

continually strive for excellence. Embrace the challenges and celebrate the milestones along the way, knowing that your efforts will make a meaningful difference in the lives of others.

Support and Community:

Remember, you are not alone on this journey. Your peers, instructors, and the wider counseling community are valuable sources of support and inspiration. Collaborate, share experiences, and learn from each other to enrich your educational experience.

Professional Development:

Table of Contents

Professional Clinical Counseling Field Experience: Introduction.....	6
General Information	7
Steps through Clinical Field Experience	7
Tevera.....	9
Field Experience Courses and Requirements	10
General Guide on TLMH Services.....	13
Policy on Telemental Health Across State Lines.....	14
Scope of Practice.....	14
Orientations.....	15
Field Experience Student Orientation.....	15
Site Supervisor Orientation	15
Affiliated Site Supervisor Survey.....	15
Agreements.....	16
Responsibilities of Field Experience Affiliated Staff.....	16
Practicum Instructors.....	16
Internship Instructors.....	16
Site Supervisors	17
Clinical Coordinators.....	17
Dir	

Appendix E: Checklist for Requesting Approval to Offer Telemental Health Services from Home	31
Request for Certificate of University Insurance.....	33
Appendix F: Professional Field Experience Agreement	35
Introduction	36
General Information and Procedures.....	36
Roles and Responsibilities of Faculty & Site Supervisors and Counseling Students.....	39
Roles and Responsibilities of the Faculty Supervisor	39
Roles and Responsibilities of the Student	40
Roles and Responsibilities of the Site Supervisor	42
Appendix I: Informed Consent and Statement of Confidentiality.....	44
Appendix II: Informed Consent Acknowledgment Form.....	46
Appendix III: Professional Skill Evaluation Form	47
Appendix IV: Individual Session Skill Evaluation Form	52
Appendix V: Site and Site Supervisor Contact Form.....	54
Appendix VI: Weekly Clinical Hour Log	55
Appendix VII: Treatment Team Feedback Form.....	56
Appendix VIII: Practicum Live Supervision: Basic Counseling Skills Rating Form	58
Appendix IX: Evaluation of On-Site Supervisor and Site By Student	59
Netiquette for Audio/Visual Communication	57

All students applying to start practicum must go through Tevera system and submit all necessary documentation within established timeframe. Students must review tutorials on their Tevera homepage to use time efficiently and complete tasks accurately.

The degree offered is a professional degree which is regulated by the state licensure boards, state departments of education, the ACA *Code of Ethics* (2014), accrediting bodies, and professional standards for the field of counselor education. As such, students will be required to commit to academic and interpersonal excellence, continuous development in counseling skills and professional identity, personal growth as well as professionalism and openness to supervision through various coursework, including the clinical field experience.

It is imperative that students understand the **time commitment**, evidence of progressive skill development, openness to supervision, overall professionalism and growth, as well as academic success required for completion of this degree. Grades of Incomplete in field experience courses are only provided in rare situations when accruing hours is severely impacted due to issues affecting the site and out of control of the Counselor Intern. Students must ensure that they have the **personal time, availability, and mental health status** to complete the required hours and assignments each term. Students should ensure that they have discussed the program requirements with the site prior to accepting a placement offer in order to not incur extra time and tuition. Students must make time available to meet with their faculty supervisor outside of class during regular business hours for supervision, advising and any other matters requiring attention.

Clinical Handbook & Field Experiences - d-6(s)58.004 T1(t)-2(o s)-1(upe)4(r)3(vi)uTJ T2(o.15 TD [(C)-1(lin)-2(ic)4(r)3(ia).3(s)-1s)-1

Important:

Field Experience Courses and Requirements

Practicum and Internship courses are organized in a semester format with the exception of summer Internship which is one week term. FE course syllabi reflect activities, assignments and evaluations spread over 18 weeks. (Instructors: see Canvas Professional Counseling Admin/Faculty course for syllabi and related resources)

- Minimum of 60 consecutive minutes of weekly individual or triadic supervision with site

scope of practice regulations and for liability purposes due to Student status and working under supervisors' professional licenses.

