



**MARQUETTE**  
UNIVERSITY

Department of Counselor Education and  
Counseling Psychology

---

# Handbook for Master's Counseling Practicum and Internship

(COUN 6965, 6970 &  
COUN 6986, 6990)

## TABLE OF CONTENTS

Overview of the Marquette Master's in School and Clinical Mental Health	
Counseling Programs.....	<a href="#"><u>3</u></a>
Assessment of Dispositions.....	<a href="#"><u>8</u></a>
Counseling Practicum Overview.....	<a href="#"><u>9</u></a>
Counseling Internship Overview.....	<a href="#"><u>10</u></a>
Department Faculty.....	<a href="#"><u>12</u></a>
Counseling Practicum & Internship Outcomes.....	<a href="#"><u>13</u></a>
Professional Counselor Licensure.....	<a href="#"><u>14</u></a>
School Counselor Licensure.....	<a href="#"><u>15</u></a>
Recommended Course Sequences for Full-Time Counseling Students.....	<a href="#"><u>16</u></a>
Application Process for Obtaining a Practicum and Internship Placement.....	<a href="#"><u>19</u></a>
 Practicum Requirements.....	 <a href="#"><u>22</u></a>
 Practicum Site Responsibilities.....	 <a href="#"><u>23</u></a>
 Internship Requirements.....	 <a href="#"><u>28</u></a>
 Internship Site Responsibilities.....	 <a href="#"><u>30</u></a>
 Recoding Policy.....	 <a href="#"><u>35</u></a>
 Departmental HIPAA Compliance Policy.....	 <a href="#"><u>36</u></a>
 Appendix A: Supervision Agreement for Practicum.....	 <a href="#"><u>39</u></a>
Appendix B: Supervision Agreement for Internship.....	<a href="#"><u>40</u></a>
Appendix C: Supervision Agreement for School Counseling Practicum.....	<a href="#"><u>41</u></a>
Appendix D: Supervision Agreement for School Counseling Internship.....	<a href="#"><u>42</u></a>
Appendix E: Supervisor Evaluation Form for Practicum.....	<a href="#"><u>44</u></a>
Appendix F: Supervisor Evaluation Form for Internship.....	<a href="#"><u>53</u></a>
Appendix G: Elementary School Counseling Supervisor Evaluation.....	<a href="#"><u>76</u></a>
Appendix H: Middle School Counseling Supervisor Evaluation.....	<a href="#"><u>83</u></a>
Appendix I: High School Counseling Supervisor Evaluation.....	<a href="#"><u>91</u></a>
Appendix J: Site Evaluation Form for CMHC Practicum.....	<a href="#"><u>98</u></a>
Appendix K: Site Evaluation Form for CMHC Internship.....	<a href="#"><u>100</u></a>
Appendix L: Site Evaluation School Counseling for Practicum.....	<a href="#"><u>102</u></a>
Appendix M: Site Evaluation School Counseling for Internship.....	<a href="#"><u>104</u></a>
Appendix N: Supplemental Informed Consent Form for Clients of Internship Students.....	<a href="#"><u>106</u></a>
Appendix O: Informed Consent to Audiotape and/or Videotape Counseling Sessions.....	<a href="#"><u>107</u></a>
Appendix P: Informed Consent for CECIP Students Completing Fall 2020 Internship.....	<a href="#"><u>109</u></a>

## Overview of the Marquette University CPCE Master's Programs

The purpose of the Marquette University Master of Arts in School Counseling and Master of Science in Clinical Mental Health Counseling Program is to prepare professional counselors for careers in school counseling and clinical mental health counseling. The program is housed in the Department of Counselor Education and Counseling Psychology at Marquette University, which is one of the departments in the College of Education. The *Master's Student Handbook* provides a detailed description of the School and Clinical Mental Health Counseling Programs, their requirements, and the policies and procedures that students are to use as they complete the programs. More information regarding the program and our department can be obtained [on our website](#).

Within the Clinical Mental Health Counseling degree, students can choose an optional specialization in Addictions Counseling, Child/Adolescent Counseling, or Clinical Rehabilitation Counseling. The Master of Science in Clinical Mental Health Counseling Program requires 60 credit hours for completion. The Master of Arts in School Counseling Program requires 48 credit hours for completion. The recommended course sequences for the various specializations vary slightly, but in important ways (e.g., the prerequisites for beginning internship vary across specializations/concentrations). The Clinical Mental Health Counseling program primarily prepares professional counselors to work in a variety of behavioral health and related settings and is designed to lead to licensure as a professional counselor. The School Counseling program prepares students to be school counselors and to be eligible for licensure as a school counselor.

## Program Learning Outcomes

The Program's objectives are based upon the Program's mission, our guiding principles and philosophy, and based upon the common core areas defined within the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards (2009, 2016) and the Wisconsin Department of Safety and Professional Services ([drl.wi.gov](http://drl.wi.gov)). The Master's in Clinical Mental Health Counseling has been accredited by CACREP under the 2009 standards until 2022 and the self-study for re-accreditation has been submitted and is under review.

At the completion of a master's degree in the Department of Counselor Education and Counseling Psychology (CECP), the graduate is able to:

### **1. Apply knowledge of bio-psycho-social-cultural foundations of behavior and evidence-based counseling approaches to diverse individuals and groups.**

#### **Evidence of Knowledge**

- Knowledge (and skills) of the competencies of multicultural counseling practice.
- Knowledge of empirically validated counseling assessments, counseling relationships, and counseling processes, interventions and evaluations. (Helping relationships, group work, career development, research and program evaluations)
- Knowledge of the nature and needs of persons at all developmental levels and multicultural contexts.

#### **Evidence of Counseling Applications**

- Counsel proficiently with a variety of clients of different ages, genders, developmental levels, racial/ethnic backgrounds, sexual orientations, religions and socioeconomic statuses.
- Conduct cultural and population appropriate counseling assessments.
- Create culturally appropriate treatment plans based on assessment
- Establish and maintain a counseling relationship with a variety of clients.
- Implement appropriate counseling interventions for a variety of clients.
- Evaluates own counseling behaviors and client outcomes.

## **2. Apply professional, ethical, and legal standards in their counseling practices.**

### **Evidence of Knowledge**

- Knowledge of current social, legal, and economic trends affecting the counseling profession
- Knowledge of ethical standards of ACA and of other relevant professional groups.
- Knowledge of federal, state and local legal rules and regulations pertinent to counseling.

### **Evidence of Counseling Applications**

- Behaves in accordance with professional ethical standards
- Operates from a consistent ethical decision-making model to solve ethical dilemmas
- Maintains own mental and physical health
- Makes appropriate client referrals on the basis of an awareness of the specialties, skills, and services of other helping professionals.
- Operates with personal and professional integrity (Refrains from misleading or deceptive statements, follows up on commitments)
- Implements appropriate informed consent procedures.

## **3. Assume advocacy roles for the mental health care of underserved individuals and groups in urban settings.**

### **Evidence of Knowledge**

- Knowledge of the various forms of advocacy (e.g., Toporek, Lewis & Crethar, 2009)
- Knowledge of sociopolitical context within which clients live, as well as the barriers presented by this context which impeded access, equity and success for clients (II.G.1.i).
- Knowledge of traditional and common systemic barriers in an urban environment that impact client's mental health (e.g., issues of gender identity, race, ethnicity, sexual orientation, age, religious affiliation, physical & mental ability, social class, language or other characteristics.)
- Knowledge of community resources and services that support and advocate for client mental health issues.

### **Evidence of Counseling Applications**

- Develops an advocacy plan based on the particular needs, context, and barriers being encountered by clients
- Navigates the dual roles of advocate and counselor within ethical and legal standards.
- Participates in school or community advocacy event (e.g., hearing, school board meeting, town hall meeting).

#### **4. Integrate self-awareness, counseling roles and reflective practices into a professional counseling identity.**

##### **Evidence of Knowledge**

- Knowledge of counseling professional roles and functions: direct counseling services, mental health team member, consultant, advocate, supervisor, collaborator, coordinator and developing cultural self-awareness.
- Knowledge of professional organizations, certification and licensure.
- Knowledge of self-care strategies appropriate to the counselor role.
- Self-knowledge; understands personal and professional strengths and limitations.

##### **Evidence of Counseling Applications**

- Effectively manage personal assets in the professional environment, such as knowledge, skills, energy, health, and time. Describes own identity development as a counselor
- Introduces self as counselor and can explain professional counseling to others.
- Uses reflective practices before and after counseling interactions.
- Membership in professional organizations
- Seeks appropriate state and/or national credentialing.

#### **5a. Lead the development and implementation of critical interventions of a *Comprehensive School Counseling Program*\* in culturally diverse, urban PK-12 schools. (School Counseling Program only)**

##### **Knowledge Evidence:**

- Identifies the academic, career and personal/social needs of PK-12 students
- Knowledge of the four components of a Comprehensive School Counseling Program (i.e., Foundation, Management, Delivery Services, Accountability)
- Understands the process and structure of educational system within an urban community
- Understands the roles of the school counselor: leadership, advocacy, collaboration and systemic change.

##### **Counseling Applications Evidence**

- Implements an academic intervention plan to assist a student in maximizing her or his academic learning.
- Deliver a classroom guidance lesson to increase student development career development, exploration, and planning.

- Contributes to a school climate that supports the educational achievement for every student.
- Evaluates school counseling interventions and aspects of a school counseling program to understand the effect on students learning

**5b. Provide clinical mental health counseling prevention and treatment services for diverse individuals and groups in community settings. (Clinical Mental Health Counseling Program only)**

**Knowledge Evidence**

- Knowledge of counseling processes and theories used in clinical mental health settings: brief, intermediate and long-term intervention strategies, strategies for promoting holistic wellness, models of addiction, crisis and disaster intervention, assessment and diagnostic strategies, risk appraisal, consultation and clinical supervision.
- Knowledge of prevention principles and theories applicable to the clinical mental health counseling setting.
- Knowledge of principles of psychopharmacology relevant to counseling and coordination of care with other health care providers.
- Knowledge of mental health care delivery systems and the role of the counselor in community-based treatment approaches: needs assessment strategies, measuring counseling treatment outcomes, multidisciplinary treatment teams and community resources.
- Knowledge of administrative/business aspects of mental health agencies.

**Evidence of Counseling Applications**

- Develops and implements counseling treatment and prevention programs based on professional literature for client's presenting concern(s), counseling assessment and/or diagnosis, and level of risk.
- Reassesses client needs and modifies treatment plan as client needs change over time.

Our counseling programs employ a developmental perspective which emphasizes growth and development, improving individuals' quality of life, and focusing on strengths and resources in addition to psychological deficits and problems. The ability to diagnose and treat psychopathology is an essential skill for our graduates, and our program also emphasizes the assessment of strengths and resources, as well as the development of resource-focused interventions designed to maximize the healthy and optimal functioning of individuals and communities. In fact, we consider it an ethical obligation to focus on strengths and resources in addition to deficits and problems when conducting assessments and designing prevention programs and treatment plans for clients and students. Minimizing either one can result in an incomplete conceptualization that is likely to result in less effective interventions and potentially deleterious effects. Another implication of a developmental emphasis involves prevention and the need for proactive system interventions. For example, fighting poverty, racism, and other

destructive societal and community influences are more important in certain contexts than applying individualized counseling interventions.

We believe that sensitivity to biological, psychological, social, multicultural and developmental influences on behavior increases students' effectiveness as practitioners as well as the additional roles in which they are likely to engage (e.g., instructor, supervisor, consultant). Also, this approach helps students develop an appreciation for the importance of prevention regarding behavioral, medical, and social problems. Indeed, we view competence in working with all of these factors as necessary for the successful practice of counseling.

Our departmental policies clarify our commitment to diversity in our programs. Our policy on diversity and social justice reads as follows:

Our program faculty, staff and students believe it is our responsibility to actively engage in creating a more equitable, diverse, and inclusive world. We value and embrace diversity across all forms of identity. We acknowledge the complexity of diversity as it relates to privilege and the disparities of racial and social power impacting our society. It is our duty to dismantle discriminatory systems, and we are committed to doing so through our research, practice, and service. As members of an academic community, we believe that diversity enriches our educational and professional growth, as well as our communities. We dedicate ourselves to increasing self-awareness, growth, collaboration, relationship-building, and ongoing education. In our quest for racial and social justice, we advocate with, and for, those in our communities whose voices deserve to be heard. We are committed to taking personal and group responsibility for racial and social justice, and to hold one another accountable.

Finally, our counseling programs at Marquette exists within the context of the Jesuit educational tradition. This includes assisting students to develop a care and respect for self and others consistent within the Jesuit tradition of *cura personalis*, or care for the person, and service to others. This tradition emphasizes care for the whole person and the greater community, a tradition consistent with the history and emphases of counseling. This orientation is consistent with the mission and vision of the College of Education at Marquette University, the graduates of which "will be 'men and women for others' who have a commitment to transforming social inequities in their schools, institutions, and communities and who exhibit Marquette's hallmarks of excellence, faith, leadership, and service."

### **Assessment of Dispositions**

CECP has identified 8 professional dispositions that reflect the values and goals of our department and program training model. The dispositions identified are attitudes, characteristics, or behaviors that we believe are necessary to be an effective counselor. These dispositions will be assessed at several time points during students' program (i.e., beginning of first semester in program, end of first semester in the program and/or before practicum, at completion of practicum, at completion of fall internship) to assure progress is being made and to provide students with sufficient feedback and support in their development. Both students

and instructors will complete disposition assessments, and ratings will be tracked throughout the program and reviewed with advisors. This data will also be used for decision-making regarding student readiness for practicum, internship, and graduation, as well as program evaluation.

#### Marquette University's Masters Programs Professional Dispositions:

1. Counseling Orientation: Student demonstrates beliefs and values reflective of the counseling field, including the importance of strengths-based counseling and wellness, and prevention, the capacity for people to grow and change, and demonstration of empathy, compassion, and respect.
2. Social Justice Orientation: Student demonstrates a desire to advocate with and for those who experience a lack of access, equity, participation, and rights in our society.
3. Understanding of Cultural and Social Influences: Student demonstrates a holistic understanding of their own cultural and social identities, positionality, power, oppression and privilege, the role of individuals and communities within systems, cultural humility, intersectionality, and identity.
4. Openness to Feedback: Student demonstrates a willingness and openness to receive and integrate feedback from others, as well as the ability to give constructive feedback to others.
5. Self-Awareness: Student demonstrates the ability to assess personal strengths and areas of development, including the need for boundaries, the ability to implement self-care, an understanding of how others perceive the student's behaviors, and the need to seek supervision or other professional assistance.
6. Integrity: Student demonstrates values and behaviors that align with the *ACA Code of Ethics* and promote client well-being, including: honesty, trustworthiness, accountability, and ethical decision-making.
7. Professionalism: Student demonstrates behaviors reflective of counseling professionals, including: timeliness, attendance, and punctuality, conflict resolution, problem-solving, and taking personal responsibility.
8. Positive Engagement in Program: Student contributes to the program in a positive manner, demonstrating collaboration and helpful behavior, making positive contributions, and leadership.

### **Maintaining Privacy and Confidentiality**

Students should maintain confidentiality with clients/students at their sites in accordance with the ACA Code of Ethics and HIPAA. This includes maintaining documentation and recordings in



a secure manner consistent with ethical guidelines, deidentifying information about clients/students, and understanding and following any specific legal and ethical confidentiality practices at their practicum/internship site. In class students should maintain confidentiality by not discussing any client or student information outside of class and ensuring that any communications with the instructor or other students follow ACA and HIPAA guidelines. More information regarding confidentiality legal and ethical procedures will be discussed in courses throughout the program, particularly in Practicum and Internship.

### **Counseling Practicum Overview**

Our professional counseling training program is based upon a developmental model that involves a sequential program of cumulative learning experiences. The first clinical experiences students have in our program is Practicum. Practicum is described as a “distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge” (CACREP, 2016).

The Counseling Programs require that students complete a minimum of 100 hours of Counseling Practicum (COUN 6965 or COUN 6970) over the course of one semester. Generally, the practicum experience takes place during the Spring semester of a student’s first year in the program. Requirements for the Practicum experience include:

- a. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- b. Weekly supervision that averages one hour per week of individual and/or triadic supervision by a CECP faculty member, a doctoral student supervisor, or a site supervisor who is working in biweekly consultation with a CECP faculty member in accordance with the supervision contract. Typically, supervision occurs on-site by a licensed or certified professional who meets the requirements to supervise.
- c. An average of 1½ hours per week of group supervision that is provided on a regular schedule throughout the practicum by a CECP faculty member or doctoral student supervisor. Note: This meets Wisconsin state licensure regulations managed by the Department of Safety and Professional Services.
- d. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.
- e. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation mid-way through practicum and after the student completes the practicum.

Practicum is completed at a variety of mental health agencies and schools in the Milwaukee area depending on the career goals and interests of the individual student. The range of settings where practicum is completed includes elementary, middle or high schools; college and university counseling centers; hospitals; public and private social service agencies; and mental health clinics. Sites must be approved by the CECP department. Students are supervised by licensed or certified counselors, social workers, psychologists, licensed marriage and family therapists, or psychiatrists. Individuals who supervise have training to supervise and at least

three years post-licensure/certification experience. Doctoral students who serve as supervisors must have training to supervise and be receiving supervision of supervision. Students are enrolled in Counseling Practicum (COUN 6965 or COUN 6970; 3 credits) in the Spring semester.

Students are required to audio and/or video record the majority of their sessions with clients and have these recordings available for use during individual supervision and in practicum courses. Clients must provide consent (or assent, if they are under 18 and their parents/guardians have provided consent) to being recorded. The department has an "Informed Consent to Audio and/or Video Record Counseling Sessions form" (see Appendix O and department website and consult with practicum instructor) that must be completed by the practicum student and signed by the client and supervisor before any recording can take place. This form should be stored on site. Students must assure that the recordings are stored in a secure location and will not be shared with anyone outside the context of individual and group supervision. In cases where the agency/school has a separate recording form, both the Marquette University and agency forms must be completed.

### **Counseling Internship Overview**

Internship is a "distinctly defined, post-practicum, supervised clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives" (CACREP, 2016).

The Counseling Programs require students to complete at least two semesters of Counseling Internship (COUN 6986, COUN 6990). This includes at least 300 clock hours each semester, or approximately 20 hours per week over 15 weeks per semester, for a total of 600 hours. This internship can be completed at a variety of mental health agencies and schools in the Milwaukee area depending on the career goals and interests of the individual student. The range of settings where internship is completed includes elementary, middle or high schools; college and university counseling centers; hospitals; public and private social service agencies; and mental health clinics. Typically, clinical mental health students complete their internship at the same site where they completed their practicum, while school counseling students may be placed at different sites in order to gain experience across K-12 grade levels. Sites must be approved by the CECP department. To meet licensure requirements, students are supervised by licensed or certified counselors, social workers, psychologists, licensed marriage and family therapists, or psychiatrists. Individuals who supervise have training to supervise and at least three years post-licensure/certification experience. Doctoral students who serve as supervisors must have training to supervise and be receiving supervision of supervision. Students are enrolled in Counseling Internship (COUN 6986 or COUN 6990; 3 credits) in each semester in which they are enrolled in internship.

Requirements for the Internship experience include:

- a. At least 240 clock hours of direct service, including experience leading groups.
- b. Weekly that averages one hour per week of individual and/or triadic supervision by a CECP faculty member, a doctoral student supervisor, or a site supervisor throughout the internship. Typically, supervision occurs on-site by a licensed or certified professional

who meets the requirements to supervise.

- c. An average of 1½ hours per week of group supervision that is provided on a regular schedule throughout the internship and is performed by a CECF faculty member. Note: This meets Wisconsin state licensure regulations managed by the Department of Safety and Professional Services.
- d. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
- e. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
- f. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a CECF faculty member in consultation with the site supervisor.

During internship students must gain group counseling experience at either their site or through a separate experience organized by the CECF department. Please note it is a CACREP requirement to obtain this group counseling leadership experience. The Practicum and Internship Instructor will contact students who need this outside opportunity and will coordinate it during the Summer, Fall and Spring internship semesters. Students should try to lead or co-lead as many groups as possible to gain experience; a minimum of at least 5 group sessions is required before graduation.

For the Master of Arts in School Counseling, full-time students normally begin their internship in the second year after they have completed the prerequisite coursework (i.e., Introduction to Counseling, Lifespan Human Development, Psychopathology and Diagnosis, Theories of Counseling, Foundations of School Counseling, Professional Ethics and Legal Issues, Group Counseling, Career Development and Counseling, and Counseling Children/Adolescents) and 1 semester of COUN 6970 School Counseling Practicum, plus any additional courses indicated on the Program Planning Form.

School counseling students enroll in COUN 6990 School Counseling Internship-SC for each semester of internship (600 hour minimum; **6 credits total**). The internship course is two hour and forty-minute per week and is composed of a small group of students (no more than 12) with similar career goals. The course is taught by an appropriately credentialed instructor who serves as a consultant and facilitator for meeting the goals and objectives of this course.

For the Master of Science in Clinical Mental Health Counseling Program, full-time students begin their internship in summer or fall of their second year after they have completed the prerequisite coursework (i.e., Introduction to Counseling, Lifespan Human Development, Psychopathology and Diagnosis, Theories of Counseling, Foundations of Clinical Mental Health Counseling, Professional Ethics and Legal Issues, Group Counseling, Career Development and Counseling) and 1 semester of COUN 6965 Counseling Practicum, plus any additional courses indicated on the Program Planning Form.

Clinical mental health counseling students enroll in COUN 6986 Counseling Internship-CMHC for

each semester of internship (600 hour minimum; **6 credits total**). The internship course is two hours and forty-minutes per week (three hours and twenty-minutes per week in summer) and is composed of a small group of students (no more than 12) with similar career goals. The course is taught by an appropriately credentialed instructor who serves as a consultant and facilitator for meeting the goals and objectives of this course.

Students are required to audio and/or video record the majority of their sessions with clients and have these recordings available for use during individual supervision and in practicum/internship courses. Clients must provide consent (or assent, if they are under 18 and their parents/guardians have provided consent) to being recorded. The department has an "Informed Consent to Audio and/or Video Record Counseling Sessions" form (see Appendix O and department website, and consult with internship instructor) that must be completed by the practicum student/intern and signed by the client and supervisor before any recording can take place. This form should be stored on site. Students must assure that recordings are stored in a secure location and will not be shared with anyone outside the context of individual and group supervision. In cases where the agency has a separate recording form, both the Marquette University and agency forms must be completed.

The Director of Counselor Education and the Practicum and Internship Coordinator work together closely and are responsible for the policies and procedures that govern practicum and internship. Also, they evaluate students for approval to begin internship and monitor students' performance on practicum and internship. All practicum and internship placements must be approved by the department before students can begin a practicum or internship.

