



**Master of Arts in Counseling
Clinical Mental Health Counseling**

Professional Practice Handbook

2022

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Professional Practice

Professional Practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. A learning atmosphere of trust and safety is established in group supervision while students become progressively focused on looking at their work with clients and the development of their professional role.

Students are required to complete a one semester supervised practicum that totals a minimum of 100 clock hours, and a 600 hour internship which is begun only after successful completion of the student's practicum and admission to internship. The practicum and internship provide an opportunity to perform, on a limited basis and under supervision, some of the activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. Care is taken to ensure that each student is supervised by a licensed clinician in either individual (on-site) or group (campus) supervision, normally both.

CACREP Accreditation

EMU's MA in Counseling program is accredited in Clinical Mental Health Counseling by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students graduating with a CACREP-accredited degree can often more easily achieve state counseling licensure and experience greater ease of movement between state licensing boards. And students with CACREP-accredited counseling degrees are often considered exceptional candidates for doctoral programs.

Practicum Requirements

Addressing the following CACREP 2016 Professional Practice standards:

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over the minimum of one academic term. The student's practicum includes all of the following:

1. 100 total hours, including 40 hours of direct service that leads to the development of counseling skills; (CACREP 3.F. G.)
2. Lead or co-lead a counseling or psychoeducational group. (CACREP 3. E.)
3. Weekly clinical supervision at a rate of one (1) hour per week of individual supervision throughout the practicum by a site supervisor working in consultation with a program faculty member; (CACREP 3. H.)
4. An average of one and one half (1 1/2) hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member; (CACREP 3. I.)
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision, and/or to receive live supervision of the students interactions with clients; (CACREP 3. B.) and
6. Evaluation of the students counseling performance throughout the practicum including documentation of a formal evaluation after the student completes the practicum. (CACREP 3. C.)

Prerequisites for Practicum

1. **Liability Insurance.** Each student conducting counseling in Professional Practice must have professional liability insurance. Students joining ACA automatically receive liability insurance. Students must provide a copy of this form from their insurance policy to their Professional Practice Folder (PPF) prior to beginning their Professional Practice. The policy should be renewed as long as the student is in Professional Practice and a copy of each renewal will need to be submitted to the Professional Practice Coordinator. (CACREP 3. A.)
2. [Student Records Checklist](#) – shows signed verification of pre-requisites;
3. [Agency Placement Form](#) – to be completed by site supervisor. (CACREP 3. R.)
4. [Contract Letter](#) – Contract Letters are required for all placements and are written by all students prior to the beginning date of their placement. The letters are professionally written to the supervisor stating the agreement they have for the student's experience at the site. Thus, the letter is written following the interview with the site supervisor when they establish the plans for the semester (or two). See samples. The letter shall be written by the

student and signed by the on-site supervisor **before** the beginning of the experience.
(CACREP 3. R.)

Practicum Sample Syllabus



Master of Arts in Counseling Course Syllabus

Course Information

COUN 528 – PRACTICUM - A & B
Spring 2023
3 Semester Hours

Location/Date/Time

SB003 & SB010
Wednesdays 3:40-5:40

INSTRUCTOR'S INFORMATION:

SECTION A MEETS IN SB003

Cheree Hammond, PhD

Email: cheree.hammond@emu.edu

Office Phone: 540.432.4228

INSTRUCTOR'S INFORMATION:

SECTION B MEETS IN SB025

Jennifer Cline, PhD, LPC, ACS

Email: jennifer.cline@emu.edu

Office Phone: 540.432.4213

COURSE DESCRIPTION:

The practicum experience is designed to give beginning students in counseling the opportunity to put into practice the skills and knowledge they are developing throughout their counseling program. Students will meet weekly to review cases, discuss areas of growth and present theory, intervention and technique questions.

COURSE GOALS AND OBJECTIVES:

Addressing the following CACREP 2016 Professional Counseling Identity & Clinical Mental Health Standards

1. Students will further develop their ability to apply various counseling theories in clinical practice (CACREP 2016 2.F.5.a).
2. Students will strengthen their interviewing, intervention, diagnostic and counseling skills (including intake interview, mental status evaluation, biopsychosocial history, mental health history and psychological assessment) for treatment planning and caseload management for a broad range of mental health issues (CACREP 2016 2.F.5.a; 5.C.2.d, 5. C.3. a, b.)
3. Students will demonstrate competence in case conceptualization and treatment planning (CACREP 2016 2.F.5.b, h, i, j)
4. Students will demonstrate an understanding of critical legal and ethical issues relevant to clinical practice (CACREP 2016 2.F.1.i)
5. Students will practice strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2016 2.F.5.k.)
6. Students will practice using and applying crisis intervention skills and techniques and learn suicide models and strategies (CACREP 2016 5.C.3.b.; 2. F.5.j.,1.)
7. Students will show an understanding of issues of diversity and how these issues impact service provision and clinical intervention (CACREP 2016 2.F.2.d., f., g; C.2.j.)
8. Students will learn strategies for interfacing with integrated behavioral health care professionals (CACREP 2016 2. F.2.d., f., g; 5.C.3.d.)
9. Students will participate in a small consultation group led by internship students and related to the experience, practice and provision of clinical work, for 10 clock hours. (CACREP 2. F.6.h.)
10. Each student is **required** to lead or co-lead a **counseling or psycho-educational group** during practicum or internship. (CACREP 3. E.)

PREREQUISITES:

Prerequisites for practicum include: COUN 507 PIFE, COUN 508 Counseling Techniques, COUN 547 Counseling Theories, & COUN 517 Human Growth and Development.

SYLLABUS DISCLAIMER:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

TECHNOLOGY:

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

REQUIRED TEXT:

Please have all readings completed by the day listed on the syllabus.

Erford, B. T. (2015). *Clinical experiences in counseling*. Pearson.

RECOMMENDED READING:

- Antony, M. M. & Swinson, R. P. (2017). *The shyness and social anxiety workbook: Proven techniques for overcoming your fear*, (3rd ed.). New Harbinger Publications, Inc.
- Baird, B. N. (2013). *The internship, practicum, and field placement handbook*, (7th ed.). Routledge.
- Berne, E. (1964). *Games people play: The basic handbook of transactional analysis*. Ballantine Books.
- Curran, L. A. (2013). *101 trauma-informed interventions: Activities, exercises, and assignments to move the client and therapy forward*. PESI Publishing and Media.
- Ellis, A. (1994). *Reason and emotion in psychotherapy*. Citadel.
- Frankl, V. E. (2006). *Man's search for meaning*. Beacon Press.
- Giordano, M., Landreth, G., & Jones, L. (2005). *A Practical Handbook for Building the Play Therapy Relationship*. Jason Aronson.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Random House.
- Johnson, S. M. (2020). *The practice of emotionally focused couple therapy: Creating connection* (3rd ed.). Routledge.
- Kleespies, P. M. (2009). *Behavioral emergencies: An evidence-based resource for evaluating and managing risk of suicide, violence, and victimization*. American Psychological Association.
- Kress, V. E. & Paylo, M. J. (2015). *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment*. Pearson
- Lanci, M. & Spreng, A. (2008). *The Therapist's Starter Guide: Setting Up and Building Your Practice, Working with Clients, and Managing Professional Growth*. John Wiley & Sons.
- Landreth, G. L. (2002). *Play Therapy: The Art of the Relationship*, (2nd ed.). Brunner-Routledge.
- Linehan, M. M. (2015). *DBT skills training manual*, (2nd ed.). The Guilford Press.
- McCay, M., Wood, J. C., & Brantley, J. (2007). *The Dialectic Behavior Therapy skills workbook: Practical DBT exercises for learning mindfulness, interpersonal effectiveness, emotional regulation, and distress tolerance*. New Harbinger Publications.
- O'Hanlon, B. & Beadle, S. (1999). *A guide to possibility land: Fifty-one methods for doing brief, respectful therapy*. W. W. Norton & Company.
- Plath, S. (1971). *The bell jar*. Harper & Row.
- Riggenbach, J. (2013). *The CBT toolbox: A workbook for clients and clinicians*. PESI Publishing and Media
- Rogers, C. (1954). *On Becoming a Person: A Therapist's View of Psychotherapy*. Houghton Mifflin.
- Schwitzer, A. M. & Rubin, L. C. (2015). *Diagnosis and treatment planning skills: A popular culture casebook approach* (2nd ed.). Sage.
- Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook: An 8-week program to free yourself from depression and emotional distress*. Guilford Press.
- Weiss, A. (2004). *Beginning mindfulness: Learning the way of awareness*. New World Library.
- Yalom, I. D. (1989). *Love's executioner: And other tales of psychotherapy*. Basic Books.

SCHEDULE AND TOPICS:

Course Schedule

Date	Subject	Reading/Assignments Due
	Introduction to course (Review of Syllabus, Folders and Forms, Discussion of Goals, Group Guidelines and Process)	
	Group Supervision	Erford Ch. 1-2 Clip Reviews
	ASIST Training – NO CLASS	
	Group Supervision	Erford Ch. 3-4 Clip Reviews
	Group Supervision	Erford Ch. 5 Clip Reviews
	Group Supervision	Erford Ch. 6 Clip Reviews
	Group Supervision	Erford Ch. 7 Clip Reviews
	Spring Break – NO CLASS	
	Group Supervision	Erford Ch. 8 DUE: Counselor Assessment Scale (Self-assessment & Supervisor Assessment) Clip Reviews
	Group Supervision	Erford Ch. 9 DUE: Admission to Internship Documents due to Professional Practice Coordinator Clip Reviews
	Group Supervision	Erford Ch. 10 Clip Reviews
	Group Supervision	Erford Ch. 11 Clip Reviews
	Group Supervision	Erford Ch. 12 Clip Reviews
	Group Supervision	Erford Ch. 13 Clip Reviews
	Group Supervision	Erford Ch. 14 Complete final paperwork: <ul style="list-style-type: none"> • Hours Tracking Logs • Hours Summary • Faculty Group Supervisor Evaluation • Site Supervisor Evaluation • Final Recommendation
	Finals Week – NO CLASS	All forms must be completed, signed, and filed by MAY 5

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances

PROFESSIONAL BEHAVIOR:

Attendance Policy for Practicum/Internship Courses: This class will abide by program standards for attendance.

1. Every student is provided **one** free absence. That means you can miss a class during the semester without penalty to your grade. PLEASE USE IT WITH DISCRETION. Students should notify the professor PRIOR to the class if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed due to an absence.

2. If a second class is missed, the student must submit 1 CE for every hour missed. One class = 3 CE's. CE's include clinical professional development trainings
3. More than two absences per semester will result in failing the course.
4. It is the student's responsibility to come to class on time and to leave class at the designated time; being late and/or leaving early is disruptive to the class.
5. Excessive lateness will significantly impact your participation and attendance grade. It can be disruptive to the culture of learning. It is also a behavior we monitor in the program as it will not be tolerated in most working environments. If a student is repeatedly late, walking into class after the start time (more than once), this will be the equivalent of one absence. If you have a concern about being late for class, please contact the instructor.
6. Leaving early is equivalent to an absence. Please don't ask faculty members to make judgment calls for leaving early.

If a student is experiencing what he or she believes to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty and a decision rendered as to whether there will be a grade policy exception.

COURSE REQUIREMENTS:

Practicum is an opportunity for students to apply their emerging counselor skills. In order to receive a passing grade:

- A. Each student is expected to **present cases and engage fully** in the group supervision process.
- B. Each student is required to maintain the appropriate forms in their **Professional Practice Folders**. The student will submit weekly supervision logs that are signed by the site supervisor. Folders will be brought to each supervision session in order for students to file the necessary forms.
- C. Each student will review, cue, and present **two** client recordings during the semester – at least one before the mid-semester recess and one after mid-semester. For each clip presented, you are required to **complete a background form** to bring to class (CACREP 3. B.) Recordings presented will show:
 - A segment that demonstrates a technique, intervention, or interaction that you feel you did well.
 - A tape segment that demonstrates an area for improvement.
- D. **Applied Suicide Intervention Skills Training (ASIST)** – As part of the practicum experience each student will be required to attend the ASIST training on **February 3 and 4 at EMU**. This training takes place over two full days. Students will need to inform their practicum site supervisors that they will not be able to be at the practicum site on these days (CACREP 2016 5.C.3.b.; 2. F.5.j.,1.)
- E. **IDEA Interprofessional Trainings & Professional Development**
Each practicum student will be required to **attend one interprofessional training** to fulfill HRSA grant requirements. **The practicum IP seminar will be focused on sexual health, presented by Dr. Emily Petkus on TBD.**

F. To support the Admission to Internship process each student will receive evaluative feedback from the site supervisor via the Counselor Assessment Scale at the midpoint of the semester. ***Following review of the scale, each student will write and submit a 2-3 page letter to faculty that reflects her/his growth throughout the program, includes a growth plan for internship and a self-care plan and articulates readiness to move forward (CACREP 3. C.).***

PRACTICUM RESPONSIBILITIES:

A clinical mental health counselor is a trained professional who is committed to:

- Pursuing a life-long process of learning and refining clinical mental health counseling,
- Providing competent, caring, and ethical clinical mental health counseling services to diverse populations; and
- Advancing the profession through research, innovation, training, supervision and service.

Therefore, you will:

- **Participate fully in at least 100 hours of practicum.** Our program requires that students in practicum complete at the minimum 100 hours of supervised clinical work over the course of one semester, which includes 40 hours of direct service. Clinical mental health counseling services include assessment, individual counseling, group counseling, family or couple counseling, emergency or crisis services, outreach services, consultation and education programs, prevention programs, and health promotion activities. During your practicum, you will also engage in other professional activities such as keeping records, participating in supervision, making referrals, and attending in-service and staff meetings.
- **Be involved in weekly supervision with a qualified site supervisor.** You will meet face to-face with your site supervisor for one-hour per week (15 hours of supervision are required over the course of each semester).
 - Must have a “formal” clip review and full session review with your site supervisor over the course of the semester (complete and file the accompanying paperwork in your PPF)
- **Meet an average of 1.5 hours a week in regular group supervision sessions with your faculty supervisor.** You will be coming together with fellow practicum students to share your practicum experiences, explore the many opportunities for your professional development, look at your counseling work, learn from one another, clarify your professional goals, and help one another to achieve those goals.
- **Lead a group.** Each student is **required** to lead or co-lead a **counseling or psycho-educational group** during practicum or internship. (CACREP 3. E.)
- **Videorecord, audio record, or receive live supervision of your counseling work with clients.** Recordings are invaluable resources for reviewing your work and using in supervision. Whenever possible, use this technology to help you continue your professional development. Live supervision is another opportunity for you to receive feedback on your counseling skills.
- **Complete all practicum paperwork in a timely fashion.** ([refer to Student Handbook online for forms](#))
 - **Professional Practice Folders.** Each student is required to maintain the appropriate forms in their Professional Practice Folders.
 - **Complete the Practicum Student Records Checklist.** The student is responsible for completing the Practicum Student Records Checklist that outlines all pre-requisites and documentation requirements. No practicum may begin without the prerequisites being completed. All documentation (Field Education Placement Form, Contract Letter, etc.) is to be submitted to the Professional Practice Coordinator, Dr. Jennifer Cline, prior to the start of practicum for signature and then filed in your Professional Practice Folder. Keep copies for your personal records.
 - **Liability Insurance.** Each student must carry insurance. A current copy of the Professional Liability Declarations (page 1) should be submitted to the Professional Practice Coordinator before filing in your Professional Practice Folder. No counseling is permitted without an up-to-date record of this insurance. Clinical training will be stopped without the form on file.