NOTE: Students whom the faculty assesses as requiring extra, outside supervision to enhance skills are required to make the time to meet with the faculty during regular work hours or they may be dismissed from the course and program. Instructors train students under their own clinical licenses while taking complete responsibility and liability for these students.

COUN 6500: Internship is the capstone of the clinical experience for the clinical mental health program during which students will conduct activities typical of a practicing advanced Counselor Intern including, but not limited to further improvement of all skills learned in Practicum, both basic and advanced counseling skills, consistent theory application and assessment, treatment planning, case conceptualization, construction of client goals, and clinical documentation. A minimum of 10 hours of group experience is required in internship.

Internship is completed in four terms of 1.5 credit hours each, during which students must complete **600 total hours** (240 direct and 360 indirect), which equates to 60 direct clients per nine-week term. Students are also expected to provide service to the site and assist in tasks assigned to them for about 10-12 hours per week (students cannot act as receptionists/secretaries for the site, working 20 hours/week). Students are required to remain in the scope of their practice at all times.

Internship course requirements :

- Minimum of two hours of weekly group supervision in person or virtually in real time, utilizing observation of students' skill development (recorded session) and written evaluations of skill development by instructor (some Internship classes may last up to 4 hours depending on faculty approach and class size)
- Observation of student skill development (at least two recorded sessions per term, one for groups supervision and treatment planning, and another for individual supervision outside of class) – Instructors, see Treatment Planning Feedback Form in Canvas resources and complete it in Tevera. Some faculty require weekly recording of a selected session and weekly journal entries regarding student progress. Students need to ensure site allows for weekly session recordings.
- Regular evaluation and documentation of student skill development (Instructors and Site Supervisors, see Individual Session Skill Evaluation Form & Professional Skill Evaluation Form in Tevera – also attached to this Handbook for your reference)
- Minimum of 60 consecutive minutes of weekly individual or triadic supervision with site

•

Students in the Professional Counseling program are required to understand and follow the *ACA Code of Ethics* (2014) and adhere to applicable state laws, regulatory policies, and rules, as well as policies governing professional staff behavior at the field placement setting. Students witnessing any inappropriate or unethical behavior must consult with the faculty supervisor as soon as possible.

Students have the same ethical and professional obligation to clients as licensed professional counselors (ACA, 2014).

Orientations

Field Experience Student Orientation

Students are required to attend the Field Experience Orientation PRIOR to making contact with any site. This orientation will provide information on how to interview with a potential site, course requirements that have to be communicated to the potential site, the Professional Field Experience Agreement, delineation of clinical hours, appendices to the field experience, a brief review of acceptable local field sites

preparation and quality in field experience as well as their ability to receive and respond to constructive criticism (Instructors: see Canvas Professional Counseling Admin/Faculty course for the survey form)

Agreements

Each student is required to review the Clinical Handbook and the *Professional Field Experience Agreement* section (see Appendix), be prepared to discuss it with potential sites, and keep this document in their records.

- Confirm there is always a licensed professional present at site during interns' direct service
- Confirm regular review of Weekly Clinical Hours Logs before signing to ensure accuracy, remind hour requirement and ensure student's weekly caseload is appropriate
- Confirm student is only conducting face to face sessions, or if virtual – then special permission has been documented and services are conducted from the location of the site.
- Review evaluation forms and ensure comment sections are thoroughly filled out
- Remind the importance of recording all observations and evaluations of the student in as much detail as possible on the PSE so faculty can rely and use this feedback to support the student in their growth and improvement

8. Request feedback for program document in Tevera

Students who are not progressing at an acceptable pace to enter Internship or progress through Internship should receive timely feedback regarding faculty and/or site concerns. Oral communication and feedback must be followed with written summary of such discussion for documentation purposes.

