbook, Professional Experiences Handbook, Code of Ethics and AU Graduate School Standards. Grades are S/U.

9. Class Policy Statements:

Students are expected to attend all supervisory sessions and class meetings and participate in all classroom exercises (*Student EPolicy Handbook* at www.auburn.edu/studentpolicies). Should students need to be absent for any reason, they must contact the course instructor before missing that class meeting. Students who need special accommodations should make an appointment to discuss the “Accommodation Memo” during office hours as soon as possible. If you do not have an Accommodation Memo, [Office of Accessibility](#) at 1228 Haley Center, 844-2096 (V/TT). Telephone: (334)844-2096 (Voice T/O).

Dates for completing assigned class activities are noted in the course calendar. Unless otherwise notified, students should assume no deviation regarding these dates/assignments. Students anticipating difficulties in attending class on a date scheduled assignments are due should seek permission from the instructor to turn in an assignment prior to the due date. Students assume the responsibility for contacting the instructor to make suitable arrangements for making- up an assignment within 48 hours. The make-up assignment must be completed 2 weeks before the students’ return to class. Failure to comply with these stipulations may result in the student receiving a grade of (0) zero for the missed assignment.

Students must maintain confidentiality of all case discussion. The discussion of cases outside of the group setting with any other persons other than those in the agency of the placement, the client, or the instructor are grounds for being dismissed from the class with a grade of “U” unsatisfactory. This action would be considered highly unethical behavior (see *ASCA Ethical Standards for School Counselors* and [ACA Code of Ethics](#)). Additionally, to maintain client confidentiality, no specific identifying information regarding the client will be allowed in group supervision. Simply client code (e.g. a first name) of the person in discussion and/or some other code (e.g. initials) on all documentation will be appropriate. Classroom civility is expected. Please turn off cell-phones or pagers before entering class.

Useful Websites:

[The Alabama School Counselor Association](#)

[American School Counselor Association](#)

[American Counseling Association](#)

[Alabama Counseling Association](#)

[US Department of Education](#)

[Alabama State Department of Education](#)

[Auburn City Schools](#)

[Opelika City Schools](#)

PROGRESS NOTES AND SESSION SUMMARIES

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.**

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 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 the next session. It is essential in 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 notes required at your site.

Session Summary

Session summary forms are to be completed for all **digitally taped sessions** (work samples).

The session summary form is 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 summaries 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.

Sample PROGRESS NOTE FORMAT- INDIVIDUAL

Client: MK Date: _____

Counselor-in-training: S. Jones Session Number: 2

Session Objective(s): In brief format, describe the specific session objective(s). These objectives should relate to the goals and objectives outlined in your treatment/counseling plan.

EX: The objective in this session was to have the client identify the specific living skills they would like to work on in counseling.

Therapeutic Intervention(s): This section should discuss the specific therapeutic techniques, skills, or activities you used in the session to assist the client in working through the session objective(s).

EX: Initially I worked with the client on brainstorming, generating ideas for living skills. This occurred after getting the client to focus on his goal of living independently. Then I helped the client prioritize skills and select three for our sessions.

Evaluation: This section should provide an overview of the session in relation to the objective(s) established for this session. This may include consideration of client progress, evaluation of your role as counselor, critical issues that arose, client - counselor dynamics, and issues that may have led to a revision of the original session objectives or treatment/counseling plan. Specific questions or concerns for the supervisor can be put in bold or underlined.

EX: Initially there was some difficulty in focusing the client. He seemed very distracted and had difficulty maintaining eye contact. Brainstorming was useful when I focused the goal of independent living. The client was resistant to prioritizing living skills "I want to do all of them." I worked on refocusing and together we identified three goals to begin with in our sessions (an apartment, a job, a car). I need to develop some other techniques for refocusing the client.

Plan(s) for Next Session: This should include consideration of overall objectives and what occurred in the previous session.

EX: The focus will be on independent living skills related to living in an apartment (e.g., finding an apartment, paying bills, etc.).

PROGRESS NOTE - INDIVIDUAL

Client Code: _____ **Counselor-in-Training:** _____

Session Number: _____

Date: _____

Session Objective(s):

Therapeutic

Intervention(s):

Evaluation:

Plan(s) for Next Session:

**Session
Summary
COUN 7910**

The Session Summary form contains a Progress note section **and** Session Process Questions.

Progress Note to be turned in to supervisors weekly:

Client Code/ Group Title: _____ Date: _____

Counselor-in-Training: _____ Session Number: _____

Session Objective(s):

Therapeutic Intervention(s):

Evaluation:

Plan(s) for Next Session:

Session Process Questions

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

Supervisor: _____

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.

INDIVIDUAL COUNSELING PLAN

Client Code: _____ Date: _____

Counselor-in-training: _____

Counseling Focus:

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 Counseling Plan (please note reason and type of modification) 1.

- 2.
- 3.

Counseling Plan Evaluation (note session and date)

- 1.
- 2.
- 3.