Mark the renewal date in your calendar so you will send it in within sufficient time (CACREP 3. A.)

- **Counselor Assessment Scale.** At the mid-point of the semester, you will complete a self-evaluation and your Individual Site Supervisor will evaluate your clinical skills using the Counselor Assessment Scale. Your completed evaluations should be submitted to your Faculty Group Supervisor and filed in your Professional Practice Folder.
- **Evaluate your Site Supervisor.** An evaluation of each of your Individual Site Supervisor will be completed using the forms provided. These should be submitted to the Professional Practice Coordinator. We strongly encourage all students to share evaluation of supervision with their supervisors when appropriate. Evaluations will assist the faculty in improving supervision and selecting appropriate sites for future clinical placements. (CACREP 3. C.)
- **Weekly Hours Tracking.** The student will submit weekly supervision logs that are signed by the site supervisor. At the end of the semester, the Hours Summary Form must be completed (and agree with the weekly logs), approved by your Individual Site Supervisor, and submitted to the Faculty Group Supervisor before a grade is given for the course. The final record needs to be: the original, in **black** ink, legible and showing all your work for the entire 100 (minimum) hours.
- **Late Paperwork.** If any of your paperwork is 14 days or more behind, you will be required to pause your practicum experience, meaning that you will not be able to count professional practice hours, until your paperwork is up-to-date. Appropriate and timely maintenance of documentation is an essential task of practicum.

UNIVERSITY AND DEPARTMENTAL POLICIES:

Grading Criteria: The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. Students should be aware that graduate university policy allows two C grades before being dismissed from the program.

Writing Guidelines: Writing *will* be a factor in evaluation: EMU has adopted a set of writing [guidelines](#) for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions. It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). This course will apply EMU’s AIP to any events of academic dishonesty. If you have doubts about what is appropriate, [Indiana University’s Plagiarism Tutorials and Tests](#) may be a useful resource.

Turnitin: Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU’s Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using [Turnitin](#), a learning tool and plagiarism prevention system.

Moodle: [Moodle](#) is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Technology Requirements and Communication (if joining a class by zoom):

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching, or fumbling with them as it creates unwanted noise in the class space.

Graduate Writing Center: Please utilize the [writing program](#)! They offer free individual tutoring from a [graduate student tutor](#). Please visit the website to schedule an appointment.

Institutional Review Board: All research conducted by or on EMU faculty, staff, or students must be reviewed by the [Institutional Review Board](#) to assure participant safety.

Library: The [Hartzler Library](#) offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research.

Office of Academic Access: If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](#) in the Academic Success Center on the third floor of the Hartzler Library. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

Course Extensions and Outstanding Grades: For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 3 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I"(incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 3 months after the deadline for the course work. *PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

Inclusive, Community-Creating Language Policy: Eastern Mennonite University expects its faculty, staff, and students to adopt [inclusive written and spoken language](#) that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials.

Classroom Climate: The free discourse of ideas should be expected in this class. The classroom is a space that thrives on the open exchange of ideas, thoughts, emotions, and convictions. You may find that some of the class readings and/or discussions challenge your views and theoretical frameworks. As your instructor, I expect you to be open to differences and maintain a willingness to analyze issues from frameworks that may or may not be quite feel comfortable for you. I have opinions, which I may express from time to time. I invite you to respectfully express either agreement or disagreement without fear of consequences. While we in this class may challenge your views, be assured that you will experience no adverse consequences for disagreeing with me as your instructor. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

Similarly, please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My sincere goal is to create a safe space in which everyone feels that they can participate in scholarly dialogue that values thinking, study, and professionalism. (*Adapted from Margaret Sallee and Kathryn Roulston*)

Title IX: *The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior to your enrollment at EMU.*

It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination, they will keep the information as private as possible. However, they are required to bring it to the attention of the institution's Title IX Coordinator Andrea Herrera Katahira. Ms. Katahira can be reached at 540-432-4849 or titleixcoordinator@emu.edu. You can also report incidents or complaints through the [online portal](#). You may confidentially report incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal and external support resources. Please refer to the [Student Handbook](#) for additional policies, information, and resources available to you.

Academic Program Policies: For EMU graduate program policies, please see the complete [graduate catalog](#).

Internship Requirements

Transitioning to Internship

To ensure a variety of training opportunities, the program encourages students to locate a new site for internship. However, some sites provide enough variety in terms of opportunities to practice and gain diverse experiences in practicum that the student may continue on at the same site for internship. This requires the agreement of the Individual Site Supervisor and Professional Practice Coordinator. Students with pre-existing places of employment may utilize their site for internship if the student arranges with their supervisor new or creative opportunities to learn new skills for this site to qualify.

The program requires completion of a supervised internship in the student's designated program area of *600 clock hours that is begun after successful completion of practicum and admission to internship*. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. The internship includes all of the following:

1. 600 total hours, including 240 hours of direct service, including experience leading groups; (CACREP 3. J. K.)
2. Lead or co-lead a counseling or psychoeducational group (unless completed during practicum experience). (CACREP 3. E.)
3. Weekly clinical supervision at a rate of one (1) hour per week of individual supervision throughout the internship by a site supervisor working in consultation with a program faculty member; (CACREP 3. L.)
4. An average of two (2) hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member; (CACREP 3. M.)
5. 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); (CACREP 3. B.)
6. The opportunity for the student to develop program-appropriate audio/video recording for use in supervision and/or to receive live supervision of the students interactions with clients; (CACREP 3. B.)
7. Evaluation of the student's counseling performance throughout the internship including documentation of a formal evaluation after the student completes the internship. (CACREP 3. C.)

Prerequisites for Internship

1. **Liability Insurance.** Each student conducting counseling in Professional Practice must have professional liability insurance. Students joining ACA automatically receive liability insurance. Students must provide a copy of this form from their insurance policy to their

Professional Practice Folder (PPF) prior to beginning their Professional Practice. The policy should be renewed as long as the student is in Professional Practice and a copy of each renewal will need to be submitted to the Professional Practice Coordinator. (CACREP 3. A.)

2. [Student Records Checklist](#) – shows signed verification of pre-requisites;
3. [Agency Placement Form](#) – to be completed by the site supervisor. (CACREP 3. R.)
4. [Contract Letter](#) – Contract Letters are required for all placements and are written by all students prior to the beginning date of their placement. The letters are professionally written to the supervisor stating the agreement they have for the student’s experience at the site. Thus, the letter is written following the interview with the site supervisor when they establish the plans for the semester (or two). See samples. The letter shall be written by the student and signed by the on-site supervisor **before** the beginning of the experience. (CACREP 3. R.)

Internship Sample Syllabus



Master of Arts in Counseling Course Syllabus

Course Information

COUN689 - INTERNSHIP I – A & B
Fall 2022
3 Semester Hours

Location/Date/Time

SB003 & SB025
Tuesdays 3:40 – 5:40pm

INSTRUCTOR'S INFORMATION:

SECTION A MEETS IN SB003

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INSTRUCTOR'S INFORMATION:

SECTION B MEETS IN SB025

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COURSE DESCRIPTION:

The internship experience is designed to give advanced students in counseling the opportunity to put into practice the skills and knowledge they have developed throughout their counseling program. Students will meet weekly to review cases, discussing areas of growth and present specific theory, intervention and technique questions. The student may select an internship site from a variety of supervised field experiences in mental health related settings.

COURSE GOALS AND OBJECTIVES:

Addressing the following CACREP 2016 Professional Counseling Identity & Clinical Mental Health Standards

1. Students will further develop their ability to apply various counseling theories in clinical practice
2. Students will strengthen their interviewing, intervention, diagnostic and counseling skills (CACREP 2016 F.5.a; C.2.d, C.3. a., b.)
3. Students will demonstrate competence in case conceptualization and treatment planning (CACREP 2016 F.5.b., h., i.)
4. Students will demonstrate an understanding of critical legal and ethical issues relevant to clinical practice (CACREP 2016 F.1.i.)
5. Students will show an understanding of issues of diversity and how these issues impact service provision and clinical intervention (CACREP 2016 F.2.d., f., g; C.2.j.)

SYLLABUS DISCLAIMER:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

TECHNOLOGY:

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a

context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

REQUIRED TEXT:

Erford, B. T. (2015). *Clinical experiences in counseling*. Pearson.

RECOMMENDED READING:

- Antony, M. M. & Swinson, R. P. (2017). *The shyness and social anxiety workbook: Proven techniques for overcoming your fear*, (3rd ed.). New Harbinger Publications, Inc.
- Baird, B. N. (2013). *The internship, practicum, and field placement handbook*, (7th ed.). Routledge.
- Berne, E. (1964). *Games people play: The basic handbook of transactional analysis*. Ballantine Books.
- Curran, L. A. (2013). *101 trauma-informed interventions: Activities, exercises, and assignments to move the client and therapy forward*. PESI Publishing and Media.
- Ellis, A. (1994). *Reason and emotion in psychotherapy*. Citadel.
- Frankl, V. E. (2006). *Man's search for meaning*. Beacon Press.
- Giordano, M., Landreth, G., & Jones, L. (2005). *A Practical Handbook for Building the Play Therapy Relationship*. Jason Aronson.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Random House.
- Johnson, S. M. (2020). *The practice of emotionally focused couple therapy: Creating connection* (3rd ed.). Routledge.
- Kleespies, P. M. (2009). *Behavioral emergencies: An evidence-based resource for evaluating and managing risk of suicide, violence, and victimization*. American Psychological Association.
- Kress, V. E. & Paylo, M. J. (2015). *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment*. Pearson
- Lanci, M. & Spreng, A. (2008). *The Therapist's Starter Guide: Setting Up and Building Your Practice, Working with Clients, and Managing Professional Growth*. John Wiley & Sons.
- Landreth, G. L. (2002). *Play Therapy: The Art of the Relationship*, (2nd ed.). Brunner-Routledge.
- Linehan, M. M. (2015). *DBT skills training manual*, (2nd ed.). The Guilford Press.
- McCay, M., Wood, J. C., & Brantley, J. (2007). *The Dialectic Behavior Therapy skills workbook: Practical DBT exercises for learning mindfulness, interpersonal effectiveness, emotional regulation, and distress tolerance*. New Harbinger Publications.
- Mometrix Test Preparation. (2020). *NCMHCE practice questions: NCMHCE practice tests and exam review for the National Clinical Mental Health Counseling Examination*, (2nd ed.). Mometrix Media.**
- Mometrix Test Preparation. (2020). *NCMHCE secrets study guide: Exam review and NCMHCE practice test for the National Clinical Mental Health Counseling Examination*, (2nd ed.). Mometrix Media.**
- O'Hanlon, B. & Beadle, S. (1999). *A guide to possibility land: Fifty-one methods for doing brief, respectful therapy*. W. W. Norton & Company.
- Plath, S. (1971). *The bell jar*. Harper & Row.
- Riggenbach, J. (2013). *The CBT toolbox: A workbook for clients and clinicians*. PESI Publishing and Media
- Rogers, C. (1954). *On Becoming a Person: A Therapist's View of Psychotherapy*. Houghton Mifflin.
- Schwitzer, A. M. & Rubin, L. C. (2015). *Diagnosis and treatment planning skills: A popular culture casebook approach* (2nd ed.). Sage.
- Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook: An 8-week program to free yourself from depression and emotional distress*. Guilford Press.
- Weiss, A. (2004). *Beginning mindfulness: Learning the way of awareness*. New World Library.
- Yalom, I. D. (1989). *Love's executioner: And other tales of psychotherapy*. Basic Books.

SCHEDULE AND TOPICS:

Course Schedule

Date	Subject	Reading/Assignments Due
8/30/22	Introduction to course	
9/06/22	Group Supervision	
9/13/22	Group Supervision	Clip Reviews
9/20/22	Group Supervision	Clip Reviews
9/27/22	Group Supervision	Clip Reviews
10/04/22	Group Supervision	Clip Reviews
10/11/22	Group Supervision	Clip Reviews
10/18/22	Group Supervision	Clip Reviews
10/25/22	Group Supervision	Clip Reviews
11/01/22	Group Supervision	Clip Reviews
11/08/22	Group Supervision	Clip Reviews
11/15/22	Group Supervision	Clip Reviews
11/22/22	Thanksgiving - Off	
11/29/22	Group Supervision	Clip Reviews
12/06/22	Group Supervision	Clip Reviews
12/13/22	Group Supervision	Complete final paperwork: <ul style="list-style-type: none"> • Counselor Assessment Scale (Self-assessment & Supervisor Assessment) • Hours Tracking Log • Hours Summary

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances

PROFESSIONAL BEHAVIOR:

Attendance Policy for Practicum/Internship Courses: This class will abide by program standards for attendance.

1. Every student is provided **one** free absence. That means you can miss a class during the semester without penalty to your grade. PLEASE USE IT WITH DISCRETION. Students should notify the professor PRIOR to the class if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed due to an absence.
2. If a second class is missed, the student must submit 1 CE for every hour missed. One class = 3 CE's. CE's include clinical professional development trainings
3. More than two absences per semester will result in failing the course.
4. It is the student's responsibility to come to class on time and to leave class at the designated time; being late and/or leaving early is disruptive to the class.
5. Excessive lateness will significantly impact your participation and attendance grade. It can be disruptive to the culture of learning. It is also a behavior we monitor in the program as it will not be tolerated in most working environments. If a student is repeatedly late, walking into class after the start time (more than once), this will be the equivalent of one absence. If you have a concern about being late for class, please contact the instructor.
6. Leaving early is equivalent to an absence. Please don't ask faculty members to make judgment calls for leaving early.

If a student is experiencing what he or she believes to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty and a decision rendered as to whether there will be a grade policy exception.

COURSE REQUIREMENTS:

Internship is an opportunity for students to further develop their counselor identity and enhance their clinical skills. In order to receive a passing grade:

- A. Each student is expected to **present cases and engage fully** in the group supervision process.
- B. Each student will **review, cue, and present two client recordings** during the semester – at least one before the **mid-semester recess and one after mid-semester**. (CACREP 3. B.) For each client recording presented, you are required to complete the **session background form**.

Consider showing recordings that include:

- A segment that demonstrates a technique, intervention, or interaction that you feel you did well.
- A tape segment that you would like to improve.