Site Changes: Changing a site between terms of practicum or internship is not advised. It impacts client care, relationship with the site/supervisor, and efforts faculty place in maintaining sites for student placement. If changing a site is inevitable while enrolled in a field experience course, the student is to:

1. Notify the faculty prior to notifying the site
2. Locate a new site
3. Provide adequate notice (per instructor) to the site that they are terminating. Adequate notice is typically 2-4 weeks (no less than 2 weeks) to appropriately terminate/refer clients
4. Complete proper termination and/or referral sessions with clients
5. Complete all assigned tasks at that site
6. Conclude all relationships at the site in a professional manner (ensure there is no conflict or severing of relationships between site and program for the next cohort of students who will need to complete FE at that site)
7. Once approved by the faculty of the field experience course, submit all required documents/forms in Site PI in asicrms002 Tw [D0oo0.002Dm(a)4(n)03(u)2(4ne)4(ve)(ra-2(e)4(a)

Evaluations

Subjective aspect of evaluation and grading

The grading of Field Experience courses includes a subjective component based upon the professional experience and expertise of the instructor. The Counseling faculty recognize that counseling skills,

during that term via a 4-point Likert scale (See Appendix III for this evaluation form. Note: only Tevera completion of PSE is accepted).

Documentation Needed to be Submitted in Tevera Prior to the Start of Field Experience

Appendix A: Petition to Apply for Practicum and Process for Applying for Field Experience

Petition to Apply for Practicum

(This form is completed in Tevera

Appendix B: New Site Review Request Form

Filled Out By Student Requesting Department of Professional Counseling To Review A New Site,
Not Currently On The Approved List (no private practices will be approved)

Student Name: _____ Campus: _____

Is this site requested for Practicum or Internship? (Check one)

Name of Site: _____ Contact Person: _____

Address: _____

Phone Number: _____

Email Address: _____

Do you currently work there? Yes ___ NO ___ Is this a Private Practice or an Agency? (check one). Please, explain: _____

If the answer is yes, please, complete the following form: Request for Approval: Clinical Placement at an Employment Site

Is this a paid Internship? (Students are not permitted to get paid practicum) Yes ___ NO ___

If yes, see below:

Payment for Internship can be paid only if the placement description clearly states that it is a paid internship and the expectations of the intern are different from what would be expected of an employee. Payment for interning at the site cannot come directly from client payments for the services interns provide because interns are not licensed and therefore not allowed to charge for services provided under supervision as an intern.

Do they have a licensed professional on staff with required credentials as listed in the Clinical Handbook who is willing to supervise and who will be there at all times while the intern provides services? Yes ___ No ___ Other: Explain _____

Will the site supervisor agree to provide a minimum of 60 consecutive minutes of supervision weekly? Yes ___ No ___ Other: Explain _____

Will they permit recording of sessions for supervision purposes? Yes ___ No ___ Other: Explain _____

Will they provide the intern with required direct clinical hours as is the responsibility of the site? ()11.9 ()11.9 ()11.9 ()

Request for Approval: Clinical Placement at an Employment Site

Filled out only if the student is working at the place where they seek practicum placement.

Students who are requesting authorization to accept a placement at a clinical site where they are also an employee are required to provide the following information. Such accommodations will only be approved in very rare and dire situations. The Department of Professional Counseling advises against such accommodations.

Name of Site: _____ Contact Person: _____

Address: _____

Phone Number: _____

Email Address: _____

Is this a Private Practice or an Agency or other (check one). Please, provide details:

□ What dual roles can be

Appendix C: Student Acknowledgement

(Completed prior to start of Practicum and submitted in Tevera)

(A) I hereby attest that I have read and understand the American Counseling Association (ACA) *Code of Ethics* (2014) and will practice my counseling in accordance with these standards. I further understand that a breach of this Code or any unethical behavior on my part will result in a failing grade in a field experience course and a written notification of such behavior will be placed in my permanent record <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

(B) I understand

Appendix D: Site Supervisor Agreement to Supervise

(Completed prior to start of Practicum and submitted in Tevera)