Case Conceptualization

Client (Pseudonym): _____ Number of Sessions/Date of Last Session: _____

Counselor In-Training: _____ Date: _____

1. Personal Concerns related this session:
2. Professional Development Goals:
3. Rationale for section of audio tape presented:
4. Description of the Student:
5. Mental Status of the Student:
6. Presenting Issue or reason for referral:
7. Relevant Background Information
8. Multicultural Considerations:
9. How do these considerations impact your work with this student as a practicing school counselor?
10. Individual Strengths (including observations from sessions):
11. Current Status of your work with the student:
12. Treatment Goals:
13. Treatment Interventions/Therapeutic Approaches:
14. Questions or Concerns for which you would like to receive peer feedback (3 to 4 questions):

Case Presentation Evaluation Rubric

Comments:

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

- Intake
- Case Conceptualization Form
- Counseling 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

Evaluation:

Marginal: Has not demonstrated the competency area or has demonstrated the competency with significant deficits.

Developing: Has demonstrated some components of the competency area while still demonstrating a need to address or develop skills in other aspects of the competency area.

Competent: Has demonstrated all requirements attached to the competency area.

Students who receive marginal scores in any of the areas will need to resubmit requirements in that area for review. This may include remediation and work with their University Supervisor to develop competency.

AUBURN
UNIVERSITY
SYLLABUS

1. Course Number: COUN 7920
Course Title: Internship in School Counseling
Credit Hours: 9 Semester hours
Prerequisites: COUN 7910; departmental approval
Semester/Year: Spring 2020
Instructor of Record: Malti Tuttle, PhD, LPC, NCC, NCSC
2058 Haley Center
334) 844-3724
mst0022@auburn.edu

Class Time and Place: Thursdays, 4:00-6:50PM, Haley Center

2. Date Syllabus Prepared:
September 1998; Reviewed and updated: 12/00; 3/02; 9/02; 12/04; 12/06; 12/07; 12/10;
12/12; 12/13;12/14; 12/15; 12/16, 8/19

3. Text(s): Required:
Alabama State Department of Education (2003). [*Comprehensive Counseling and Guidance Model for Alabama Public Schools*](#). Montgomery, AL: Author.
American School Counselor Association (2019). *ASCA national model: A framework for school counseling programs* (4th ed). Alexandria, VA: Author.
American School Counselor Association (2012). *ASCA national model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.
American School Counselor Association. (2016). [*Ethical standards for school counselors*](#). Alexandria, VA: Author.

Recommended:

- Blum, D. J., & Davis, T. E. (2010). *School counselor's book of lists* (2nd ed.). San Francisco, CA: Jossy-Bass.
Chen-Hayes, S. F., Ockerman, M. S., & Mason, E. C. M. (2014). *101 Solutions for school counselors and leaders in challenging times*. Thousand Oaks, CA: Corwin.
Kerr, M. M. (2016). *School crisis prevention and intervention*. Long Grove, IL: Waveland Press, Inc.
Knapp, S. E., & Jongsma, A. E., & Dimmitt, C.L. (2015). *School counseling & school social work treatment planner, with DSM-5 updates* (2nd ed.). Hoboken, NJ: Wiley & Sons, Inc.
Knapp, S. E., & Jongsma, A. E. (2013). *School counseling & school social work homework planner* (W/CD) (2nd ed). Hoboken, NJ: Wiley & Sons, Inc.

Knapp, S. E., & Jongsma, A. E. (2015). *Parenting skills treatment planner with DSM- 5 Updates (Practice Planners) (1st ed)*. Hoboken, NJ: Wiley & Sons, Inc. Kolski, T. D., Avriette, M., & Jongsma, A. E. (2014). *Crisis counseling and traumatic events treatment planner, with DSM-5 updates, (2nd ed)*. Hoboken, NJ: Wiley & Sons, Inc.

4. **Course Description:** The concept of the internship program is to the counselor candidate with an on-the-job-training experience performing the duties of a counselor in a school of the type in which he/she is most interested. Internships are viewed as the culminating activity in degree programs, and, as such, ordinarily follow the completion of coursework and the full complement of supervised counseling practica. Thus, by the time students enter the internship phase of their programs, they are prepared to provide valuable services to the schools in which they are placed.

5. **Course Objectives:** Interns will perform, under the supervision of a certified school counselor, the work roles, and responsibilities of a fully employed school counselor. Based on the standards addressed in the 2016 CACREP Standards Section 5.G. and Alabama State Department of Education school counseling codes (290-3-3-.50), by the end of the course students will have successfully performed the following activities.
 - a. Use assessments specific to P-12 education (CACREP5.G.1.e; SED 290-3-3-.50(3)(d)1(iii))
 - Act as leaders, advocates, and systems change agents in P-12 schools (CACREP5.G.2.a; SED 290-3-3-.50(3) (o)1(iii))
 - Consult with families, P-12 and postsecondary school personnel, and community agencies (CACREP5.G.2.b; SED 290-3-3-.50(3)(a)2(i););(k)2(iv); (n)2(i))
 - Plan and implement college and career readiness activities (CACREP5.G.2.c; SED 290-3-3-.50(3)(d)1(ii); (m)2(ii))
 - Participate in school leadership and multidisciplinary teams (CACREP5.G.2.d; SED 290-3-3-.50(3)(a)2(i))
 - b. Participate in the school emergency management plans, and crises, disasters, and trauma (CACREP5.G.2.e; SDE 290-3-3-.50(3)(e)2(iii))
 - Advocate for school counseling roles (CACREP5.G.2.f; SDE 290-3-3.50(3)(i)2(ii); (k)2(iii))
 - Develop qualities and styles of effective leadership in schools (CACREP5.G.2.j; SDE 290-3-3.50(3)(n)1(i)-(iv))
 - Identify community resources and referral sources (CACREP5.G.2.k; SDE 290-3-3.50(3)(c)2(ii); (n)2(ii))
 - Understand legislation and government policy relevant to school counseling (CACREP5.G.2.m)
 - Apply and adhere to legal and ethical standards specific to school counseling. (CACREP5.G.2.n; SDE 290-3-3.50(3)(i)2(i))
 - Examine school counseling program mission statements and objectives