- D. IDEA Interprofessional Trainings & Professional Development

Each internship student will be required to **attend two interprofessional trainings** each semester to fulfill HRSA grant requirements in order to receive your \$10K stipend.

- Fall requirements for Internship I include:
 - "Court Testimony" training - presented by Jenny ~~Kuszak~~ during Supervision class on a TBD date
 - A self-paced on-line telehealth training module through PESI
- Spring requirements for Internship II include:
 - "Trauma" training - presenter and date TBD but likely on a Friday or Saturday morning
 - "Psychopharmacology" training - Presenter is TBD during Internship class on a TBD date

**If you missed the "Introduction to interprofessional work" training during your Practicum you are required to make it up; presented by Kelly Atwood during Practicum class (Wednesdays 3:40-5:10) on a TBD date

**You are encouraged (but not required) to attend the "Sexual Health" training – presented by Emily ~~Petkus~~ during Practicum class (Wednesdays 3:40-5:10) on a TBD date

CAPSTONE CASE CONCEPTUALIZATION PAPER AND PRESENTATION (SPRING SEMESTER):

Students in EMU's MA in Clinical Mental Health Counseling program devote a significant amount of time and energy to serving our communities through their practicum (>100 hours) and internship (>600 hours) experiences. These practicum and internship experiences cultivate students' ability to work as professional counselors and prepare them, in conjunction with their coursework, for Counseling Residency, a >3,400-hour (Virginia) post-graduation work period under clinical supervision before licensure as a Professional Counselor. EMU's MA in Clinical Mental Health program is primarily focused on clinical training. To this end, students' development throughout the program and clinical performance are primary areas of evaluation for graduation. The program's Capstone Day and Capstone Assignments reflect this.

The purpose of the Capstone process is for 1) students to concretely reflect on their growth throughout the program, 2) students to practice clearly articulating their clinical and academic perspectives and work history in preparation for work as a counselor, 3) and for students to share personal growth, academic accomplishments, and clinical experiences with the EMU Graduate Counseling program and wider community.

Student Requirements: On the Wednesday of the EMU spring semester finals week, students will give a 20-minute presentation to all faculty and student colleagues and provide an 10-12-page summary paper (APA v.7) to the Professional Practice Coordinator. The paper will be read and assessed by the Professional Practice Coordinator and faculty in EMU's MA in Clinical Mental Health Counseling program. The paper and presentation will mirror content discussed in the student's culminating interview and should include (CACREP 2016 F.1.i; F.2.d., f., g; F.5.b., h., i.; C.2.j):

- Your clinical approach:
 - Consider questions such as: What theory or model is most central to the way I conceptualize clinical cases? How has this changed or evolved throughout my training? How do I apply this/these theory(ies) in my clinical practice? What in my worldview or personal value system contributes to the way understand and apply this/these theoretical orientation(s)? What is my role as a counselor?
- One deidentified case example from your internship placement:
 - Intake and presenting concerns
 - Ethical and legal considerations.
 - Assessment and Case Conceptualization
 - Therapeutic process, dimensions of the therapeutic relationship, multicultural considerations.
 - Use of supervisory feedback
 - Termination/referral
- Time for questions

INTERNSHIP RESPONSIBILITIES:

A clinical mental health counselor is a trained professional who is committed to:

- Pursuing a life-long process of learning and refining clinical mental health counseling,
- Providing competent, caring, and ethical clinical mental health counseling services to diverse populations; and
- Advancing the profession through research, innovation, training, supervision and service.

Therefore, you will:

- **Participate fully in at least 600 hours of internship.** The internship experience is considered to be the seminal experience of counselor training. Our program requires that students in internship complete a minimum 600 hours of supervised clinical work over the course of two semesters, which includes 240 hours of direct service. Clinical mental health counseling services include assessment, individual counseling, group counseling, family or couple counseling, emergency or crisis services, outreach services, consultation and education programs, prevention programs, and health promotion activities. During your internship, you will also engage in other professional activities such as keeping records, participating in supervision, making referrals, and attending in-service and staff meetings.
- **Be involved in weekly supervision with a qualified site supervisor.** You will meet face-to-face with your site supervisor for one-hour per week (15 hours of supervision are required over the course of each semester).
 - Must have a "formal" clip review and full session review with your site supervisor over the course of the semester (complete and file the accompanying paperwork in your PPF)
- **Meet an average of 2 hours a week in regular group supervision sessions with your faculty supervisor.** You will be coming together with fellow interns to share your internship experiences, explore the many opportunities for your professional development, look at your counseling work, learn from one another, clarify your professional goals, and help one another to achieve those goals.

- **Lead a group.** Each student is required to lead or co-lead a counseling or psycho-educational group unless this requirement has been fulfilled in Practicum. (CACREP 3. E.)
- **Videorecord, audio record, or receive live supervision of your counseling work with clients.** Recordings are invaluable resources for reviewing your work and using in supervision. Whenever possible, use this technology to help you continue your professional development. Live supervision is another opportunity for you to receive feedback on your counseling skills.
- **Complete all internship paperwork in a timely fashion.** ([refer to Student Handbook online for forms](#))
 - **Professional Practice Folders.** Each student is required to maintain the appropriate forms in their Professional Practice Folders.
 - **Complete the Internship Student Records Checklist.** The student is responsible for completing the Internship Student Records Checklist that outlines all pre-requisites and documentation requirements. No internship may begin without the prerequisites being completed. All documentation (Field Education Placement Form, Contract Letter, etc.) is to be submitted to the Professional Practice Coordinator, Dr. Jennifer Cline, prior to the start of internship for signature and then filed in your Professional Practice Folder. Keep copies for your personal records.
 - **Liability Insurance.** Each student must carry insurance. A current copy of the Professional Liability Declarations (page 1) should be submitted to the Professional Practice Coordinator before filing in your Professional Practice Folder. No counseling is permitted without an up-to-date record of this insurance. Clinical training will be stopped without the form on file. Mark the renewal date in your calendar so you will send it in within sufficient time (CACREP 3. A.)
 - **Counselor Assessment Scale.** At the end of the semester, the Counselor Assessment Scale will be used to evaluate your clinical skills. At the end of the semester, you will complete a self-evaluation and your Individual Site Supervisor will evaluate your clinical skills using the Counselor Assessment Scale. Your completed evaluations should be submitted to your Faculty Group Supervisor and filed in your Professional Practice Folder.
 - **Weekly Hours Tracking.** The student will submit weekly supervision logs that are signed by the site supervisor. At the end of the semester, the **Hours Summary Form** must be completed (and agree with the weekly logs), approved by your Individual Site Supervisor, and submitted to the Faculty Group Supervisor before a grade is given for the course. The final record needs to be: the original, in **black** ink, legible and showing all your work for the entire 600 (minimum) hours.
 - **Late Paperwork.** If any of your paperwork is 14 days or more behind, you will be required to pause your internship experience, meaning that you will not be able to count professional practice hours, until your paperwork is up-to-date. Appropriate and timely maintenance of documentation is an essential task of internship.

UNIVERSITY AND DEPARTMENTAL POLICIES:

Grading Criteria: The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. Students should be aware that graduate university policy allows two C grades before being dismissed from the program.

Writing Guidelines: Writing *will* be a factor in evaluation: EMU has adopted a set of writing [guidelines](#) for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information

literacy, source integrity, and conventions. It is expected that graduates will be able to write at least a "good" level with 60% writing at an "excellent" level. All written work must conform to APA writing style standards.

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). This course will apply EMU's AIP to any events of academic dishonesty. If you have doubts about what is appropriate, [Indiana University's Plagiarism Tutorials and Tests](#) may be a useful resource.

Turnitin: Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using [Turnitin](#), a learning tool and plagiarism prevention system.

Moodle: [Moodle](#) is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Technology Requirements and Communication (if joining a class by zoom):

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching, or fumbling with them as it creates unwanted noise in the class space.

Graduate Writing Center: Please utilize the [writing program](#)! They offer free individual tutoring from a [graduate student tutor](#). Please visit the website to schedule an appointment.

Institutional Review Board: All research conducted by or on EMU faculty, staff, or students must be reviewed by the [Institutional Review Board](#) to assure participant safety.

Library: The [Hartzler Library](#) offers research support (via e-mail, chat, phone, or SSC campus) and the [library home page](#) offers subject guides to help start your research.

Office of Academic Access: If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](#) in the Academic Success Center on the third floor of the Hartzler Library. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

Course Extensions and Outstanding Grades: For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 4 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a

grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. *PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

Inclusive, Community-Creating Language Policy: Eastern Mennonite University expects its faculty, staff, and students to adopt [inclusive written and spoken language](#) that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials.

Classroom Climate: The free discourse of ideas should be expected in this class. The classroom is a space that thrives on the open exchange of ideas, thoughts, emotions, and convictions. You may find that some of the class readings and/or discussions challenge your views and theoretical frameworks. As your instructor, I expect you to be open to differences and maintain a willingness to analyze issues from frameworks that may or may not be quite feel comfortable for you. I have opinions, which I may express from time to time. I invite you to respectfully express either agreement or disagreement without fear of consequences. While we in this class may challenge your views, be assured that you will experience no adverse consequences for disagreeing with me as your instructor. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

Similarly, please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My sincere goal is to create a safe space in which everyone feels that they can participate in scholarly dialogue that values thinking, study, and professionalism. *(Adapted from Margaret Salles and Kathryn Roulston)*

Title IX: *The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened **prior to your enrollment at EMU**.*

It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination, they will keep the information as private as possible. However, they are required to bring it to the attention of the institution's Title IX Coordinator Andrea Herrera Katakira. Ms. Katakira can be reached at 540-432-4849 or titleixcoordinator@emu.edu. You can also report incidents or complaints through the [online portal](#). You may confidentially report incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal and external support resources. Please refer to the [Student Handbook](#) for additional policies, information, and resources available to you.

Academic Program Policies: For EMU graduate program policies, please see the complete [graduate catalog](#).

Expectations of the Agency and Individual Site Supervisor

- To provide a complete orientation to the staff, facility, rules, regulations and procedures of the agency. Specific questions related to the agency's organizational structure will need to be clarified for the student: What are the rules regarding the use of rooms for counseling and administrative purposes? Will office space be shared? How will this be worked out? What days and hours will the student be expected to be at the school or agency? What are the procedures regarding clients' files and records? What format should students use to document their work? What staff meetings, case conferences, etc., will the student be eligible to attend? The student also needs to be apprised of the purpose and ethos of the agency. Who are the clients whom the agency serves? What services does the agency offer? Lastly, students need to be instructed on how to appropriately assess and respond to behavioral risks.
- To see that the student has a client load commensurate with the requirements for Practicum/Internship experiences (a minimum of five clients during the practicum; ten clients during the internship). It is hoped that all students will gain experience in crisis, short-term and long-term counseling. If there is a difficulty in providing the stipulated number of clients, either because the agency client load is light or the supervisor feels the student isn't ready, the faculty group supervisor should be notified.
- To review recordings, other related materials, intake processes, documentation, and participating activities of the counseling student (i.e. staffing meetings).
- To provide an hour of clinical supervision weekly at a set time and on a set day. (Fifteen hours of individual supervision are expected each semester.) It is very important that the supervisory hour is uninterrupted quality time and that reviewing tapes is a regular part of that hour. Supervisors are to give both positive and negative feedback to students, identifying areas of strength, and areas for focus and growth in future supervisory sessions.
- To take responsibility for the student in full acknowledgment of the supervisor role. Students are required to carry their own student professional liability insurance.
- To complete the Counselor Assessment Scale at the end of each semester and complete the Final Evaluation Form at the end of the experience, summarize the feedback from the semester, and share this evaluation with the student prior to sending all materials to the faculty group supervisor.

The following statements serve as a list of the expectations of *supervisors* within the counseling program as well as a format for students' evaluation of their supervisors at the end of their practicum and internship experiences.

- Accepts students in a non-judgmental way.
- Enters into the frame of reference of the student.

- Elicits essential data from the student.
- Assesses and affirms the strengths of the student.
- Assesses the weaknesses and "growing edges" of the student.
- Points out weaknesses and "growing edges" in a professional manner.
- Initiates pertinent discussion in the supervisory sessions.
- Helps students to gain insight into transference-countertransference issues in the counseling relationship.
- Facilitates an understanding of the intra- and interpersonal dynamics of the client.
- Assists the student in dealing with termination and/or referral.
- Has sensitivity to ethical issues in the counselor-client interaction.
- Facilitates reflections on cultural issues as related to the counseling experience.

Expectations of the Student

- Completion of all Professional Practice placement pre-requisites and forms.
- To be aware of the necessity to represent the agency to the community in a responsible and knowledgeable manner.
- To be involved approximately 5-10 hours per week for the practicum experience (over a 15 week semester; 100 documented hours required), and 10 – 20 hours per week for the internship experience (over 30 weeks; 600 documented hours required). To complete 10 hours of group work within practicum (preferable) or internship (if not available in practicum). The scheduling of the clinical hours is to be negotiated between the student and the agency. This involvement should include: direct clinical services such as individual counseling, marriage counseling, group or family counseling, individual and group supervision, staff meetings, case conferences, intake staffings, administrative responsibilities such as completing records, process notes, etc., and other educational classes and experiences.
- To be punctual, responsible, and professional at all times. Since the admission process to the master's program is selective, and only students of the highest quality, maturity and motivation are accepted, it can be expected that student-agency relationships will function on a high professional level at all times. If transportation problems occur or there is illness, students will be expected to notify the agency as promptly as possible. Students are to be punctual in arriving at their agencies, allowing some extra time for emergencies. Sensitivity to the dress and deportment standards of the agency is necessary as well. It is expected that the ethical conduct of students will be of the highest caliber. Clients should not be discussed casually or at inappropriate times. Confidential records are to be handled with great care and the privacy of the client is to be carefully protected.

- To meet with the Individual Site Supervisor for individual supervision one hour each week (for 15 weeks each semester). This is to be at a set time and on a set day. All required preparations and written work are to be completed weekly, according to each supervisor's specifications. Students will be expected to present recordings of counseling sessions at most supervisory sessions in order that specific feedback can be given. Students are encouraged to let their supervisors know what kinds of feedback will be most helpful to them. Supervision is a dual process involving both supervisors and students.
- To maintain their Professional Practice Folder (PPF) at all times during both practicum and internship. All forms and signatures must be up to date and in the PPF for submission of grade.
- To evaluate the individual site and site supervision at the end of each school year using a program-supplied form. This evaluation is kept confidential by the faculty.

Clinical Supervision

Supervision of the student's ongoing counseling work is the primary catalyst for professional and personal growth. Full-time students are expected to have an ongoing counseling caseload over at least three semesters, a client load of about five for practicum and about ten for internship.

Whenever a student is working in a practicum or internship placement they must have one hour of weekly individual site supervision and weekly faculty small group supervision (90 minutes in practicum; 120 minutes in internship). This applies to summer work as well as to work during the normal semesters.