Date: _____

Field Experience Start Date: _____ Field Experience End Date: _____

I, _____, agree to supervise _____,
counselor in training (student) at Webster University, _____ of (name
campus

Appendix E: Checklist for Requesting Approval to Offer Telemental Health Services from Home

(Completed and submitted in Tevera prior to the start of Practicum)

Practicum students are expected to provide counseling services in person at their sites. In very rare situations when a client has no other option to get to the physical location of the site and department agree accommodations for virtual counseling are necessary, student and site supervisor must ensure their TLMH training certificates have been provided on Tevera and approved by the clinical coordinator. Practicum students **are not permitted to conduct virtual counseling sessions with clients from their home** and must be at site when engaged in telemental health sessions. TLMH sessions are real time video conferencing using HIPAA compliant platform.

Internship students are expected to provide counseling services in person at their sites. In very rare situations when a client has no other option to get to the physical location of the site and site and department agree accommodations for virtual counseling are necessary, student and site supervisor must ensure their TLMH training certificates have been provided on Tevera and approved by the clinical coordinator. In the extraordinary

Privacy and security of the space in your home where you will provide telemental health (please describe how you will secure the space in your home to ensure it is private, free of distractions, and appropriate for professional service provision, i.e. not your bed in the background, or people walking in and out of that space).

Plan to securely store session notes, written communication with client, and any other clinical documentation (please, describe in detail how you plan to autheo90l lse-2 (l)-4.6Pa23fe sec, freou p ban t.8

Site supervisor's constant availability while intern provides services (please, describe in detail what plan is in place)

Please provide any additional information that you think would be helpful for your faculty supervisor, clinical director or designee as they review and approve your request for providing telemental health services from your home. Ensure you have a plan for verifying client identity and location at the start of each session. (This form is in Tevera).

Only, if the site ~~requires~~ to see Webster University's Insurance Certificate

Request for Certificate of University Insurance

In addition to student individual professional liability insurance, some Practicum/Internship sites may r

Name of Practicum site requesting COI:	
Contact Name/Attention	
Practicum site Street Address	
City, State, Zip	
Phone Number	
Fax Number	
Email address	

Appendix F: Professional Field Experience Agreement

Department of Professional Counseling

Professional Field Experience A

- Attendance in g

Agreement to this document includes adhering to the following responsibilities and tasks and serves in addition to any Affiliation Agreements signed between agency and university:

Roles and Responsibilities of Faculty & Site Supervisors and Counseling Students

Roles and Responsibilities of the Faculty Supervisor

The following pertains to the expectations and standards of the Department of Professional Counseling at Webster University. Webster University faculty commit to the **highest standards** of counselor education training and supervision. The field experience is aligned with professional standards and ACA *Code of Ethics* (2014).

Faculty Supervisors are required to:

1. **Hold** relevant degrees (a doctoral degree and/or appropriate counselor education degree), maintain updated training in clinical **supervision of counselors**, relevant experience and appropriate credentials/licensure in counseling, maintain active membership in professional organizations, and keep an active license by providing clinical services to clients to remain up to date with clinical practice and the field
2. **Assist** in Practicum and Internship processes in Tevera Site Placement environment
3. **Provide** regular evaluation and grading of students in FE courses
4. **Review** documents submitted by students on Tevera on weekly basis
5. **Complete Evaluations** as a required component to the field experience. The *Professional Skill Evaluation* (Appendix IV) is to be completed and reviewed with each student twice a semester - at the end of each nine week term of Practicum and Internship.
6. **Provide** ongoing feedback to each student in a timely manner to allow for due process
7. **Maintain** regular communication with the site supervisor. Regular basis is defined as having enough critical knowledge of the students' skills to be able to speak fluently and in detail about the students' skills and demeanor at any given time throughout the field experience
8. **Contact the site supervisor** during the term to attain updated notes and regular feedback on the skill development of each student **and to document** such notes for each student (Site Supervisor Contact Form in Tevera) **Communicate** any concerns to the student at the time that the concern is voiced by the site supervisor or agency to the instructor
9. **Provide** a minimum of **2 hours of group supervision per week** and follow all constructs and Standard Learning Outcomes listed on the corresponding syllabi (see Concourse for most recent versions of practicum and Internship syllabi)
10. **Provide** instruction and guidelines on completing **consent forms** and collaborate with site supervisors regarding securing consent forms in timely manner. Regularly advise remind students that consent forms and other documentation containing client identifying information must remain in a secure setting at the field experience site
11. **Oversee** adherence to ACA *Code of Ethics* (2014) by field experience students and document
12. **Inform** each student of her/his **right to terminate supervision** with due notice. Students and instructors are advised to work out personal differences before moving to termination of the relationship as termination may lead to dismissal for the student and may require additional