(CACREP5.G.3.a; SDE 290-3-3-.50(3)(o)2(i))

- Evaluate school counseling programs (CACREP5.G.3.b; SDE 290-3-3-.50(3)(o)2(i))
- c. Design core curriculum and develop lesson plans; Identify classroom management strategies and differentiated instructional strategies (CACREP5.G.3.c; SDE 290-3-3-.50(3)(m)2(iii))
- Develop interventions to promote academic development (CACREP5.G.3.d; SDE 290-3-3-.50(3)(m)2(i))
- Use developmentally appropriate career counseling interventions and assessments (CACREP5.G.3.e; SDE 290-3-3-.50(3)(m)2(ii))
- Identify strategies to facilitate school and postsecondary transition (CACREP5.G.3.g; SDE 290-3-3.50(3)(a)13; 14; SDE 290-3-3.50(2)(b)1))
- Identify approaches to increase promotion and graduation rates (CACREP5.G.3.i; SDE 290-3-3.50(3)(m)2(iii))
- Identify interventions to promote college and career readiness (CACREP5.G.3.j; SDE 290-3-3-.50(3)(m)2(ii))
 - d. Identify strategies to promote equity in student achievement and college access (CACREP5.G.3.k; SDE 290-3-3-.50(3)(k)2(iii))
 - e. Identify techniques to foster collaboration and teamwork within schools (CACREP5.G.3.l; SDE 290-3-3.50(3)(n)2(i))
 - Identify strategies for implementing and coordinating peer intervention programs (CACREP5.G.3.m; SDE 290-3-3.50(3)(n)2(iii))
 - Use accountability data to inform decision making (CACREP5.G.3.n; SDE 290-3-3.50(3)(g)2; (l)2(iii))
 - f. Use data to advocate for programs and students (CACREP5.G.3.o; SDE 290-3-3-.50(3)(l)2(ii))
 - g. Advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (SDE 290-3-3-.50(3)(k)2(iii))
 - h. Understand the school counseling programs' integral relationship to the total educational program. (SDE 290-3-3-.50(3)(i)1(iii))

Learning Objectives	Class Requirement	Artifact
Completion of 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. Internship students complete at least 240 clock hours of direct service. CACREP 3 J and K	All students will maintain their CPS approved placement.	Students will maintain a counseling log documenting all indirect and direct hours completed.

Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, performed by the onsite supervisor. CACREP 3L	Site supervisors will provide one hour of supervision each week.	Student will maintain a counseling log documenting all supervision hours received.
Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member CACREP 3M	Students will meet for a three hour course bi-weekly for group supervision.	Attendance will be verified by the instructor.
The opportunity for the student to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings). CACREP 3D	Students will participate in professional development opportunities at their site as though they were a professional counselor.	During their site visit conducted by the instructor of record, professional development will be discussed and reviewed.
Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients. CACREP 3B	Sites will provide opportunities for recording sessions, live supervision or co-led counseling services.	Information will be documented through counseling log.
Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship. CACREP 3C	Student will receive passing grades in the midterm and final evaluation to continue matriculation.	Evaluations will be submitted and reviewed by instructor of record.

6. **Course Content Outline:** Group supervision will occur during class time. Students will bring the cases which are deemed to be of concern or effective for the benefits of their clients and the learning of supervisees. Students will also take turns presenting cases for review in class. Case presentation will involve a write-up of the case as well as a verbal presentation. The presentations will be approximately 45 minutes in length. Course content will include topics relevant to intern's clinical experiences and professional development. The content of the course will be largely determined by the expressed needs of the individuals enrolled as they work full-time in a public school setting. For pre-assigned and emerging topics, students will interview site supervisors and be able to describe how relevant programs/skills/behaviors/strategies are actualized in their schools, and students *will read at least one professional article and book chapter* related to the topic prior to the class discussion.