### **Department Faculty for 2025-2026 (\* = COUN Core Faculty)**

Rawan Atari-Khan, Ph.D. (Ball State University)

Assistant Professor; Licensed Psychologist; Research Interests: cross-cultural psychology; well-being and resilience; multicultural issues

Alan W. Burkard, Ph.D. (Fordham University)

Professor; Licensed Psychologist; Research Interests: multicultural counseling and supervision, counselor training and development, treatment of trauma in young children

Karisse A. Callender, Ph.D. (Texas A&M University - Corpus Christi)\*

Associate Professor; Licensed Professional Counselor, Substance Abuse Counselor; Research Interests: mindfulness-based interventions, Dialectical Behavior Therapy, cultural adaptations, Single Case Research

Lisa M. Edwards, Ph.D. (University of Kansas)

Professor and Director of Training for COPS Program; Licensed Psychologist; Research Interests: multicultural issues, strengths and optimal functioning

Alexandria Hepburn, M.A. (Adler University)

Clinical Assistant Professor; Licensed Professional Clinical Counselor-OH, Nationally Certified Counselor, Research Interests: Culturally responsive counseling, multicultural counseling, childhood trauma

M. Nancy Hollis, Ph.D. (The Chicago School)\*

Clinical Assistant Professor; Licensed Clinical Professional Counselor-IL, Nationally Certified Counselor; Research interests: Trauma, intergenerational relationships, technology assisted training

Weneaka D. Jones, Ph.D. (University of Wisconsin)\*

Clinical Assistant Professor; Licensed Professional Counselor-WI, Nationally Certified Counselor; Research Interests: rehabilitation counseling, transition for marginalized youth with disabilities, financial well-being among people with disabilities

Lynne M. Knobloch-Fedders, Ph.D. (Miami University, Oxford, OH)

Associate Professor; Licensed Psychologist; Research Interests: couple and family therapy, psychotherapy research, research methodology and statistics

Sarah Knox, Ph.D. (University of Maryland)

Professor; Licensed Psychologist; Research Interests: therapy relationship, therapy process, supervision and training, qualitative research

Raven M. Krautkramer, Ph.D. (Adler University)\*

Clinical Assistant Professor; Professional Counselor; Research Interests: intimate relationship issues; multicultural counseling; interpersonal behavior and organizational leadership; professional advocacy

Alexandra Kriofske Mainella, Ph.D. (University of Wisconsin-Madison)\*

Assistant Professor and Director of Counselor Education; Licensed Professional Counselor-WI, Nationally Certified Rehabilitation Counselor Research Interests: sexual health education and individuals with disabilities, disability impact on sexuality

Krystyne Mendoza, Ph.D. (Texas Tech University)\*

Clinical Assistant Professor; Licensed Professional Counselor-CO & TX; Research Interests: Research Interests: Early Childhood Trauma; Storytelling; Play Therapy; Ethical Issues in Counseling

Leigh van den Kieboom, Ph.D. (Marquette University)

Professor and Interim Chair; Research Interests: Education, Math and Science education

## **Affiliated Faculty**

Kathleen Cepelka, Ph.D. (Marquette University)  
Superintendent of Milwaukee Catholic Schools

Kelly Groh, Ph.D. (University of Wisconsin-Milwaukee)  
School Counselor, Oak Creek High School

Steve Schneider, M.S. (University of Wisconsin-Milwaukee)  
School Counselor; Sheboygan South High School

### **Counseling Practicum and Internship Outcomes**

The student outcomes for Practicum and Internship are divided into two areas: (a) knowledge and (b) skills and practices; however, the majority of outcomes relate to skills and practices, as would be expected. These outcomes are drawn from core and specialization standards from CACREP (2009 and 2016). Below are the specific CACREP standards that COUN 6965, COUN 6970, and COUN 6986 CMHC and SC address:

#### **COUN 6965 CMHC Practicum/COUN 6070 SC Practicum**

<b>CACREP 2016 Standard</b>	<b>Standard Location</b>
Counselor characteristics and behaviors that influence the counseling process;	Common Core 5. f.
Essential interviewing, counseling, and case conceptualization skills;	Common Core 5. g.
Developmentally relevant counseling treatment or intervention plans;	Common Core 5. h
Development of measurable outcomes for clients;	Common Core 5. i
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide;	Common Core 7. c
Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning;	CMHC Specialty Area 1. c
Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD);	CMHC Specialty Area 2. d.
Cultural factors relevant to clinical mental health counseling;	CMHC Specialty Area 2. j.
Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling;	CMHC Specialty Area 2. m
Techniques and interventions for prevention and treatment of a broad range of mental health issues;	CMHC Specialty Area 3. b.

#### **COUN 6986 CMHC Internship in Counseling/COUN 6990 SC Internship in Counseling**

<b>CACREP 2016 Standard</b>	<b>Standard Location</b>
-----------------------------	--------------------------

Essential interviewing, counseling, and case conceptualization skills;	Common Core 5. g.
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide;	Common Core 7. c
Cultural factors relevant to clinical mental health counseling;	CMHC Specialty Area 2. j.
Techniques and interventions for prevention and treatment of a broad range of mental health issues;	CMHC Specialty Area 3. b.

### **Professional Counselor Licensure**

Professional counselors must become licensed before they can independently provide behavioral health services to the public (except for some exempt state and federal institutions). The licenses to practice professional counseling are controlled by state governments not by universities, professional organizations, or the federal government. In Wisconsin and many other states, a license to practice professional counseling requires that one has graduated with a master's degree in counseling (such as from the program described above), passed the various licensure examinations required by the individual states, and completed a minimum of supervised post-graduate professional experience (number of hours varies by state, ranging between 2,000 and 4,000 hours). Each state also establishes a minimum amount of required hours for Practicum and Internship (pre-graduation). Wisconsin requires 600 clinical hours (240 direct) but certain states require more; students should determine their licensure goals and ensure they are obtaining the number of hours that they need. For example, students may try to take Summer Internship in lieu of an elective to obtain a total of 900 internship hours in the program.

Wisconsin state regulations allows individuals to take the Graduate Student Administration of the National Counselor Examination (NCE), the exam required for licensure as a professional counselor in Wisconsin and most other states, while they are still students. Doing so has several benefits, so students should consider this option as they near the end of their programs (more information regarding this test is distributed to students every semester). It is important to note that the attainment of a master's degree in counseling and/or passing the licensure exam does not guarantee licensure in any state, but that the master's degree and licensure exam are required parts of the licensure process.

Graduates who desire to be licensed as professional counselors in Wisconsin will need to contact [the Department of Safety and Professional Services](#) for application materials. Graduates who desire to become licensed as professional counselors in another state will need to contact the appropriate examining board in the state in which they wish to become licensed to determine laws and procedures for that state.

### **School Counselor Licensure**

To provide school counseling services in schools, graduates must become licensed as a professional school counselor in the state in which they intend to practice. All states require licensing to practice as a professional school counselor and all states establish administrative

guidelines that determine who may qualify for licensing in that respective state. In Wisconsin, an applicant must graduate from a Department of Public Instruction (DPI) approved program, pass the PRAXIS II Professional School Counselor Examination (CDT Code, 5421; PDT Code, 0421) with a qualifying score of 156 or higher, and have completed a minimum of 600 hours of internship under the supervision of a qualified school counselor (i.e., minimum of 3 years of post-degree professional experience as a licensed professional school counselor). Outside of Wisconsin, students should consult the Department of Education in the states that students may wish to apply. It is the responsibility of each student to verify all training programs for states they are interested in applying for licensing to ensure that program planning can account for any variations between CECP program requirements and the requirements for licensing in other states. It is important to note that the attainment of a master's degree in counseling does not guarantee the student a license in any state, but that the master's degree is a minimal required component of the licensure process in all states. Students applying for a license in Wisconsin should work with the Coordinator of the School Counseling program.

For further information on the licensing as a Wisconsin professional school counselor, see DPI's [website](#).

### **Endorsement for Licensure**

The CECP department will complete educational verification forms for licensure for graduates of our program. The CMHC graduates will have completed the 60-credit CMHC degree, which includes passing the CPCE (CMHC master's comprehensive exam) and at least 6 credits (600 supervised hours) of internship at an approved site. Graduates of the SC degree will have completed the 48-credit SC degree, which included at least 6 credits (600 supervised hours) of Internship at an approved site and passing the Praxis II (SC master's comprehensive exam).

## **Master of Science in Clinical Mental Health Counseling Recommended Full Time Course Sequence for Students Admitted Fall 2022**

<b>Fall Year 1</b>	<b>Spring Year 1</b>	<b>Summer Year 1</b>
COUN 6000* Introduction to Counseling	COUN 6003* Foundations of Clinical Mental Health Counseling	COUN 6080** Career Development and Counseling
COUN 6020* Life-Span Human Development	COUN 6012 Professional Ethics and Legal Issues in CMHC	COUN 6150 Addictions Counseling
COUN 6030*	COUN 6120**	<b>TWO ELECTIVES/</b>



Theories of Counseling	Group Counseling	<b>SPECIALIZATION REQUIREMENTS</b>
COUN 6060* Psychopathology and Diagnosis	COUN 6965 Counseling Practicum*	
<b>Fall Year 2</b>	<b>Spring Year 2</b>	
COUN 6040** Multicultural Counseling	COUN 6180 Advanced Diagnosis and Treatment in Counseling	
COUN 6050** Research Methods in Counseling	COUN 6130 Family Counseling	
COUN 6070* Assessment in Counseling	COUN 6170 Trauma Counseling	
COUN 6986 Internship in Counseling*	COUN 6986 Internship in Counseling*	

\*Prerequisite for COUN 6986 Internship in Counseling

\*\*Must be taken prior to or concurrently with COUN 6986/6989/6987 Internship in Counseling

### **Specialization Requirements/Electives**

(Note: These courses can be electives for CMHC students without a specialization)

#### **Addictions Specialization**

COUN 6230 Psychopharmacology  
(Typically offered in Summer)

#### **Child/Adolescent Specialization**

COUN 6160 Counseling with Children and Adolescents (Typically offered in Summer)

#### **Possible Elective for All Students (maybe required for certain sites)**

COUN 6986 Internship in Counseling  
(May be required for certain sites; Typically offered in Summer)

## **Master of Arts in School Counseling Recommended Full-Time Course Sequence Admitted Fall 2022**

<b>Fall Year 1</b>	<b>Spring Year 1</b>	<b>Summer Year 1</b>
COUN 6000* Introduction to Counseling	COUN 6001* Foundations of School Counseling	COUN 6080* Career Development and Counseling
COUN 6020* Life-Span Human Development	COUN 6010* Professional Ethics and Legal Issues in School Counseling	COUN 6160** Counseling with Children and Adolescents
COUN 6030* Theories of Counseling	COUN 6120** Group Counseling	
COUN 6060* Psychopathology and Diagnosis	COUN 6970* School Counseling Practicum	
<b>Fall Year 2</b>	<b>Spring Year 2</b>	
COUN 6070* Assessment in Counseling	COUN 6410 Leadership & Educational Admin for School Counseling	
COUN 6040** Multicultural Counseling	COUN 6990 Internship in School Counseling	
COUN 6050** Research Methods in Counseling		
COUN 6990 Internship in School Counseling	<b>CPCE</b>	

\*Prerequisite for COUN 6990 Internship in School Counseling

\*\*Must be taken prior to or concurrently with COUN 6990 Internship in School Counseling

**Master of Science in Clinical Mental Health Counseling  
Clinical Rehabilitation Counseling  
Recommended Course Sequence for Students Admitted Fall 2022**

--	--	--

<b>Fall Year 1</b>	<b>Spring Year 1</b>	<b>Summer Year 1</b>
COUN 6000* Introduction to Counseling	COUN 6005* Foundations of Clinical Rehabilitation Counseling	COUN 6080 Career Development and Counseling
COUN 6020* Life-Span Human Development	COUN 6012* Professional Ethics and Legal Issues in CMHC	COUN 6150 Addictions Counseling
COUN 6030* Theories of Counseling	COUN 6120* Group Counseling	COUN 6090 Medical and Psychosocial Aspects of Disabilities
COUN 6060* Psychopathology and Diagnosis	COUN 6965 Counseling Practicum	<b>ONE ADDITIONAL ELECTIVE</b>
<b>Fall Year 2</b>	<b>Spring Year 2</b>	
COUN 6040** Multicultural Counseling	COUN 6180 Advanced Diagnosis and Treatment in Counseling	
COUN 6050** Research Methods in Counseling	COUN 6130 Family Counseling	
COUN 6070** Assessment in Counseling	COUN 6170 Trauma Counseling	
COUN 6986 Internship in Counseling	COUN 6986 Internship in Counseling	

\*Prerequisite for COUN 6986 Internship in Counseling

\*\*Must be taken prior to or concurrently with COUN 6986 Internship in Counseling

#### **Possible Summer Electives**

**COUN 6230 Psychopharmacology**

**COUN 6160 Counseling with Children and  
Adolescents**

**COUN 6986 Internship in Counseling**  
(May be required for certain sites)

## **Practicum and Internship Procedures**

### **Approved CMHC Sites**

Clinical mental health students' practicum and internship sites must be vetted and approved (i.e., "established") by the Practicum and Internship Coordinator in conjunction with the Master's Director of Training. For a site to be approved, the Practicum and Internship Coordinator conducts (1) an initial site screening (e.g., phone call with supervisor, research on site) and (2) an initial site visit. During this process, the Coordinator ensures several components including appropriate supervision, site capacity to host and train students, location safety, types of experiences students will obtain, and whether the site meets ethical and legal minimums. Regarding ethical minimums, sites must adhere to the minimum ethical standards published by the American Counseling Association (ACA) and/or the American Psychological Association (APA). Sites who adhere to social or religious principles that limit or restrict client care based on such principles, impose values on clients, or require client adherence to social or religious principles to receive services are not eligible to become approved clinical placement sites. Regarding legality, sites must adhere minimally to state laws and procedures. Any violations to ethical and/or legal minimums after a site is established may result in dissolving the Clinical Affiliation Agreement between the University and the site.

Students will be placed at existing, established sites. Students who wish for a new site to be established may make this request to the Practicum and Internship Coordinator and/or the Master's Director of Training, recognizing their request may not be granted. We take great care in establishing community partnerships, so this process is not typically swift and is never done in haste. Typically, new sites are established to fill an identified need not already being met and/or to reach clients not currently being served.

### **Application Process for Obtaining a Practicum and Internship Placement**

Typically, CMHC students complete Practicum and Internship at the same site; this allows for continuity of learning and a smooth transition to Internship for students, sites, and the clients being served. Selection of potential practicum and internship sites is the joint responsibility of the Master's Program Director and the Practicum and Internship Coordinator. In rare cases, a student or site may decide a student should not stay at the site for internship. In these circumstances, students should inform their Practicum instructor and the Practicum and Internship Coordinator as soon as possible to discuss the internship site application process. If a student is being asked not to return to a site due to behavioral, dispositional, or professional concerns, the student may be subject to faculty review and/or remediation procedures (see Master's Program Handbook for more information on faculty review and remediation procedures).

The practicum placement process is reviewed with students during group advising meetings in Fall of the first year in the program (full-time students). Below are the guidelines that are shared with students at this meeting.

### Practicum Application Process for Clinical Mental Health Counseling Program

1. Complete interest form and submit to the Practicum and Internship Coordinator; PIC).
2. Meet with the PIC in September to discuss practicum-internship interest form responses.
3. Begin revising your resume/CV.
4. Begin drafting a general cover letter that you can tailor to particular sites. A sample cover letter can be found on the department website.
5. You will begin to receive emails from the PIC that describe openings at practicum/internship sites that are the best match for your interests/goals. This email will include specific directions and contact information for applying. You should respond **immediately** to the PIC that you have received the email and will apply.
6. You will send your CV/resume and cover letter to each site to which you are asked to apply as well as any other documentation you were asked to provide. If you do not receive a response from the site contact within 2 weeks, please follow-up with the PIC. to let them know.
  - a. Please be sure to cc (email copy) the PIC on the application you send to sites.
  - b. Please keep the PIC updated with any responses you get from site representatives.
7. If you receive an interview at a site, below are some suggestions.
  - a. Prepare for your interview by researching the site and thinking carefully about how your interests and skills fit with the site.
  - b. Approach the interview in a professional manner, treating this interview as you would a job interview.
  - c. Bring a copy of your application letter and resume/CV with you to the interview, even if you have already sent them a copy.
  - d. Bring a copy of your Master's Practicum and Internship Handbook to the interview as well in case there are any questions about the program.
  - e. Make sure your potential site supervisor either has access to the Practicum Handbook via our [departmental website](#) or a hard copy of the Handbook.
  - f. Be prepared to answer questions and ask questions about topics related to your practicum and/or internship placement.
  - g. Ask them when they expect to make decisions about practicum student placements and if they need any further information from you.
  - h. Dress professionally and appropriately for an interview.
8. **Notify the Practicum and Internship Coordinator via email as soon as you receive an offer from a site.**
  - a. If you want to accept the offer, do so immediately and inform the PIC.
  - b. If you want to decline the offer, please discuss this with the PIC before doing so.
9. If you receive an offer at a site or are waiting to hear about other offers, you will have to make some difficult decisions in consultation with your advisor and the PIC. Some suggestions:
  - a. Thank any site for the offer you received and ask them when they need to know your final decision (It is probably not necessary to tell them you are waiting to hear from another site).

- b. Respect all final decision dates and make the best choice you can regarding your placement.
- 10. The department needs to receive the completed Supervision Agreement Form for Practicum to reflect your acceptance of a position at a practicum and/or internship site. The supervisor and relevant clinic manager or director both need to sign the form.

#### Guidelines for Acquiring and Securing an Internship Site for School Counseling Students

- A. Submit internship application, internship application letter (discuss professional goals, strengths and limitations, readiness for internship), and your vitae (see example [here](#)). Arrange interviews with possible internship sites and supervisors. During your interview you must identify relevant school counseling activities and identify the activities that will be completed at the site
- B. After you have identified a site and come to a verbal agreement with the site supervisor, you should immediately forward a completed Internship Supervision Agreement to Dr. Burkard/the Practicum and Internship Coordinator (PIC).
- C. Dr. Burkard/PIC sends letter of confirmation and supervisor agreements to potential site supervisor
- D. If a current School Counseling Affiliation Agreement is not on file for a school or school district, Dr. Burkard/PIC sends and requests the school complete a School Counseling Affiliation Agreement

#### **Background Checks**

All CECP students are required to complete Caregiver Background Checks during orientation in the Fall semester. Information from these background checks is kept on file. If a practicum or internship site requests the results of this check, the department administrative assistant can provide this information.

#### **Other Health Information**

Sites reserve the right to require health exams, vaccinations, etc. in accordance with their policies and procedures (e.g., TB, X-ray, other tests, vaccinations). Some practicum/internship sites, especially hospitals and other facilities offering medical care, may require these additional tests and/or PPE before an internship placement can begin.

#### Professional Liability Insurance

In accordance with CACREP (2016) Standard 3a, master's students in the CECP Department are required to obtain individual professional counseling liability insurance. This type of insurance can be obtained as part of ACA or AMHCA student membership or students may acquire it through a provider (e.g., HPSO, CPH).

Students should provide copies of their policies, including renewals to the department. The department will maintain copies of all policies, and students may be required to provide copies of these policies to their site upon request.

As specified in the CMHC Agreement that the department has made with each site, the site also agrees to maintain professional liability insurance for its employees and agents.

### **Summer Internship**

Some CMHC sites require students to begin their internship over the summer. Students assigned to those sites generally replace one of their summer electives with Internship-3 credits. Students are required to attend the Summer Internship course and complete all requirements during this additional Internship semester over the summer.

### **Vacations and Breaks**

Many sites require students to continue to fulfill their practicum and internship responsibilities during Marquette University vacations and breaks. Students should assume they will be at their sites the entire semester and during the break between semesters for Internship unless they have received approval from their site supervisor for another arrangement. As long as students are receiving on-site supervision they can continue at their site during breaks between semesters even if they are not attending the practicum or internship course. It is the student's responsibility to secure a licensed faculty member to be "on-call" during breaks in the event that an incident arises for which the university needs to be involved.

## **Practicum Requirements**

**Classes.** Attend all COUN 6965 or COUN 6970 class meetings. Actively participate in group consultation, discussions of issues, and case reviews. These classroom attendance hours are included in the total number of practicum hours completed.

**Colloquia.** All COUN 6965 or COUN 6970 students are REQUIRED to attend all CECP Colloquia. Topics and schedules will be announced annually.

### **Practicum Activities**

The Counseling programs require students to complete a minimum of 100 hours of Counseling Practicum (COUN 6965 or COUN 6970) over the course of one semester. Generally, this practicum experience takes place during a full-time student's first year in the program, in the Spring semester.

Practicum placements involve several different activities which must be accurately documented:

**Direct Service.** Refers to interaction with clients that includes the application of counseling, consultation, or human development skills.

Examples: Individual, group, and family counseling, case staffing, in home services, intake and assessment activities, and consultation.

**Required number of hours of direct service:** At least 40 clock hours.

**Indirect Service.** Refers to other activities including supervision, client staffing, gathering information about the client but not in the actual presence of the client (e.g., outside the counseling/therapy hour).

Examples: Writing process/progress notes, supervision, reviewing charts, time spent planning interventions, consulting with other professionals about a case,

video/audiotape review, class time.

**Required number of hours of indirect service:** At least 60 clock hours.

#### Documentation of Practicum Activities/Hours

Students are expected to maintain a weekly log of activities completed relating to the practicum (e.g., client sessions, preparation for counseling, case documentation, preparation for supervision, supervision, administrative duties, etc.). A sample weekly hours log is provided on the [CECP website](#). These logs must be reviewed and signed by your site supervisor on a weekly basis. Students must submit their hours logs mid-semester and at the end of the semester to their practicum instructors. The department retains copies of students' hours logs; however, students are responsible for keeping a copy of their hours logs as well.

### Practicum Site Responsibilities

#### Clinical Affiliation Agreement

A CAA is required for every site and the CAA must be signed by all parties prior to the student beginning the internship. The CECP Practicum and Internship Coordinator facilitates the Clinical Affiliation Agreement (CAA) process with sites. First, the coordinator provides each practicum-internship site training director with their Clinical Affiliation Agreement to be signed by the authorized site representative. If the site has any edits or questions, the coordinator submits the edits and/or questions to the Office of General Counsel for review and approval. Second, after the CAA is signed by the site, Marquette representatives sign the CAA. Finally, the coordinator returns the completed CAA to the site and it is filed with the department.

#### Student Status

During practicum and internship the student should have a title such as "trainee," "internship student," "extern" or similar designation of trainee status.

Students may receive a stipend from the internship site for practicum placements if the site is willing to provide this. Unfortunately, such stipends are not the norm.

In rare circumstances, students may do a practicum-internship placement at a site where they are employed. However, because of potential issues relating to dual-relationships and competing demands with regard to employees' responsibilities vs. a student's responsibilities, these placements are subject to special review by the Master's Program Director and Program Coordinators and are not guaranteed to be approved. In these situations, the training activities including supervision are subject to more explicit and rigorous guidelines including the student's work supervisor not holding the role of practicum/internship supervisor.

#### Site Visits

During practicum, the university supervisor will have two in-person meetings with the student and the site supervisor. These can take place in person or virtually. Generally, these take place at the beginning and end of the semester.