terms in field experience to complete the required hours. Due process needs to occur through regular feedback and evaluation throughout the term.

13. **Provide** additional individual supervision for students who experience difficulty in development of counseling skills, interpersonal skills, openness to supervision, and/or other relevant skills as indicated on evaluation forms. If the student does not improve enough during the term to advance to the next term of training, the student will be required to repeat the term of field experience.
14. **Provide** contact information to the student and site supervisor for occasions when the student or supervisor may need immediate consultation (providing personal cellphone number to students is not recommended)
15. **Assign grades** after consultation/review of evaluations with the on-site supervisor.

Overall, the university is responsible for orienting the site supervisor to the Webster University counselor preparation/training program in training the student on necessary skill development, observing and evaluating each student's skill development, documenting evaluations and client consent forms, communicating regularly with the program, and practicing/training according to the ACA Code of Ethics (2014).

may be individual or triadic (two interns and one supervisor) supervision unless otherwise required by state licensure educational requirements

13. **Contact the on-site supervisor** with any client emergency (or any suspicion of client emergency) and contact the faculty instructor with a report on the client emergency after contacting the on-site supervisor
14. **Maintain openness to supervision** (by the on-site supervisor, faculty instructor, and group supervision) during the field experience
15. **Meet with the faculty instructor** for individual supervision and evaluation outside of group supervision during regular work hours
16. **Understand** that the faculty instructor, after review of the on-site supervisor's evaluations and perterm evaluations, will determine if the Practicum student is prepared for Internship (COUN 6500) or needs further skills training prior to moving into the next term of Field Experience
17. Check the course syllabus for pertinent details (It is the **student's responsibility to complete all of the requirements** that are listed in the course syllabus.)
18. **Provide** a copy of the signed client *Informed Consent and Statement of Confidentiality* to each client and store records in a secured location at the site. The Counselor Intern, client, and on-site supervisor are required to sign the consent form. In regard to work with minor clients, the student will verbalize all consents (informed and confidentiality) to the client and require the guardian of the client to sign the consent forms. The on-site supervisor may coordinate and require the guardian's signature, which relieves the student of ~~doing~~ the student must still verbalize to the minor client an informed consent and a statement of confidentiality in age appropriate language. All consent forms relating to a minor at a school setting will be maintained by the site supervisor.
19. **Seeing clients during the university breaks: Ensure** you have discussed with your site and faculty supervisors whether or not it is in the best interest of your health and your clients' continued care for you to provide direct service during university breaks in between terms of practicum and internship. If this is the best plan, submit **the University Break Notice** form in Tevera no later than week ~~Without~~ such documentation, due to liability purposes, no direct hours can be provided and/or logged during break weeks.
20. **Complete** the *Evaluation of On-site Supervisor and Siteby Student* form (Appendix VII) at the end of the term.