Class Schedule

Date	Topic	Readings/Assignments
1/9/20	Introduction Course Overview & Orientation to Internship Discussion Topics will be determined	
1/23/20	Addressing Concerns and Questions Related to Internship Requirements Case Consultation Case Conceptualization	ASCA National Model Book Article Based on Identified Topics <i>Case Conceptualization</i>
2/6/20	School Counselor Advocacy Curriculum Development Case Consultation Case Conceptualization	ASCA National Model Book Article Based on Student Needs <i>Case Conceptualization</i>
2/20/20	School Counselor and Principal Partnerships Preparing to Interview for Jobs Case Consultation Case Conceptualization	ASCA National Model Book Article Based on Student Needs <i>Case Conceptualization</i>
3/5/20	Data Case Consultation Case Conceptualization	ASCA National Model Book Article Based on Student Needs <i>Case Conceptualization</i>
3/26/20	College and Career Readiness Case Consultation Case Conceptualization	ASCA National Model Book Article Based on Identified Topics <i>Case Conceptualization</i>
4/9/20	Case Consultation Case Conceptualization	ASCA National Model Book Article Based on Identified Topics <i>Case Conceptualization</i>
4/23/20	Debriefing and Course Evaluation	
4/30/20		Turn all Internship Materials in by <u>5pm</u> on this date...

7. **Course Requirements/Evaluation:**

A. Accrual of Hours:

Field experience hours in this course are linked to certification standards. You must complete a minimum of 600 field experience hours to receive credit for this course. A minimum of 600 clock hours (9 semester credit hours) begins after completion of required practica (3 semester credit hours). Interns should provide all the services that a regularly employed staff member in the setting would be expected to perform. **A minimum of 240 hours providing direct service to the student is required.** (A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring.) CACREP 3 J-L; SDE 290-3-3.50(4)(e)

B. Direct/Indirect Student Services:

Typically include those that are associated with delivery of interventions that include but are not limited to individual and small group counseling, classroom guidance/core curriculum, consultation (including service on school-based teams), appraisal, and peer facilitation training.

Interns are expected to spend 80% or more of their time in direct and indirect services to students (ASCA National Model, 2012). System Support Services include such things as preparation for the aforementioned direct services, program planning, management, and evaluation activities, and coordination.

Additionally, all students are required to provide at least ONE in-service activity designed to support the instructional mission of the school in which he or she is placed. SDE 290-3- 3.50(3)(n)1(ii)-(iii)

Implement activities in each of the four program components identified by the American School Counselors Association and approved by the Alabama State Dept.

of Education as a model plan for School Counseling Programs. These service delivery modalities include Guidance Curriculum (classroom guidance/core curriculum), Responsive Services (individual and group counseling, consultation), Individual Planning (career and academic planning) and System Support (professional development, public relations, program management). The amount of time spent in each program component must be consistent with the allotment suggested in the Alabama State Plan for the grade level(s) to which the intern is assigned. The intern will understand the school counseling programs' integral relationship to the total educational program. CACREP III. A. 5; CACREP III. P. 1.; SED 290-3-3-.50(3) (j)1; SED 290-3-3-.50(3) (j)2; SED 290-3-3-.50(3) (k)2

	Elementary	Middle/Jr. High	Secondary
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
System Support	10-15%	10-15%	15-20%

3. A minimum of 1 hour per week of live individual supervision by the site supervisor is required along with a minimum of one visit by the university supervisor. Group supervision will occur bi-weekly in the form of on-campus seminars averaging 3 hours per meeting. CACREP 3 M
4. The student must be provided with appropriate office space for meeting with clients.
5. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. CACREP 3 P.

Grading and Evaluation Procedures:

1. By the 2nd week, students should submit their internship information and goal statement. Internship goals and objectives should be specifically stated.
2. At the midterm and conclusion of the internship period, the on-site supervisor completes a formal evaluation of the intern's performance. Also, interns formally evaluate their sites and their site supervisors. In addition, University faculty supervisors work with on-site supervisors and interns throughout the internship period to: (a) establish appropriate internship agreements; (b) provide consultation and supervision for interns and site supervisors; (c) provide on-campus group supervision for interns; and (d) assign formal grades for internships, and, when appropriate, recommend interns for counselor licensure, certification, and/or employment.
3. University faculty supervisors observe intern's performance in classroom guidance and provide feedback. In the event of unsatisfactory performance, a follow-up observation must be scheduled.
4. Students submit papers via Canvas on each of the pre-assigned topics.
5. *Minimally*, each intern must provide evidence of
 1. leading 12 classroom guidance/core curriculum sessions based on assessment of needs
 2. leading 4 small groups for four or more sessions based on assessment of needs
 3. providing individual services for at least 15 students with four or more of these students receiving more than two sessions
 4. implementing 2 consultation plans for teachers (one academic and one behavioral)
 5. implementing 1 consultation plan for parents
 6. conducting 1 professional development seminar for either parents or teachers based on assessment of needs (e.g. using assessment results for career and educational planning)
 7. participating in planning and/or delivering 1 school-wide activity (e.g., career day, honors day, etc.)
 8. participating in 1 professional development activity
 9. systematic evaluation of all interventions delivered during the internship
 10. attending school-based support team meetings, regularly scheduled faculty meetings, IEP meetings if appropriate
 11. disaggregating and analyzing data (test result, grades, enrollment patterns) to discover students who are not taking the highest level of coursework of which they are capable and development of a plan to increase enrollment in more challenging courses (secondary)
 12. disaggregating and analyzing data (discipline, attendance, grades) to discover groups of students at risk for academic failure and to develop a plan for improving grades.