### Bi-Weekly Consultation

Practicum supervisors and faculty supervisors (generally the instructor of the COUN 6965 or COUN 6970 Practicum course) are required to engage in bi-weekly consultation. The bi-weekly consultation does not have to be face-to-face, but can utilize electronic forms of communication (e.g., e-mail, phone, videoconferencing). The intent of the bi-weekly consultation is that it is regular and substantive in nature, focused on student development, rather than just periodic check-ins to ensure things are going okay.

### Consultation with CECP Department

The university COUN 6965 or COUN 6970 instructor, the Practicum and Internship Coordinator, the Master's Program Director, and the Program Coordinators are available to both the student and site supervisor as needed. For example, students and supervisors may seek consultation regarding conflict resolution, concerns regarding inadequate performance, ethical dilemmas, and ways to improve training.

### Conflict Resolution

When conflicts arise on site or with a site supervisor, students should seek appropriate consultation about how to handle such challenges. Typically, the practicum course instructor is the first person with whom the student should consult. If intervention is necessary beyond the student handling the situation themselves, the practicum instructor will likely be the person to intervene, though the practicum-internship coordinator or director of training may become involved if necessary. We encourage students to thoughtfully work through conflicts and to use the consultation process to its fullest.

### Termination of Student Placement

The practicum site may cancel the practicum placement of any student whose performance is unsatisfactory or whose personal characteristics prevent desirable and appropriate relationships within the site. The site will provide the student and the CECP Department with written justification for the proposed cancellation of a placement. Prior to such cancellation, the site supervisor shall notify the COUN 6965 or COUN 6970 instructor and the Practicum and Internship Coordinator about the proposed termination.

Any student who has been notified by a supervisor about concerns should communicate these with their instructor and the Practicum and Internship Coordinator as soon as possible.

### Supervision

Individual and/or triadic supervision can be provided by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.

**Supervisor Qualifications.** The primary site supervisor is often a Licensed Professional Counselor (LPC), yet approved supervisors may be a Licensed Marriage and Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW), a licensed Psychologist, or Psychiatrist. The supervisor generally has at least two years of post-licensure experience and training to provide supervision. Doctoral students may supervise master's students, though they must have training

to supervise and be receiving supervision of supervision while supervising.

For students accruing hours towards their Substance Abuse Counselor (SAC) credential and are in the **Addictions Counseling specialization**, a Clinical Supervisor is defined as (in accordance with Wisconsin Department of Health Services Chapter DHS 75):

1. An individual who holds an intermediate clinical supervisor certificate or an independent clinical supervisor; **or**
2. A physician knowledgeable in addiction treatment; **or**
3. A psychologist knowledgeable in psychopharmacology and addiction treatment.

Pursuant to 2017 Wisconsin Act 262, as of April 11, 2018; Marriage & Family Therapists, Professional Counselors & Licensed Clinical Social Workers who practice as a substance abuse clinical supervisor or provide substance abuse counseling, treatment, or prevention services within the scope of their licensure are no longer required to obtain the substance abuse specialty or substance abuse credentials.

Per the act under their **LPC** within the scope of their license they can be a supervisor for Substance Abuse without holding a separate credential for Substance Abuse; refer to Chapter 440.88 (3m) at: <https://dsps.wi.gov/Pages/RulesStatutes/SubstanceAbuseProfessionals.aspx>

For **School Counseling students**, the following supervisor requirements apply:

1. Primary School Counseling Supervisor must have a masters degree in Counseling, be licensed as a School Counselor, and have had a minimum of 3 years professional experience as a School Counselor
2. The school must have adopted the "ASCA National Model for School Counseling or the Wisconsin Comprehensive School Counseling Model" (or an equivalent comprehensive guidance model) for their school counseling program.

Weekly individual and/or triadic supervision can be provided by the on-site supervisor, a student supervisor, or a CECF faculty member, yet is typically conducted by the on-site supervisor. The supervisor has the primary responsibility for providing the practicum student with direct individual and/or triadic supervision on a regularly scheduled weekly basis.

**Amount of Individual and/or Triadic Supervision.** An average of 1 hour per week on-site is required.

Note: Some students may be asked to receive additional supervision provided by a CECF doctoral student during practicum.

**Group Supervision.** For practicum, an average of 1½ hours per week of group supervision is required. This is achieved during the COUN 6965 class. Students can count their entire class time (2 hours and 40 minutes, even if delivered in hybrid format) as indirect hours.

**Observation of sessions.** Students are expected to review their sessions with their supervisor

via audio-recording or video-recording in compliance with the CECP HIPAA Compliance Policy (See below for HIPAA Compliance Policy). If students are precluded from recording sessions due to CECP HIPAA Compliance Policy or the agency policy, it is expected that the site supervisor will provide in-person observation. Observation of sessions can count as 1:1 supervision.

#### Practicum Learning Agreement (PLA)

**Practicum Learning Agreement** (PLA: length should be 2 - 3 typed pages) - The PLA consists of the following elements:

- i. A narrative description of your perceived professional strengths and expected growth areas.
- ii. A statement of your intended future professional goals/practice area(s).
- iii. A "learning plan" **in table form** with the following three column headers for the semester's practicum/internship that documents:
  - 1. Goals** (i.e., what do I want to learn through this practicum/internship, what do I want to get out of this practicum/internship, how do I want to be different as a counselor by the end of this practicum/internship?) Remember that goals are to be small, concrete, specific, salient, attainable, and measurable.
  - 2. Activities** (what are the specific steps, activities, procedures, experiences I need to pursue to meet these goals?)
  - 3. Outcomes** (how will I objectively measure whether or not I met these goals?).
- iv. A brief description of ways in which you will implement self-care this semester.
- v. The Initial PLA must be reviewed, approved, signed and dated by you, your site supervisor, and lastly by your course instructor; provide a space at the end of the PLA for signatures and dates.
- vi. The PLA should be revisited again at the end of the semester. In the "revisited" version, please address the degree to which you met your goals, and discuss what helped and hindered your meeting them. This revisited PLA can also include any changes in strengths/growth areas, intended future practice areas, and self-care strategies. Also, be sure to include a statement about your assessment of personal readiness for internship.
- vii. The PLA will be evaluated based on a rubric distributed in class.

#### Evaluation of Students

1. Final grades will be assigned by the university supervisor in consultation with the site supervisor. Evidence of a student's achievement level will be obtained through conversation with the onsite supervisors, evaluation of practicum performance documented on the supervisors' evaluation of practicum student form, and behavioral observations by the instructor.
2. Ongoing evaluation of the practicum students must be conducted throughout the practicum. Students will be evaluated based on achievement regarding the Course Outcomes (knowledge and skills/practices), performance of assignments, growth in their counseling skill levels and their overall professional growth over the course of the practicum.
3. Written evaluations of students will be completed by the site supervisors at the

middle and end of the semester. Students will provide site supervisors a copy of **the supervisor evaluation** for this purpose at the beginning of the semester, and alert supervisors at least two weeks before evaluations are due. Site supervisors need to review their evaluations with the students. Students and supervisors must sign the evaluation indicating that the evaluation has been reviewed.

4. Copies of the site supervisor's evaluations and the instructor's evaluation will be given to students and copies will be placed in students' CECP file along with any statements students wish to provide regarding their performance in the practicum.
5. On the Supervisor Evaluation of Practicum Student Form, which is completed at midterm and end of every semester in which a student is engaged in clinical activities, any item rated as a 1 (i.e., far below expectations, needs much improvement, a concern), will trigger a required meeting between the student, the site supervisor, the student's advisor, and possibly also the course instructor. The purpose of the meeting will be to explore the nature of the student's difficulty, and to discuss what measures can be taken to aid the student's development in the area(s) in which they need to improve.
6. If a student's performance repeatedly falls below minimally accepted thresholds (i.e., several "1" ratings), the student, the advisor, and the Director of Counselor Education are to address the performance concerns in the annual self- and faculty evaluation. A pattern of such performance might also be cause for the institution of a remediation plan.
7. In those cases in which the student has not evidenced the minimum skill level and professional development to successfully advance to the next level of training, it will be recommended that the student repeat the course and/or abide by departmental directives in accordance with the Department of Counselor Education and Counseling Psychology's remediation procedures. Note that ethical and legal violations by a student may result in a failing grade for the course and possible dismissal from the program.
8. Students should also be aware of the policies of the Graduate School regarding Clinical Placements (Graduate Bulletin):

By virtue of the special nature of clinical courses in health care and other human service fields, students will be held to clinical and professional standards in addition to academic standards. If, in the opinion of the supervising faculty member, the student is falling short of expected levels of performance or professional behavior, the student may be removed immediately from the class. In many cases, the student will be counseled regarding the deficiency and will be given an opportunity to retake the class. However, depending on the type and severity of the deficiency, the student may be dismissed from the program and the Graduate School.

#### Evaluation of Site and Supervision

At the end of each semester, students will complete an evaluation of the site and supervision. These evaluations will be turned into the practicum instructor and held in the CECP office. Evaluations will not be shared directly with site supervisors until the practicum and internship placement is completed.

## Internship

### Approval to Begin Internship

Students will be formally approved to begin an **internship** placement at a site when:

1. You have received an email from the Practicum and Internship Coordinator that states you have been formally approved to begin Internship. You can expect this email soon after you complete your Practicum experience. In order to be approved for internship, the following requirements will be verified;
2. You have passed all of the prerequisite courses with a grade of "B-" or better.
3. You have demonstrated an adequate level of professional disposition development, as discussed with your Practicum instructor and advisor (for more information about disposition assessment please see the Master's Handbook).
4. You have filed all the practicum-related documentation (e.g., hours logs, supervision agreements, supervisor evaluations, etc.) with the department.
5. You have maintained your status as a student in "good standing." Approval for beginning or continuing in internship can be revoked at any time due to factors such as student impairment, incompetence, and unethical behavior. The faculty will immediately notify students who are encountering problems of these types.
6. The "Supervision Agreement for Internship" is signed by all parties (i.e., your site supervisor, the relevant clinical manager/director, and the CECP Master's Program Director). The original copy of this form is maintained by the CECP Department Office.
7. A "Clinical Affiliation Agreement" is signed by all the relevant parties. This legal agreement between Marquette University and each site is normally already in place for all internship sites on our list of approved internship sites. The Practicum and Internship Coordinator will assist with securing any Clinical Affiliation Agreements that have not yet been completed.

### Internship Requirements

**Classes.** Attend all COUN 6986 or COUN 6990 class meetings. Actively participate in group consultation, discussions of issues, and case reviews. These classroom attendance hours are included in the total number of internship hours completed.

**Colloquia.** All COUN 6986 or COUN 6990 students are REQUIRED to attend all CECP Colloquia. Topics and schedules will be announced annually. The dates for the Colloquia will be set at the beginning of the academic year and students are encouraged to openly communicate these dates with their site supervisor to make necessary accommodations to participate in the Colloquia.

### Internship Activities

Students in the master's programs normally complete two semesters of Counseling Internship on a half-time basis (roughly 20 hours per week for 15 weeks in a semester, over two semesters, for a total of 600 hours). Internship normally occurs over the Fall and Spring

semesters, and students usually spend between 20 and 25 hours on site at their internship placements in face-to-face client contact, supervision meetings, writing reports and case notes, consultation, and other approved support activities. In addition, students attend a two hour and forty-minute COUN 6986 or COUN 6990 class on campus, which results in 20-23 total hours of internship time plus the time required for class preparation (readings, presentations, etc.).

For SC students, the following requirements apply to internship:

1. Students are required to complete at least two internship experiences in a setting where the student population is at least 30% students of color (e.g., African American, Asian American, Latina/o, Native American), unless otherwise approved by Coordinator of School Counseling.
2. Complete a 600-hour internship that spans a PK-12 school setting. Under P.I. 34 students are required to complete a 600-hour internship that extends across the PK-12 school experience (i.e., elementary school, middle school, high school). To meet this licensing requirement, we require that students complete hours during their school counseling internship based on the following guidelines:
  - a. 200 hours of experience in an elementary school age population
  - b. 100 hours of experience in a middle school age population
  - c. 200 hours of experience in a high school age population
  - d. An additional 100 hours are required and can be targeted to the populations identified in 1 through 3 based upon the student's professional development goals

Internship placements involve a number of different activities which must be accurately documented:

**Direct Service.** Refers to interaction with clients that includes the application of counseling, consultation, or human development skills.

Examples: Individual, group, and family counseling, case staffing, in home services, intake and assessment activities, and consultation.

**Required number of hours of direct service:** At least 240 hours of direct service, including experience leading groups.

**Indirect Service.** Refers to other activities including supervision, client staffing, gathering information about the client but not in the actual presence of the client (e.g., outside the counseling/therapy hour).

Examples: Writing process/progress notes, supervision, reviewing charts, time spent planning interventions, consulting with other professionals about a case, video/audiotape review.

**Required number of hours of indirect service:** Approximately 360 hours.

**Note for Students Completing Summer Internship:** Due to the summer semester only containing 12 weeks and site-related issues that may occur due to low referrals, no

shows/cancellations, low census, etc. during summer months, it is acceptable for a student to only complete 200 total hours (80 direct hours) during the summer semester. Students are then required to complete 300 total hours (120 hours) during both their fall and spring semesters of internship for a **total of 800 hours (320 direct hours) across the three internship semesters.**

### **Documentation of Internship Activities/Hours**

Students are expected to maintain a weekly log of activities completed relating to the internship (e.g., client sessions, preparation for counseling, case documentation, preparation for supervision, supervision, administrative duties, etc.). A sample weekly hours log is provided on the [CECP website](#). These logs must be reviewed and signed by your site supervisor on a weekly basis. Students must submit their hours logs mid-semester and at the end of the semester to their practicum instructors. The department retains copies of students' hours logs; however, students are responsible for keeping a copy of their hours logs as well.

### **Internship Site Responsibilities**

#### **Clinical Affiliation Agreement**

A CAA is required for every site and the CAA must be signed by all parties prior to the student beginning practicum-internship. The CECP Practicum and Internship Coordinator facilitates the Clinical Affiliation Agreement (CAA) process with sites. First, the coordinator provides each practicum-internship site training director with their Clinical Affiliation Agreement to be signed by the authorized site representative. If the site has any edits or questions, the coordinator submits the edits and/or questions to the Office of General Counsel for review and approval. Second, after the CAA is signed by the site, Marquette representatives sign the CAA. Finally, the coordinator returns the completed CAA to the site and it is filed with the department.

#### **Student Status**

During the practicum and internship the student should have a title such as "trainee," "internship student," "extern" or similar designation of trainee status.

Students may receive a stipend from the internship site for internship placements if the site is willing to provide this. Unfortunately, such stipends are not the norm.

In rare circumstances, students may do an internship placement at a site where they are employed. However, because of potential issues relating to dual-relationships and competing demands with regard to employees' responsibilities vs. a student's responsibilities, these placements are subject to special review by the Master's Program Director and Program Coordinators and are not guaranteed to be approved. In these situations, the training activities including supervision are subject to more explicit and rigorous guidelines including the student's work supervisor not holding the role of practicum/internship supervisor.

### **Site Visits**

Over the course of students' internship experience, the university supervisor will have at least three meetings with the student and the site supervisor. These meetings may take place in

person or virtually.

**Initial site visit.** The initial site visit is used for orientation and clarification of the supervisory agreement and the goals for internship. At this visit, it must be verified that the site supervisor has been provided a copy of the course syllabus requirements, a copy of the internship handbook, and evaluation forms to be completed at the end of each semester, the supervision agreement has been signed by the student, the site supervisor, and the course instructor, and the Internship Learning Agreement (ILA) has been reviewed and signed by all parties. In addition, it must be verified that the student has been provided with a comprehensive orientation to the site, including but not limited to policies philosophy, procedures, protocols, rules, and expectations.

**Second Visit.** The second visit is used to assess continuing progress on internship. Note: If a student is completing two semesters of internship, this visit should occur in the end of the first semester or early in the second semester. If a student is completing three semesters of internship, this visit occurs in the second semester (usually Fall).

**Termination Visit.** The termination site visit is used as a forum for “in-person” evaluation of the student, the internship site, and the interface with the CECP Department.

### **Consultation with CECP Department**

The university COUN 6986 or COUN 6990 instructor, the Practicum and Internship Coordinator and Program Coordinators are available to both the student and site supervisor as needed. For example, students and supervisors may seek consultation regarding conflict resolution, concerns regarding inadequate performance, ethical dilemmas, and ways to improve training.

### **Conflict Resolution**

When conflicts arise on site or with a site supervisor, students should seek appropriate consultation about how to handle such challenges. Typically, the internship course instructor is the first person with whom the student should consult. If intervention is necessary beyond the student handling the situation themselves, the internship instructor will likely be the person to intervene, though the practicum-internship coordinator or director of training may become involved if necessary. We encourage students to thoughtfully work through conflicts and to use the consultation process to its fullest.

### **Termination of Student Placement**

The internship site may cancel the internship placement of any student whose performance is unsatisfactory or whose personal characteristics prevent desirable and appropriate relationships within the site. The site will provide the student and the CECP Department with written justification for the proposed cancellation of a placement. Prior to such cancellation, the site supervisor shall notify the COUN 6986 or COUN 6990 instructor and the Practicum and Internship Coordinator about the proposed termination.



Any student who has been notified by a supervisor about concerns should communicate these with her/his/their instructor and the Practicum and Internship Coordinator as soon as possible.

### **Supervision**

Supervision of the internship student is the joint responsibility of the university and the professional staff of the internship site.

**Supervisor Qualifications.** The primary site supervisor is often a Licensed Professional Counselor (LPC), yet approved supervisors may be a Licensed Marriage and Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW), a licensed Psychologist, or Psychiatrist. The supervisor generally has at least two years of post-licensure experience and training to provide supervision. Doctoral students may supervise master's students, though they must have training to supervise and be receiving supervision of supervision while supervising.

For students pursuing the Substance Abuse Counselor (SAC) and are in the **Addictions Counseling specialization**, a Clinical Supervisor is defined as (in accordance with Wisconsin Department of Health Services Chapter DHS 75) :

1. An individual who holds an intermediate clinical supervisor certificate or an independent clinical supervisor; **OR**
2. A physician knowledgeable in addiction treatment; **OR**
3. A psychologist knowledgeable in psychopharmacology and addiction treatment.

Pursuant to 2017 Wisconsin Act 262, as of April 11, 2018; Marriage & Family Therapists, Professional Counselors & Licensed Clinical Social Workers who practice as a substance abuse clinical supervisor or provide substance abuse counseling, treatment, or prevention services within the scope of their licensure are no longer required to obtain the substance abuse specialty or substance abuse credentials.

Per the act under their **LPC** within the scope of their license they can be a supervisor for Substance Abuse without holding a separate credential for Substance Abuse; refer to Chapter 440.88 (3m) at: <https://dsps.wi.gov/Pages/RulesStatutes/SubstanceAbuseProfessionals.aspx>

For **School Counseling** students, the following supervisor requirements apply:

1. Primary School Counseling Supervisor must have a masters degree in Counseling, be licensed as a School Counselor, and have had a minimum of 3 years professional experience as a School Counselor
2. The school must have adopted the *ASCA National Model for School Counseling* or the *Wisconsin Comprehensive School Counseling Model* (or an equivalent comprehensive guidance model) for their school counseling program.

Weekly individual and/or triadic supervision can be provided by the on-site supervisor, a student supervisor, or a CECP faculty member, yet is typically conducted by the on-site supervisor. The supervisor has the primary responsibility for providing the practicum student with direct individual and/or triadic supervision on a regularly scheduled weekly basis.

**Amount of Individual and/or Triadic Supervision. For internship, an average of 1 hour per week on-site is required.**

**Group Supervision.** For internship, an average of 1½ hours per week of group supervision is required. This is achieved during the COUN 6986 class. Students can count their entire class time (2 hours and 40 minutes, even if delivered in hybrid format) as indirect hours.

**Observation of sessions.** Students are expected to review their sessions with their supervisor via audio-recording or video-recording in compliance with the CECP HIPAA Compliance Policy (See below). If students are precluded from recording sessions due to CECP HIPAA Compliance Policy or the agency policy, then it is expected that the site supervisor will provide in-person observation of a minimum of 2 sessions per semester. Observation of sessions can count as 1:1 supervision.

### **Internship Learning Agreement**

(ILA: length should be 2 - 3 typed pages) - The ILA consists of the following elements:

- i. A narrative description of your perceived professional strengths and expected growth areas (1<sup>st</sup> Semester of Internship); including your perceived growth from the start of internship (2<sup>nd</sup> and/or Final Semester of Internship)
- ii. A statement of your intended future professional goals/practice area(s) (1<sup>st</sup> semester of internship); and a reevaluation of your goals as you go into your career (final semester of internship)
- iii. A "learning plan" **in table form** with the following three column headers for the semester's practicum/internship that documents:
  1. **Goals** (i.e., what do I want to learn through this practicum/internship, what do I want to get out of this practicum/internship, how do I want to be different as a counselor by the end of this practicum/internship?) Remember that goals are to be small, concrete, specific, salient, attainable, and measurable.
  2. **Activities** (what are the specific steps, activities, procedures, experiences I need to pursue to meet these goals?)
  3. **Outcomes** (how will I objectively measure whether or not I met these goals?).
- iv. A brief description of ways in which you will implement self-care this semester (1<sup>st</sup> and/or 2<sup>nd</sup> Semester of Internship); or A brief description of how you will navigate impostor syndrome and maintain self-care (Final semester of internship)
- v. The ILA must be reviewed, approved, signed and dated by you, your site supervisor, and lastly by your course instructor; Note: The final ILA only requires signatures from you and your instructor. provide a space at the end of the ILA for signatures and dates.
- vi. The ILA will be evaluated based on a rubric distributed in class.