Grades of Incomplete will not be provided for field experience except for in rare circumstances where accruing the required quantity of hours has been affected at no fault of the Counselor Intern but due to reasons fully under the control of the site. In such cases, there will be a conversation regaUro pro prr2.1

11. Regularly **document** the student's skill development and share those documents with the student and the instructor (due process) (required forms are built in Tevera)
12. **Provide** the student with the policies, professional activities and procedures, and legal responsibilities of the site
13. **Complete** evaluation using the *Individual Session Skill Evaluation*

Appendix I: Informed Consent and Statement of Confidentiality

(To be copied and provided to each client with original signed & placed in client file on site)

Informed Consent

I, _____, (client/Parent/Legal Guardian) understand that this form is intended to help explain the process of receiving counseling services. I understand that _____, a counseling student at Webster University is a counselor in training (herein referred to as Student Counselor). This Student Counselor is working under the direct supervision of _____, a faculty

his/her relationship with this site at a set time and that I have been notified that sessions may not occur with this Student Counselor beyond _____ (date of end of field experience).

I understand that this summary is designed to provide an overview of confidentiality and the limits of professional counseling. I understand that this form is required to be signed to by me before professional counseling services can be provided.

I have read and understand the above and have had the opportunity to ask questions regarding the counseling process before revealing personal information about myself.

Client/Parent/Legal Guardian Signature	Printed Name	Date
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Counselor (Student) Intern Signature	Printed Name	Date
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Licensed Supervisor Signature	Printed Name	Date
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Appendix II: Informed Consent Acknowledgment Form
Department of Professional Counseling

(This form will be submitted to Tevera instead of the complete Informed Consent Document which contains clients' names and signatures and remains at the site for confidentiality purposes.)

To be reviewed and signed by the site supervisor who has reviewed the consent form provided to the client by the Counselor Intern before the recording of the session. The Consent Form then will be kept in the client's treatment file on Site. This Consent Acknowledgment serves as an evidence that Informed Consent Form was provided and signed by Client, Intern, and Site Supervisor prior to the recording of the session.

I have reviewed and signed the Informed Consent document for this recorded session provided by the Intern and signed by the client, intern, and myself.

Site Supervisor Name _____ Supervisor Signature _____

Date _____

Appendix III: Professional Skill Evaluation Form

Completed in Tevera

Webster University— _____ Campus
Professional Counseling Department

Student _____

Student ID _____

Instructor/Supervisor _____

Course Number _____ Section _____

Date _____

Term _____ Year _____

Rating Scale:

N – No opportunity to observe

0 –

B-05. Selfawareness: Demonstrates awareness of effect on others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B-06. Feedback to peers Provides feedback appropriately to other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B-07. Selfcontrol: Effectively and appropriately manages own frustration, anger, impulses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B-08. Overall Assessment of student's skills related to Learning Attitudes a
Behavios1 0.48 re f 530.88 692.52 25.68 0.48 re f ios1 0.48 re f 530.88 o,2m [(B)10.4 (e)4.2 (ha)Ato,2m [(B)18 re ff0 0 9.9 es

D-03. Practices within scope: Practices within one's level of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-04. Therapeutic confrontation: Appropriately uses confrontation, direction, interruption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-05. Understands DSM: Renders clinical mental health diagnoses using the current edition of the DSM, and provides sufficient justification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-06. Management of SI HI: Effectively manages risk for suicidal or homicidal ideation in an ethical and clinically appropriate manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-07. Reports abuse: Identifies and responds to various forms of abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-08. Substance abuse tx: Understands effective treatment protocols for chemical addiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-09. Cultural sensitivity: Demonstrates multicultural awareness and sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-10. Case notes: Writes professionally appropriate case notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-11. Referral and termination: Makes appropriate referrals and responsibly terminates cases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-12. Code of ethics: Adheres to ACA Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-13. Boundary maintenance: Maintains appropriate boundaries in clinical practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-14. Overall Assessment of student's skills related to Fitness for Counseling (Note: If providing a rating of 0 or 1 on this "overall" rating, please ensure you have assessed any of the above skills that you have observed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
E. Integration of Theory and Practice	N	0	1	2	3
E-01. Integrates theory and practice: Integrates selected theory with his/her clinical practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-02. Theoretical consistency: Presents case studies consistent with theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-03. Outcome assessment: Demonstrates ability to measure outcomes based on theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-04. Appreciates Variety of Theories: Demonstrates appreciation of a variety of counseling theories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-05. Overall Assessment of student's skills related to Integration of Theory and Practice: (Note: If providing a rating of 0 or 1 on this "overall" rating please ensure you have assessed any of the above skills that you have observed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
F. Openness to Clinical Supervision	N	0	1	2	3
F-01.					