* Students are encouraged to turn each of the above in when they terminate the activities (e.g., terminate with students or conclude their groups) for feedback.

*The evidences need not all come in at the end of the term.

6. Students will submit the following materials at the conclusion of the internship (Portfolio):

1. A log detailing their activities and the time spent in each (Form 2).
2. An individual counseling plan for a long-term student (defined as one seen 3 or more times) and description of evaluation of outcomes (Form 3).
3. A group counseling plan and description of evaluation of outcomes (Form 4).
4. A classroom guidance/core curriculum plan and description of evaluation of outcomes (Form 5 & 6).
5. A consultation plan and description of evaluation of outcomes (Form 7).
6. Reflection on the application of a decision-making model/ASCA Ethical Standards to an ethical dilemma encountered during the internship period. A description of the problem, the model, the dilemma, and the resolution should be included.
7. Outline of in-service activities.
8. Reflection on internship experience.
9. On-site supervisor mid-term and final evaluations of the intern's performance (Form 8).
10. Intern's formal evaluation of their sites (Form 11).
11. Mid-term and final self-evaluations (Form 10)

9. **Class Policy Statements:**

Students are expected to participate in all supervisory class discussions and participate in all exercises and activities. It is the student's responsibility to contact the instructor if deadlines are not met. Students are responsible for initiating arrangements for missed work.

Additionally, students are expected to attend work at their internship site. Attendance is **required** at each class meeting and at the internship site. Students who miss class or internship hours on site because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor or site supervisor. Other unavoidable absences from campus must be documented and cleared with the instructor or site supervisor *in advance*.

Students are also expected to demonstrate an understanding of ethical and professional issues related to competent practice with diverse populations.

Please *turn off* or turn all electronic devices to vibrate before entering class. Cell phones are not to be answered in class. If you receive a call, please exit the classroom, or wait until a scheduled break before answering the call.

Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the [*Office of Accessibility*](#) at 1228 Haley Center, 844-2096 (V/TT) at 1228 Haley Center, 844-2096 (V/TT).

The University Academic Honesty Code and the *Student EPolicy Handbook* at www.auburn.edu/studentpolicies. Rules and Regulations pertaining to Cheating will apply to this class.

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:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Justification for Graduate Credit (for Graduate Credit Only)

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” ([SACS](#) guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21, 1997, apply.

CACREP Standards Matrix

CACREP Standard-As a result of this course student learn/gain the following:	Curriculum Experience	Outcome Assessment
<p>CACREP Standard 5.G.1.e. Use assessments specific to P-12 education</p>	<ul style="list-style-type: none"> • Students will utilize needs assessments and school data to inform interventions, such as classroom guidance/core curriculum, small group and individual counseling, programs and services 	<ul style="list-style-type: none"> • Leading 12 classroom guidance/core curriculum sessions based on assessment of needs • Leading 4 small groups for four or more sessions based on assessment of needs • Disaggregating and analyzing data (test result, grades, enrollment patterns) to discover students who are not taking the highest level of coursework of which they are capable and

		<p>development of a plan to increase enrolment in more challenging courses (Secondary)</p> <ul style="list-style-type: none"> Disaggregating and analyzing data (discipline, attendance, grades) to discover groups of students at risk for academic failure and to develop a plan for improving grades
<p>CACREP Standard 5.G.2.a Act as leaders, advocates, and systems change agents in P-12 schools</p> <p>CACREP Standard 5.G.2.b Consults with families, P-12 and postsecondary school personnel, and community agencies</p>	<ul style="list-style-type: none"> Students will collaborate and consult with teachers to create a plan to provide appropriate interventions Students will collaborate and consult with parents to create a plan to provide appropriate interventions Students will attend support team meetings Students will utilize data to provide to 	<ul style="list-style-type: none"> Implementing 2 consultation plans for teachers (one academic and one behavioral) Implementing 1 consultation plan for parents Attending school based support team meetings, regularly scheduled faculty meetings, IEP meetings if appropriate Disaggregating and

	inform advocacy and systemic change	<p>analyzing data (test result, grades, enrollment patterns) to discover students who are not taking the highest level of coursework of which they are capable and development of a plan to increase enrolment in more challenging courses (Secondary)</p> <ul style="list-style-type: none"> • Disaggregating and
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		<p>analyzing data (discipline, attendance, grades) to discover groups of students at risk for academic failure and to develop a plan for improving grades</p>
<p>CACREP 5.G.2.b Consult with families, P-12 and postsecondary school personnel, and community agencies</p>	<ul style="list-style-type: none"> • Students will consult with stakeholders to provide appropriate interventions for students 	<ul style="list-style-type: none"> • Implementing 2 consultation plans for teachers (one academic and one behavioral) • Implementing 1 consultation plan for parents • Attending school based support team meetings, regularly scheduled faculty meetings, IEP

		meetings if appropriate
<p>CACREP5.G.2.c Plan and implement college and career readiness activities</p>	<ul style="list-style-type: none"> Students will provide activities for all students that aligning with college and career readiness 	<ul style="list-style-type: none"> Leading 12 classroom guidance/core curriculum sessions based on assessment of needs Participating in planning and/or delivering 1 school-wide activity (e.g., career day, honors day, etc)
<p>CACREP 5.G.2.d Participate in school leadership and multidisciplinary teams</p> <p>CACREP 5.G.2.e Participate in school emergency management</p>	<ul style="list-style-type: none"> Students will attend meetings and advocate for students 	<ul style="list-style-type: none"> Attending school based support team meeting, regularly scheduled faculty meetings, IEP
plans, and crises, disasters, and trauma		meetings if appropriate
<p>CACREP5.G.2.f Advocate for school counseling</p>	<ul style="list-style-type: none"> Students will provide 1 in-service activity 	<ul style="list-style-type: none"> Conducting 1 professional