## Evaluation of Students

1. Final grades will be assigned by the university supervisor in consultation with the site supervisor. Evidence of a student's achievement level will be obtained through conversation with the onsite supervisors, evaluation of internship performance documented on the supervisors' evaluation of extern form, and behavioral observations by the instructor.
2. Ongoing evaluation of the internship student must be conducted throughout the internship. Students will be evaluated based on achievement regarding the Course Outcomes (knowledge and skills/practice), performance of assignments, growth in their counseling skill levels and their overall professional growth over the course of the internship.
3. Written evaluations of students will be completed by the site supervisors at mid-term and at the end of the semester. Students will provide site supervisors a copy the supervisor evaluation form for this purpose at the beginning of the semester, and alert supervisors at least two weeks before evaluations are due. Site supervisors need to review their evaluations with the students. Students and supervisors must sign the evaluation indicating that the evaluation has been reviewed.
4. Copies of the site supervisor's evaluations and the instructor's evaluation will be given to students and copies will be placed in students' CECP file along with any statements students wish to provide regarding their performance in the internship.
5. On the Supervisor Evaluation of Internship Student Form, which is completed at midterm and end of every semester in which a student is engaged in clinical activities, any item rated as a 1 (i.e., far below expectations, needs much improvement, a concern), will trigger a required meeting between the student, the site supervisor, the student's advisor, and possibly also the course instructor. The purpose of the meeting will be to explore the nature of the student's difficulty, and to discuss what measures can be taken to aid the student's development in the area(s) in which they need to improve.
6. If a student's performance repeatedly falls below minimally accepted thresholds (i.e., several "1" ratings), the student, the advisor, and the Director of Counselor Education are to address the performance concerns in the annual self- and faculty evaluation. A pattern of such performance might also be cause for the institution of a remediation plan.
7. In those cases in which the student has not evidenced the minimum skill level and professional development to successfully advance to the next level of training, it will be recommended that the student repeat the course and/or abide by departmental directives in accordance with the Department of Counselor Education and Counseling Psychology's remediation procedures. Note that ethical and legal violations by a student may result in a failing grade for the course and possible dismissal from the program.
8. Students should also be aware of the policies of the Graduate School regarding Clinical Placements (Graduate Bulletin):

By virtue of the special nature of clinical courses in health care and other human service fields, students will be held to clinical and professional standards in addition to academic standards. If, in the opinion of the supervising faculty member, the student

is falling short of expected levels of performance or professional behavior, the student may be removed immediately from the class. In many cases, the student will be counseled regarding the deficiency and will be given an opportunity to retake the class. However, depending on the type and severity of the deficiency, the student may be dismissed from the program and the Graduate School.

### **Evaluation of Site and Supervision**

Each semester students will complete an evaluation of the site and supervision. These evaluations will be turned into the internship instructor and held in the CECP office. Evaluations will not be shared directly with site supervisors until the internship placement is completed.

### **Field Placement Policy**

Occasionally, students may be involved in clinical activities (e.g., assessment, therapy, supervision) outside of their required practicum or internship. In some of these circumstances, students may choose to enroll in additional semesters of internship or field placement. The information below describes the program's policy regarding such circumstances and should be used to guide students' decisions.

For such activities to be considered approved internship activities, a Clinical Affiliation Agreement must be in place, as must a supervision agreement (i.e., students must be supervised in these activities). In addition, the student must enroll in either COUN internship or COUN field placement (students usually register for field placement only after they have completed all of their required COUN internship; they may register for either part- or full-time field placement, depending on their need to retain full-time student status; either option costs the same). These students must attend internship class and complete all internship assignments/requirements. The university shall provide professional liability and general liability protection for students in an approved internship, as it does for its students in other clinical placements (unless a student is employed by the internship site, in which case, the internship site is responsible for providing such coverage).

If students' employment involves the provision of mental health services or if they are engaged in volunteer activities in which they provide mental health services, those hours are not considered approved practicum/internship activities. Students in such circumstances need not enroll in COUN internship or field placement, and these hours can never be considered internship. In addition, such students are prohibited from describing their provision of these mental health services as part of their required program activities.

If a student is paid for providing mental health services during internship/field placement, the student must inform the Director of Training and Practicum and Internship Coordinator. Remuneration may require review of an affiliation agreement and may have tax or insurance coverage implications.

### **Recording Policy**

Students are required to audio and/or video record most of their sessions with clients and have these recordings available for use during individual supervision and in practicum/internship

courses. Clients must provide consent (or assent, if they are under 18 and their parents/guardians have provided consent) to being recorded. The department has an “Informed Consent to Audiotape and/or Video Record Counseling Sessions” (see Appendix N) form that must be completed by the practicum student/intern and signed by the client and supervisor before any recording can take place. Students must assure recordings are stored in a secure location and will not be shared with anyone outside the context of individual and group supervision. In cases where the agency has a separate recording form, both the Marquette University and agency forms must be completed.

#### Departmental HIPAA Compliance Policy

The CECP Department requires all of its students and faculty involved in offering health care services and/or protected health information to familiarize themselves with the requirements of HIPAA (Health Insurance Portability and Accountability Act). This includes all full-time department staff and faculty and all students in counseling and counseling psychology. School counseling students and others whose primary work involves educational rather than health records also need to follow the requirements of FERPA (Family Educational Records and Privacy Act). They will need to be aware of HIPAA requirements, however, because they are likely to handle protected health information from various psychological and medical providers (e.g., school nurses; students’ therapists, psychologists, and pediatricians) on a regular basis.

### **CECP Departmental HIPAA Requirements**

**Complying with agency policies for ensuring HIPAA compliance.** The CECP Department does not offer health care services directly to the public because we do not maintain an in-house counseling clinic. Instead, we rely on departments and agencies in other units of the University or off campus for our field experiences and internship training. When offering services to clients in these other departments and agencies, all faculty and students are required to familiarize themselves with and observe the requirements of those agencies with regard to HIPAA compliance.

**Student work samples submitted for evaluation.** We normally ask students who complete internship and field experiences to submit samples of their written clinical work to the faculty for evaluation and grading. These materials must be completely deidentified to protect the anonymity of the clients.

According to HIPAA, protected health information is deidentified if all of the following have been removed with regard to the individual client, her/his/their relatives, employers, or household members of the client (see Chpt. 165.514):

1. Names;
2. All geographic subdivisions smaller than a State, including street address, city, county, precinct, zip code, and their equivalent geocodes, except for the initial three digits of a zip code if, according to the current publicly available data from the Bureau of the Census:

- a. The geographic unit formed by combining all zip codes with the same three initial digits contains more than 20,000 people; and
  - b. The initial three digits of a zip code for all such geographic units containing 20,000 or fewer people are changed to 000.
- 3. All elements of dates (except year) for dates directly related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89 and all elements of dates (including year) indicative of such age, except that such ages and elements may be aggregated into a single category of age 90 or older;
- 4. Telephone numbers;
- 5. Fax numbers;
- 6. Electronic mail addresses;
- 7. Social security numbers;
- 8. Medical record numbers;
- 9. Health plan beneficiary numbers;
- 10. Account numbers;
- 11. Certificate/license numbers;
- 12. Vehicle identifiers and serial numbers, including license plate numbers;
- 13. Device identifiers and serial numbers;
- 14. Web Universal Resource Locators (URLs);
- 15. Internet Protocol address numbers;
- 16. Biometric identifiers, including finger and voice prints;
- 17. Full face photographic images and any comparable images; and
- 18. Any other unique identifying number, characteristic, or code.

**Video or audio recordings of students' clinical work.** Students in human service fields commonly record samples of their clinical work to submit for faculty evaluation. We are not aware of any statute or case law governing the recordings of counseling sessions made for student performance evaluation purposes. Nonetheless, these recordings could be considered to be medical records, and consequently the department currently treats them as medical records. As a result, we require that students protect recordings of their clinical work in the same way that they would protect other health information.

In general, however, it is very difficult to deidentify audio or video recordings of counseling

sessions (e.g., through altering voices and images). As a result, department students cannot submit recordings of their clinical work to the faculty for purposes of evaluation unless the following conditions are met: (1) the agency maintains the original recording for the appropriate number of years for medical records in that agency; (2) the original is not allowed to leave the agency; (3) the clients signs an authorization that a copy of that original recording can be made for the specific purpose of student evaluation by a faculty supervisor; and (4) the copy will be destroyed after the evaluation has been completed.

**Supervision of students' clinical work.** Our students' clinical work is always supervised by both an on-site supervisor(s) and a department faculty supervisor(s). As a result, students' adult clients must sign an authorization for the disclosure of their health information for the purposes of supervision, and parents or guardians of a minor client must provide such an authorization when the minor is not able to legally provide such an authorization for him or herself (see the relevant Wisconsin administrative statutes). Agency forms for this purpose are usually sufficient, but students need to ensure that the informed consent forms that they use with clients note that they are being supervised by both an on-site supervisor and a department supervisor, that their supervisors have access to the client's clinical records and are monitoring the progress of the case, and that the student also participates in a consultation and supervision team comprised of their supervisor(s) and other student counselors and therapists.

**Emailing or FAXing information to faculty supervisors.** When students consult with faculty supervisors regarding their clinical work, they may find it convenient to transmit related case information via email or FAX. Email transmissions are not secure unless they are well encrypted. Because the Department does not have the resources for handling encryption, email transmission of client records that are not deidentified to faculty supervisors is not permitted. Because of potential problems with the security of FAXed information (e.g., misdialled phone numbers, someone is not present at the receiver's FAX machine to receive the transmission at the time it occurs), students are not allowed to FAX protected health information to faculty supervisors.

**Disciplinary actions for noncompliance with this policy.** HIPAA includes significant penalties for violations of its requirements (ranging from administrative actions to fines of up to \$250,000 and 10 years imprisonment). The University enforces compliance with HIPAA requirements for faculty and staff through its Human Resources policies. Student violations of HIPAA compliance requirements will be handled through the departmental policy on the Remediation and Dismissal of Students. Minor violations of these requirements will result in relatively minor disciplinary actions, while serious or multiple minor violations of these requirements can result in dismissal from the program.

## **Appendix A**

### **AGREEMENT BETWEEN**

### **MARQUETTE UNIVERSITY DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING**

**PSYCHOLOGY  
&  
COOPERATING AGENCY**

**Name and Address:**

**Telephone:**

**Email:**

**FOR THE CONDUCT OF A SUPERVISED COUNSELING PRACTICUM**

The above named agency agrees to provide the facilities, student work opportunity, instruction, and supervision necessary to properly conduct a counseling practicum experience for the student named below and according to the guidelines described in the Department of Counselor Education and Counseling Psychology's "*Handbook for Master's Counseling Practicum and Internship*." Specifically, students are required to receive a minimum of one hour of individual or triadic on-site supervision per week. Supervisors must be licensed (i.e., LPC, LCSW, psychologist, LMFT, or psychiatrist) for at least two years and have training to supervise. Doctoral students are permitted to supervise if they have supervision training and are receiving supervision of supervision.

The practicum course instructor will consult with the on-site supervisor about the student's progress through biweekly consultation (visit, email or phone) and two site visits during the semester. On-site supervisors will provide a written evaluation of the student at midterm and at the end of the semester.

**Inclusive Dates of Practicum (from Month/Date/Year to Month/Date Year):**

**Name of Student (printed or typed):**

**Student (signature):**

**Date:**

**On-Site Supervisor (printed or typed):**

**On-Site Supervisor (signature):**

**Date:**

**Agency or Clinic Director (printed or typed):**

**Agency or Clinic Director (signature):**



**Date:**

**Marquette Master's Coordinator of Program (signature):**

**Date:**

**Supervision Information**

1. Weekly day and time of supervision:
2. Supervision methods used by supervisor:

**Appendix B**

**AGREEMENT BETWEEN**

**MARQUETTE UNIVERSITY  
DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING**

**PSYCHOLOGY  
&  
COOPERATING AGENCY**

**Name and Address:**

**Telephone:**

**Email:**

**FOR THE CONDUCT OF A SUPERVISED COUNSELING INTERNSHIP**

The above named agency agrees to provide the facilities, student work opportunity, instruction, and supervision necessary to properly conduct a counseling internship experience for the student named below and according to the guidelines described in the Department of Counselor Education and Counseling Psychology's "*Handbook for Master's Counseling Practicum and Internship*." Specifically, students are required to receive a minimum of one hour of individual or triadic on-site supervision per week. Supervisors must be licensed (i.e., LPC, LCSW, psychologist, LMFT, or psychiatrist) for at least two years and have training to supervise. Doctoral students are permitted to supervise if they have supervision training and are receiving supervision of supervision. The internship course instructor will consult with the on-site supervisor about the student's progress as needed throughout the semester and will conduct at least one site visit each semester. On-site supervisors will provide a written evaluation of the intern at midterm and at the end of the semester.

**Inclusive Dates of Internship (from Month/Date/Year to Month/Date Year):**

**Name of Student (printed or typed):**

**Student (signature):**

**Date:**

**On-Site Supervisor (printed or typed):**

**On-Site Supervisor (signature):**

**Date:**

**Agency or Clinic Director (printed or typed):**

**Agency or Clinic Director (signature):**

**Date:**

**Marquette Master's Coordinator of Program (signature):**

**Date:**

**Supervision Information**

1. Weekly day and time of supervision:
2. Supervision methods used by supervisor:

## **Appendix C**

### **School Counseling Practicum Supervision Agreement Between Department of Counselor Education and Counseling Psychology (CECP) Marquette University And:**

**Cooperating School:****School name****School address****Address****Telephone****School telephone number**

#### **For the Conduct of a Supervised School Counseling Practicum**

The above named school agrees to provide the facilities, student work opportunity, instruction, and supervision necessary to properly conduct a school counseling practicum experience for the student named below and according to the guidelines described in the Department of Counselor Education and Counseling Psychology Handbook for Counseling Practicum (COUN 6970). While under the supervision of the Supervising School Counselor, the student will have the opportunity to observe and eventually deliver the following comprehensive school counseling program services: curriculum delivery, consultation and collaboration, counseling, crisis intervention, small group counseling, academic-career planning, transition services and program evaluation. The student will complete 100 practicum hours at this school.

**Name of Practicum Student** (printed or typed):**Inclusive Dates of Practicum List Dates** (Month/Year):**Principal Name** (printed or typed):**Principal Signature:****Date:****Supervising School Counselor** (printed or typed):**Supervising School Counselor Signature:****Date:****Practicum Student Signature:****Date:**

**Coordinator of School Counseling**  
**CECP Marquette University Signature:**

**Date:**

## Appendix D

### School Counseling Supervision Agreement Between Department of Counselor Education and Counseling Psychology (CECP) Marquette University And:

**Cooperating School:**

**Name of school:**

**Address of school:**

**Telephone:**

#### For the Conduct of a Supervised School Counseling Internship

The above named school agrees to provide the facilities, student work opportunity, instruction, and supervision necessary to properly conduct a school counseling internship experience for the student named below and according to the guidelines described in the Department of Counselor Education and Counseling Psychology Handbook for Counseling Practicum/Internship (COUN 6986) and the School Counseling Affiliation Agreement. Additionally, the student named below will have the opportunity to complete the following critical performance tasks (indicated with a checkmark), while under the supervision of the Supervising School Counselor named below. The student named below will complete \_\_\_\_\_ (enter number) internship hours (identify the number of hours to be completed) at this school.

**Critical Performance Tasks (Place an "X" for the appropriate tasks that you will complete at the site):**

- \_\_\_\_\_ Developmental Guidance Lesson (elementary or middle school level)
- \_\_\_\_\_ Collaboration with a pupil service professional
- \_\_\_\_\_ Counseling with culturally diverse students
- \_\_\_\_\_ Individual counseling
- \_\_\_\_\_ Group counseling
- \_\_\_\_\_ Individual career counseling (high school level)
- \_\_\_\_\_ Classroom career development intervention (middle or high school level)
- \_\_\_\_\_ School transition service
- \_\_\_\_\_ Demonstrates ethical and professional behavior
- \_\_\_\_\_ Evaluation of a developmental guidance lesson or school counseling activity
- \_\_\_\_\_ Use of technology in school counseling

**Name of Practicum Student** (printed or typed):

**Inclusive Dates of Practicum List Dates** (Month/Year):

**Principal Name** (printed or typed):

**Principal Signature:**

**Date:**

**Supervising School Counselor** (printed or typed):

**Supervising School Counselor Signature:**

**Date:**

**Practicum Student Signature:**

**Date:**

**Coordinator of School Counseling**

**CECP Marquette University Signature:**

**Date:**

## Appendix E

### SUPERVISOR EVALUATION OF STUDENT FORM—CMHC PRACTICUM

***General Information:***

- The primary supervisor completes this form at the end-of-the semester practicum experience. If the student has more than one supervisor, the supervisor with the most contact with the student should complete the evaluation after consulting with the other supervisors.
- This completed form is submitted by the student to the course instructor, who reviews and then submits it to the CECP department office to become part of the student's record in the student's practicum/internship file.
- This supervisor evaluation is considered in assigning grades for the practicum.
- Your time and careful evaluation are very important and much appreciated. Thank you!

**Student Name:**

**Date of Evaluation:**

**This is the:**

**Mid-Term Evaluation \_\_\_\_\_ Final Evaluation \_\_\_\_\_**  
(check one)

**Supervisor:**

**Practicum Site:**

**Please indicate the type of review done with the student, as well as specify the number of sessions you observed:**

\_\_\_\_\_I reviewed recordings of student's sessions. \_\_\_\_\_Number of sessions reviewed.

\_\_\_\_\_I observed student's sessions in person. \_\_\_\_\_Number \_\_\_\_\_ of sessions observed.

**Instructions on Completing the Student Counseling Skills and Competencies Sections:**

Supervisor feedback is a critical component of student development and evaluation. This form organizes student counseling performance into four general areas: Professional Work Requirements, Professional Ethics and Behaviors, Counseling Knowledge and Skills, and Learning Behaviors and Self-Care. Specific aspects of each area will have descriptions (rubric) of four levels of student performance: (a) the student has **not met**, (b) the student is still **developing**, (c) the student **meets expectations**, (d) the student **exceeds expectations**, or (e) the particular performance marker was **unable to be observed**. Developing skills and competencies in counseling takes time. In practicum we anticipate that students will progress



from "not meeting expectations" to the "developing" and sometimes "meeting expectations" levels of performance. In internship the students should progress to levels of "meeting expectations" and "exceeding expectations."

**In Sections 1-4, please check which one of the five levels of performance detailed in the following boxes best describes your practicum student's abilities. There is also space for comments if needed.** Please think of these groupings as 'skill sets,' and indicate (by checking the box) which level of description best describes the student's current level of performance as a counselor. If you find that a student is consistently performing some skills but not others within the same level (e.g., '**developing**'), please still rate the student as '**developing**' and then describe the skills that need to be improved in the comment section below the box.

## Section 1. Professional Work Requirements

### A. Professional Role Requirements

<input type="checkbox"/> <b>Not Met</b> <b>Any combination of the following:</b> Frequently arrives late. Does not use time effectively. Fails to inform supervisor or make arrangements for absences. Not responsive to professional norms about clothing, language, etc.	<input type="checkbox"/> <b>Developing</b> Most often arrives on time but does not use time effectively. Usually informs supervisor but fails to make arrangements for absences. When requested, responsive to professional norms about clothing and language, etc.	<input type="checkbox"/> <b>Meets Expectations</b> Arrives on time and uses time effectively. Informs supervisor and makes arrangements for absences. Follows professional norms about clothing, language, etc.	<input type="checkbox"/> <b>Exceeds</b> Usually arrives early to prepare and uses time effectively. Is rarely, if ever, absent and always informs supervisor and makes arrangements for absence. Understands and complies with professional norms	<input type="checkbox"/> <b>Not Observed</b> Unable to observe tasks related to professional role requirements during this evaluation period
---	--	--	--	---

**Comments:**

## B. Interactions with Co-Workers

<input type="checkbox"/> <b>Not Met</b> <b>Any combination of the following:</b> Appears uncomfortable interacting with other staff members. Does not initiate interactions or communicate effectively with staff. Unable to effectively convey information and/or express own opinions.	<input type="checkbox"/> <b>Developing</b> Usually appears comfortable interacting with other staff members. Sometimes initiates interactions and communicates effectively with staff. Moderately effective in conveying information and expressing own opinions.	<input type="checkbox"/> <b>Meets Expectations</b> Appears comfortable interacting with other staff members. Regularly initiates interactions and clearly and effectively communicates with staff. Accurately conveys information and frequently expresses own opinions.	<input type="checkbox"/> <b>Exceeds</b> Consistently appears comfortable interacting with other staff members. Consistently initiates interactions and clearly and effectively communicates with staff. Accurately conveys information and clearly expresses own opinions.	<input type="checkbox"/> <b>Not Observed</b> Unable to observe interactions with co-workers during this evaluation period
--	--	---	---	--

### Comments:

## Section 2. Professional Ethics and Behaviors

<input type="checkbox"/> <b>Not Met</b> <b>Any combination of the following:</b> Is not aware of and/or frequently does not behave in accordance with professional ethical standards. Fails to implement appropriate informed consent	<input type="checkbox"/> <b>Developing</b> Is aware of and usually behaves in accordance with professional ethical standards. Implements appropriate informed consent procedures	<input type="checkbox"/> <b>Meets Expectations</b> Is aware of and consistently behaves in accordance with professional ethical standards. Routinely implements appropriate informed consent procedures.	<input type="checkbox"/> <b>Exceeds</b> Consistently behaves in accordance with professional and ethical standards. Applies ethical reasoning to complex ethical dilemmas. Always implements appropriate	<input type="checkbox"/> <b>Not Observed</b> Unable to observe behaviors related to professional ethics during this evaluation period
---	---	---	---	--

procedures on a regular basis.	some of the time.		informed consent procedures.	
--------------------------------	-------------------	--	------------------------------	--

**Comments:**

**Section 3. Counseling Knowledge and Skills**

**A. Knowledge and Application of Individual Treatment Approaches**

<p><b>☐ Not Met</b>  <b><i>Any combination of the following:</i></b>  Limited ability to use and adapt individual counseling approaches in order to initiate counseling with a variety of clients. Very limited treatment planning prior to counseling activities. Does not use literature-based counseling treatment and prevention programs for client's presenting concerns. Does not demonstrate ability to conceptualize cases from theory. Fails to evaluate own counseling behaviors and client outcomes. Does not reassess client needs or modify treatment</p>	<p><b>☐ Developing</b>  More often than not uses and adapts individual counseling approaches to counsel a variety of clients proficiently. Sometimes identifies and implements literature-based counseling treatment programs. Demonstrates limited ability to conceptualize cases from theory. Attempts to use supervisor's treatment suggestions but often is unable to implement as intended. Evaluates own counseling behaviors and client outcomes but misses the complexity of</p>	<p><b>☐ Meets Expectations</b>  Is able to provide effective individual counseling for typical client problems with a variety of clients. Identifies and implements literature-based counseling treatment programs. Demonstrates the ability to conceptualize cases from theory. Consistently evaluates own counseling behaviors and client outcomes. Usually reassesses client's needs and modifies treatments plans as client's needs change. Knows a variety</p>	<p><b>☐ Exceeds</b>  Is able to provide effective individual counseling for most client problems with a variety of clients. Consistently identifies and implements literature-based counseling treatment programs. Consistently demonstrates ability to conceptualize cases from theory. Considers supervisor's treatment suggestions and successfully adapts them to the specific client(s). Accurately evaluates own counseling behaviors and client outcomes. Consistently reassesses client's</p>	<p><b>☐ Not Observed</b>  Unable to observe tasks related to counseling knowledge and skills during this evaluation period</p>
---	--	---	---	--

plans as client's needs change. Fails to learn about relevant community resources.	behaviors and outcomes. Frequently forgets to reassess client needs and/or modify treatment plans as needed. Knows one or two relevant community resources for clients.	of community resources for clients.	needs and modifies treatments plans as client's needs change. Applies and integrates knowledge of community resources into counseling and treatment plans.	
--	---	-------------------------------------	--	--

### Comments:

#### B. Knowledge and Application of Group Treatment Approaches

☐ **Check here if there were no group counseling experiences available at this site for Practicum. The student will work with the department to find a supplementary placement to gain group counseling experience and will be evaluated with a separate form.**