F-03. Preparedness: Is usually sufficiently prepared for supervision sessions and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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F-04. Professional interactions: Demonstrates professionalism in all interactions agency and program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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challenges enough to potentially not pass the course, until the student is prepared to pass the term. Should the student not show enough progress to pass the term, he/she will fail the course for that term. Students who receive unfavorable evaluation on PSE by site and/or faculty supervisor may be referred to remediation (see Student Handbook). The PSE should be filled out online in Tevera .

Additional rubrics used to grade assignments in Practicum and Internship (e.g., transcript and case conceptualization papers) are located on the syllabi for each of these courses.

Appendix IV: Individual Session Skill Evaluation Form

To be completed by Site & Faculty Supervisor as well as Student (session self -evaluation). Submitted in Tevera.

Practicum/Internship Counselor in Training: _____ Date: _____

Person completing form: _____ (Site/Faculty Supervisor) or Student (Self-Evaluation)

Session # with this CL: _____ Supervision Session #: _____

Rating Scale:

N/D Skill **Not Demonstrated** in this session (also can be not necessary)

Emerg2.9 aE)6.4 (m)-81 ((E)6.4 (m)-81 (erTJE)-7 (-a9F Td()Tj/TT3 1 Tf0.002 Tc4-0.003 Tw42.506 241d(i)6.A (mE)6-2.8s)91 (i)1.p

Co-Create Commitment to Change					
Brainstorm Options					
Choose Action Options					
Check on Progress and Modify Treatment and/or Assignments					
Termination Skills (sessions 6/7 -9)	Only filled out when Glutas				

Appendix V: Site and Site Supervisor Contact Form
Completed in Tevera

Date: _____

Type of Contact (*circle one*): Email Phone In Person

Counselor Intern (CT): _____

Faculty Supervisor (Person making contact): _____

Site Supervisor (Person being contacted): _____

Site Name: _____

Comments regarding Counselor Intern by site supervisor:

Interpersonal skill development:

Counseling skill development:

Openness to supervision:

Growth Areas:

Feedback for Program:

Oth

Appendix VII: Treatment Team Feedback Form
Completed Electronically for Virtual Class

(to be used by students, one for each peer case presentation—make 12 copies per class)

Intern Presenting the Case _____ **Date** _____

Feedback provided by: _____ **Presented Session #** _____

Summary of presented case information:

Skills/Requirements	Yes/No	Helpful suggestions and comments
Theory presentation: accuracy, completeness, handout		
Theory is demonstrated throughout recorded session		
Paraphrasing at Level 3 or 4		
Reflection of feelings & content		
Use of here and now		
Therapeutic silence		
Confrontation of inconsistencies		
Validation of client experiences		

Specific Skills that were strong:

Specific Skills than need development:

Theory use and feedback for improvement:

Appendix VIII: Practicum Live Supervision: Basic Counseling Skills Rating Form

To be used for student role-plays in classroom or virtually by instructor and peers.

Student: _____

Date: _____

Performance Area Rating: D = demonstrated skill, but improvement needed; M = meets expectations for skill performance; N = not observed/no basis for evaluation.

D M N 1.

Appendix IX: Evaluation of On-Site Supervisor and Site By Student

(Complete this in Tevera by last week of course)

NOTE: This form should be completed by the student and given to the Counseling coordinator/Faculty supervisor at the conclusion of the Practicum and/or Internship experience at a given setting.

Student Initials: _____ Term & Year: _____

Name of Practicum/Internship Facility and Site Supervisor: _____

For the following items circle the number that best represents your experience where 1 equals never, 2 equals rarely, 3 equals