<p>roles</p>	<p>addressing the role of school counseling services and programs</p>	<p>development seminar for either parents or teachers based on assessment of needs (e.g. using assessment results for career and educational planning)</p> <ul style="list-style-type: none"> • Participate in 1 professional development activity
<p>CACREP5.G.2.n Apply and adhere to legal and ethical standards specific to school counseling</p>	<ul style="list-style-type: none"> • Students will utilize a decision-making model/ASCA Ethical Standards 	<ul style="list-style-type: none"> • Reflection on the application of a decision-making model/ASCA Ethical Standards to an ethical dilemma encountered during the internship period. A description of the problem, the model, the dilemma, and the resolution should be included.
<p>CACREP5.G.3.b Evaluate school counseling programs</p>	<ul style="list-style-type: none"> • Students will examine outcomes to evaluate school counseling programs 	<ul style="list-style-type: none"> • An individual counseling plan for a long-term students (defined as one seen 3 or more times) and description of

		<p>evaluation of outcomes</p> <ul style="list-style-type: none"> • Leading 12 classroom guidance/core curriculum sessions based on assessment of needs
<p>CACREP5.G.3.c Design core curriculum and develop lesson plans; Identify classroom management strategies and differentiated instructional strategies</p>	<ul style="list-style-type: none"> • Students will provide classroom guidance/core curriculum lessons 	<ul style="list-style-type: none"> • Leading 12 classroom guidance/core curriculum sessions based on assessment of needs
<p>CACREP5.G.3.d Develop interventions to</p>	<ul style="list-style-type: none"> • Students will provide interventions and 	<ul style="list-style-type: none"> • Implementing 2 consultation plans

<p>promote academic development</p>	<p>services to support student academic development</p>	<p>for teachers (one academic and one behavioral)</p> <ul style="list-style-type: none"> • Conducting 1 professional development seminar for either parents or teachers based on assessment of needs (e.g. using assessment results for career and educational planning) • Leading 12 classroom guidance/core curriculum sessions based on assessment of needs • Providing individual services for at least 15 students with four
		<p>or more of these students receiving more than two sessions</p>

<p>CACREP5.G.3.e Use developmentally appropriate career counseling interventions and assessments</p>	<ul style="list-style-type: none"> • Students will implement appropriate career counseling interventions based on the needs to the school 	<ul style="list-style-type: none"> • Participating in planning and/or delivering 1 school-wide activity (e.g., career day, honors day, etc) • Leading 12 classroom guidance/core curriculum sessions based on assessment of needs
<p>CACREP5.G.3.g Identify strategies to facilitate school and postsecondary transition</p>	<ul style="list-style-type: none"> • Students will attend meetings, collaborate, and examine data to identify strategies to facilitate school and postsecondary transition 	<ul style="list-style-type: none"> • Attending school based support team meetings, regularly scheduled faculty meetings, IEP meetings if appropriate • Disaggregating and analyzing data (test result, grades, enrollment patterns) to discover students who are not taking the highest level of coursework of which they are capable and development of a plan to increase enrolment in more challenging courses (Secondary) • Disaggregating and analyzing data (discipline, attendance, grades) to discover groups of students at risk for academic

		<p>failure and to develop a plan for improving grades</p> <ul style="list-style-type: none"> • Providing individual services for at least 15 students with four or more of these students receiving more than two sessions
<p>CACREP5.G.3.i Identify approaches to increase promotion and graduation rates</p>	<ul style="list-style-type: none"> • Students will examine data to identify approaches to increase promotion and graduate rates 	<ul style="list-style-type: none"> • Disaggregating and analyzing data (test result, grades, enrollment patterns) to discover students who are not taking the highest level of coursework of which they are capable and development of a plan to increase enrolment in more challenging courses (Secondary) • Disaggregating and analyzing data (discipline, attendance, grades) to discover groups of students at risk for academic failure and to develop a plan for improving grades

<p>CACREP 5.G.3.j Identify interventions to promote college and career readiness CACREP 5.G.3.e Use developmentally appropriate career counseling interventions and assessments</p>	<ul style="list-style-type: none"> • Students will implement appropriate college and career readiness counseling interventions based on the needs of the school 	<ul style="list-style-type: none"> • Participating in planning and/or delivering 1 school-wide activity (e.g., career day, honors day, etc) • Leading 12
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		<p>classroom guidance/core curriculum sessions based on assessment of needs</p>
<p>CACREP 5.G.3.k Identify strategies to promote equity in student achievement and college access</p>	<ul style="list-style-type: none"> • Students will examine data to identify strategies to promote equity in student achievement and college access 	<ul style="list-style-type: none"> • Disaggregating and analyzing data (test result, grades, enrollment patterns) to discover students who are not taking the highest level of coursework of which they are capable and development of a plan to increase enrollment in more challenging courses (Secondary) • Disaggregating and analyzing data (discipline, attendance, grades) to discover groups of students at risk for academic failure and to develop a plan for improving grades