<input type="checkbox"/> <b>Not Met</b> <b><i>Any combination of the following:</i></b> Limited ability to use and adapt group counseling approaches in order to initiate counseling with a variety of groups. Very limited treatment planning prior to group counseling activities. Does not use	<input type="checkbox"/> <b>Developing</b> More often than not uses and adapts group counseling approaches to counsel a variety of groups proficiently. Sometimes identifies and implements literature-based counseling treatment programs.	<input type="checkbox"/> <b>Meets Expectations</b> Is able to provide effective group counseling for typical group and client problems with a variety of groups. Identifies and implements literature-based counseling treatment programs. Demonstrates the ability to	<input type="checkbox"/> <b>Exceeds</b> Is able to provide effective group counseling for most client problems with a variety of groups. Consistently identifies and implements literature-based counseling treatment programs. Consistently demonstrates	<input type="checkbox"/> <b>Not Observed</b> Unable to observe tasks related to group treatment approaches during this evaluation period
---	--	---	--	---

<p>literature-based counseling treatment and prevention programs for client's presenting concerns. Does not demonstrate ability to conceptualize cases from theory. Fails to evaluate own counseling behaviors and client and group outcomes. Does not reassess group and client needs or modify treatment or group plans as clients' needs change. Fails to learn about relevant community resources.</p>	<p>Demonstrates limited ability to conceptualize cases from theory. Attempts to use supervisor's treatment suggestions but often is unable to implement as intended. Evaluates own counseling behaviors and client and group outcomes but misses the complexity of behaviors and outcomes. Frequently forgets to reassess client needs and/or modify treatment or group plans as needed. Knows one or two relevant community resources for clients.</p>	<p>conceptualize cases from theory. Considers supervisor's treatment suggestions and successfully adapts them to the specific client(s) and groups. Evaluates own counseling behaviors and client and group outcomes. Usually reassesses clients' and group needs and modifies treatments plans as needs change. Knows a variety of community resources for clients.</p>	<p>ability to conceptualize cases from theory. Consistently considers supervisor's treatment suggestions and successfully adapts them to the specific client(s) and groups. Accurately evaluates own counseling behaviors and client and group outcomes. Consistently reassesses client's needs and modifies treatments plans as client's needs change. Applies and integrates knowledge of community resources into counseling and treatment plans.</p>	
--	---	--	--	--

### Comments:

### C. Interactions with Clients

<p><b>❑ Not Met</b>  <b><i>Any combination of the following:</i></b>          Frequently fails to introduce self as a counselor and explain professional counseling.          Does not appear comfortable interacting with diverse clients (e.g., discomfort with varying ages, ethnic origin, etc.).          During counseling sessions mostly listens to clients and does not respond effectively.          Usually unable to build rapport and gain the client's trust.          Is not sensitive or responsive to client's needs.          Cannot describe to clients the mission and scope of services for this setting.</p>	<p><b>❑ Developing</b>          Introduces self as a counselor but limited in ability to explain professional counseling to others.          More often than not appears comfortable interacting with diverse clients but counseling and treatment plans do not reflect this.          Inconsistent effectiveness in using basic counseling skills with clients.          Generally able to build rapport, and gain the client's trust.          Respectful and most often sensitive and responsive to client's needs.          Can describe to clients the purpose of the agency at a superficial level.</p>	<p><b>❑ Meets Expectations</b>          Introduces self as a counselor and can explain professional counseling to others.          Appears comfortable interacting with diverse clients and notes aspects of client special needs in the counseling and treatment plans.          Most often uses effective basic counseling skills in interactions with clients. Builds rapport and generates trust, with nearly all clients          Is respectful, sensitive and responsive to client's needs.          Can describe the purpose and services of the setting to others.</p>	<p><b>❑ Exceeds</b>          Consistently introduces self as counselor and can confidently explain professional counseling to professionals and lay persons.          Appears comfortable interacting with a wide variety of diverse clients.          Effectively applies and integrates knowledge of client diversity into counseling and treatment plans.          Regularly uses effective basic counseling skills to initiate and maintain interactions with clients. Able to build rapport and generate trust with all but the most interpersonally difficult clients.          Is consistently respectful sensitive and responsive to client's needs.</p>	<p><b>❑ Not Observed</b>          Unable to observe interactions with clients during this evaluation period</p>
--	---	--	--	---

**Comments:**

## D. Counseling Records, Forms and Reports

<p><b>☐ Not Met</b> <b><i>Any combination of the following:</i></b> Inconsistently keeps appropriate records. Written and verbal reports are unreliable and/or most often incomplete. Reports do not provide sufficient clinical and/or administrative client and treatment information. Written and/or verbal reports are presented in a colloquial and very causal manner.</p>	<p><b>☐ Developing</b> Usually keeps necessary records. Written and/or verbal reports are factually correct though sometimes incomplete. Reports have shown improvement over the semester. Reports provide most of the necessary clinical and or administrative client and treatment information. Many of the written and/or verbal reports are presented in a professional manner.</p>	<p><b>☐ Meets Expectations</b> Reliably and accurately keeps records in a timely manner. Written and/or verbal reports are accurate and most often complete. Reports have improved across the semester. Written and/or verbal reports are presented in an effective and professional manner. Reports provide all necessary clinical and/or administrative client and treatment information plus some additional helpful information.</p>	<p><b>☐ Exceeds</b> Consistently keeps current, reliable and accurate records. Written and/or verbal reports are accurate and complete in scope. Written and/or verbal reports are presented in a confident, clear and professional manner. Reports not only provide all necessary information but also anticipate emerging client or agency issues.</p>	<p><b>☐ Not Observed</b> Unable to observe tasks related to counseling records, forms, and reports during this evaluation period</p>
--	---	--	--	--

**Comments:**

## Section 4. General Approach to Learning and Supervision

### A. Self- Awareness and Self-Care

<p><b>☐ Not Met</b>  <b><i>Any combination of the following:</i></b>          Does not actively seek new information from staff or supervisor.          Infrequently applies new information in clinical setting.          Is unaware of or unable to describe own personal and professional strengths and limitations.          Ineffective in managing personal assets in the professional environment.          Does not maintain own mental/physical health.</p>	<p><b>☐ Developing</b>          Seeks new information from staff or supervisor but unable to generalize to other situations in the clinical setting.          Understands some of own personal and professional strengths and limitations. More often than not manages personal assets in the professional environment.          Sometimes may be ineffective at maintaining own physical/mental health.</p>	<p><b>☐ Meets Expectations</b>          Actively seeks new information from staff or supervisor and applies this new information in the clinical setting.          Understands most of own personal and professional strengths and limitations.          Effectively manages personal assets in the professional environment. Most often attends to own physical/mental health.</p>	<p><b>☐ Exceeds</b>          Actively seeks new information from staff or supervisor and effectively applies new information in the clinical setting.          Understands with insight own personal and professional strengths and limitations.          Effectively manages personal assets in the professional environment.          Assumes responsibility for own physical/mental health.</p>	<p><b>☐ Not Observed</b>          Unable to observe behaviors related to self-awareness and self-care during this evaluation period</p>
--	--	---	--	---

**Comments:**



## B. Response to Supervision

<p><b>❑ Not Met</b>  <b><i>Any combination of the following:</i></b>  Does not seek out supervision when necessary outside of the scheduled time.  Fails to respond to and/or defensive about feedback and suggestions from the supervisor.  Unable to successfully integrate or implement suggestions from supervisor. Very limited awareness of areas that need improvement.  Unable to explore personal strengths and weaknesses.</p>	<p><b>❑ Developing</b>  Usually will seek supervision when necessary.  Usually receptive to feedback and suggestions from the supervisor but does not integrate these suggestions into clinical work.  Somewhat aware of areas that need improvement.  Limited openness to exploring personal strengths and weaknesses.</p>	<p><b>❑ Meets Expectations</b>  Actively seeks supervision when needed.  Receptive to feedback and suggestions from the supervisor and implements suggestions into clinical work.  Aware of most areas that need improvement.  Usually open and willing to explore personal strengths and weaknesses.</p>	<p><b>❑ Exceeds</b>  Knows when to seek supervision and does so promptly.  Is receptive to feedback from supervisor and effectively and accurately implements suggestions into clinical work.  Aware of areas that need improvement and seeks ways to improve.  Consistently open and willing to explore personal strengths and weaknesses.</p>	<p><b>❑ Not Observed</b>  Unable to observe response to supervision during this evaluation period</p>
--	---	---	---	---

**Comments:**

**Section 5. Additional Feedback about Student Behaviors**

**A. What would you identify as this practicum student's top areas of strength?**

**B. What do you think should be the primary focus for this practicum student's growth and improvement?**

**C. If you have any other comments regarding this practicum student, please include below. If more space is needed, continue your comments on the back of this page.**

**If you would like to discuss this practicum student further please contact the supervising university course instructor, by email or phone. Thank you very much for your time in supervising this student and completing this evaluation.**

**Supervisor's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Student's Signature\*\*:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**\*\*Student's signature acknowledges that the student has reviewed the evaluation and does not necessarily indicate agreement with the evaluation.**

## Appendix F

### SUPERVISOR EVALUATION OF STUDENT FORM—CMHC INTERNSHIP

#### **General Information:**

- The primary supervisor completes this form both at midterm and at the end-of-the semester internship experience. If the student has more than one supervisor, the supervisor with the most contact with the student should complete the evaluation after consulting with the other supervisors.
- This completed form is submitted by the student to the course instructor, who reviews and then submits it to the CECP department office to become part of the student's record in the student's practicum/internship file.
- This supervisor evaluation is considered in assigning grades for the internship.
- Your time and careful evaluation are very important and much appreciated. Thank you!

**Student Name:**

**Date of Evaluation:**

**This is the:**

**Mid-Term Evaluation** \_\_\_\_ **Final Evaluation**\_\_\_\_ (check one)

**Supervisor:**

**Internship Site:**

**Please indicate the type of review done with the student, as well as specify the number of sessions you observed:**

\_\_\_\_I reviewed recordings of student's sessions. \_\_\_\_Number of sessions reviewed.

\_\_\_\_I observed student's sessions in person. \_\_\_\_Number of sessions observed.

#### **Instructions for Completing the Student Counseling Skills and Competencies Sections:**

Supervisor feedback is a critical component of student development and evaluation. This form organizes student counseling performance into four general areas: Professional Work Requirements, Professional Ethics and Behaviors, Counseling Knowledge and Skills, and Learning Behaviors and Self-Care. Specific aspects of each area will have descriptions (rubric) of four levels of student performance: (a) the student has **not met**, (b) the student is still **developing**, (c) the student **meets expectations**, or (d) the student **exceeds expectations**, or (e) the particular performance marker was **unable to be observed**.

Developing skills and competencies in counseling takes time. In practicum we anticipate that students will progress from "not meeting expectations" to the "developing" and sometimes "meeting expectations" levels of performance. In internship the students should progress to levels of "meeting expectations" and "exceeding expectations."

**In Sections 1-4, please check which one of the five levels of performance detailed in the following boxes best describes your internship student's abilities. There is also space for comments if needed.** Please think of these groupings as 'skill sets,' and indicate (by checking the box) which level of description best describes the student's current level of performance as a counselor. If you find that a student is consistently performing some skills but not others within the same level (e.g., '**developing**'), please still rate the student as '**developing**' and then describe the skills that need to be improved in the comment section below the box.

## Section 1. Professional Work Requirements

### A. Professional Role Requirements

<input type="checkbox"/> <b>Not Met</b> <b>Any combination of the following:</b> Frequently arrives late. Does not use time effectively. Fails to inform supervisor or make arrangements for absences. Not responsive to professional norms about clothing, language, etc.	<input type="checkbox"/> <b>Developing</b> Most often arrives on time but does not use time effectively. Usually informs supervisor but fails to make arrangements for absences. When requested, responsive to professional norms about clothing and language, etc.	<input type="checkbox"/> <b>Meets Expectations</b> Arrives on time and uses time effectively. Informs supervisor and makes arrangements for absences. Follows professional norms about clothing, language, etc.	<input type="checkbox"/> <b>Exceeds</b> Usually arrives early to prepare and uses time effectively. Is rarely, if ever, absent and always informs supervisor and makes arrangements for absence. Understands and complies with professional norms	<input type="checkbox"/> <b>Not Observed</b> Unable to observe tasks related to professional role requirements during this evaluation period
---	--	--	--	---

**Comments:**

## B. Interactions with Co-Workers

<input type="checkbox"/> <b>Not Met</b> <b>Any combination of the following:</b> Appears uncomfortable interacting with other staff members. Does not initiate interactions or communicate effectively with staff. Unable to effectively convey information and/or express own opinions.	<input type="checkbox"/> <b>Developing</b> Usually appears comfortable interacting with other staff members. Sometimes initiates interactions and communicates effectively with staff. Moderately effective in conveying information and expressing own opinions.	<input type="checkbox"/> <b>Meets Expectations</b> Appears comfortable interacting with other staff members. Regularly initiates interactions and clearly and effectively communicates with staff. Accurately conveys information and frequently expresses own opinions.	<input type="checkbox"/> <b>Exceeds</b> Consistently appears comfortable interacting with other staff members. Consistently initiates interactions and clearly and effectively communicates with staff. Accurately conveys information and clearly expresses own opinions.	<input type="checkbox"/> <b>Not Observed</b> Unable to observe interactions with co-workers during this evaluation period
--	--	---	---	--

**Comments:****Section 2. Professional Ethics and Behaviors**

<input type="checkbox"/> <b>Not Met</b> <b>Any combination of the following:</b> Is not aware of and/or frequently does not behave in accordance with professional ethical standards. Fails to	<input type="checkbox"/> <b>Developing</b> Is aware of and usually behaves in accordance with professional ethical standards. Implements appropriate informed consent	<input type="checkbox"/> <b>Meets Expectations</b> Is aware of and consistently behaves in accordance with professional ethical standards. Routinely implements appropriate informed consent	<input type="checkbox"/> <b>Exceeds</b> Consistently behaves in accordance with professional and ethical standards. Applies ethical reasoning to complex ethical dilemmas. Always implements	<input type="checkbox"/> <b>Not Observed</b> Unable to observe behaviors related to professional ethics during this evaluation period
--	--	---	---	--

implement appropriate informed consent procedures on a regular basis.	procedures some of the time.	procedures.	appropriate informed consent procedures.	
---	------------------------------	-------------	--	--

**Comments:**

**Section 3. Counseling Knowledge and Skills**

A. Knowledge and Application of Individual Treatment Approaches

<p><b>❑ Not Met</b>  <b><i>Any combination of the following:</i></b>  Limited ability to use and adapt individual counseling approaches in order to initiate counseling with a variety of clients. Very limited treatment planning prior to counseling activities. Does not use literature-based counseling treatment and prevention programs for client's presenting concerns. Does not demonstrate ability to conceptualize cases from theory. Fails to evaluate</p>	<p><b>❑ Developing</b>  More often than not uses and adapts individual counseling approaches to counsel a variety of clients proficiently. Sometimes identifies and implements literature-based counseling treatment programs. Demonstrates limited ability to conceptualize cases from theory. Attempts to use supervisor's treatment suggestions but often is unable to implement as intended.</p>	<p><b>❑ Meets Expectations</b>  Is able to provide effective individual counseling for typical client problems with a variety of clients. Identifies and implements literature-based counseling treatment programs. Demonstrates the ability to conceptualize cases from theory. Consistently evaluates own counseling behaviors and client outcomes. Usually reassesses client's</p>	<p><b>❑ Exceeds</b>  Is able to provide effective individual counseling for most client problems with a variety of clients. Consistently identifies and implements literature-based counseling treatment programs. Consistently demonstrates ability to conceptualize cases from theory. Considers supervisor's treatment suggestions and successfully adapts them to the specific client(s). Accurately</p>	<p><b>❑ Not Observed</b>  Unable to observe tasks related to counseling knowledge and skills during this evaluation period</p>
--	--	---	--	--

own counseling behaviors and client outcomes. Does not reassess client needs or modify treatment plans as client's needs change. Fails to learn about relevant community resources.	Evaluates own counseling behaviors and client outcomes but misses the complexity of behaviors and outcomes. Frequently forgets to reassess client needs and/or modify treatment plans as needed. Knows one or two relevant community resources for clients.	needs and modifies treatments plans as client's needs change. Knows a variety of community resources for clients.	evaluates own counseling behaviors and client outcomes. Consistently reassesses client's needs and modifies treatments plans as client's needs change. Applies and integrates knowledge of community resources into counseling and treatment plans.	
---	---	---	---	--

### Comments:

#### B. Knowledge and Application of Group Treatment Approaches

**☐ Check here if there were no group counseling experiences available at this site for Internship. The student will work with the department to find a supplementary placement to gain group counseling experience and will be evaluated with a separate form.**

<b>☐ Not Met</b> <b><i>Any combination of the following:</i></b> Limited ability to use and adapt group counseling approaches in order to initiate counseling with a variety of groups.	<b>☐ Developing</b> More often than not uses and adapts group counseling approaches to counsel a variety of groups proficiently. Sometimes	<b>☐ Meets Expectations</b> Is able to provide effective group counseling for typical group and client problems with a variety of groups. Identifies and implements	<b>☐ Exceeds</b> Is able to provide effective group counseling for most client problems with a variety of groups. Consistently identifies and implements	<b>☐ Not Observed</b> Unable to observe tasks related to group treatment approaches during this evaluation
---	---	--	---	---

<p>Very limited treatment planning prior to group counseling activities. Does not use literature-based counseling treatment and prevention programs for client's presenting concerns. Does not demonstrate ability to conceptualize cases from theory. Fails to evaluate own counseling behaviors and client and group outcomes. Does not reassess group and client needs or modify treatment or group plans as clients' needs change. Fails to learn about relevant community resources.</p>	<p>identifies and implements literature-based counseling treatment programs. Demonstrates limited ability to conceptualize cases from theory. Attempts to use supervisor's treatment suggestions but often is unable to implement as intended. Evaluates own counseling behaviors and client and group outcomes but misses the complexity of behaviors and outcomes. Frequently forgets to reassess client needs and/or modify treatment or group plans as needed. Knows one or two relevant community resources for clients.</p>	<p>literature-based counseling treatment programs. Demonstrates the ability to conceptualize cases from theory. Considers supervisor's treatment suggestions and successfully adapts them to the specific client(s) and groups. Evaluates own counseling behaviors and client and group outcomes. Usually reassesses clients' and group needs and modifies treatments plans as needs change. Knows a variety of community resources for clients.</p>	<p>literature-based counseling treatment programs. Consistently demonstrates ability to conceptualize cases from theory. Consistently considers supervisor's treatment suggestions and successfully adapts them to the specific client(s) and groups. Accurately evaluates own counseling behaviors and client and group outcomes. Consistently reassesses client's needs and modifies treatments plans as client's needs change. Applies and integrates knowledge of community resources into counseling and treatment plans.</p>	<p>period</p>
---	---	--	--	---------------

**Comments:**



## C. Interactions with Clients

<p><b>☐ Not Met</b>  <b><i>Any combination of the following:</i></b>          Frequently fails to introduce self as a counselor and explain professional counseling. Does not appear comfortable interacting with diverse clients (e.g., discomfort with varying ages, ethnic origin, etc.). During counseling sessions mostly listens to clients and does not respond effectively. Usually unable to build rapport and gain the client's trust. Is not sensitive or responsive to client's needs. Cannot describe to clients the mission and scope of services for this setting.</p>	<p><b>☐ Developing</b>          Introduces self as a counselor but limited in ability to explain professional counseling to others. More often than not appears comfortable interacting with diverse clients but counseling and treatment plans do not reflect this. Inconsistent effectiveness in using basic counseling skills with clients. Generally able to build rapport, and gain the client's trust. Respectful and most often sensitive and responsive to client's needs. Can describe to clients the purpose of the agency at a superficial level.</p>	<p><b>☐ Meets Expectations</b>          Introduces self as a counselor and can explain professional counseling to others. Appears comfortable interacting with diverse clients and notes aspects of client special needs in the counseling and treatment plans. Most often uses effective basic counseling skills in interactions with clients. Builds rapport and generates trust, with nearly all clients. Is respectful, sensitive and responsive to client's needs. Can describe the purpose and services of the setting to others.</p>	<p><b>☐ Exceeds</b>          Consistently introduces self as counselor and can confidently explain professional counseling to professionals and lay persons. Appears comfortable interacting with a wide variety of diverse clients. Effectively applies and integrates knowledge of client diversity into counseling and treatment plans. Regularly uses effective basic counseling skills to initiate and maintain interactions with clients. Able to build rapport and generate trust with all but the most interpersonally difficult clients. Is consistently respectful sensitive and responsive to client's needs.</p>	<p><b>☐ Not Observed</b>          Unable to observe interactions with clients during this evaluation period</p>
---	--	---	--	---

**Comments:**

## D. Counseling Records, Forms and Reports

<p><b>❑ Not Met Any combination of the following:</b> Inconsistently keeps appropriate records. Written and verbal reports are unreliable and/or most often incomplete. Reports do not provide sufficient clinical and/or administrative client and treatment information. Written and/or verbal reports are presented in a colloquial and very causal manner.</p>	<p><b>❑ Developing</b> Usually keeps necessary records. Written and/or verbal reports are factually correct though sometimes incomplete. Reports have shown improvement over the semester. Reports provide most of the necessary clinical and or administrative client and treatment information. Many of the written and/or verbal reports are presented in a professional manner.</p>	<p><b>❑ Meets Expectations</b> Reliably and accurately keeps records in a timely manner. Written and/or verbal reports are accurate and most often complete. Reports have improved across the semester. Written and/or verbal reports are presented in an effective and professional manner. Reports provide all necessary clinical and/or administrative client and treatment information plus some additional helpful information.</p>	<p><b>❑ Exceeds</b> Consistently keeps current, reliable and accurate records. Written and/or verbal reports are accurate and complete in scope. Written and/or verbal reports are presented in a confident, clear and professional manner. Reports not only provide all necessary information but also anticipate emerging client or agency issues.</p>	<p><b>❑ Not Observed</b> Unable to observe tasks related to counseling records, forms, and reports during this evaluation period</p>
--	---	--	--	--

**Comments:****Section 4. General Approach to Learning and Supervision**

## A. Self- Awareness and Self-Care

<b>❑ Not Met Any</b>	<b>❑ Developing</b> Seeks new	<b>❑ Meets Expectations</b>	<b>❑ Exceeds</b> Actively seeks	<b>❑ Not Observed</b>
----------------------	----------------------------------	-----------------------------	------------------------------------	-----------------------

<b><i>combination of the following:</i></b> Does not actively seek new information from staff or supervisor. Infrequently applies new information in clinical setting. Is unaware of or unable to describe own personal and professional strengths and limitations. Ineffective in managing personal assets in the professional environment. Does not maintain own mental/physical health.	information from staff or supervisor but unable to generalize to other situations in the clinical setting. Understands some of own personal and professional strengths and limitations. More often than not manages personal assets in the professional environment. Sometimes may be ineffective at maintaining own physical/mental health.	Actively seeks new information from staff or supervisor and applies this new information in the clinical setting. Understands most of own personal and professional strengths and limitations. Effectively manages personal assets in the professional environment. Most often attends to own physical/mental health.	new information from staff or supervisor and effectively applies new information in the clinical setting. Understands with insight own personal and professional strengths and limitations. Effectively manages personal assets in the professional environment. Assumes responsibility for own physical/mental health.	Unable to observe behaviors related to self-awareness and self-care during this evaluation period
---	--	---	---	---

### Comments:

### B. Response to Supervision

<input type="checkbox"/> <b>Not Met</b> <b><i>Any combination of the following:</i></b>	<input type="checkbox"/> <b>Developing</b> Usually will seek supervision when necessary.	<input type="checkbox"/> <b>Meets Expectations</b> Actively seeks supervision when	<input type="checkbox"/> <b>Exceeds</b> Knows when to seek supervision and does so	<input type="checkbox"/> <b>Not Observed</b> Unable to observe
--	---	---	---	---

Does not seek out supervision when necessary outside of the scheduled time. Fails to respond to and/or defensive about feedback and suggestions from the supervisor. Unable to successfully integrate or implement suggestions from supervisor. Very limited awareness of areas that need improvement. Unable to explore personal strengths and weaknesses.	Usually receptive to feedback and suggestions from the supervisor but does not integrate these suggestions into clinical work. Somewhat aware of areas that need improvement. Limited openness to exploring personal strengths and weaknesses.	needed. Receptive to feedback and suggestions from the supervisor and implements suggestions into clinical work. Aware of most areas that need improvement. Usually open and willing to explore personal strengths and weaknesses.	promptly. Is receptive to feedback from supervisor and effectively and accurately implements suggestions into clinical work. Aware of areas that need improvement and seeks ways to improve. Consistently open and willing to explore personal strengths and weaknesses.	response to supervision during this evaluation period
---	--	---	---	---

**Comments:**

**Section 5. Additional Feedback about Student Behaviors**

**A. What would you identify as this intern student's top areas of strength?**

**B. What do you think should be the primary focus for this intern student's growth and improvement?**

**C. If you have any other comments regarding this intern, please include below. If more space is needed, continue your comments on the back of this page.**

**If you would like to discuss this intern further please contact the supervising university course instructor, by email or phone. Thank you very much for your time in supervising this student and completing this evaluation.**

**Supervisor's Signature:** \_\_\_\_\_

**Date:**

**Student's Signature\*\*:** \_\_\_\_\_

**Date:**

**\*\*Student's signature acknowledges that the student has reviewed the evaluation and does not necessarily indicate agreement with the evaluation.**

## SUPERVISOR EVALUATION OF STUDENT FORM—CMHC INTERNSHIP SUPPLEMENTAL GROUP EXPERIENCE

**\*Please note this form is only used for group facilitation experiences that are supplemental to Internship. Students will be assigned these experiences if their primary Internship site does not offer group counseling.**

### ***General Information:***

- The group supervisor completes this form both at the completion of the group counseling experience. The supervisor will provide ongoing feedback throughout the group experience.
- This completed form is submitted by the student to the Internship course instructor, who reviews and then submits it to the CECP department office to become part of the student's record in the student's practicum/internship file.
- This supervisor evaluation is considered in assigning grades for the internship.
- Your time and careful evaluation are very important and much appreciated. Thank you!