The goal of supervision is to assist individuals as they seek to become knowledgeable and competent practitioners of the counseling profession through the incorporation of a body of knowledge common to the field of counseling theory and practice, the development of specific counseling skills and a way of relating to clients which facilitates personal growth in the client, and the formulation of one's personal philosophy and understanding of counseling.

The focus of the supervision varies with the level of training of the student. For some, the supervisory sessions focus on the acquisition of basic skills; for others, the "growing edge" is an integration of basic skills with theoretical formulations; for some, the task at hand is an understanding of one's role in relationship to clients.

Individual Supervision with Site Supervisor

Based on a dyadic apprenticeship model, individual supervision allows the supervisor to give ongoing attention to the work of the counselor-in-training. Supervision sessions are scheduled weekly. While the site supervisor is responsible for providing weekly supervision, students are expected to take initiative for communication if supervision is canceled repeatedly or difficulties arise in having weekly appointments. Students should stay in consistent communication with their site supervisor regarding cases and supervision needs. We strongly encourage all students to share their own self-evaluation and the evaluation of their supervision experience with their supervisors when appropriate and throughout the tenure of the supervisory relationship.

Site Supervisors must have:

1. A minimum of a masters degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;
2. A minimum of two (2) years of pertinent professional experience in the program area in which the student is enrolled;
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students; and
4. Relevant training in counseling supervision.

Group Supervision with Faculty Group Supervisor and Peers

Group supervision is held on a weekly basis within the classroom setting at EMU and is based on the premise that participants can learn a great deal from one another as well as from the faculty group supervisor. The group strengthens one's ability to conceptualize the client's problems in clear and concise terms and allows for broader based feedback. Presentations of cases to the group facilitate this experience. The major focus in the group is on the counselor's recorded sessions. A [session background form](#) including the presenting issue, treatment goals, theoretical approach, ethical concerns, and supervision request, is also required.

The faculty group supervisor oversees the Professional Practice Folder (PPF) and assists in the student's self-evaluation. The faculty group supervisor maintains contact with sites, monitors clinical training of the student, supports and nurtures skill development and personal and professional development.

Faculty Supervision with Site Supervisors

The faculty group supervisor and the site supervisor develop a collaborative relationship for the purpose of partnering in the education of the student counselor. Regular connections are established for one semester with practicum supervisors and two semesters for intern supervisors.

The faculty supervisor is a resource to the site supervisor. However, the site supervisor is expected to maintain all other forms of supervision, staffing and case review available to them within or beyond their agency. For clarification and the benefit of the student's experience within the agency, the faculty supervisor will review with the site supervisor their respective roles, goals of supervision, and objectives of the experience as outlined in the Student Handbook – Professional Practice Section.

The Professional Practice Coordinator will make an initial site visit to the site supervisor to establish a site. The faculty supervisor may, in collaboration with the site supervisor and the student, decide to meet on site during the practicum and internship experiences, in addition to ongoing phone or email consultation. In addition, on a weekly basis, site supervisors are required to sign and complete a written evaluation of student progress, which is turned into the faculty supervisor. Site supervisors may also indicate whether or not they would like to have a follow-up phone consultation with the faculty supervisors. Faculty supervisors check in weekly with students regarding well-being and feeling supported by site supervisors.

Should challenges arise, the faculty supervisor would contact the site supervisor to arrange a meeting time. In some cases, faculty supervisors would continue to check-in weekly with a site supervisor until the requirements of the contract for supervision or training have been met. In the event of irreparable issues, following phone and in-person contact, the contract between student and supervisor would be terminated and a letter describing this consequence would be distributed and signed by the faculty supervisor, the site supervisor, and the student. In some cases, a site supervisor whose services have been terminated would no longer be utilized by the training program, unless evidence of remediation was documented.

In recognition of their time and dedication to our students and to create an opportunity to enhance their skills, site supervisors are offered the opportunity to attend our Continuing Education Series workshops and trainings free of charge.

Faculty Review

The full-time faculty regularly review the growth of each student in the program. The faculty conduct a summary review of each student and a more in-depth review of particular students as needed. This approach relies on the student's Faculty Advisor to implement the decisions of the faculty directly with the student. The review includes, but is not limited to, developing counselor identity and professionalism, student awareness of growth areas, evaluation of the student's clinical site, and consultation for supervision of the student's progress.

Policies & Procedures

Field Education Work on University Breaks

For those approved university breaks such as fall break in October, holiday break in December/January and spring break in March as well as any others listed on the university calendar, the following is the MA in Counseling program requirement for community counseling students continuing to work at field education sites. During university breaks, students may continue seeing clients at their approved field education site if:

1. The individual site supervisor is informed that the faculty group supervisor is not available for weekly supervision.
2. The individual site supervisor is available for one hour per week of face-to-face supervision.
3. The student informs their faculty group supervisor of the arrangement.

Continuing Internship at Practicum Site

MAC students wishing to stay at their practicum site for internship placement can do so with the following in place:

1. The student must have permission from both their faculty group supervisor and professional practice coordinator to implement the plan.
2. The student must complete all paperwork for internship even though the site remains the same.
3. The student may begin counting hours toward internship after all three of the following requirements have been met:
 - a. Completion of 30 semester hours
 - b. Completion of all practicum requirements
 - c. Receiving formal admission to Internship

Liability Insurance

Students are required to obtain professional liability insurance prior to practicum or internship work. The insurance providers have on-line applications at hpso.com (American Counseling Association, Healthcare Providers Service Organization – HPSO), amhca.com (American Mental Health Counselors Association) or cphins.com (CPH & Associates). Insurance is a benefit of ACA student membership.

Professional Practice Folder (PPF)

The PPF will be maintained and organized in the following manner:

1. All PPFs are stored by the Professional Practice Coordinator in the main office organized by supervision groups. Files are accessible to students during office hours only.
2. Students place all forms (including completed & signed forms) in the PPF through practicum and internship experiences using the guide found on the inside covers of the PPF. Students should remember to keep extra copies in their own files.
3. Faculty Group Supervisors bring PPFs to all group supervision meetings for students to access and place forms inside.
4. Faculty Group Supervisors will be responsible for overseeing the PPF and signing off when the PPF is completed for grade submission.
5. Students are responsible for maintaining their PPF in a timely and ordered manner. If any paperwork is 14 days or more behind, students will be required to pause their field experience, meaning that you will not be able to count professional practice hours, until your paperwork is up-to-date. Appropriate and timely maintenance of documentation is an essential task of field work. Completed files are required for grade submission.
6. The Professional Practice Coordinator is responsible for transferring PPF from practicum to internship and then at graduation to the Administrative Assistant for the student's completed file.

Recordings

Each student is responsible for recording client sessions (with [client permission](#)). Students are expected to take recordings for review to their individual and group supervision sessions. If videotaping is impossible, audiotaping is necessary for both student's own review of the session and for presentation to class(es). Each student will be provided an iPad for session recording.

Documentation of Hours

Students are responsible for keeping track of hours by category as well as a summary total sheet. Students submit weekly tracking sheets and a summary sheet at the completion of the professional practice directly to their PPF. All logs documenting hours must be signed by the site supervisor. The hours tracking sheets are proof of the summary sheet. The final summary sheet must be signed by both the site supervisor and the faculty supervisor.

Self-Evaluation

Students are encouraged to spend significant time in self-evaluation. This can be done by reviewing recordings and from the experiences with group and individual supervision. Documentation can include the Counselor Assessment Scale form, personal notes, and identification of strengths and areas for growth to address in supervision.

Recorded Session Guidelines and iPad Contract

Intention

The ethics of our field, Federal mandates under HIPPA and FERPA, and our program's principles and values for clients' rights call on us to be intentional and thoughtful in making, transporting and viewing client recorded sessions as well as sessions recorded during class workgroups. Below, please find policies and guidelines for creating, securing, and viewing clients' session recordings.

Gaining Consent

Recording of client sessions should be made only with the expressed and written permission of the client. Counselor trainees are encouraged to use consent forms already in place at their practicum or internship site so long as it is clear that session recordings will be viewed on EMU's campus by a faculty supervisor and peers in the supervision group as well as by the site supervisor. If no consent form is available on site you should make use of the template available in your student handbook and on-line.

Securing Recordings

All recordings must be maintained under two levels of locks. For example, an encrypted iPad with a password meets this standard. Recorded sessions secured in a locked box within a locked car trunk also meets this standard. A DVD in your backpack does not.

It is against EMU policy to transmit recorded sessions via email or other internet platforms. EMU does not currently have a HIPAA compliant internet storage for recordings and these recordings **MAY NOT** be stored in your private on-line storage, such as iCloud. It is permissible to make use of HIPAA compliant storage available at your site, however.

Before using an iPad for recording you must:

- Attend the EMU iPad training and sign the form indicating your understanding of iPad policies
- Make use only of iPads provided to you by EMU and loaded with encryption software by the EMU tech services
- Delete session recordings that have been reviewed

Viewing Recorded Sessions

Reviewing session recordings is an important part of your insight and skill development. You are encouraged to view session recordings on site wherever possible so that recordings that will not be shown to your faculty or site supervisor can be deleted rather than transported. However, when the recordings must be viewed elsewhere please keep the following in mind:

- It is your responsibility to follow HIPAA regulations and ACA ethical codes and to assure that no one other than your supervisors or fellow supervisees sees or hears any portion of these sessions.
- You are encouraged to review recorded sessions with headphones and with the screen facing away from doors or windows where they might be seen by unauthorized persons.
- Do not place names or identifying information on a DVD or name a digital recording with identifying information.
- Do not leave media, such as DVD's laying around or in machines.
- Do not share your iPads with confidential materials with unauthorized persons; never share your iPad password.

Complying with Agency Policies

It is important to remain in compliance with site agency policies. Your faculty supervisor or the professional practice coordinator can help you navigate any differences in policy that make taping or the transportation of recorded sessions difficult. It is your responsibility to let your faculty supervisor know immediately if you encounter challenges in meeting the policies of your site agency and EMU or if you are unclear about what HIPAA requires in a given circumstance.

Transporting Recorded Sessions

Recorded sessions must remain secure during the transportation of those recordings to and from supervision. Extra attention and intentionality should be given to transporting your client's sessions. See *securing recordings*.

Destroying Recordings of Sessions

You are encouraged to record and view your sessions frequently in order to enhance your learning. However, once you have viewed this recording or your supervisor has had an opportunity to view the recording, delete the recording immediately. All session recordings should be deleted at the close of practicum and internship.

iPad Contract

The M.A. in Counseling program provides matriculated students with EMU owned and administered iPads for use in obtaining HIPAA compliant video recordings of client sessions for purposes of supervision (see attached *Recorded Session Guidelines*). Students are responsible for ethically obtaining and using video recordings, and are responsible for protecting the iPad against loss, theft, and accidental damage. Repairs to an iPad in normal use will be covered by the program. Half of all costs associated with loss, theft, or accidental damage will be billed to the student.

I agree to use the iPad for all client recordings unless an alternative method has been explicitly approved (documented in student file) by my MAC faculty supervisor.

I have read this contract and the *EMU M.A. in Counseling Recorded Session Guidelines*. I agree to abide by the *Recorded Session Guidelines* and agree to the iPad contract terms and conditions.

Student Signature _____ Date_____

Ethics in Clinical Supervision

Clinical supervision attends to three primary foci: the rights of clients (first priority), the rights, responsibilities and needs of the supervisee, and the responsibility of the supervisor to the supervisee and to the client. Two key areas to attend to include the competence of the supervisor and the growing competence of the supervisee. As a supervisor, you must keep an eye on your multiple roles and stay mindful of role conflict and avoid dual roles.

Success in supervision is anchored in the following principles:

- Supervisor has training in supervision;
- Supervisor assesses his or her supervisee's competence at the outset of the supervision relationship and monitors needs throughout;
- Supervisor gives timely feedback;
- Supervisor draws attention to ethical issues;
- Supervisor limits his or her own practice to areas of expertise and training; and
- Supervisor consults when needed and shares the consultation process with the supervisee (this models for your supervisee the benefits of consultation and reminds them that consultation is on-going throughout the professional life-span, not just in the early stages).

Modeling within supervision includes:

- Maintaining solid confidentiality boundaries, such as:
 - Don't share information about clients that your supervisee is not directly involved in (except in treatment team meetings, for example)
 - Don't bad-mouth or repeat hardships that people in the community are experiencing
 - Never share client information in public areas (lounges, hallways, etc.)
 - Always maintain your own client confidences unless mandated to report
- Maintaining the confidentiality of the supervision relationship
 - Don't discuss past or present supervisee performances
 - No: "Melissa really had a hard time with this skill as well but she got it eventually and so will you."
 - Yes: "It is a normal part of the learning process to struggle a bit with this skill and it is natural to feel disheartened about it. I have confidence that once you practice some of the ideas we've talked about you will begin to see growth here as you have in other skill areas."
 - Don't discuss client information obtained in other supervisory session unless appropriate, such as in a treatment team setting
 - Don't bad-mouth past supervisees, even if you refrain from using their names

Supporting ethical decision making includes:

- Teaching how to think about ethical dilemmas
- Making the ethical codes central to your work together
- Supporting ethical decision making processes by thinking it through together
- Considering the possible responses to the dilemma and the consequences of each of those responses
- Supporting your supervisee in selecting the appropriate choice and in following through

Best practices for documentation of supervision include:

- Document each supervision session—even if no critical issues were raised
- Note the issues that were brought up: cases and situations
- Indicate your feedback and advice
- Note any skills that you notice are strong and those that are still growing
- Make note of the feedback you offer in evaluation or formative skill development
- Follow-up on ethical issues that were raised in previous sessions and note how the supervisee reporting responding and anything that happened as a result
 - EX: “Last week Sean described a reportable incident that had occurred while he was counseling in the home of the K. family (see note). After talking through the incident we agreed that the incident must be reported to CPS and that his relationship with the K family would best be served if he talked directly with them about making the report. Sean agreed to make the report immediately and to go to the K family home and talk with them about the CPS call. Sean reports that he made the call directly after our meeting but has not spoken with the family. We talked about his anxiety related to this conversation and agreed that I would accompany him to discuss the report with the family in order to provide support.”
- Keep timely notes so that you are covered if you need to answer questions about your supervisee’s behavior; sign and date all notes and mark these notes as “CONFIDENTIAL”
- Maintain supervision notes behind two levels of locks as you would with counseling notes.
- Document consultations

Gatekeeping guidelines include:

- The new ACA ethics places new emphasis on the role of the site supervisor in gatekeeping
- The first step in gatekeeping is clear and timely communication about skill development with the supervisee
- Feedback is most helpful when it is regular, specific and on-going
- Corrective measures include:
 - Increased supervision time
 - Asking the supervisee to take a leave of absence

- o Encouraging personal therapy
- o Taking additional coursework or retaking a course
- o Repeating practicum or internship

If you are supervising a practicum or internship student and have concerns it is important to be in early communication with the student's faculty supervisor. This relationship is essential for building skills where deficits exist and for documenting problems so that remediation plans can be made.