<p>CACREP 5.G.3.m Identify strategies for implementing and coordinating peer intervention programs</p> <p>CACREP 5.G.3.n Use accountability data to inform decision making</p>	<ul style="list-style-type: none"> • Students will examine data to inform decision making 	<ul style="list-style-type: none"> • Disaggregating and analyzing data (test result, grades, enrollment patterns) to discover students who are not taking the highest level of coursework of which they are capable and development of a plan to increase enrolment in more challenging courses (Secondary) • Disaggregating and analyzing data (discipline, attendance, grades) to discover groups of students at risk for academic failure and to develop a plan for improving grades
<p>CACREP 5.G.2.j Develop qualities and styles of effective leadership in schools</p> <p>CACREP 5.G.2.k Identify community resources and referral resources</p> <p>CACREP 5.G.2.m Understand legislation and government policy relevant to school counseling</p>	<ul style="list-style-type: none"> • Students will consult and be supervised by on-site supervisor about the community, role of the school counselor, and polices. 	<ul style="list-style-type: none"> • 600 hours of internship • All activities completed during the internship experience

SCHOOL COUNSELING INTERNSHIP HOURS LOG

Intern:

Site:

University supervisor:

Site Supervisor:

Week 1	School Counseling Core Curriculum:	Individual Planning	Responsive Services	Indirect Student Services	Foundation, Management, Accountability
Activity	Instruction, Group Activities	Appraisal, Advisement	Counseling, Crisis Response	Referrals, Consultations, Collaboration	Program Planning, Assessment, Program Improvement
Topics					
Direct Service Hours					
Indirect Service Hours					
Supervision					
Total Hours					
Week 2	School Counseling Core Curriculum:	Individual Planning	Responsive Services	Indirect Student Services	Foundation, Management, Accountability
Activity	Instruction, Group Activities	Appraisal, Advisement	Counseling, Crisis Response	Referrals, Consultations, Collaboration	Program Planning, Assessment, Program Improvement
Topics					
Direct Service Hours					
Indirect Service Hours					

Supervision					
Total Hours					

Week 3	School Counseling Core Curriculum:	Individual Planning	Responsive Services	Indirect Student Services	Foundation, Management, Accountability
Activity	Instruction, Group Activities	Appraisal, Advisement	Counseling, Crisis Response	Referrals, Consultations, Collaboration	Program Planning, Assessment, Program Improvement
Topics					
Direct Service Hours					
Indirect Service Hours					
Supervision					
Total Hours					
Week 4	School Counseling Core Curriculum:	Individual Planning	Responsive Services	Indirect Student Services	Foundation, Management, Accountability
Activity	Instruction, Group Activities	Appraisal, Advisement	Counseling, Crisis Response	Referrals, Consultations, Collaboration	Program Planning, Assessment, Program Improvement
Topics					
Direct Service Hours					
Indirect Service Hours					
Supervision					

Total Hours					
Week 5	School Counseling Core Curriculum:	Individual Planning	Responsive Services	Indirect Student Services	Foundation, Management, Accountability
Activity	Instruction, Group Activities	Appraisal, Advisement	Counseling, Crisis Response	Referrals, Consultations, Collaboration	Program Planning, Assessment, Program

					Improvement
Topics					
Direct Service Hours					
Indirect Service Hours					
Supervision					
Total Hours					
Week 6	School Counseling Core Curriculum:	Individual Planning	Responsive Services	Indirect Student Services	Foundation, Management, Accountability
Activity	Instruction, Group Activities	Appraisal, Advisement	Counseling, Crisis Response	Referrals, Consultations, Collaboration	Program Planning, Assessment, Program Improvement
Topics					
Direct Service Hours					
Indirect Service Hours					
Supervision					
Total Hours					

Week 7	School Counseling Core Curriculum:	Individual Planning	Responsive Services	Indirect Student Services	Foundation, Management, Accountability
Activity	Instruction, Group Activities	Appraisal, Advisement	Counseling, Crisis Response	Referrals, Consultations, Collaboration	Program Planning, Assessment, Program Improvement
Topics					
Direct Service Hours					
Indirect Service Hours					

Supervision					
Total Hours					
Week 8	School Counseling Core Curriculum:	Individual Planning	Responsive Services	Indirect Student Services	Foundation, Management, Accountability
Activity	Instruction, Group Activities	Appraisal, Advisement	Counseling, Crisis Response	Referrals, Consultations, Collaboration	Program Planning, Assessment, Program Improvement
Topics					
Direct Service Hours					
Indirect Service Hours					
Supervision					
Total Hours					