**Student Name:**

**Date of Evaluation:**

**Supervisor:**

**Supplemental Group Counseling Site:**

**Please indicate the type of review done with the student, as well as specify the number of sessions you observed:**

\_\_\_I reviewed recordings of student's sessions. \_\_\_Number of sessions reviewed.

\_\_\_I observed student's sessions in person. \_\_\_Number of sessions observed.

### **Instructions for Completing the Student Counseling Skills and Competencies Sections:**

Supervisor feedback is a critical component of student development and evaluation. This form organizes student counseling performance into four general areas: Professional Work Requirements, Professional Ethics and Behaviors, Counseling Knowledge and Skills, and Learning Behaviors and Self-Care. Specific aspects of each area will have descriptions (rubric) of four levels of student performance: (a) the student has **not met**, (b) the student is still **developing**, (c) the student **meets expectations**, or (d) the student **exceeds expectations**. Developing skills and competencies in counseling takes time. In practicum we anticipate that students will progress from "not meeting expectations" to the "developing" and sometimes "meeting expectations" levels of performance. In internship the students should

progress to levels of "meeting expectations" and "exceeding expectations."

**In Sections 1-4, please check which one of the four levels of performance detailed in the following boxes best describes your internship student's abilities. There is also space for comments if needed.** Please think of these groupings as 'skill sets,' and indicate (by checking the box) which level of description best describes the student's current level of performance as a counselor. If you find that a student is consistently performing some skills but not others within the same level (e.g., '**developing**'), please still rate the student as '**developing**' and then describe the skills that need to be improved in the comment section below the box.

## Section 1. Professional Work Requirements

### A. Professional Role Requirements

<input type="checkbox"/> <b>Not Met</b> <b><i>Any two or more of the following:</i></b> Frequently arrives late. Does not use time effectively. Fails to inform supervisor or make arrangements for absences. Not responsive to professional norms about clothing, language, etc.	<input type="checkbox"/> <b>Developing</b> Most often arrives on time but does not use time effectively. Usually informs supervisor but fails to make arrangements for absences. When requested, responsive to professional norms about clothing and language, etc.	<input type="checkbox"/> <b>Meets Expectations</b> Arrives on time and uses time effectively. Informs supervisor and makes arrangements for absences. Follows professional norms about clothing, language, etc.	<input type="checkbox"/> <b>Exceeds</b> Usually arrives early to prepare and uses time effectively. Is rarely, if ever, absent and always informs supervisor and makes arrangements for absence. Understands and complies with professional norms
---	--	--	--

**Comments:**

### C. Interactions with Co-Workers/Co-Leaders

<input type="checkbox"/> <b>Not Met</b> Appears	<input type="checkbox"/> <b>Developing</b> Usually appears	<input type="checkbox"/> <b>Meets Expectations</b>	<input type="checkbox"/> <b>Exceeds</b> Consistently
--	---	--	---

uncomfortable interacting with other staff members. Does not initiate interactions or communicate effectively with staff. Unable to effectively convey information and/or express own opinions.	comfortable interacting with other staff members. Sometimes initiates interactions and communicates effectively with staff. Moderately effective in conveying information and expressing own opinions.	Appears comfortable interacting with other staff members. Regularly initiates interactions and clearly and effectively communicates with staff. Accurately conveys information and frequently expresses own opinions.	appears comfortable interacting with other staff members. Consistently initiates interactions and clearly and effectively communicates with staff. Accurately conveys information and clearly expresses own opinions.
---	--	---	---

**Comments:**

## Section 2. Professional Ethics and Behaviors

<p><input type="checkbox"/> <b>Not Met</b></p> <p>Is not aware of and/or frequently does not behave in accordance with professional ethical standards. Fails to implement appropriate informed consent procedures on a regular basis.</p>	<p><input type="checkbox"/> <b>Developing</b></p> <p>Is aware of and usually behaves in accordance with professional ethical standards. Implements appropriate informed consent procedures some of the time.</p>	<p><input type="checkbox"/> <b>Meets Expectations</b></p> <p>Is aware of and consistently behaves in accordance with professional ethical standards. Routinely implements appropriate informed consent procedures.</p>	<p><input type="checkbox"/> <b>Exceeds</b></p> <p>Consistently behaves in accordance with professional and ethical standards. Applies ethical reasoning to complex ethical dilemmas. Always implements appropriate informed consent procedures.</p>
---	--	--	---

**Comments:**



### Section 3. Counseling Knowledge and Skills

#### C. Knowledge and Application of Group Treatment Approaches

<p><b>❑ Not Met</b>  <b><i>Any combination of the following:</i></b>          Limited ability to use and adapt group counseling approaches in order to initiate counseling with a variety of groups.          Very limited treatment planning prior to group counseling activities.          Does not use literature-based counseling treatment and prevention programs for client's presenting concerns.          Does not demonstrate ability to conceptualize cases from theory. Fails to evaluate own counseling behaviors and client and group outcomes.          Does not reassess group and client needs or modify treatment or group plans as clients' needs change.          Fails to learn about relevant community resources.</p>	<p><b>❑ Developing</b>          More often than not uses and adapts group counseling approaches to counsel a variety of groups proficiently.          Sometimes identifies and implements literature-based counseling treatment programs.          Demonstrates limited ability to conceptualize cases from theory. Attempts to use supervisor's treatment suggestions but often is unable to implement as intended.          Evaluates own counseling behaviors and client and group outcomes but misses the complexity of behaviors and outcomes.          Frequently forgets to reassess client needs and/or modify treatment or group plans as needed.          Knows one or two relevant community resources for clients.</p>	<p><b>❑ Meets Expectations</b>          Is able to provide effective group counseling for typical group and client problems with a variety of groups.          Identifies and implements literature-based counseling treatment programs.          Demonstrates the ability to conceptualize cases from theory.          Considers supervisor's treatment suggestions and successfully adapts them to the specific client(s) and groups.          Evaluates own counseling behaviors and client and group outcomes.          Usually reassesses clients' and group needs and modifies treatments plans as needs change.          Knows a variety of community resources for clients.</p>	<p><b>❑ Exceeds</b>          Is able to provide effective group counseling for most client problems with a variety of groups.          Consistently identifies and implements literature-based counseling treatment programs.          Consistently demonstrates ability to conceptualize cases from theory.          Consistently considers supervisor's treatment suggestions and successfully adapts them to the specific client(s) and groups.          Accurately evaluates own counseling behaviors and client and group outcomes.          Consistently reassesses client's needs and</p>
--	--	---	--

			modifies treatments plans as client's needs change. Applies and integrates knowledge of community resources into counseling and treatment plans.
--	--	--	--

### Comments:

#### B. Interactions with Clients

<p><b>☐ Not Met</b>  <b>Any combination of the following:</b>  Frequently fails to introduce self as a counselor and explain professional counseling.  Does not appear comfortable interacting with diverse clients (e.g., discomfort with varying ages, ethnic origin, etc.).  During counseling sessions mostly listens to clients and does not respond effectively. Usually unable to build rapport and gain the client's trust.  Is not sensitive or</p>	<p><b>☐ Developing</b>  Introduces self as a counselor but limited in ability to explain professional counseling to others. More often than not appears comfortable interacting with diverse clients but counseling and treatment plans do not reflect this. Inconsistent effectiveness in using basic counseling skills with clients. Generally able to build rapport, and gain the client's trust. Respectful and most often sensitive and</p>	<p><b>☐ Meets Expectations</b>  Introduces self as a counselor and can explain professional counseling to others. Appears comfortable interacting with diverse clients and notes aspects of client special needs in the counseling and treatment plans. Most often uses effective basic counseling skills in interactions with clients. Builds rapport and generates trust, with nearly all clients. Is respectful, sensitive and responsive to client's</p>	<p><b>☐ Exceeds</b>  Consistently introduces self as counselor and can confidently explain professional counseling to professionals and lay persons. Appears comfortable interacting with a wide variety of diverse clients. Effectively applies and integrates knowledge of client diversity into counseling and treatment plans. Regularly uses effective basic counseling skills to initiate and</p>
--	--	--	---

responsive to client's needs. Cannot describe to clients the mission and scope of services for this setting.	responsive to client's needs. Can describe to clients the purpose of the agency at a superficial level.	needs. Can describe the purpose and services of the setting to others.	maintain interactions with clients. Able to build rapport and generate trust with all but the most interpersonally difficult clients. Is consistently respectful sensitive and responsive to client's needs.
---	--	---	--

### Comments:

### C. Counseling Records, Forms and Reports

<p><b>❑ Not Met</b> Inconsistently keeps appropriate records. Written and verbal reports are unreliable and/or most often incomplete. Reports do not provide sufficient clinical and/or administrative client and treatment information. Written and/or verbal reports are presented in a colloquial and very causal manner.</p>	<p><b>❑ Developing</b> Usually keeps necessary records. Written and/or verbal reports are factually correct though sometimes incomplete. Reports have shown improvement over the semester. Reports provide most of the necessary clinical and or administrative client and treatment information. Many of the written and/or verbal reports are presented in a professional manner.</p>	<p><b>❑ Meets Expectations</b> Reliably and accurately keeps records in a timely manner. Written and/or verbal reports are accurate and most often complete. Reports have improved across the semester. Written and/or verbal reports are presented in an effective and professional manner. Reports provide all necessary clinical and/or administrative client and treatment information plus some additional helpful information.</p>	<p><b>❑ Exceeds</b> Consistently keeps current, reliable and accurate records. Written and/or verbal reports are accurate and complete in scope. Written and/or verbal reports are presented in a confident, clear and professional manner. Reports not only provide all necessary information but also anticipate emerging client or agency issues.</p>
--	---	--	--

**Comments:****Section 4. General Approach to Learning and Supervision****A. Self- Awareness and Self-Care**

<p><b>❑ Not Met</b>  <b>Any combination of the following:</b>          Does not actively seek new information from staff or supervisor.          Infrequently applies new information in clinical setting.          Is unaware of or unable to describe own personal and professional strengths and limitations.          Ineffective in managing personal assets in the professional environment.          Does not maintain own mental/physical health.</p>	<p><b>❑ Developing</b>          Seeks new information from staff or supervisor but unable to generalize to other situations in the clinical setting.          Understands some of own personal and professional strengths and limitations. More often than not manages personal assets in the professional environment.          Sometimes may be ineffective at maintaining own physical/mental health.</p>	<p><b>❑ Meets Expectations</b>          Actively seeks new information from staff or supervisor and applies this new information in the clinical setting.          Understands most of own personal and professional strengths and limitations.          Effectively manages personal assets in the professional environment. Most often attends to own physical/mental health.</p>	<p><b>❑ Exceeds</b>          Actively seeks new information from staff or supervisor and effectively applies new information in the clinical setting.          Understands with insight own personal and professional strengths and limitations.          Effectively manages personal assets in the professional environment.          Assumes responsibility for own physical/mental health.</p>
---	--	---	--

**Comments:**

## B. Response to Supervision

<p><b>❑ Not Met</b> Does not seek out supervision when necessary outside of the scheduled time. Fails to respond to and/or defensive about feedback and suggestions from the supervisor. Unable to successfully integrate or implement suggestions from supervisor. Very limited awareness of areas that need improvement. Unable to explore personal strengths and weaknesses.</p>	<p><b>❑ Developing</b> Usually will seek supervision when necessary. Usually receptive to feedback and suggestions from the supervisor but does not integrate these suggestions into clinical work. Somewhat aware of areas that need improvement. Limited openness to exploring personal strengths and weaknesses.</p>	<p><b>❑ Meets Expectations</b> Actively seeks supervision when needed. Receptive to feedback and suggestions from the supervisor and implements suggestions into clinical work. Aware of most areas that need improvement. Usually open and willing to explore personal strengths and weaknesses.</p>	<p><b>❑ Exceeds</b> Knows when to seek supervision and does so promptly. Is receptive to feedback from supervisor and effectively and accurately implements suggestions into clinical work. Aware of areas that need improvement and seeks ways to improve. Consistently open and willing to explore personal strengths and weaknesses.</p>
---	---	---	---

### Comments:

## Section 5. Additional Feedback about Student Behaviors

### A. What would you identify as this intern student's top areas of strength?

### B. What do you think should be the primary focus for this intern student's growth

**and improvement?**

**C. If you have any other comments regarding this intern, please include below. If more space is needed, continue your comments on the back of this page.**

**If you would like to discuss this intern further please contact the supervising university course instructor, by email or phone. Thank you very much for your time in supervising this student and completing this evaluation.**

**Supervisor's Signature:** \_\_\_\_\_

**Date:**

**Student's Signature\*\*:** \_\_\_\_\_

**Date:**

**\*\*Student's signature acknowledges that the student has reviewed the evaluation and does not necessarily indicate agreement with the evaluation.**

## Appendix G

### Elementary School Counseling Supervisor Evaluation

**DIRECTIONS:** This form is completed by student's site supervisor during the practicum and/or internship semesters in which the student is at the site. The completed form should be given to the supervisee and the supervisee is required to submit an unaltered form to her/his/their university course instructor.

**Supervisee Name:** \_\_\_\_\_

**Date of Evaluation:** \_\_\_\_\_

**Supervisor Name:** \_\_\_\_\_

**School Counseling Internship Site:** \_\_\_\_\_

**This evaluation is for:**    **Practicum** \_\_\_\_      **Internship** \_\_\_\_  
(check one)

**This is the:**    **Mid-Term Evaluation** \_\_\_\_      **Final Evaluation** \_\_\_\_  
(check one)

#### **Instructions**

Please rate the supervisee on each of the following items using the scale provided below. Space is provided at the end of each section and at the end of this form for comments about the supervisee's work. When you have completed your ratings it is important that you discuss the evaluation and the reasons for your ratings with the supervisee.

#### **Rating Scale for Items**

**NA. Not Applicable** = Not enough information about the student's performance to provide an accurate

assessment or the item is not applicable to this setting.

- 1. Exceeds Expectations** = Supervisee has mastered the main concepts and principles for this performance assessment, shows the ability to consistently use this knowledge or the skills in a school counseling capacity, and makes appropriate adjustments based on the needs of students. The supervisee is also functioning at the level of a new school counseling professional and demonstrates the ability to perform this performance assessment independent of a supervising school counselor.
- 2. Meets Expectations** = Supervisee understands the main concepts and principles of the performance assessment and shows some inconsistency in the use of this knowledge in a school counseling capacity. As such, the supervisee needs time and experience practicing

the task and should continue to perform this performance assessment while monitored by a supervising school counselor.

- 3. Does Not Meet Expectations** = Supervisee does not fully understand the main concepts and principles of the performance assessment, and as such, he/she/they is unable to use this knowledge appropriately in a school counseling capacity. The supervisee needs additional classroom instruction to understand the task and should not practice in a school counseling setting unless closely monitored by a supervising school counselor.

## **Section I: Delivery of School Counseling Services**

### **A. Observation of Individual Counseling**

- \_\_\_\_ 1. Uses appropriate counseling skills designed to promote student growth.
- \_\_\_\_ 2. Adjusts the use of counseling skills to meet student needs.
- \_\_\_\_ 3. Provides feedback to students on their progress in counseling.
- \_\_\_\_ 4. Demonstrated appropriate use of attending skills.
- \_\_\_\_ 5. Demonstrated appropriate use of open-ended questions.
- \_\_\_\_ 6. Demonstrated appropriate use of restatements.
- \_\_\_\_ 7. Demonstrated appropriate use of reflection of feelings.
- \_\_\_\_ 8. Attitude toward client shows that he/she/they values client relationship.
- \_\_\_\_ 9. Expresses appreciation for students' diverse background during counseling.

**Comments:**

### **B. Observation of Group Counseling**

- \_\_\_\_ 1. Shows an understanding of a variety of group counseling skills (e.g., attending and listening, questioning, providing feedback, and managing the time/pace of group sessions).
- \_\_\_\_ 2. Understands how to adjust group counseling skills or strategies to address students' level of development.
- \_\_\_\_ 3. Demonstrates a variety of effective group counseling skills (e.g., attending and listening, questioning, providing feedback, and managing the time/pace of group sessions).
- \_\_\_\_ 4. Provides feedback to students during group on their progress toward their counseling goals.
- \_\_\_\_ 5. Accurately evaluates the effectiveness of group counseling interventions.
- \_\_\_\_ 6. Attitude in group counseling demonstrates that student values relationships with clients.
- \_\_\_\_ 7. Shows flexibility in the use of various group counseling skills.
- \_\_\_\_ 8. Expresses appreciation for students' diverse backgrounds during group



counseling

**Comments:**

**C. Counseling with Diverse Students**

- \_\_\_\_ 1. Integrates theories and models of diversity and social justice into conceptualizations of students.
- \_\_\_\_ 2. Selects interventions and activities that are culturally-appropriate for students and schools.
- \_\_\_\_ 3. Articulates how her/his/their own cultural background influences her/his/their work as a school counselor.
- \_\_\_\_ 4. Seeks to increase her/his/their knowledge about diversity and social justice via ongoing supervision, consultation, and learning.
- \_\_\_\_ 5. Shows appreciation for how multiple aspects of diversity influence school counseling theory, practice, and research.
- \_\_\_\_ 6. Articulates how diversity influences multiple facets of client development.
- \_\_\_\_ 7. Possesses knowledge about current theories and models related to issues of diversity and social justice.
- \_\_\_\_ 8. Understands that integrating diversity and cultural heritage of students into school counseling services enhances such programs.

**Comments:**

**D. Developmental Guidance Lesson Plan**

- \_\_\_\_ 1. Identified appropriate competency from ASCA National Standards for Students (2004) or the Wisconsin School Counseling Model (2009) for the activity.
- \_\_\_\_ 2. Identified appropriate learning activities for the target audience.
- \_\_\_\_ 3. Demonstrated effective group facilitation/class management skills that meet the needs of students in the classroom.
- \_\_\_\_ 4. Appropriately presented lesson plan content information to students.
- \_\_\_\_ 5. Promotes a classroom environment that is conducive to learning for all students.

- \_\_\_\_6. Responds well to student needs and questions during classroom instruction/group activity.
- \_\_\_\_7. Describes and implements an appropriate evaluation plan for the activity.
- \_\_\_\_8. Values the use of state and national models in identifying developmental guidance activities that are appropriate for students needs.
- \_\_\_\_9. Integrates and values how students' diverse backgrounds enhanced the outcome of the developmental guidance activity.

**Comments:**

#### **E. Transition Services**

- \_\_\_\_1. In implementing the plan, the student demonstrates her/his understanding of developmental theory and her/his ability to apply such knowledge to design activities that will help students and their parents/guardians navigate educational transition points.
- \_\_\_\_2. In implementing the lesson plan, the student demonstrates her/his/their knowledge of PK-12 academic options and post-secondary academic and career options.
- \_\_\_\_3. The implementation of the student's lesson plan promotes student growth and development through educational transitions.
- \_\_\_\_4. The implementation of the student's lesson plan facilitates students', as well as their parents'/guardians', identification and understanding of educational transition points.
- \_\_\_\_5. The implementation of the student's lesson plan helps students and parents/guardians develop appropriate academic and career plans.
- \_\_\_\_6. The implementation of the student's plan demonstrates her/his/their belief that educational transition points are important opportunities to promote student growth and development.

**Comments:**

#### **F. Collaboration with Pupil Service Staff Member**

- \_\_\_\_1. Demonstrated knowledge of the roles and functions of the

- \_\_\_\_\_ members of the pupil services team.
- \_\_\_\_2. Identified appropriate referral concern for in-school project or program for collaboration through consultation with a member(s) of the pupil services team.
- \_\_\_\_3. Knows a variety of prevention and intervention strategies to address student concerns or services.
- \_\_\_\_4. Addressed how project will contribute to improved school climate.
- \_\_\_\_5. Developed and implemented an appropriate collaboration plan to address a student referral concern or in-school project or program.
- \_\_\_\_6. Objectively assessed the effectiveness of the collaboration plan.
- \_\_\_\_7. Worked in a collaborative manner with pupil service professional on student referral or student service.
- \_\_\_\_8. Accurately reflected on the success and/or difficulties of the collaboration experience.