Boundaries in supervision:

- Boundary crossing: a potentially helpful departure from standard boundaries between the supervisor and supervisee.
 - o Mentoring is an example in which supervisor and supervisee may work together collaboratively in a way that the supervisee gets to know the supervisor more personally than might be expected in supervision.
- Boundary violation: a serious breach that causes harm or has the potential to cause harm to the supervisee (such as a sexual relationship).

Sexual attraction in supervision:

- Transient sexual attraction is a normal part of being human.
- Discussing attraction to supervisees in consultation or one's own supervision is important.
- Preoccupation with a supervisee or client is not healthy and creates an atmosphere in which sexual harassment or boundary violations can occur.
- It is helpful to normalize and talk openly about sexual attractions that may occur between your supervisee and his or her clients; create a space in which these experiences are not hidden from you and potentially become a problem later.
- Sexual relationships between supervisors and supervisees or counselors and their clients is strictly forbidden by the ethical codes.

Distinguishing counseling from supervision:

- Supervision focuses on the professional development of the supervisee.
- Counseling supports the emotional wellness of the supervisee.
- Remember that when you are beginning to offer interventions designed to support emotional wellness, it is time to refer for counseling.
- Personal issues can be discussed in supervision when discussing them helps directly support more effective work with their clients (such as pointing out transferences) .

Research on Detrimental Supervision Practices

Wentworth and McNeil, 1996 did a study in which they asked supervisees about unsupportive supervision practices and this is what they found:

- Less effective supervisors often fail to establish a strong working alliance,
- They don't provide a sense of safety so that supervisees can talk about their own doubts,
- They ignore the need for emotional support in new contexts,
- They criticize supervisees in front of their peers,
- They ignore any tension that they sense in the relationship in order to avoid the discomfort that comes with discussing it,
- They fail to offer an explanation of their own role and the role of the supervisee (role induction process) leaving the relationship and the process unclear,
- Some very ineffective supervisors confide their personal problems in their supervisees (which models for their supervisees the potential to share their problems with clients),
- Or violate boundaries by sharing sexual histories or experiences with supervisees,
- They may involve the supervisee in conflicts within the workplace,
- Responding in sexist or culturally insensitive ways badly impact the supervision experience,
- Or offer little flexibility to the supervisee in exploring and making use of theories different from their own,
- Or used their supervisee as their confidant,
- Missed or canceled appointments negatively affected supervisory experiences,
- Focusing only on growth edges and failing to note strengths,
- Failing to give feedback about deficits in skill areas in a clear and timely manner sets supervisees up for failure,
- Or allowing the supervisee to avoid talking about one or more cases.
- This research showed that supervisees reported experiences of resentment or retaliation when they had areas of competence that were stronger than their supervisors.

All supervisors make mistakes sometimes and each of us may have a tendency to err in some ways and not in others. Which of these supervisory errors have you made yourself? Are there some that you have made on a regular basis? What might your supervisees say given the chance? What first step can you take to make progress in this area?

Practicum Forms

For your convenience, printable pdf versions of these forms are also available on the EMU online [Graduate Counseling Handbook](#).

***Master of Arts in Counseling
Professional Practice Form***

PRACTICUM Student Records Checklist

Step #1: Submit the original of this checklist with all required forms attached to the Professional Practice Coordinator for signature PRIOR to beginning practicum.

Step #2: Subsequent forms are to be submitted directly into your Professional Practice Folder.

Keep copies of everything for your records!

Student Name: _____

Faculty Group Supervisor: _____

Practicum Site: _____

Individual Site Supervisor: _____

Pre-requisite to beginning practicum:

- Liability Insurance Form Expiration Date: _____
- Agency Placement Form Including Site Supervisor’s CV
- Contract Letter
- Supervision Agreement Form

Verification that all pre-requisites have been met:

Signature: _____ Date: _____
Professional Practice Coordinator

End of Practicum:

- Counselor Assessment Scale Forms (Completed by Student & Completed by Site Supervisor)
- Clip review by Site Supervisor
- Entire session review by Site Supervisor
- Two completed background forms from Faculty Group Supervision
- Weekly Hours Tracking Forms and Hours Summary Form (submit originals, signed by Site Supervisor and Faculty Group Supervisor)
- Practicum Final Recommendation completed by Individual Site Supervisor
- Evaluation Forms completed by *student* and given to *the Professional Practice Coordinator*:
 - Faculty Group Supervisor Evaluation Form
 - Site Supervisor Evaluation Form

Please sign only after verification of all forms has been completed.

Faculty Group Supervisor Signature: _____ Date: _____



MA in Counseling
1200 Park Road
Harrisonburg, VA 22802-2462
counseling@emu.edu
Phone: (540) 432-4243
Fax: (540) 432-4598

Insert Date

Insert Supervisors Name

Insert Placement Name

Insert Address

Insert City/State/Zip Code

Dear **Insert Supervisors Name**:

Enclosed is a site agreement form outlining guidelines and expectations for supervision and information regarding the practicum experience. Please sign this document, in addition to the contract letter and after reviewing the information, please let me know if any further discussion would be helpful.

Thank you for the time and energy you devote to supervising our students!

Sincerely,

Jennifer L. Cline, PhD, LPC, ACS

Professional Practice Coordinator
Master of Arts in Counseling
Eastern Mennonite University
540-432-4213
jennifer.cline@emu.edu

Supervision Agreement – Practicum

The EMU M.A. in Clinical Mental Health Counseling student's practicum:

- Involves 100 total hours of work.
- Includes a minimum of 40 hours of direct service work (over fifteen weeks/1 semester). Direct service work includes: individual, marital and family counseling, intakes, crisis intervention, group counseling, and assessment.
- Allows the student to gain supervised experience in individual and group interactions with clientele.
Includes a minimum of one (1) hour per week of face-to-face individual supervision by an approved agency supervisor.
- Includes a minimum of one and one-half (1 1/2) hours per week of group supervision with other students in similar practice by a faculty member supervisor.
- Allows the student to obtain recordings of the student's interactions with clientele for use in supervision. Recordings are to be reviewed at each supervision session as much as possible.
- Allows the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research.
- Includes formal evaluation of the student's performance during the practicum by the individual site supervisor and the faculty group supervisor.

Collaboration with Faculty Supervisor:

As mentioned above, students participate in weekly group supervision facilitated by a faculty member. In an effort to provide consistent and collaborative feedback, faculty supervisors will call or arrange a site visit with you at the mid-point of the semester. Faculty supervisors are also available and open to hearing from you at any point in the semester. The enclosed information is offered as a reminder of best practices in supervision and to share program expectations of students. We greatly appreciate your time and effort in helping to guide and train our students.

An Effective Individual Supervisor:

- Accepts students in a non-judgmental way.
- Enters into the frame of reference of the student.
- Elicits essential data from the student.
- Assesses the strengths of the student.
- Assesses the weaknesses and "growing edges" of the student.
- Affirms the student in relationship to strengths.
- Points out weaknesses and "growing edges" in a professional manner.
- Initiates pertinent discussion in the supervisory sessions.
- Helps students to gain insight into transference-countertransference issues in the counseling relationship.
- Facilitates an understanding of the psychodynamics of the client.
- Assists the student in dealing with termination and/or referral.
- Has sensitivity to ethical issues in the counselor-client interaction.
- Facilitates reflections on a student's cultural identities as related to the counseling experience.
- Establishes and maintains good inter-professional relations with students.

Supervisee Performance Concerns:

If you have any concerns about a supervisee's performance, please address those early in the student's training in order to allow the student ample opportunity to make remediation. After addressing your concerns directly with the supervisee, if you feel that you or the student need additional support, please reach out to the supervisee's faculty supervisor:

- Dr. Cheree Hammond at 540.432.4228 or cheree.hammond@emu.edu
- Dr. Jennifer Cline at 540.432.4213 or jennifer.cline@emu.edu

If you and the faculty supervisor agree that the concern warrants full faculty support, please contact:

- The Professional Practice Coordinator, Dr. Jennifer Cline, same contact as above, and/or
- The Program Director, Dr. Michael Horst at 540.432.4244 or michael.horst@emu.edu

Expectations of the Agency and Individual Site Supervisor:

- To provide a complete orientation to the staff, facility, rules, regulations and procedures of the agency. Specific questions related to the agency's organizational structure will need to be clarified for the student: What are the rules regarding the use of rooms for counseling and administrative purposes? Will office space be shared? How will this be worked out? What days and hours will the student be expected to be at the school or agency? What are the procedures regarding clients' files and records? What format should students use to document their work? What staff meetings, case conferences, etc., will the student be eligible to attend? The student also needs to be apprised of the purpose and ethos of the agency. Who are the clients whom the agency serves? What services does the agency offer? Lastly, students need to be instructed on how to appropriately assess and respond to behavioral risks.
- To see that the student has a client load commensurate with the requirements for Practicum experiences (a minimum of five clients during the practicum). It is hoped that all students will gain experience in crisis, short-term and long-term counseling. If there is a difficulty in providing the stipulated number of clients, either because the agency client load is light or the supervisor feels the student isn't ready, the faculty group supervisor should be notified.
- To review recordings, other related materials, intake processes, documentation, and participating activities of the counseling student (i.e. staffing meetings).
- To provide an hour of clinical supervision weekly at a set time and on a set day. (Fifteen hours of individual supervision are expected each semester.) It is very important that the supervisory hour is uninterrupted quality time and that reviewing tapes is a regular part of that hour. Supervisors are to give both positive and negative feedback to students, identifying areas of strength, and areas for focus and growth in future supervisory sessions.
- To take responsibility for the student in full acknowledgment of the supervisor role. Students are required to carry their own student professional liability insurance.
- To complete the Counselor Assessment Scale at the end of the semester and complete the Practicum Final Evaluation Form, summarize the feedback from the semester, and share this evaluation with the student prior to sending all materials to the faculty group supervisor.

Expectations of the Student:

- Completion of all Professional Practice Placement pre-requisites and forms.
- To be aware of the necessity of representing the agency to the community in a responsible and knowledgeable manner.
- To be involved approximately 5-10 hours per week for the practicum experience (over a 15 week semester); 100 documented hours required. The scheduling of the clinical hours is to be negotiated between the student and the school or agency. This involvement should include: direct clinical services such as individual counseling, marriage counseling, group or family counseling, individual and group supervision, staff meetings, case conferences, intake staffings, administrative responsibilities such as completing records, making process notes, etc., and other educational classes and experiences.
- To be punctual, responsible, and professional at all times. Since the admission process to the master's program is selective, and only students of the highest quality, maturity and motivation are accepted, it can be expected that student- agency relationships will function on a high professional level at all times. If transportation problems occur or there is illness, students will be expected to notify the school or agency as promptly as possible. Students are to be punctual in arriving at their agencies, allowing some extra time for emergencies. Sensitivity to the dress and deportment standards of the agency is necessary as well. It is expected that the ethical conduct of students will be of the highest caliber. Clients should not be discussed casually or at inappropriate times. Confidential records are to be handled with great care and the privacy of the client is to be carefully protected.
- To meet with the individual site supervisor for individual supervision one hour each week (for 15 weeks each semester). This is to be at a set time and on a set day. Students will be expected to present tapes of counseling sessions at most supervisory sessions in order that specific feedback can be given. Students are encouraged to let their supervisors know what kinds of feedback will be most helpful to them. Supervision is a dual process involving both supervisors and students.
- To evaluate the individual site supervision at the end of each school year according to the specified form. This evaluation is kept confidential by the faculty.

I have read and agree to the aforementioned requirements for supervision of the graduate student and consultation with faculty supervisors.

Site Supervisor Printed Name: _____

Site Supervisor Signature: _____

Date: _____



GRADUATE & PROFESSIONAL PROGRAMS

Master of Arts in Counseling
Professional Practice Form
PRACTICUM CONTRACT LETTER

Date

Supervisor name, title

Agency
Address

Dear Supervisor name:

This letter is a contract to confirm that you are in agreement to being my practicum counseling supervisor for the spring semester of year, beginning first day of semester, and ending last day of spring semester. Practicum is the first experience graduate students have in training to begin practicing the role.

Within the dates stated above, I, your name, a student of the Master of Arts in counseling program at Eastern Mennonite University, agree to work with you as a counselor every week at the site name. This will provide approximately 100 hours of on-site counseling experience, including 40 hours of face-to-face contact with clients (individual and group) and one hour per week of face-to-face supervision time with you. This agreement will not include certain university breaks when faculty are not available for supervision as per our accreditation standards requiring regular weekly group supervision by faculty. I will take responsibility for informing you of those dates.

An integral part of our supervision is review of our work throughout the practicum. I am required to record as many counseling sessions as possible for supervision and training purposes only. Your assistance with getting consent from clients is appreciated! These recordings are also to be reviewed and discussed in our individual supervision times as much as possible.

For future reference, my faculty group supervisor is [redacted] and he/she may be reached at [redacted]. I look forward to practicing counseling with you this year!

Sincerely,

By signing this I have read and agreed to the scheduling arrangements, supervision requirements, and recording needs for your practicum experience.

Site Supervisor's Signature

Date

CC: EMU Faculty Supervisor name, title



Master of Arts in Counseling
Professional Practice Form
PRACTICUM Agency Placement Form

Agency: _____

Address: _____

Phone Number: () _____ E-Mail: _____

Agency Director: _____

Individual Supervisor: _____

(* Please attach a current vita or resume)

Supervisor Education:

- MA year, MEd year, EdS year, PhD year, MSW year, MDiv year, DMin year

Licensure/Certification:

- LPC year, LMFT year, LCSW year, NCC year, Certifications:

Years of Experience: Completed Supervision Training: or 20 hrs/Date Credit Class/Date

General Description of Placement:

- Community Counseling Agency, Addictions/Rehabilitation, Hospital-based Mental Health, Church, Community Services Board, Other:

Population(s): check all that apply

- Children, Adolescents, Adults, Geriatric, Family, Cross-Cultural, Special Needs

Description of Possible Student Activities:

- Individual sessions, Groups, Assessment, Intake, Crisis Intervention, Educational Workshops, Classroom Guidance, Staff meetings, Other:

Taping Allowed:

- Yes, with appropriate consent forms No

Return to: Master of Arts in Counseling
 1200 Park Road
 Eastern Mennonite University
 Harrisonburg, VA 22802-2462

**Master of Arts in Counseling
Professional Practice Form
Practicum Hours Tracking Form and Weekly Log**

Student Name: _____ **Week Ending:** _____

To be filled in by Student

ACTIVITY	DATE & HOURS							TOTAL
	Sun	Mon	Tues	Wed	Thur	Fri	Sat	
Direct Hours								
Individual Hours								
Counseling/Psychoeducational Group								
Couples and/or Family Counseling								
Substance Abuse - Specific								
Total Direct Hours								
Indirect Hours								
Individual Site Supervision								
Site Group Supervision								
EMU Group Supervision								
Program Planning								
Consultation								
Interdisciplinary Team Meetings								
Interdisciplinary Consultation								
Conferences Attended								
Workshops Conducted								
Administrative Responsibilities								
Other								
Total - Indirect Hours:								
Direct & Indirect Hours:								

Previous Week Direct Total | Direct Hours for Week = **Running Total**
 Previous Week Indirect Total | Indirect Hours for Week =

Student Signature: _____

To be completed by site supervisor (check all that apply):

- Met for one hour of supervision this week
- Reviewed cases
- Reviewed a tape
- Student takes initiative and utilizes supervision in a professional manner
- Student is progressing adequately
 - Same as last week
 - New area/insight (please comment): _____
- Student needs supervision on growth areas:
 - Same as last week
 - New area/insight (please comment): _____

Individual Site Supervisor Signature

Date

Updated 3/2022

Office Use Only	
Individual Hours	
	Coordinated Care - Individual Hours
	Co-located Care - Individual Hours
	Integrated Care - Individual Hours
Counseling/Psychoeducational Group	
	Coordinated Care - Group Hours
	Co-located Care - Group Hours
	Integrated Care - Group Hours
	Couples and/or Family Counseling
	Substance Abuse - Specific



GRADUATE & PROFESSIONAL PROGRAMS

*Master of Arts in Counseling
Professional Practice Form*
Practicum Site Supervisor Tape Review - CLIP

Student Name: _____

Clip Review

After viewing a portion of a session on tape, please complete the following:

- | | |
|---|---|
| <input type="checkbox"/> establishing the therapeutic relationship | <input type="checkbox"/> counseling style development |
| <input type="checkbox"/> using concreteness | <input type="checkbox"/> student's self-awareness |
| <input type="checkbox"/> confronting appropriately | <input type="checkbox"/> warmth |
| <input type="checkbox"/> insight into client/counselor relationship | <input type="checkbox"/> empathy |
| <input type="checkbox"/> use of questions | <input type="checkbox"/> genuineness |
| <input type="checkbox"/> understanding of client's reality | <input type="checkbox"/> ability to offer respect |
| <input type="checkbox"/> opening/closing of sessions | <input type="checkbox"/> use of silence |
| <input type="checkbox"/> goal setting | <input type="checkbox"/> termination |
| <input type="checkbox"/> summarizing | <input type="checkbox"/> other: |
| <input type="checkbox"/> clarifying | <input type="checkbox"/> other: |

SUPERVISOR FEEDBACK:

Supervisor Signature

Date

Master of Arts in Counseling
Practicum Professional Practice Form
Site Supervisor Tape Review – ENTIRE SESSION

Student Name: _____

Entire Session Review:

After reviewing a tape of an entire session with the intern student, please check as many skills as you were able to assess and provide overall feedback:

- | | |
|---|---|
| <input type="checkbox"/> establishing the therapeutic relationship | <input type="checkbox"/> counseling style development |
| <input type="checkbox"/> using concreteness | <input type="checkbox"/> student's self-awareness |
| <input type="checkbox"/> confronting appropriately | <input type="checkbox"/> warmth |
| <input type="checkbox"/> insight into client/counselor relationship | <input type="checkbox"/> empathy |
| <input type="checkbox"/> use of questions | <input type="checkbox"/> genuineness |
| <input type="checkbox"/> understanding of client's reality | <input type="checkbox"/> ability to offer respect |
| <input type="checkbox"/> opening/closing of sessions | <input type="checkbox"/> use of silence |
| <input type="checkbox"/> goal setting | <input type="checkbox"/> termination |
| <input type="checkbox"/> summarizing | <input type="checkbox"/> other: |
| <input type="checkbox"/> clarifying | <input type="checkbox"/> other: |

SUPERVISOR FEEDBACK:

Supervisor Signature

Date

***Master of Arts in Counseling
Professional Practice Form***

Practicum Counselor Assessment Scale – Supervisor Form

Student _____

Supervisor _____

Date _____

Please read:

Reference criteria: a rating of 5 meets expectations of a licensed counselor. The standard at the **end of practicum (beginner)** is an average of **3**. The standard for **graduation (intermediate)** is an average of **4**, with no item less than 3. It is **very unlikely** that any student would merit a **5** in every category.

<i>Professional Behaviors</i>						<i>Comments</i>
Utilizes ACA Code of Ethics and/or other appropriate ethical codes as guidance for professional behavior	1	2	3	4	5	
Exhibits respectful and courteous behavior, including respect of others' values and preference for techniques, respect for others' workloads and time commitments; successful as a team member	1	2	3	4	5	
Understands and maintains appropriate interactions and boundaries with co-workers, supervisors, and clients	1	2	3	4	5	
Dresses appropriately	1	2	3	4	5	
Readily seeks consultation for unusual situations	1	2	3	4	5	
Is able to accept both praise and criticism that is framed in an appropriate manner	1	2	3	4	5	
Makes an attempt to incorporate suggestions and review their effectiveness with supervisor after their utilization, or is able to justify why a suggestion was not used	1	2	3	4	5	
Accurately completes all paperwork in neat, readable, concise manner; all work on time without reminders	1	2	3	4	5	
Respectful of client and supervisor appointment times	1	2	3	4	5	

Average: ____

<i>Empathic Attunement</i>						<i>Comments</i>
Clients feel respected	1	2	3	4	5	
Clients feel heard and attended to	1	2	3	4	5	
Demonstrates ability to easily develop rapport with new clients, making them feel at ease	1	2	3	4	5	
Appropriately adapts techniques, theory, and personal affect (i.e. humor, creativity, etc.) to meet clients where they are	1	2	3	4	5	
Makes a conscious effort to employ empathy, unconditional positive regard, genuineness, and concreteness/intentionality	1	2	3	4	5	
Understands and maintains appropriate boundaries with clients	1	2	3	4	5	
Empowers clients	1	2	3	4	5	
Demonstrates competent use of higher level listening skills such as feedback and reflection of meaning	1	2	3	4	5	

Average: ____

<i>Intervention Skills</i>						<i>Comments</i>
Creates client ownership	1	2	3	4	5	
Manages good session beginnings and endings	1	2	3	4	5	
Good timing of interventions	1	2	3	4	5	
Appropriately applies counseling theories and techniques in a manner that indicates strong knowledge of both	1	2	3	4	5	
Follows treatment plan	1	2	3	4	5	

Demonstrates a grasp of issues involved and a sense of where progress is possible for a particular client	1	2	3	4	5	
Interventions are focused and effective	1	2	3	4	5	

Average: ____

<i>Case Conceptualization & Management</i>						<i>Comments</i>
Can conduct a comprehensive and integrated client assessment, utilizing consultation and referral as needed	1	2	3	4	5	
- Covers all areas of client development associated with the presenting problem	1	2	3	4	5	
- Is able to correctly assess risk factors such as homicide, suicide, and inability to care for self	1	2	3	4	5	
- Incorporates a strengths perspective	1	2	3	4	5	
Is able to identify the real problem that brings the client to counseling	1	2	3	4	5	
Is able to identify salient features of client and when appropriate derive DSM diagnosis	1	2	3	4	5	
Is able to formulate case hypotheses and interventions within a conceptual framework	1	2	3	4	5	
Treatment goals reflect an in-depth understanding of client	1	2	3	4	5	
Demonstrates knowledge of agency rules and policies; embraces agency mission as evidenced in daily interactions	1	2	3	4	5	

Average: ____

<i>Counselor Self-Awareness</i>						<i>Comments</i>
Is able to accurately document strengths	1	2	3	4	5	
Is able to accurately assess growth areas	1	2	3	4	5	

Average: ____

Total Average: ____

Please describe one strength and one growth area:

Strength:

Growth area:

Supervisor Signature: _____ ***Date:*** _____

Thank you!



Master of Arts in Counseling
Professional Practice Form
Student Evaluation of Site Supervisor

Name of Supervisor: _____ Student: _____

Check the letter that best represents your supervision experience at your clinical site. It is strongly encouraged that you share this feedback with your supervisor when appropriate. Your evaluation will assist the faculty in improving supervision and selecting appropriate sites for future clinical placements. Please use the space below the question for commenting, particularly if you have strong feelings one way or the other.

- A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree
1. Supervisor treated me with respect and valued me as a person. A. __ B. __ C. __ D. __
2. Supervisor recognized that my counseling skills were a "work in progress" and facilitated their development. A. __ B. __ C. __ D. __
3. Supervisor gave me useful feedback when I did something well. A. __ B. __ C. __ D. __
4. Supervisor gave me useful feedback when I struggled. A. __ B. __ C. __ D. __
5. Supervision was a helpful part of my clinical experience A. __ B. __ C. __ D. __
6. Supervisor "set me up" for success by providing a listening ear and appropriate support. A. __ B. __ C. __ D. __
7. Supervisor was on time and prepared for supervision. A. __ B. __ C. __ D. __
8. Supervisor helped me work on my specific goals. A. __ B. __ C. __ D. __
9. Supervisor was spontaneous and flexible in our supervisory sessions to meet my specific needs. A. __ B. __ C. __ D. __
10. Supervision was a waste of time. A. __ B. __ C. __ D. __
11. Supervisor encouraged me to use a variety of new and/or different techniques with clients. A. __ B. __ C. __ D. __
12. Supervisor encouraged me to develop my own personal counseling style. A. __ B. __ C. __ D. __
13. Supervisor focused on verbal and nonverbal behavior of my clients and me. A. __ B. __ C. __ D. __
14. Supervisor encouraged ethical behavior by appropriate modeling and encouraged me to engage in professional behavior. A. __ B. __ C. __ D. __
15. Supervisor maintained confidentiality with information discussed in supervision. A. __ B. __ C. __ D. __
16. Supervisor was available for consultation when needed. A. __ B. __ C. __ D. __
17. Supervisor demonstrated cultural competency. A. __ B. __ C. __ D. __
18. Supervisor trained me in completion of and management of required paperwork. A. __ B. __ C. __ D. __
19. Overall, I felt supported during my clinical experience. A. __ B. __ C. __ D. __
20. Overall, I would recommend this site supervisor to other counselors-in-training. A. __ B. __ C. __ D. __



Student Signature: _____

Date: _____

GRADUATE & PROFESSIONAL PROGRAMS

Master of Arts in Counseling
Professional Practice Form

PRACTICUM - FACULTY GROUP SUPERVISOR

Evaluation by Student

Name of Faculty Supervisor: _____

The following fifteen statements serve as a list of the expectations of faculty supervisors. Check the letter that best represents your supervision experience. It is strongly encouraged that you share this feedback with your supervisor when appropriate.

Please use the space below the question for commenting, particularly if you have strong feelings one way or the other.

A. Strongly Agree

B. Agree

C. Disagree

D. Strongly Disagree

- 1. Accepts students in a non-judgmental way. A. __ B. __ C. __ D. __
2. Enters into the frame of reference of the student. A. __ B. __ C. __ D. __
3. Elicits essential data from the student. A. __ B. __ C. __ D. __
4. Assesses and affirms the strengths of the student. A. __ B. __ C. __ D. __
5. Assesses the weaknesses and "growing edges" of the student in a professional manner. A. __ B. __ C. __ D. __
6. Initiates pertinent discussion in the supervisory sessions. A. __ B. __ C. __ D. __
7. Helps students to gain insight into transference-countertransference issues in the counseling relationship. A. __ B. __ C. __ D. __
8. Facilitates an understanding of the intra- and interpersonal dynamics of the client. A. __ B. __ C. __ D. __
9. Assists the student in dealing with termination and/or referral. A. __ B. __ C. __ D. __
10. Has a sensitivity to ethical issues in the counselor-client interaction. A. __ B. __ C. __ D. __
11. Demonstrates cultural competency within the supervisory relationship and is sensitive to cultural issues in the counselor-client interaction. A. __ B. __ C. __ D. __
12. Establishes and maintains good interprofessional relations with students. A. __ B. __ C. __ D. __



GRADUATE & PROFESSIONAL PROGRAMS

13. Encourages group participation and interaction.
A. __ B. __ C. __ D. __

Master of Arts in Counseling
Professional Practice Form
Practicum FINAL EVALUATION

INDIVIDUAL SITE SUPERVISOR FINAL EVALUATION

Student Name: _____

Based on your experience with the student, please indicate your recommendation below:

- The student is competent in all areas assessed. I have no reservations and recommend a passing grade.
- I wish to speak with the faculty supervisor before my final recommendation. (*The faculty supervisor will call you.*)
- I have serious reservations about the student's competence and do not recommend a passing grade.

Individual Site Supervisor Signature: _____ Date: _____

Please place form in your PPF

Name:

Session Background Form

Please provide the background of this client - include what session this is, presenting issue, treatment goal, theoretical perspective, challenges, strengths, any ethical concerns, and what you appreciate about this client.

What is your question? For what purpose are you seeking supervision? Please provide a specific objective for supervision so that we can offer helpful feedback.

Following feedback, please take a moment to write about how you will integrate feedback, what was helpful about the feedback and what you learned. If the feedback was not helpful, please indicate this.



Master of Arts in Counseling

Professional Practice Practicum Hours Summary Form

Student: _____

Site: _____

Activity	Spring ____
DIRECT CONTACT HOURS	# hours
Individual Hours	
Coordinated Care - Individual Hours	
Co-located Care - Individual Hours	
Integrated Care - Individual Hours	
Counseling/Psychoeducational Group	
Coordinated Care - Group Hours	
Co-located Care - Group Hours	
Integrated Care - Group Hours	
Couples and/or Family Counseling	
Substance Abuse - Specific	
Total Direct Contact Hours:	

INDIRECT SERVICE HOURS	Spring ____
Individual Site Supervision	
Site Group Supervision	
EMU Group Supervision	
Program Planning	
Consultation	
Interdisciplinary Team Meetings	
Interdisciplinary Consultation	
Conferences Attended	
Workshops Conducted	
Administrative Responsibilities	
Other	
Total Indirect Service Hours:	

GRAND TOTAL OF ALL PRACTICUM HOURS (direct + indirect): _____

Site Supervisor – Sign and Date	
Faculty Supervisor – Sign and Date	



GRADUATE & PROFESSIONAL PROGRAMS

Master of Arts in Counseling
1200 Park Road
Harrisonburg, VA 22802

Consent to be Recorded

I, _____, offer my consent to be recorded during counseling interviews. I understand that the recording will be listened to or viewed by counseling / faculty supervisors and a small group of graduate students for the purpose of counselor training. The intention of the recording is solely to address **counselor skills**, not client issues. I am aware that the recording will be erased after training exercise is complete and that confidentiality will be strictly enforced.

It is our policy to maintain the confidentiality of students and their records. According to the law and professional ethics, there are three exceptions to confidentiality:

1. State law requires that any counselor who suspects a child may be abused or neglected must report this to the Department of Social Services. This is also true when mentally or physically disabled adults are involved.
2. If a counselor believes you are in imminent danger of harming yourself or others, disclosure of information is required as necessary to ensure your safety and the safety of others.
3. If you are involved in a legal case in which your mental or emotional health is an issue, a judge may order the release of your medical record for the court to examine. We are required to comply with a court order.