Week 9	School Counseling Core Curriculum:	Individual Planning	Responsive Services	Indirect Student Services	Foundation, Management, Accountability
Activity	Instruction, Group Activities	Appraisal, Advisement	Counseling, Crisis Response	Referrals, Consultations, Collaboration	Program Planning, Assessment, Program Improvement
Topics					
Direct Service Hours					
Indirect Service Hours					
Supervision					
Total Hours					
Week 10	School Counseling Core	Individual Planning	Responsive Services	Indirect Student Services	Foundation, Management, Accountability

	Curriculum:				
Activity	Instruction, Group Activities	Appraisal, Advisement	Counseling, Crisis Response	Referrals, Consultations, Collaboration	Program Planning, Assessment, Program Improvement
Topics					
Direct Service Hours					
Indirect Service Hours					
Supervision					
Total Hours					

Week 11	School Counseling Core Curriculum:	Individual Planning	Responsive Services	Indirect Student Services	Foundation, Management, Accountability
Activity	Instruction, Group Activities	Appraisal, Advisement	Counseling, Crisis Response	Referrals, Consultations, Collaboration	Program Planning, Assessment, Program Improvement
Topics					
Direct Service Hours					
Indirect Service Hours					
Supervision					
Total Hours					
Week 12	School Counseling Core Curriculum:	Individual Planning	Responsive Services	Indirect Student Services	Foundation, Management, Accountability
Activity	Instruction, Group Activities	Appraisal, Advisement	Counseling, Crisis Response	Referrals, Consultations, Collaboration	Program Planning, Assessment, Program Improvement
Topics					

Direct Service Hours					
Indirect Service Hours					
Supervision					
Total Hours					

Week 13	School Counseling Core Curriculum:	Individual Planning	Responsive Services	Indirect Student Services	Foundation, Management, Accountability
Activity	Instruction, Group Activities	Appraisal, Advisement	Counseling, Crisis Response	Referrals, Consultations, Collaboration	Program Planning, Assessment, Program Improvement
Topics					
Direct Service Hours					
Indirect Service Hours					
Supervision					
Total Hours					
Week 14	School Counseling Core Curriculum:	Individual Planning	Responsive Services	Indirect Student Services	Foundation, Management, Accountability
Activity	Instruction, Group Activities	Appraisal, Advisement	Counseling, Crisis Response	Referrals, Consultations, Collaboration	Program Planning, Assessment, Program Improvement
Topics					
Direct Service Hours					
Indirect Service Hours					
Supervision					
Total Hours					

Week 15	School Counseling Core Curriculum:	Individual Planning	Responsive Services	Indirect Student Services	Foundation, Management, Accountability
Activity	Instruction, Group Activities	Appraisal, Advisement	Counseling, Crisis Response	Referrals, Consultations, Collaboration	Program Planning, Assessment, Program Improvement
Topics					
Direct Service Hours					
Indirect Service Hours					
Supervision					
Total Hours					
Semester Total Direct Service					
Semester Total Indirect Service					
Total Supervision Hours					

Signatures

Intern:

Date:

Site Supervisor:

Date:

Group Supervisor:

Date:

Lesson Plan Template

School Counselor: _____ Date: _____

Activity: _____

Grade(s): _____

ASCA Mindsets & Behaviors (Domain/Standard):

Learning Objective(s) (aligns with competency):

1. _____

2. _____

3. _____

Materials: _____

Procedure:

Plan for Evaluation: How will each of the following be collected?

Process Data: _____

Perception Data: _____

Outcome Data: _____

Follow Up: _____

Classroom Guidance/Core Curriculum Formative Feedback

Date:

Dear:

The purpose of this letter is to provide you with feedback from the recent observation I conducted of you performing one or more of the tasks associated with the school counselor's role. Additionally, I will at this time provide you with a summary of the overall strengths and areas for improvement identified by your site supervisor and myself to this point in the term. The feedback is intended to assist you in identifying professional development goals for the remainder of the internship period. Both your site supervisor and I are available to assist you in the formulation of these goals and to suggest interventions that facilitate and support your efforts to meet them.

Observation:

Date:

Location:

Grade:

Activity:

Rating Scale: 1=not demonstrated; 2=demonstrated minimally; 3= demonstrated appropriately			
The intervention was:	1	2	3
Appropriate for the established goal			
Age and grade appropriate			
Culturally sensitive and inclusive			
Consistent with accepted practices in the field of school counseling			
Consistent with the program at the internship site			
You demonstrated following teaching behaviors and skills:			
Begin lessons with something that will capture students' interests			
Outline the basic goal/plan of the lesson in the introduction			
Communicate clearly and accurately			
Move around the room to keep students engaged			
Show your enthusiasm and energy			
Relax and smile			
Use open-ended questions and facilitate discussions			
Check often for understanding			
Use diverse teaching and learning formats			

Create a supportive environment			
Capture students' attention			
Respect for individual differences in learning and experience			
Use effective classroom management strategies			
Be knowledgeable in the content area			
Stimulate and encourage all students' involvement			
Establish positive relationships with students			
Provide a smooth flow to lessons			
Management time effectively			
Restate your learning objective and summarize the lesson			

Overall Performance:

Strengths:

Areas for improvement:

Sincerely,

Malti Tuttle, PhD, LPC, NCC
 University Course
 Instructor

CC: Site Supervisor
 Student file