**Comments:**

#### **G. Integration of Technology (e.g., PowerPoint, Audio-Visual Equipment, Career-Assessment and Exploration Programs) into School Counseling Services**

- \_\_\_\_1. The supervisee selects an appropriate technology for the identified guidance activity and clearly articulates its use within the context of the emerging technology in education and school counseling practice.
- \_\_\_\_2. The supervisee understands how to use technology to enhance students learning.
- \_\_\_\_3. The supervisee's assessment of the results of the lesson indicated students' learning of academic, career, and/or personal/social competencies were clearly and significantly enhanced by the use of technology.
- \_\_\_\_4. The supervisee accurately evaluated the effect technology had on promoting student growth and learning during the developmental guidance lesson.
- \_\_\_\_5. The supervisee's assessment articulated a detailed appreciation for the role of technology in meeting the learning needs of students with diverse learning styles.

**Comments:**

## **Section II: Management/Accountability of School Counseling Services**

### **H. Evaluation of a Developmental Guidance Lesson or Activity**

- \_\_\_\_ 1. Identifies appropriate assessments for the evaluation activity.
- \_\_\_\_ 2. Organizes the assessments results in a way that is meaningful.
- \_\_\_\_ 3. Communicates the assessment results to supervisor in a way that conveys they understand the implications of the data.
- \_\_\_\_ 4. Uses the results to evaluate the effectiveness of the current developmental guidance lesson or activity.
- \_\_\_\_ 5. Discusses with her/his/their supervisor the implications the results may have for improving developmental guidance lessons or activities in the future.
- \_\_\_\_ 6. Values how program evaluation can improve a school counseling activity.

**Comments:**

## **Section III: Foundations of School Counseling Services**

### **I. Ethical and Professional Behavior**

- \_\_\_\_ 1. Supervisee was knowledgeable about the relevant ethical and legal requirements involving school counseling practice.
- \_\_\_\_ 2. Supervisee reliably considered ethical and legal issues in her/his/their school counseling work.
- \_\_\_\_ 3. Supervisee made thoroughly reasoned decisions when handling ethical and legal issues.
- \_\_\_\_ 4. Supervisee showed a commitment to high ethical standards
- \_\_\_\_ 5. Supervisee was appropriately professional in his/her interactions with staff, students, parents, etc.
- \_\_\_\_ 6. Supervisee was conscientious with his/her responsibilities, and completed them well

**Comments:**

## **Section IV: Comments (Please use the back of form as space for additional written**

comments)

**J. Please comment on the supervisee's responsiveness to supervision, professionalism in the work place, and the quality of her/his/their work:**

**K. Please comment on areas of growth for the supervisee:**

**L. Please comment on areas in which the supervisee is showing exemplary knowledge or abilities:**

**Supervisor's Signature:**

**Supervisee's Signature\*\*:**

**Date:**

\*\*Student's signature acknowledges that the student has reviewed the evaluation and does not necessarily indicate agreement with the evaluation.

## APPENDIX H

### MIDDLE SCHOOL COUNSELING SUPERVISOR EVALUATION

Directions: This form is completed by student's site supervisor during the practicum and/or internship semesters in which the student is at the site. The completed form should be given to the supervisee and the supervisee is required to submit an unaltered form to her/his/their university course instructor.

**Supervisee Name:**

**Date of Evaluation:**

**Supervisor Name:**

**School Counseling Internship Site:**

**This evaluation is for:**    **Practicum** \_\_\_\_    **Internship** \_\_\_\_  
(check one)

**This is the:**    **Mid-Term Evaluation** \_\_\_\_    **Final Evaluation** \_\_\_\_  
(check one)

#### **Instructions**

Please rate the internship supervisee on each of the following items using the scale provided below. Space is provided at the end of each section and at the end of this form for comments about the supervisee's work. When you have completed your ratings it is important that you discuss the evaluation and the reasons for your ratings with the supervisee.

#### **Rating Scale for Items**

**NA. Not Applicable** = Not enough information about the student's performance to provide an accurate assessment or the item is not applicable to this setting.

- 1. Exceeds Expectations** = Supervisee has mastered the main concepts and principles for this performance assessment, shows the ability to consistently use this knowledge or the skills in a school counseling capacity, and makes appropriate adjustments based on the needs of students. The supervisee is also functioning at the level of a new school

counseling professional and demonstrates the ability to perform this performance assessment independent of a supervising school counselor.

2. **Meets Expectations** = Supervisee understands the main concepts and principles of the performance assessment and shows some inconsistency in the use of this knowledge in a school counseling capacity. As such, the supervisee needs time and experience practicing the task and should continue to perform this performance assessment while monitored by a supervising school counselor.
3. **Does Not Meet Expectations** = Supervisee does not fully understand the main concepts and principles of the performance assessment, and as such, he/she/they is unable to use this knowledge appropriately in a school counseling capacity. The supervisee needs additional classroom instruction to understand the task and should not practice in a school counseling setting unless closely monitored by a supervising school counselor.

## **Section I: Delivery of School Counseling Services**

### **A. Observation of Individual Counseling**

- \_\_\_\_ 1. Uses appropriate counseling skills designed to promote student growth.
- \_\_\_\_ 2. Adjusts the use of counseling skills to meet student needs.
- \_\_\_\_ 3. Provides feedback to students on their progress in counseling.
- \_\_\_\_ 4. Demonstrated appropriate use of attending skills.
- \_\_\_\_ 5. Demonstrated appropriate use of open-ended questions.
- \_\_\_\_ 6. Demonstrated appropriate use of restatements.
- \_\_\_\_ 7. Demonstrated appropriate use of reflection of feelings.
- \_\_\_\_ 8. Attitude toward client shows that he/she/they value client relationship.
- \_\_\_\_ 9. Expresses appreciation for students' diverse background during counseling.

**Comments:**

### **B. Observation of Group Counseling**

- \_\_\_\_ 1. Shows an understanding of a variety of group counseling skills (e.g., attending and listening, questioning, providing feedback, and managing the time/pace of group sessions).
- \_\_\_\_ 2. Understands how to adjust group counseling skills or strategies to address students' level of development.
- \_\_\_\_ 3. Demonstrates a variety of effective group counseling skills (e.g., attending and listening, questioning, providing feedback, and managing the time/pace of group sessions).
- \_\_\_\_ 4. Provides feedback to students during group on their progress toward their counseling goals.
- \_\_\_\_ 5. Accurately evaluates the effectiveness of group counseling interventions.

- \_\_\_\_6. Attitude in group counseling demonstrates that student values relationships with clients.
- \_\_\_\_7. Shows flexibility in the use of various group counseling skills.
- \_\_\_\_8. Expresses appreciation for students' diverse backgrounds during group counseling

**Comments:**

**C. Career Counseling**

- \_\_\_\_1. The supervisee demonstrates knowledge of career development programs appropriate for the population.
- \_\_\_\_2. The supervisee applies career development theories, practices, and programs to lead to student skill development.
- \_\_\_\_3. The supervisee demonstrates the ability to assist students in assessing and understanding their values, interests, skills, achievements, and career goals.
- \_\_\_\_4. The supervisee demonstrates appropriate use of career assessment results in assisting the student to develop educational and career goals.
- \_\_\_\_5. The supervisee facilitates student development of appropriate career skills that they may use in educational and career planning.
- \_\_\_\_6. The supervisee demonstrates an appreciation of the importance of career development as part of a comprehensive school counseling program.
- \_\_\_\_7. The supervisee demonstrates that he/she/they value the use of a range of career development theories and practices that attend appropriately to students' diverse needs.

**Comments:**

**D. Counseling with Diverse Students**

- \_\_\_\_1. Integrates theories and models of diversity and social justice into conceptualizations of students.
- \_\_\_\_2. Selects interventions and activities that are culturally-appropriate for students and schools.
- \_\_\_\_3. Articulates how her/his/their own cultural background influences her/his/their work as a school counselor.
- \_\_\_\_4. Seeks to increase her/his/their knowledge about diversity and social justice via ongoing supervision, consultation, and learning.



- \_\_\_\_5. Shows appreciation for how multiple aspects of diversity influence school counseling theory, practice, and research.
- \_\_\_\_6. Articulates how diversity influences multiple facets of client development.
- \_\_\_\_7. Possesses knowledge about current theories and models related to issues of diversity and social justice.
- \_\_\_\_8. Understands that integrating diversity and cultural heritage of students into school counseling services enhances such programs.

**Comments:**

**E. Developmental Guidance Lesson Plan**

- \_\_\_\_1. Identified appropriate competency from ASCA National Standards for Students (2004) or the Wisconsin School Counseling Model (2009) for the activity.
- \_\_\_\_2. Identified appropriate learning activities for the target audience.
- \_\_\_\_3. Demonstrated effective group facilitation/class management skills that meet the needs of students in the classroom.
- \_\_\_\_4. Appropriately presented lesson plan content information to students.
- \_\_\_\_5. Promotes a classroom environment that is conducive to learning for all students.
- \_\_\_\_6. Responds well to student needs and questions during classroom instruction/group activity.
- \_\_\_\_7. Describes and implements an appropriate evaluation plan for the activity.
- \_\_\_\_8. Values the use of state and national models in identifying developmental guidance activities that are appropriate for students needs.
- \_\_\_\_9. Integrates and values how students' diverse backgrounds enhanced the outcome of the developmental guidance activity.

**Comments:**

**F. Classroom Career Development Intervention**

- \_\_\_\_1. The supervisee applies her/his/their knowledge about career development programs to appropriate populations.
- \_\_\_\_2. The supervisee applies career development theories, practices, and programs to lead to student skill development.
- \_\_\_\_3. The supervisee demonstrates the ability to assist students in assessing and understanding their values, interests, skills, achievements, and career goals.
- \_\_\_\_4. The supervisee demonstrates appropriate use of career assessment results in assisting students to develop educational

- and career goals.
- \_\_\_\_5. The supervisee facilitates students' development of appropriate career skills that they may use in educational and career planning.
  - \_\_\_\_6. The supervisee demonstrates an appreciation of the importance of career development as part of a comprehensive school counseling program.
  - \_\_\_\_7. The supervisee demonstrates that she/he/they value the application of a range of career development theories and practices appropriate for the diverse needs of students.

**Comments:**

**G. Transition Services**

- \_\_\_\_1. In implementing the plan, the supervisee demonstrates her/his/their understanding of developmental theory and her/his/their ability to apply such knowledge to design activities that will help students and their parents/guardians navigate educational transition points.
- \_\_\_\_2. In implementing the lesson plan, the supervisee demonstrates her/his knowledge of PK-12 academic options and post-secondary academic and career options.
- \_\_\_\_3. The implementation of the supervisee's lesson plan promotes student growth and development through educational transitions.
- \_\_\_\_4. The implementation of the supervisee's lesson plan facilitates students', as well as their parents'/guardians' identification and understanding of educational transition points.
- \_\_\_\_5. The implementation of the supervisee's lesson plan helps students and parents/guardians develop appropriate academic and career plans.
- \_\_\_\_6. The implementation of the supervisee's plan demonstrates her/his/their belief that educational transition points are important opportunities to promote student growth and development.

**Comments:**

**H. Collaboration with Pupil Service Staff Member**

- \_\_\_\_1. Demonstrated knowledge of the roles and functions of the members of the pupil services team.
- \_\_\_\_2. Identified appropriate referral concern for in-school project or program for collaboration through consultation with a member(s) of the pupil services team.
- \_\_\_\_3. Knows a variety of prevention and intervention strategies to address student concerns or services.

- \_\_\_\_4. Addressed how project will contribute to improved school climate.
- \_\_\_\_5. Developed and implemented an appropriate collaboration plan to address a student referral concern or in-school project or program.
- \_\_\_\_6. Objectively assessed the effectiveness of the collaboration plan.
- \_\_\_\_7. Worked in a collaborative manner with pupil service professional on student referral or student service.
- \_\_\_\_8. Accurately reflected on the success and/or difficulties of the collaboration experience.

**Comments:**

### **I. Integration of Technology (e.g., PowerPoint, Audio-Visual Equipment, Career-Assessment and Exploration Programs) into School Counseling Services**

- \_\_\_\_1. The supervisee selects an appropriate technology for the identified guidance activity and clearly articulates its use within the context of the emerging technology in education and school counseling practice.
- \_\_\_\_2. The supervisee understands how to use technology to enhance students learning.
- \_\_\_\_3. The supervisee's assessment of the results of the lesson indicated students' learning of academic, career, and/or personal/social competencies were clearly and significantly enhanced by the use of technology.
- \_\_\_\_4. The supervisee accurately evaluated effect technology had on promoting student growth and learning during the developmental guidance lesson.
- \_\_\_\_5. The supervisee's assessment articulated a detailed appreciation for the role of technology in meeting the learning needs of students with diverse learning styles.

**Comments:**

## **Section II: Management/Accountability of School Counseling Services**

### **J. Evaluation of a Developmental Guidance Lesson or Activity**

- \_\_\_\_1. Identifies appropriate assessments for the evaluation activity.
- \_\_\_\_2. Organizes the assessment results in a way that is meaningful.
- \_\_\_\_3. Communicates the assessment results to supervisor in a way that conveys they understand the implications of the data.

- \_\_\_\_ 4. Uses the results to evaluate the effectiveness of the current developmental guidance lesson or activity.
- \_\_\_\_ 5. Discusses with her/his/their supervisor the implications the results may have for improving developmental guidance lessons or activities in the future.
- \_\_\_\_ 6. Values how program evaluation can improve a school counseling activity.

**Comments:**

### **Section III: Foundations of School Counseling Services**

#### **K. Ethical and Professional Behavior**

- \_\_\_\_ 1. Supervisee was knowledgeable about the relevant ethical and legal requirements involving school counseling practice.
- \_\_\_\_ 2. Supervisee reliably considered ethical and legal issues in her/his/their school counseling work.
- \_\_\_\_ 3. Supervisee made thoroughly reasoned decisions when handling ethical and legal issues.
- \_\_\_\_ 4. Supervisee showed a commitment to high ethical standards
- \_\_\_\_ 5. Supervisee was appropriately professional in his/her/their interactions with staff, students, parents, etc.
- \_\_\_\_ 6. Supervisee was conscientious with his/her/their responsibilities and completed them well.

**Comments:**

### **Section IV: Comments (Please use the back of form as space for additional written comments)**

**L. Please comment on the supervisee's responsiveness to supervision, professionalism in the work place, and the quality of her/his/their work:**

**M. Please comment on areas of growth for the supervisee:**

**N. Please comment on areas in which the supervisee is showing exemplary knowledge or abilities:**

**Supervisor's Signature:**

**\*\*Supervisee's Signature:**

**Date:**

**\*\*Student's signature acknowledges that the student has reviewed the evaluation and does not necessarily indicate agreement with the evaluation.**



## Appendix I

### High School Counseling Supervisor Evaluation

Directions: This form is completed by student's site supervisor during the practicum and/or internship semesters in which the student is at the site. The completed form should be given to the supervisee and the supervisee is required to submit an unaltered form to her/his/their university course instructor.

**Supervisee Name:**

**Date of Evaluation:**

**Supervisor Name:**

**School Counseling Internship Site:**

**This evaluation is for:    Practicum    \_\_\_\_\_    Internship    \_\_\_\_\_**  
**(check one)**

**This is the:    Mid-Term Evaluation    \_\_\_\_\_    Final Evaluation    \_\_\_\_\_**  
**(check one)**

#### **Instructions**

Please rate the practicum supervisee on each of the following items using the scale provided below. Space is provided at the end of each section and at the end of this form for comments about the supervisee's work. When you have completed your ratings it is important that you discuss the evaluation and the reasons for your ratings with the supervisee.

#### **Rating Scale for Items**

**NA. Not Applicable** = Not enough information about the student's performance to provide an accurate assessment or the item is not applicable to this practicum setting.

4. **Exemplary** = Supervisee has mastered the main concepts and principles for this critical task, shows the ability to consistently use this knowledge or the skills in a school counseling capacity, and makes appropriate adjustments based on the needs of students. The supervisee is also functioning at the level of a new school counseling professional and demonstrates the ability to perform this critical task independent of a supervising school counselor.
5. **Satisfactory** = Supervisee understands the main concepts and principles of the critical task but shows some inconsistency in the use of this knowledge in a school counseling capacity. As such, the supervisee needs time and experience practicing the task and should continue to perform this critical task while monitored by a supervising school counselor.
6. **Unsatisfactory** = Supervisee does not fully understand the main concepts and principles of the critical task, and as such, he/she/they are unable to use this knowledge appropriately in a school counseling capacity. The supervisee needs additional classroom instruction to

understand the task and should not practice in a school counseling setting unless closely monitored by a supervising school counselor.

## **Section I: Delivery of School Counseling Services**

### **A. Observation of Individual Counseling**

- \_\_\_\_ 1. Uses appropriate counseling skills designed to promote student growth.
- \_\_\_\_ 2. Adjusts the use of counseling skills to meet student needs.
- \_\_\_\_ 3. Provides feedback to students on their progress in counseling.
- \_\_\_\_ 4. Demonstrated appropriate use of attending skills.
- \_\_\_\_ 5. Demonstrated appropriate use of open-ended questions.
- \_\_\_\_ 6. Demonstrated appropriate use of restatements.
- \_\_\_\_ 7. Demonstrated appropriate use of reflection of feelings.
- \_\_\_\_ 8. Attitude toward client shows that he/she/they value client relationship.
- \_\_\_\_ 9. Expresses appreciation for student's diverse background during counseling.

**Comments:**

### **B. Observation of Group Counseling**

- \_\_\_\_ 1. Shows an understanding of a variety of group counseling skills (e.g., attending and listening, questioning, providing feedback, and managing the time/pace of group sessions).
- \_\_\_\_ 2. Understands how to adjust group counseling skills or strategies to address students' level of development.
- \_\_\_\_ 3. Demonstrates a variety of effective group counseling skills (e.g., attending and listening, questioning, providing feedback, and managing the time/pace of group sessions).
- \_\_\_\_ 4. Provides feedback to students during group on their progress toward their counseling goals.
- \_\_\_\_ 5. Accurately evaluates the effectiveness of group counseling interventions.
- \_\_\_\_ 6. Attitude in group counseling demonstrates that student values relationships with clients.
- \_\_\_\_ 7. Shows flexibility in the use of various group counseling skills.
- \_\_\_\_ 8. Expresses appreciation for students' diverse backgrounds during group counseling

**Comments:**



### **C. Career Counseling**

- \_\_\_\_1. The supervisee demonstrates knowledge of career development programs appropriate for the population.
- \_\_\_\_2. The supervisee applies career development theories, practices, and programs to lead to student skill development.
- \_\_\_\_3. The supervisee demonstrates the ability to assist students in assessing and understanding their values, interests, skills, achievements, and career goals.
- \_\_\_\_4. The supervisee demonstrates appropriate use of career assessment results in assisting the student to develop educational and career goals.
- \_\_\_\_5. The supervisee facilitates student development of appropriate career skills that they may use in educational and career planning.
- \_\_\_\_6. The supervisee demonstrates an appreciation of the importance of career development as part of a comprehensive school counseling program.
- \_\_\_\_7. The supervisee demonstrates that s/he/they values the use of a range of career development theories and practices that attend appropriately to students' diverse needs.

**Comments:**

### **D. Counseling with Diverse Students**

- \_\_\_\_1. Integrates theories and models of diversity and social justice into conceptualizations of students.
- \_\_\_\_2. Selects interventions and activities that are culturally appropriate for students and schools.
- \_\_\_\_3. Articulates how her/his/their own cultural background influences her/his work as a school counselor.
- \_\_\_\_4. Seeks to increase her/his/their knowledge about diversity and social justice via ongoing supervision, consultation, and learning.
- \_\_\_\_5. Shows appreciation for how multiple aspects of diversity influence school counseling theory, practice, and research.
- \_\_\_\_6. Articulates how diversity influences multiple facets of client development.
- \_\_\_\_7. Possesses knowledge about current theories and models related to issues of diversity and social justice.
- \_\_\_\_8. Understands that integrating diversity and cultural heritage of students into school counseling services enhances such

programs.

**Comments:**

**D. Classroom Career Development Intervention**

- \_\_\_\_1. The supervisee applies her/his/their knowledge about career development programs to appropriate populations.
- \_\_\_\_2. The supervisee applies career development theories, practices, and programs to lead to student skill development.
- \_\_\_\_3. The supervisee demonstrates the ability to assist students in assessing and understanding their values, interests, skills, achievements, and career goals.
- \_\_\_\_4. The supervisee demonstrates appropriate use of career assessment results in assisting students to develop educational and career goals.
- \_\_\_\_5. The supervisee facilitates students' development of appropriate career skills that they may use in educational and career planning.
- \_\_\_\_6. The supervisee demonstrates an appreciation of the importance of career development as part of a comprehensive school counseling program.
- \_\_\_\_7. The supervisee demonstrates that she/he/they value the application of a range of career development theories and practices appropriate for the diverse needs of students.

**Comments:**

**E. Transition Services**

- \_\_\_\_1. In implementing the plan, the supervisee demonstrates her/his/their understanding of developmental theory and her/his/their ability to apply such knowledge to design activities that will help students and their parents/guardians navigate educational transition points.
- \_\_\_\_2. In implementing the lesson plan, the supervisee demonstrates her/his/their knowledge of PK-12 academic options and post-secondary academic and career options.
- \_\_\_\_3. The implementation of the supervisee's lesson plan promotes student growth and development through educational transitions.
- \_\_\_\_4. The implementation of the supervisee's lesson plan facilitates students', as well as their parents'/guardians' identification and understanding of educational transition points.

- \_\_\_\_5. The implementation of the supervisee's lesson plan helps students and parents/guardians develop appropriate academic and career plans.
- \_\_\_\_6. The implementation of the supervisee's plan demonstrates her/his/their belief that educational transition points are important opportunities to promote student growth and development.

**Comments:**

#### **F. Collaboration with Pupil Service Staff Member**

- \_\_\_\_1. Demonstrated knowledge of the roles and functions of the members of the pupil services team.
- \_\_\_\_2. Identified appropriate referral concern for in-school project or program for collaboration through consultation with a member(s) of the pupil services team.
- \_\_\_\_3. Knows a variety of prevention and intervention strategies to address student concerns or services.
- \_\_\_\_4. Addressed how project will contribute to improved school climate.
- \_\_\_\_5. Developed and implemented an appropriate collaboration plan to address a student referral concern or in-school project or program.
- \_\_\_\_6. Objectively assessed the effectiveness of the collaboration plan.
- \_\_\_\_7. Worked in a collaborative manner with pupil service professional on student referral or student service.
- \_\_\_\_8. Accurately reflected on the success and/or difficulties of the collaboration experience.