If at any time for any reason you are dissatisfied with our sessions, please inform me or the Professional Practice Coordinator Dr. Jennifer Cline, who can be reached at 540.432.4213 or jennifer.cline@emu.edu. I assure you that my services will be professional and consistent with accepted ethical standards. Please note that counseling is in place for your personal growth and wholeness.

Additionally, should we find that you are in need of further support, we will explore referral possibilities to clinicians in the community.

Thank you for your willingness to participate in this learning experience.

Client Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Internship Forms



Master of Arts in Counseling
Professional Practice

INTERNSHIP Student Records Checklist

Step #1: Submit the original of this checklist with all required forms attached to the Professional Practice Coordinator prior to beginning internship. Forms will be placed in the student's PPF prior to the start date.
Step #2: Subsequent forms are submitted by the student through the semester directly to the PPF.
Keep copies of everything for your records!

Student Name: _____ Faculty Group Supervisor: _____

Internship Site: _____ Individual Site Supervisor: _____

Prerequisite to beginning Internship:

- Liability Insurance Form Expiration date: _____
Agency Placement Form Including Site Supervisor's CV
Contract Letter
Supervision Agreement Form

Verification that all prerequisites have been met:

Signature: _____ Date: _____
Professional Practice Coordinator

At the end of Internship I:

- Counselor Assessment Scale Forms (Completed by Student & Completed by Site Supervisor)
Clip review by Site Supervisor
Entire session review by Site Supervisor
Two completed background forms from Faculty Group Supervision
Weekly Hours Tracking Forms and Hours Summary Form (submit originals, signed by Site Supervisor and Faculty Group Supervisor)

Please sign only after verification of all forms has been completed.

Faculty Group Supervisor Signature: _____ Date: _____

At the end of Internship II:

- Counselor Assessment Scale Forms (Completed by Student & Completed by Site Supervisor)
Clip review by Site Supervisor
Entire session review by Site Supervisor
Two completed background forms from Faculty Group Supervision
Weekly Hours Tracking Forms and Hours Summary Form (submit originals, signed by Site Supervisor and Faculty Group Supervisor)
Internship Final Recommendation completed by Site Supervisor
Evaluation Forms completed by student and given to the Professional Practice Coordinator:
o Evaluation of Faculty Group Supervisor
o Evaluation of Site Supervisor

Please sign only after verification of all forms has been completed.

Faculty Group Supervisor Signature: _____ Date: _____



GRADUATE & PROFESSIONAL PROGRAMS

MA in Counseling
1200 Park Road
Harrisonburg, VA 22802-2462
counseling@emu.edu
Phone: (540) 432-4243
Fax: (540) 432-4598

Insert Date

Insert Site Supervisor Name

Insert Placement Name

Insert Address

Insert City/State/Zip Code

Dear Insert Site Supervisor Name:

Enclosed is a site agreement form outlining guidelines and expectations for supervision and information regarding the internship experience. Please sign this document, in addition to the contract letter and after reviewing the information, please let me know if any further discussion would be helpful.

Thank you for the time and energy you devote to supervising our students!

Sincerely,

Jennifer L. Cline, PhD, LPC, ACS

Jennifer L. Cline, PhD, LPC, ACS
Professional Practice Coordinator
Master of Arts in Counseling
Eastern Mennonite University
540.432.4213

Supervision Agreement – Internship

The EMU M.A. in Clinical Mental Health Counseling student's internship:

- Involves 600 total hours of work.
- Includes a minimum of 240 hours of direct service work (over two semesters). Direct service work includes: individual, marital and family counseling, intakes, crisis intervention, group counseling, and assessment.
- Allows the student to gain supervised experience in individual and group interactions with clientele.
- Includes a minimum of one (1) hour per week of face-to-face individual supervision by an approved agency supervisor.
- Includes a minimum of two (2) hours per week of group supervision with other students in similar practice by a faculty member supervisor.
- Allows the student to obtain recordings of the student's interactions with clientele for use in supervision. Recordings are to be reviewed at each supervision session as much as possible.
- Allows the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research.
- Includes formal evaluation of the student's performance during the internship by the individual site supervisor and the faculty group supervisor.

Collaboration with Faculty Supervisor:

As mentioned above, students participate in weekly group supervision facilitated by a faculty member. In an effort to provide consistent and collaborative feedback, faculty supervisors will call or arrange a site visit with you at the mid-point of the semester. Faculty supervisors are also available and open to hearing from you at any point in the semester. The enclosed information is offered as a reminder of best practices in supervision and to share program expectations of students. We greatly appreciate your time and effort in helping to guide and train our students.

An Effective Individual Supervisor:

- Accepts students in a non-judgmental way.
- Enters into the frame of reference of the student.
- Elicits essential data from the student.
- Assesses the strengths of the student.
- Assesses the weaknesses and "growing edges" of the student.
- Affirms the student in relationship to strengths.
- Points out weaknesses and "growing edges" in a professional manner.
- Initiates pertinent discussion in the supervisory sessions.
- Helps students to gain insight into transference-countertransference issues in the counseling relationship.
- Facilitates an understanding of the psychodynamics of the client.
- Assists the student in dealing with termination and/or referral.
- Has sensitivity to ethical issues in the counselor-client interaction.
- Facilitates reflections on a student's cultural identities as related to the counseling experience.
- Establishes and maintains good inter-professional relations with students.

Supervisee Performance Concerns:

If you have any concerns about a supervisee's performance, please address those early in the student's training in order to allow the student ample opportunities to make remediation. After addressing your concerns directly with the supervisee, if you feel that you or the student need additional support, please reach out to the supervisee's faculty supervisor:

- Dr. Greg Czyszczonek at 540.432.4324 or greg.czyszczonek@emu.edu
- Dr. Jennifer Cline at 540.432.4213 or jennifer.cline@emu.edu.

If you and the faculty supervisor agree that the concern warrants full faculty support, please contact:

- The Professional Practice Coordinator, Dr. Jennifer Cline, same contact as above, and/or
- The Program Director, Dr. Michael Horst at 540.432.4244 or michael.horst@emu.edu.

Expectations of the Agency and Individual Site Supervisor:

- To provide a complete orientation to the staff, facility, rules, regulations and procedures of the agency. Specific questions related to the agency's organizational structure will need to be clarified for the student: What are the rules regarding the use of rooms for counseling and administrative purposes? Will office space be shared? How will this be worked out? What days and hours will the student be expected to be at the school or agency? What are the procedures regarding clients' files and records? What format should students use to document their work? What staff meetings, case conferences, etc., will the student be eligible to attend? The student also needs to be apprised of the purpose and ethos of the agency. Who are the clients whom the agency serves? What services does the agency offer? Lastly, students need to be instructed on how to appropriately assess and respond to behavioral risks.
- To see that the student has a client load commensurate with the requirements for Practicum experiences (a minimum of five clients during the practicum). It is hoped that all students will gain experience in crisis, short-term and long-term counseling. If there is a difficulty in providing the stipulated number of clients, either because the agency client load is light or the supervisor feels the student isn't ready, the faculty group supervisor should be notified.
- To review recordings, other related materials, intake processes, documentation, and participating activities of the counseling student (i.e. staffing meetings).
- To provide an hour of clinical supervision weekly at a set time and on a set day. (Fifteen hours of individual supervision are expected each semester.) It is very important that the supervisory hour is uninterrupted quality time and that reviewing tapes is a regular part of that hour. Supervisors are to give both positive and negative feedback to students, identifying areas of strength, and areas for focus and growth in future supervisory sessions.
- To take responsibility for the student in full acknowledgment of the supervisor role. Students are required to carry their own student professional liability insurance.
- To complete the Counselor Assessment Scale at the end of each semester and complete the Internship Final Evaluation Form, summarize the feedback from the semester, and share this evaluation with the student prior to sending all materials to the faculty group supervisor.

Expectations of the Student:

- Completion of all Professional Practice Placement pre-requisites and forms.
- To be aware of the necessity of representing the agency to the community in a responsible and knowledgeable manner.
- To be involved approximately 15-20 hours per week for the internship experience (over two semesters); 600 documented hours required. The scheduling of the clinical hours is to be negotiated between the student and the school or agency. This involvement should include: direct clinical services such as individual counseling, marriage counseling, group or family counseling, individual and group supervision, staff meetings, case conferences, intake staffings, administrative responsibilities such as completing records, making process notes, etc., and other educational classes and experiences.
- To be punctual, responsible, and professional at all times. Since the admission process to the master's program is selective, and only students of the highest quality, maturity and motivation are accepted, it can be expected that student- agency relationships will function on a high professional level at all times. If transportation problems occur or there is illness, students will be expected to notify the school or agency as promptly as possible. Students are to be punctual in arriving at their agencies, allowing some extra time for emergencies. Sensitivity to the dress and department standards of the agency is necessary as well. It is expected that the ethical conduct of students will be of the highest caliber. Clients should not be discussed casually or at inappropriate times. Confidential records are to be handled with great care and the privacy of the client is to be carefully protected.
- To meet with the individual site supervisor for individual supervision one hour each week (for 15 weeks each semester). This is to be at a set time and on a set day. Students will be expected to present tapes of counseling sessions at most supervisory sessions in order that specific feedback can be given. Students are encouraged to let their supervisors know what kinds of feedback will be most helpful to them. Supervision is a dual process involving both supervisors and students.
- To evaluate the individual site supervision at the end of each school year according to the specified form. This evaluation is kept confidential by the faculty.

I have read and agree to the aforementioned requirements for supervision of the graduate student and consultation with faculty supervisors.

Site Supervisor Printed Name: _____

Site Supervisor Signature: _____

Date: _____



Master of Arts in Counseling
Professional Practice
INTERNSHIP CONTRACT LETTER

Date

Supervisor name, title

Agency

Address

Dear Supervisor name:

This letter is a contract to confirm that you are in agreement to act as my internship site supervisor for the semester(s) of school years, beginning first day of beginning semester, and ending last day of ending semester.

Within the dates stated above, I, your name, a student of the Master of Arts in Counseling program at Eastern Mennonite University, agree to work with you as an intern every week at the site name. This will provide approximately (600 for one site, divide it up for more than one) hours of on-site counseling experience including (240 for one site, divide it up for more than one) hours of direct contact with clients and one hour per week of supervision time with you. The total hours of on-site counseling experience and hours of direct contact with clients may be reduced if the internship student has multiple internship site placements. This agreement will not include certain university breaks when faculty are not available for supervision as per our accreditation standards requiring regular weekly group supervision by faculty. I will take responsibility for informing you of those dates.

An integral part of our supervision is review of our work throughout the internship. I am required to record as many counseling sessions as possible for supervision and training purposes only. Your assistance with getting consent from clients is appreciated! These recordings are also to be reviewed and discussed in our individual supervision times as much as possible. For your awareness, I am required by EMU to carry liability insurance for this internship and a copy of that certificate is available should you need a record of this coverage.

For future reference, my faculty group supervisor is and he/she may be reached at . I look forward to practicing counseling with you this year!

Sincerely,

By signing this I have read and agreed to the scheduling arrangements, supervision requirements, and recording needs for your internship experience.

Site supervisor signature

Date

CC: EMU Faculty Supervisor name, title



Master of Arts in Counseling
Professional Practice
INTERNSHIP Agency Placement Form

Agency: _____

Address: _____

Phone Number: () _____ E-Mail: _____

Agency Director: _____

Individual Supervisor: _____

(* Please attach a current vita or resume)

Supervisor Education:

MA year MEd year EdS year PhD year

MSW year MDiv year DMin year

Licensure/Certification:

LPC year LMFT year LCSW year NCC year

Certifications: _____

Years of Experience: Completed Supervision Training: or

20 hrs/Date Credit Class/Date

General Description of Placement:

Population(s): check all that apply

- Community Counseling Agency Addictions/Rehabilitation Hospital-based Mental Health Church Community Services Board Other Children Adolescents Adults Geriatric Family Cross-Cultural Special Needs

Description of Possible Student Activities:

- Individual sessions Groups Assessment Intake Crisis Intervention Educational Workshops Classroom Guidance Staff meetings

Other: _____

Recording Allowed:

Yes, with appropriate consent forms No

Return to: Master of Arts in Counseling
 1200 Park Road
 Eastern Mennonite University
 Harrisonburg, VA 22802-2462

**Master of Arts in Counseling
Professional Practice Form
Internship Hours Tracking Form and Weekly Log**

Student Name: _____ **Week Ending:** _____

To be filled in by Student

ACTIVITY	DATE & HOURS							TOTAL
	Sun	Mon	Tues	Wed	Thur	Fri	Sat	
Direct Hours								
Individual Hours								
Counseling/Psychoeducational Group								
Couples and/or Family Counseling								
Substance Abuse - Specific								
Total Direct Hours								
Indirect Hours								
Individual Site Supervision								
Site Group Supervision								
EMU Group Supervision								
Program Planning								
Consultation								
Interdisciplinary Team Meetings								
Interdisciplinary Consultation								
Conferences Attended								
Workshops Conducted								
Administrative Responsibilities								
Other								
Total - Indirect Hours:								
Direct & Indirect Hours:								

Running Total

Previous Week Direct Total | Direct Hours for Week =

Previous Week Indirect Total | Indirect Hours for Week =

Student Signature: _____

To be completed by site supervisor (check all that apply):

- Met for one hour of supervision this week
- Reviewed cases
- Reviewed a tape
- Student takes initiative and utilizes supervision in a professional manner
- Student is progressing adequately
 - Same as last week
 - New area/insight (please comment): _____
- Student needs supervision on growth areas:
 - Same as last week
 - New area/insight (please comment): _____

Individual Site Supervisor Signature _____

Date _____

*Master of Arts in Counseling
Professional Practice Form*
Internship Site Supervisor Tape Review - CLIP

Student Name: _____

Clip Review

After viewing a portion of a session on tape, please complete the following:

- | | |
|---|---|
| <input type="checkbox"/> establishing the therapeutic relationship | <input type="checkbox"/> counseling style development |
| <input type="checkbox"/> using concreteness | <input type="checkbox"/> student's self-awareness |
| <input type="checkbox"/> confronting appropriately | <input type="checkbox"/> warmth |
| <input type="checkbox"/> insight into client/counselor relationship | <input type="checkbox"/> empathy |
| <input type="checkbox"/> use of questions | <input type="checkbox"/> genuineness |
| <input type="checkbox"/> understanding of client's reality | <input type="checkbox"/> ability to offer respect |
| <input type="checkbox"/> opening/closing of sessions | <input type="checkbox"/> use of silence |
| <input type="checkbox"/> goal setting | <input type="checkbox"/> termination |
| <input type="checkbox"/> summarizing | <input type="checkbox"/> other: |
| <input type="checkbox"/> clarifying | <input type="checkbox"/> other: |

SUPERVISOR FEEDBACK:

Supervisor Signature

Date

Master of Arts in Counseling
Professional Practice Form
Internship Site Supervisor Tape Review
ENTIRE SESSION

Student Name: _____

Entire Session Review:

After reviewing a tape of an entire session with the intern student, please check as many skills as you were able to assess and provide overall feedback:

- | | |
|---|---|
| <input type="checkbox"/> establishing the therapeutic relationship | <input type="checkbox"/> counseling style development |
| <input type="checkbox"/> using concreteness | <input type="checkbox"/> student's self-awareness |
| <input type="checkbox"/> confronting appropriately | <input type="checkbox"/> warmth |
| <input type="checkbox"/> insight into client/counselor relationship | <input type="checkbox"/> empathy |
| <input type="checkbox"/> use of questions | <input type="checkbox"/> genuineness |
| <input type="checkbox"/> understanding of client's reality | <input type="checkbox"/> ability to offer respect |
| <input type="checkbox"/> opening/closing of sessions | <input type="checkbox"/> use of silence |
| <input type="checkbox"/> goal setting | <input type="checkbox"/> termination |
| <input type="checkbox"/> summarizing | <input type="checkbox"/> other: |
| <input type="checkbox"/> clarifying | <input type="checkbox"/> other: |

SUPERVISOR FEEDBACK:

Supervisor Signature

Date



*Master of Arts in Counseling
Professional Practice Form*
Internship Counselor Assessment Scale –
Supervisor Form

Student _____

Supervisor _____

Date _____

Please read:

Reference criteria: a rating of 5 meets expectations of a licensed counselor. The standard at the **end of practicum (beginner)** is an average of **3**. The standard for **graduation (intermediate)** is an average of **4**, with no item less than 3. It is **very unlikely** that any student would merit a **5** in every category.

<i>Professional Behaviors</i>						<i>Comments</i>
Utilizes ACA Code of Ethics and/or other appropriate ethical codes as guidance for professional behavior	1	2	3	4	5	
Exhibits respectful and courteous behavior, including respect of others' values and preference for techniques, respect for others' workloads and time commitments; successful as a team member	1	2	3	4	5	
Understands and maintains appropriate interactions and boundaries with co-workers, supervisors, and clients	1	2	3	4	5	
Dresses appropriately	1	2	3	4	5	
Readily seeks consultation for unusual situations	1	2	3	4	5	
Is able to accept both praise and criticism that is framed in an appropriate manner	1	2	3	4	5	
Makes an attempt to incorporate suggestions and review their effectiveness with supervisor after their utilization, or is able to justify why a suggestion was not used	1	2	3	4	5	
Accurately completes all paperwork in neat, readable, concise manner; all work on time without reminders	1	2	3	4	5	

Respectful of client and supervisor appointment times	1	2	3	4	5	
---	---	---	---	---	---	--

Average: ___

<i>Empathic Attunement</i>						<i>Comments</i>
Clients feel respected	1	2	3	4	5	
Clients feel heard and attended to	1	2	3	4	5	
Demonstrates ability to easily develop rapport with new clients, making them feel at ease	1	2	3	4	5	
Appropriately adapts techniques, theory, and personal affect (i.e. humor, creativity, etc.) to meet clients where they are	1	2	3	4	5	
Makes a conscious effort to employ empathy, unconditional positive regard, genuineness, and concreteness/intentionality	1	2	3	4	5	
Understands and maintains appropriate boundaries with clients	1	2	3	4	5	
Empowers clients	1	2	3	4	5	
Demonstrates competent use of higher level listening skills such as feedback and reflection of meaning	1	2	3	4	5	

Average: ___

<i>Intervention Skills</i>						<i>Comments</i>
Creates client ownership	1	2	3	4	5	
Manages good session beginnings and endings	1	2	3	4	5	
Good timing of interventions	1	2	3	4	5	
Appropriately applies counseling theories and techniques in a manner that indicates strong knowledge of both	1	2	3	4	5	
Follows treatment plan	1	2	3	4	5	

Demonstrates a grasp of issues involved and a sense of where progress is possible for a particular client	1	2	3	4	5	
Interventions are focused and effective	1	2	3	4	5	

Average: ____

<i>Case Conceptualization & Management</i>						<i>Comments</i>
Can conduct a comprehensive and integrated client assessment, utilizing consultation and referral as needed	1	2	3	4	5	
- Covers all areas of client development associated with the presenting problem	1	2	3	4	5	
- Is able to correctly assess risk factors such as homicide, suicide, and inability to care for self	1	2	3	4	5	
- Incorporates a strengths perspective	1	2	3	4	5	
Is able to identify the real problem that brings the client to counseling	1	2	3	4	5	
Is able to identify salient features of client and when appropriate derive DSM diagnosis	1	2	3	4	5	
Is able to formulate case hypotheses and interventions within a conceptual framework	1	2	3	4	5	
Treatment goals reflect an in-depth understanding of client	1	2	3	4	5	
Demonstrates knowledge of agency rules and policies; embraces agency mission as evidenced in daily interactions	1	2	3	4	5	

Average: ____

<i>Counselor Self-Awareness</i>						<i>Comments</i>
--	--	--	--	--	--	------------------------

Is able to accurately document strengths	1	2	3	4	5	
Is able to accurately assess growth areas	1	2	3	4	5	

Average: ____
Total Average: ____

Please describe one strength and one growth area:

Strength:

Growth area:

Supervisor Signature: _____ ***Date:*** _____

Thank you!

Master of Arts in Counseling
Professional Practice Form
Student Evaluation of Site Supervisor

Name of Supervisor: _____ **Student:** _____

Check the letter that best represents your supervision experience at your clinical site. It is strongly encouraged that you share this feedback with your supervisor when appropriate. Your evaluation will assist the faculty in improving supervision and selecting appropriate sites for future clinical placements. **Please use the space below the question for commenting, particularly if you have strong feelings one way or the other.**

- | <i>A. Strongly Agree</i> | <i>B. Agree</i> | <i>C. Disagree</i> | <i>D. Strongly Disagree</i> |
|--|-----------------|--------------------|-----------------------------|
| 1. Supervisor treated me with respect and valued me as a person. | | | A. __ B. __ C. __ D. __ |
| 2. Supervisor recognized that my counseling skills were a “work in progress” and facilitated their development. | | | A. __ B. __ C. __ D. __ |
| 3. Supervisor gave me useful feedback when I did something well. | | | A. __ B. __ C. __ D. __ |
| 4. Supervisor gave me useful feedback when I struggled. | | | A. __ B. __ C. __ D. __ |
| 5. Supervision was a helpful part of my clinical experience | | | A. __ B. __ C. __ D. __ |
| 6. Supervisor “set me up” for success by providing a listening ear and appropriate support. | | | A. __ B. __ C. __ D. __ |
| 7. Supervisor was on time and prepared for supervision. | | | A. __ B. __ C. __ D. __ |
| 8. Supervisor helped me work on my specific goals. | | | A. __ B. __ C. __ D. __ |
| 9. Supervisor was spontaneous and flexible in our supervisory sessions to meet my specific needs. | | | A. __ B. __ C. __ D. __ |
| 10. Supervision was a waste of time. | | | A. __ B. __ C. __ D. __ |
| 11. Supervisor encouraged me to use a variety of new and/or different techniques with clients. | | | A. __ B. __ C. __ D. __ |
| 12. Supervisor encouraged me to develop my own personal counseling style. | | | A. __ B. __ C. __ D. __ |
| 13. Supervisor focused on verbal and nonverbal behavior of my clients and me. | | | A. __ B. __ C. __ D. __ |
| 14. Supervisor encouraged ethical behavior by appropriate modeling and encouraged me to engage in professional behavior. | | | A. __ B. __ C. __ D. __ |
| 15. Supervisor maintained confidentiality with information discussed in supervision. | | | A. __ B. __ C. __ D. __ |
| 16. Supervisor was available for consultation when needed. | | | A. __ B. __ C. __ D. __ |
| 17. Supervisor demonstrated cultural competency. | | | A. __ B. __ C. __ D. __ |
| 18. Supervisor trained me in completion of and management of required paperwork. | | | A. __ B. __ C. __ D. __ |
| 19. Overall, I felt supported during my clinical experience. | | | A. __ B. __ C. __ D. __ |
| 20. Overall, I would recommend this site supervisor to other counselors-in-training. | | | A. __ B. __ C. __ D. __ |

Student Signature: _____ Date: _____



GRADUATE & PROFESSIONAL PROGRAMS

Master of Arts in Counseling
Professional Practice Form
INTERNSHIP - FACULTY GROUP SUPERVISOR
Evaluation by Student

Name of Faculty Supervisor: _____

The following fifteen statements serve as a list of the expectations of faculty supervisors. Check the letter that best represents your supervision experience. It is strongly encouraged that you share this feedback with your supervisor when appropriate. Please use the space below the question for commenting, particularly if you have strong feelings one way or the other.

- A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree
1. Accepts students in a non-judgmental way. A. __ B. __ C. __ D. __
2. Enters into the frame of reference of the student. A. __ B. __ C. __ D. __
3. Elicits essential data from the student. A. __ B. __ C. __ D. __
4. Assesses and affirms the strengths of the student. A. __ B. __ C. __ D. __
5. Assesses the weaknesses and "growing edges" of the student in a professional manner. A. __ B. __ C. __ D. __
6. Initiates pertinent discussion in the supervisory sessions. A. __ B. __ C. __ D. __
7. Helps students to gain insight into transference-countertransference issues in the counseling relationship. A. __ B. __ C. __ D. __
8. Facilitates an understanding of the intra- and interpersonal dynamics of the client. A. __ B. __ C. __ D. __
9. Assists the student in dealing with termination and/or referral. A. __ B. __ C. __ D. __
10. Has a sensitivity to ethical issues in the counselor-client interaction. A. __ B. __ C. __ D. __
11. Demonstrates cultural competency within the supervisory relationship and is sensitive to cultural issues in the counselor-client interaction. A. __ B. __ C. __ D. __
12. Establishes and maintains good interprofessional relations with students. A. __ B. __ C. __ D. __
13. Encourages group participation and interaction. A. __ B. __ C. __ D. __

***Master of Arts in Counseling
Professional Practice Form***
Internship FINAL EVALUATION

INDIVIDUAL SITE SUPERVISOR FINAL EVALUATION

Student Name: _____

Based on your experience with the student, please indicate your recommendation below:

- The student is competent in all areas assessed. I have no reservations and recommend a passing grade.
- I wish to speak with the faculty supervisor before my final recommendation. (*The faculty supervisor will call you.*)
- I have serious reservations about the student's competence and do not recommend a passing grade.

Individual Site Supervisor Signature: _____ Date: _____



Please place form in your PPF

GRADUATE & PROFESSIONAL PROGRAMS

Name:

Session Background Form

Please provide the background of this client - include what session this is, presenting issue, treatment goal, theoretical perspective, challenges, strengths, any ethical concerns, and what you appreciate about this client.

What is your question? For what purpose are you seeking supervision? Please provide a specific objective for supervision so that we can offer helpful feedback.

Following feedback, please take a moment to write about how you will integrate feedback, what was helpful about the feedback and what you learned. If the feedback was not helpful, please indicate this.



***Master of Arts in Counseling
Professional Practice Form***

INTERNSHIP Hours Summary Form

Student: _____

Site: _____

Activity	Summer ____	Fall ____	Spring ____	GRAND TOTAL
DIRECT CONTACT HOURS	# hours	# hours	# hours	
Individual Hours				
Coordinated Care - Individual Hours				
Co-located Care - Individual Hours				
Integrated Care - Individual Hours				
Counseling/Psychoeducational Group				
Coordinated Care - Group Hours				
Co-located Care - Group Hours				
Integrated Care - Group Hours				
Couples and/or Family Counseling				
Substance Abuse - Specific				
Total Direct Contact Hours:				

INDIRECT SERVICE HOURS	Summer ____	Fall ____	Spring ____	
Individual Site Supervision				
Site Group Supervision				
EMU Group Supervision				
Program Planning				
Consultation				
Interdisciplinary Team Meetings				
Interdisciplinary Consultation				
Conferences Attended				
Workshops Conducted				
Administrative Responsibilities				
Other				
Total Indirect Service Hours:				

SEMESTER TOTAL HOURS	Summer	Fall	Spring	
Site Supervisor Verification (Please initial):				
Faculty Supervisor Verification (Please initial):				
SEMESTER TOTAL HOURS (Direct + Indirect)				

Please sign below to verify the grand total of internship hours at the end of internship

Sign End of Internship

Site Supervisor – Sign and Date	
Faculty Supervisor – Sign and Date	

Consent to be Recorded

I, _____, offer my consent to be recorded during counseling interviews. I understand that the recording will be listened to or viewed by counseling / faculty supervisors and a small group of graduate students for the purpose of counselor training. The intention of the recording is solely to address **counselor skills**, not client issues. I am aware that the recording will be erased after training exercise is complete and that confidentiality will be strictly enforced.

It is our policy to maintain the confidentiality of students and their records. According to the law and professional ethics, there are three exceptions to confidentiality:

1. State law requires that any counselor who suspects a child may be abused or neglected must report this to the Department of Social Services. This is also true when mentally or physically disabled adults are involved.
2. If a counselor believes you are in imminent danger of harming yourself or others, disclosure of information is required as necessary to ensure your safety and the safety of others.
3. If you are involved in a legal case in which your mental or emotional health is an issue, a judge may order the release of your medical record for the court to examine. We are required to comply with a court order.

If at any time for any reason you are dissatisfied with our sessions, please inform me or the Professional Practice Coordinator Dr. Jennifer Cline, who can be reached at 540.432.4213 or jennifer.cline@emu.edu. I assure you that my services will be professional and consistent with accepted ethical standards. Please note that counseling is in place for your personal growth and wholeness.

Additionally, should we find that you are in need of further support, we will explore referral possibilities to clinicians in the community.

Thank you for your willingness to participate in this learning experience.

Client Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Supervisor Program Evaluation

MA in Counseling Program Evaluation For Supervisors

Please provide some feedback for our faculty about students from our program that you have had an opportunity to observe in your role.

If you have any additional comments or concerns, you may contact Michael Horst, Director of MA in Counseling at 540.432.4244 or email him at Michael.Horst@emu.edu
Thank you!!

1. How many graduates of the EMU MA in Counseling program have you had the opportunity to observe?
2. Please list two or three common traits and strengths you have noticed in the EMU students you have had the opportunity to work with.
3. What thoughts or recommendations do you have for us to better prepare our students for work in the field?
4. On a scale from 1-5 how prepared do you feel our students are to meet the needs of their clients?

Please circle a number below

(Ill prepared)					(Very Prepared)
1	2	3	4	5	

Comments:

5. On a scale from 1-5 how prepared do you feel our students are to meet the standards of professional engagement within your organization?

Please circle a number below

(Ill prepared)					(Very Prepared)
1	2	3	4	5	

Comments:

6. Would you recommend the EMU MA in Counseling program to prospective students?