**Comments:**

#### **G. Integration of Technology (e.g., PowerPoint, Audio-Visual Equipment, Career-Assessment and Exploration Programs) into School Counseling Services**

- \_\_\_\_1. The supervisee selects an appropriate technology for the identified guidance activity and clearly articulates its use within the context of the emerging technology in education and school counseling practice.
- \_\_\_\_2. The supervisee understands how to use technology to enhance students learning.
- \_\_\_\_3. The supervisee's assessment of the results of the lesson

indicated students' learning of academic, career, and/or personal/social competencies were clearly and significantly enhanced by the use of technology.

- \_\_\_\_ 4. The supervisee accurately evaluated effect technology had on promoting student growth and learning during the developmental guidance lesson.
- \_\_\_\_ 5. The supervisee's assessment articulated a detailed appreciation for the role of technology in meeting the learning needs of students with diverse learning styles.

**Comments:**

## **Section II: Management/Accountability of School Counseling Services**

### **H. Evaluation of a Developmental Guidance Lesson or Activity**

- \_\_\_\_ 1. Identifies appropriate assessments for the evaluation activity.
- \_\_\_\_ 2. Organizes the assessments results in a way that is meaningful.
- \_\_\_\_ 3. Communicates the assessment results to supervisor in a way that conveys he/she/they understand the implications of the data.
- \_\_\_\_ 4. Uses the results to evaluate the effectiveness of the current developmental guidance lesson or activity.
- \_\_\_\_ 5. Discusses with her/his/their supervisor the implications the results may have for improving developmental guidance lessons or activities in the future.
- \_\_\_\_ 6. Values how program evaluation can improve a school counseling activity.

**Comments:**

## **Section III: Foundations of School Counseling Services**

### **I. Ethical and Professional Behavior**

- \_\_\_\_ 1. Supervisee was knowledgeable about the relevant ethical and legal requirements involving school counseling practice.
- \_\_\_\_ 2. Supervisee reliably considered ethical and legal issues in her/his/their school counseling work.
- \_\_\_\_ 3. Supervisee made thoroughly reasoned decisions when handling ethical and legal issues.
- \_\_\_\_ 4. Supervisee showed a commitment to high ethical standards

- \_\_\_\_ 5. Supervisee was appropriately professional in his/her interactions with staff, students, parents, etc.
- \_\_\_\_ 6. Supervisee was conscientious with his/her/their responsibilities, and completed them well.

**Comments:**

**Section IV: Comments (Please use the back of form as space for additional written comments)**

**J. Please comment on the supervisee's responsiveness to supervision, professionalism in the work place, and the quality of her/his/their work:**

**K. Please comment on areas of growth for the supervisee:**

**L. Please comment on areas in which the supervisee is showing exemplary knowledge or abilities:**

**Supervisor's Signature:**

**Date:**

**\*\*Supervisee's Signature:**

**Date:**

\*\*Student's signature acknowledges that the student has reviewed the evaluation and does not necessarily indicate agreement with the evaluation

## Appendix J

### STUDENT EVALUATION OF PRACTICUM SITE & SITE SUPERVISOR FORM

**Student Name:** \_\_\_\_\_ **Date Form Completed:** \_\_\_\_\_

**Site Name:** \_\_\_\_\_

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

**Semester/Year:** \_\_\_\_\_ / \_\_\_\_\_

**Experience Type: Practicum** \_\_\_\_ **Internship** \_\_\_\_

*PURPOSE:* The purpose of this form is to gather information about the quality of our internship sites and to ensure that those sites remain appropriate, productive, and beneficial to our students. Complete this form both at the midterm and the end of each semester of internship. This form should be turned in to your COUN 6965 or 6986 instructor.

#### Domain I: CLINICAL EXPERIENCE & POPULATIONS SERVED (please select all that apply)

<input checked="" type="checkbox"/>	Clinical or Counseling Experience	<input checked="" type="checkbox"/>	Clinical or Counseling Experience
	Administer and interpret screening tools, tests or assessments		Integrated Health Care
	Alcohol/Drug Abuse Counseling		Job coaching
	Career counseling		Job development/job placement,
	Case Conceptualization/Formulation		Marital/Relationship Counseling
	Case Management		Mental Status Exams
	Case/Progress Notes		Parenting Skills Training
	Clinical report writing		Risk Assessment (suicide, homicide, self-harm)
	Crisis Intervention		Staff presentations/case conferences
	Diagnosis		Transition services
	Family Counseling		Treatment Planning
	Group Counseling		Vocational evaluation
	Individual Counseling		Work adjustment
	Intake or Clinical Interview		Other: _____

<input checked="" type="checkbox"/>	Populations Served	<input checked="" type="checkbox"/>	Populations Served
	Addictions		Homeless
	Adolescents		Inpatient/Residential
	Adults		LGBTQ+
	Children		Low SES
	Corrections/Incarcerated		Migrant or Immigrant
	Couples		Outpatient
	Elders/Older Adults		Physical Chronic Illness/Disability
	Families		Racial/ethnic minorities
	Foster Care/Kinship care/Adoption		Trauma/Abuse/Neglect

Please include any comment or concerns about your experiences and responsibilities:

**DIRECTIONS:** Rate the following questions about your site and experiences using the scale.

SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly agree; N/A=Not Applicable

## Domain II: SITE INFORMATION

- \_\_\_\_\_ 1. Site provides appropriate resource and reference materials.
- \_\_\_\_\_ 2. Site has a consistent philosophy and plan to guide its programming.
- \_\_\_\_\_ 3. Site provides an adequate forum for discussing intervention issues.
- \_\_\_\_\_ 4. The practices, services, and professionals at the site follow ethical guidelines.
- \_\_\_\_\_ 5. Site has good availability of clients for counseling sessions.
- \_\_\_\_\_ 6. The site has a professional atmosphere.
- \_\_\_\_\_ 7. Work expected of students is appropriate.
- \_\_\_\_\_ 8. Students are treated with respect and in a professional manner.
- \_\_\_\_\_ 9. The site provides avenues for professional development (e.g., workshops, training)
- \_\_\_\_\_ 10. Professionals at the site demonstrate appreciation of individual differences (e.g., age, gender, sexual orientation, disability, social class, religion/spirituality).
- \_\_\_\_\_ 11. Site encourages awareness of own values and beliefs regarding differences and their impact on others.
- \_\_\_\_\_ 12. Site encourages integration of theoretical and empirical knowledge regarding diversity into clinical practice.
- \_\_\_\_\_ 13. Professionals at the site provide support for consultation.
- \_\_\_\_\_ 14. Site provides appropriate orientation to site and training.
- \_\_\_\_\_ 13. I would recommend continued use of this site as currently structured.
- \_\_\_\_\_ 14. I would not recommend continued use of this site as currently structured for the following reasons (please be specific):

### Domain III: SITE SUPERVISION

#### 1. Supervisory relationship:

- ☐ a. We have established a comfortable working rapport with one another.
- ☐ b. Supervision creates a climate conducive to open communication and productive use of supervision time.
- ☐ c. Supervisor addresses cultural differences in Supervisor-Supervisee (S-S) relationship.
- ☐ d. Supervisor demonstrates respect for individual differences between supervisor and supervisee.
- ☐ e. Supervisor processes cultural differences (e.g. worldview) in the S-S relationship that affect case conceptualization or approach with clients.
- ☐ f. Supervisor is knowledgeable about and is open to discussions on multicultural issues.
- ☐ g. Supervisor provides appropriate information and teaching to clinical work and professional development.
- ☐ h. The supervisor helps me achieve my learning goals.

#### 2. Supervisory responsibilities:

- ☐ a. Keeps appointments with me and arrives on time.
- ☐ b. Has been accessible to me between appointments to assist on more urgent concerns.
- ☐ c. Has facilitated my maintaining records and reports which are timely and complete.
- ☐ d. Gives clear feedback about my competencies and skills.
- ☐ e. Provides me the minimum 1 hour of one-on-one supervision each week.
- ☐ f. Explains his/her criteria fairly in evaluating me.
- ☐ g. Applies his/her criteria fairly in evaluating me.
- ☐ h. Encourages me to evaluate myself

#### 3. In the area of student professional development, this Supervisor has:

- ☐ a. Instilled enthusiasm for responsibly and actively managing my professional development.
- ☐ b. Urged my adherence to high ethical standards.
- ☐ c. Encouraged a sense of professional integrity and responsibility in clinical activities.
- ☐ d. Expected a sense of professional decorum in dress and behavior on my part.
- ☐ e. Has provided clear feedback regarding my professional disposition, attitude, and interpersonal skills

#### 4. With respect to professional learning processes, this Supervisor:

- ☐ a. Models specific assessment and/or treatment procedures for me.
- ☐ b. Helps me integrate relevant material from my courses.
- ☐ c. Encourages me to consult the conceptual and empirical literature for empirically valid procedures.
- ☐ d. Has alternative resources available (e.g. team meetings, workshops, grand rounds, case presentations).

#### 5. This Supervisor has shared technical and theoretical knowledge regarding:

- ☐ a. Assessment modalities relevant to patients' needs and problems.
- ☐ b. Treatment modalities and interventions relevant to patients' needs and problems.
- ☐ c. Community resources available to assist patients, or to facilitate appropriate referral.
- ☐ d. How to conceptualize patients' needs and problems.
- ☐ e. How to form conceptualizations that are culturally relevant.
- ☐ f. Strategies for integrating multicultural theory and practice in supervision of supervisee's work with clients.

#### 6. This Supervisor has the following strengths and limitations:



--	--

## Appendix K

### STUDENT EVALUATION OF INTERNSHIP SITE & SITE SUPERVISOR FORM

**Student Name:** \_\_\_\_\_ **Date Form Completed:** \_\_\_\_\_

**Site Name:** \_\_\_\_\_

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

**Semester/Year:** \_\_\_\_\_ / \_\_\_\_\_

**Experience Type: Practicum** \_\_\_\_ **Internship** \_\_\_\_

*PURPOSE:* The purpose of this form is to gather information about the quality of our internship sites and to ensure that those sites remain appropriate, productive, and beneficial to our students. Complete this form both at the midterm and the end of each semester of internship. This form should be turned in to your COUN 6965 or 6986 instructor.

#### Domain I: CLINICAL EXPERIENCE & POPULATIONS SERVED (please select all that apply)

<input checked="" type="checkbox"/>	Clinical or Counseling Experience	<input checked="" type="checkbox"/>	Clinical or Counseling Experience
<input type="checkbox"/>	Administer and interpret screening tools, tests or assessments	<input type="checkbox"/>	Integrated Health Care
<input type="checkbox"/>	Alcohol/Drug Abuse Counseling	<input type="checkbox"/>	Job coaching
<input type="checkbox"/>	Career counseling	<input type="checkbox"/>	Job development/job placement,
<input type="checkbox"/>	Case Conceptualization/Formulation	<input type="checkbox"/>	Marital/Relationship Counseling
<input type="checkbox"/>	Case Management	<input type="checkbox"/>	Mental Status Exams
<input type="checkbox"/>	Case/Progress Notes	<input type="checkbox"/>	Parenting Skills Training
<input type="checkbox"/>	Clinical report writing	<input type="checkbox"/>	Risk Assessment (suicide, homicide, self-harm)
<input type="checkbox"/>	Crisis Intervention	<input type="checkbox"/>	Staff presentations/case conferences
<input type="checkbox"/>	Diagnosis	<input type="checkbox"/>	Transition services
<input type="checkbox"/>	Family Counseling	<input type="checkbox"/>	Treatment Planning
<input type="checkbox"/>	Group Counseling	<input type="checkbox"/>	Vocational evaluation
<input type="checkbox"/>	Individual Counseling	<input type="checkbox"/>	Work adjustment
<input type="checkbox"/>	Intake or Clinical Interview	<input type="checkbox"/>	

		Other: _____
--	--	--------------

<input checked="" type="checkbox"/>	Populations Served	<input checked="" type="checkbox"/>	Populations Served
	Addictions		Homeless
	Adolescents		Inpatient/Residential
	Adults		LGBTQ+
	Children		Low SES
	Corrections/Incarcerated		Migrant or Immigrant
	Couples		Outpatient
	Elders/Older Adults		Physical Chronic Illness/Disability
	Families		Racial/ethnic minorities
	Foster Care/Kinship care/Adoption		Trauma/Abuse/Neglect

Please include any comment or concerns about your experiences and responsibilities:

**DIRECTIONS:** Rate the following questions about your site and experiences using the scale.

SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly agree; N/A=Not Applicable

## Domain II: SITE INFORMATION

- \_\_\_\_\_ 1. Site provides appropriate resource and reference materials.
- \_\_\_\_\_ 2. Site has a consistent philosophy and plan to guide its programming.
- \_\_\_\_\_ 3. Site provides an adequate forum for discussing intervention issues.
- \_\_\_\_\_ 4. The practices, services, and professionals at the site follow ethical guidelines.
- \_\_\_\_\_ 5. Site has good availability of clients for counseling sessions.
- \_\_\_\_\_ 6. The site has a professional atmosphere.
- \_\_\_\_\_ 7. Work expected of students is appropriate.
- \_\_\_\_\_ 8. Students are treated with respect and in a professional manner.
- \_\_\_\_\_ 9. The site provides avenues for professional development (e.g., workshops, training)
- \_\_\_\_\_ 10. Professionals at the site demonstrate appreciation of individual differences (e.g., age, gender, sexual orientation, disability, social class, religion/spirituality).

- ☐ 11. Site encourages awareness of own values and beliefs regarding differences and their impact on others.
- ☐ 12. Site encourages integration of theoretical and empirical knowledge regarding diversity into clinical practice.
- ☐ 13. Professionals at the site provide support for consultation.
- ☐ 14. Site provides appropriate orientation to site and training.
- ☐ 13. I would recommend continued use of this site as currently structured.
- ☐ 14. I would not recommend continued use of this site as currently structured for the following reasons (please be specific):

### Domain III: SITE SUPERVISION

#### 1. Supervisory relationship:

- ☐ a. We have established a comfortable working rapport with one another.
- ☐ b. Supervision creates a climate conducive to open communication and productive use of supervision time.
- ☐ c. Supervisor addresses cultural differences in Supervisor-Supervisee (S-S) relationship.
- ☐ d. Supervisor demonstrates respect for individual differences between supervisor and supervisee.
- ☐ e. Supervisor processes cultural differences (e.g. worldview) in the S-S relationship that affect case conceptualization or approach with clients.
- ☐ f. Supervisor is knowledgeable about and is open to discussions on multicultural issues.
- ☐ g. Supervisor provides appropriate information and teaching to clinical work and professional development.
- ☐ h. The supervisor helps me achieve my learning goals.

#### 2. Supervisory responsibilities:

- ☐ a. Keeps appointments with me and arrives on time.
- ☐ b. Has been accessible to me between appointments to assist on more urgent concerns.
- ☐ c. Has facilitated my maintaining records and reports which are timely and complete.
- ☐ d. Gives clear feedback about my competencies and skills.
- ☐ e. Provides me the minimum 1 hour of one-on-one supervision each week.
- ☐ f. Explains his/her criteria fairly in evaluating me.
- ☐ g. Applies his/her criteria fairly in evaluating me.
- ☐ h. Encourages me to evaluate myself

#### 3. In the area of student professional development, this Supervisor has:

- ☐ a. Instilled enthusiasm for responsibly and actively managing my professional development.
- ☐ b. Urged my adherence to high ethical standards.
- ☐ c. Encouraged a sense of professional integrity and responsibility in clinical activities.
- ☐ d. Expected a sense of professional decorum in dress and behavior on my part.
- ☐ e. Has provided clear feedback regarding my professional disposition, attitude, and interpersonal skills

#### 4. With respect to professional learning processes, this Supervisor:

- \_\_\_\_\_ a. Models specific assessment and/or treatment procedures for me.
- \_\_\_\_\_ b. Helps me integrate relevant material from my courses.
- \_\_\_\_\_ c. Encourages me to consult the conceptual and empirical literature for empirically valid procedures.
- \_\_\_\_\_ d. Has alternative resources available (e.g. team meetings, workshops, grand rounds, case presentations).

5. This Supervisor has shared technical and theoretical knowledge regarding:

- \_\_\_\_\_ a. Assessment modalities relevant to patients' needs and problems.
- \_\_\_\_\_ b. Treatment modalities and interventions relevant to patients' needs and problems.
- \_\_\_\_\_ c. Community resources available to assist patients, or to facilitate appropriate referral.
- \_\_\_\_\_ d. How to conceptualize patients' needs and problems.
- \_\_\_\_\_ e. How to form conceptualizations that are culturally relevant.
- \_\_\_\_\_ f. Strategies for integrating multicultural theory and practice in supervision of supervisee's work with clients.

6. This Supervisor has the following strengths and limitations:

--

## Appendix L

### Marquette University Department of Counselor Education and Counseling Psychology Student Evaluation of School Counseling Practicum Site Form

Directions: Complete this form at the end of your practicum experience.  
This form should be turned in to your practicum course (COUN 6970) instructor.

**Name:**

**Site:**

**Site Supervisor:**

**Date Placement Began:**

**Date Form Completed:**

**Rate the following questions about your site and experiences using the following:**

- |     |   |                           |
|-----|---|---------------------------|
| A   | = | Very satisfactory         |
| B   | = | Moderately satisfactory   |
| C   | = | Satisfactory              |
| D   | = | Moderately unsatisfactory |
| F   | = | Very unsatisfactory       |
| N/A | = | Not applicable            |

**Questions:**

- \_\_\_ 1) Amount of On-site supervision
- \_\_\_ 2) Quality and usefulness of On-site supervision
- \_\_\_ 3) Usefulness and helpfulness of faculty liaison
- \_\_\_ 4) Relevance of experience to career goals
- \_\_\_ 5) Exposure to and communication of goals
- \_\_\_ 6) Exposure to and communication of procedures
- \_\_\_ 7) Exposure to professional roles and functions
- \_\_\_ 8) Exposure to information about community resources
- \_\_\_ 9) Rate all applicable experiences which you had at your site
  - \_\_\_ Developmental guidance
  - \_\_\_ Individual counseling
  - \_\_\_ Group counseling
  - \_\_\_ Consultation with parents or other pupil service professionals
  - \_\_\_ Career counseling
  - \_\_\_ Transitional services
  - \_\_\_ Individual educational planning

- ☐ Work culturally diverse students
- ☐ Evaluation of school counseling services
- ☐ Other
- ☐ 10) Overall evaluation of the site

Comments: Include any suggestions for improvements in your practicum.

## Appendix M

### Marquette University Department of Counselor Education and Counseling Psychology Student Evaluation of School Counseling Internship Site Form

Directions:      Student completes this form at the end of the Internship.  
                          This form should be turned into the Internship Instructor.

**Name:**

**Site:**

**Site Supervisor:**

**Date Placement Began:**

**Date Form Completed:**

**Rate the following questions about your site and experiences using the following:**

- |     |   |                           |
|-----|---|---------------------------|
| A   | = | Very satisfactory         |
| B   | = | Moderately satisfactory   |
| C   | = | Satisfactory              |
| D   | = | Moderately unsatisfactory |
| F   | = | Very unsatisfactory       |
| N/A | = | Not applicable            |

**Questions:**

- \_\_\_ 1) Amount of On-site supervision
- \_\_\_ 2) Quality and usefulness of On-site supervision
- \_\_\_ 3) Usefulness and helpfulness of faculty liaison
- \_\_\_ 4) Relevance of experience to career goals
- \_\_\_ 5) Exposure to and communication of goals
- \_\_\_ 6) Exposure to and communication of procedures
- \_\_\_ 7) Exposure to professional roles and functions
- \_\_\_ 8) Exposure to information about community resources
- \_\_\_ 9) Rate all applicable experiences which you had at your site
  - \_\_\_ Developmental guidance
  - \_\_\_ Individual counseling
  - \_\_\_ Group counseling
  - \_\_\_ Consultation with parents or other pupil service professionals
  - \_\_\_ Career counseling
  - \_\_\_ Transitional services
  - \_\_\_ Individual educational planning

- ☐ Work with culturally diverse students
- ☐ Evaluation of school counseling services
- ☐ Other
- ☐ 10) Overall evaluation of the site

Comments: Please include any suggestions for improvements.



## Appendix N

### Supplemental Informed Consent Form for Clients of Practicum/Internship Students

**See the Departmental HIPAA Compliance Policy Requirement #4 for more information regarding the use of this form. The following template can be used to print client consent forms on agency letterhead to meet the policy requirements.**

**Use only with permission from your site supervisor**

My name is **(Student's name)** and I am a graduate student in the Department of Counselor Education and Counseling Psychology **(insert name of program here, e.g., Masters Program in Counseling)** at Marquette University. I am currently an internship student at **(Agency)**. My direct supervisor at **(Agency)** is **(Site Supervisor's Name, Degree, Title, Phone Number)**. In order to provide you with the best services possible, I will be discussing your case with my site supervisor on a regular basis. If you have any questions or concerns regarding the services I am providing to you, you are welcome to contact my direct supervisor. I am required to have direct supervision of my counseling services and cannot provide services without this supervision.

I am also required to participate in an internship class held at Marquette University. This class is taught by a Marquette faculty member, **(Internship Instructor's Name, Degree, Marquette phone number)**, and only includes advanced graduate students enrolled in my program (typically 8 students or fewer). One of the class requirements is for me to present client cases to the class for consultation and educational purposes. If I present any aspects of your case to the class, **no** identifying information will be presented to the class, and thus your confidentiality will be protected (for example, no information about your name, employer, city of residence, schools attended, etc. will be included).

I, **Client's Name Goes Here**, have been given the above information.

Client Signature:

Date:

Witness:

Date:

## **Appendix O**

### **Informed Consent to Audio and/or Video Record Counseling Sessions Marquette University Department of Counselor Education and Counseling Psychology**

**Student Counselor Name:**  
**Practicum/Internship Site:**

**Site Supervisor Name & Title:**  
**Phone:**

As a graduate student at Marquette University, I am required to be under the direct supervision of qualified clinical supervisors. Audio and video recording the sessions are a significant component of counselor training. However, no recording is ever done unless the client has given permission to do so. Therefore, we use this consent form to obtain your permission to audio and/or video record. Feel free to ask me any questions about the purpose of recording and use of the recordings.

Your signature below confirms that this form has been explained to you, and that you understand the following:

1. The purpose of recording is for use in training and supervision. This will allow the above referenced counselor-in-training to consult with his/her/their assigned supervisor(s) in an individual or group supervision format, who may listen to the recording alone or in the presence of other student counselors in a class or meeting.
2. I can request that the audio recorder or video recorder be turned off at any time and may request that the recording or any portion thereof be erased. I may terminate this permission to tape at any time.
3. The contents of these recorded sessions are confidential and the information will not be shared outside the context of individual and group supervision.
4. The recordings will be stored in a secure location and will not be used for any other purpose without my explicit written permission.
5. I have the right to review my recording with my student counselor during a counseling session.
6. The recordings will only be kept until the end of the school term during which they are recorded, at which time they will be destroyed.

Client Signature (**or Parent/Guardian if client is under 18 years of age**):

Date:

Client Assent (**if client is under 18 years of age**):

Date:

Student Counselor Signature:

Date:

Site Supervisor's Signature:

Date: