Practicum/Internship

Supervisory Manual

Master of Arts – School Counseling
Master of Science – Clinical Mental Health Counseling

School of Kinesiology, Counseling, and Rehabilitative Sciences
College of Health and Human Services

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Welcome

The Mental Health Counseling and School Counseling programs at Northern Kentucky University are both accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling Program at Northern Kentucky University is also accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Students graduating from a CACREP program are assured a quality educational experience. In addition, graduates of CACREP programs can become Nationally Certified Counselors through the National Board for Certified Counselors (NBCC) once they have passed the National Counselor Examination for Licensure and Certification (NCE).

As part of its 2016 standards, CACREP requires accredited counselor education programs disseminate an annual report to all stakeholders. This report includes, but is not limited to, a summary of program evaluation results, subsequent program modifications, and any other substantial program changes. It includes information on rates of graduation, completion, credentialing, and job placement. The Counseling Program maintains an online dashboard containing the annual report information. Students may access it any time by visiting the following webpage: https://www.nku.edu/academics/chhs/about/accreditation/cacrep-accreditation.html

This document is designed as a primary resource to provide supervisors with valuable information about the master's degree programs in counseling at Northern Kentucky University. It details both the expectations for students and the **requirements for field placement sites involved in practicum and internship placements.**

The purpose of the Professional Practice portion of the Northern Kentucky University Counseling Program is to adequately prepare mental health- and school counselors-in-training to effectively and ethically provide theoretically-based treatment to clients under direct supervision of both university and site supervisors. Counseling program faculty collaborate with both students and site supervisors to promote the development of counselors-in-training and ensure client welfare. Professional practice, which includes practicum and internship, strives to achieve integration of theory into practice, solidify clinical skills, and incorporate students into the profession of counseling. These experiences provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of the Greater Cincinnati area. Practicum and internship applications are due one semester prior to Practicum. What follows is an overview of the Professional Practice portion of the program.

Student Expectations & Responsibilities

- All students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship. Students must provide proof of coverage before engaging in any counseling-related activities.
- All students must abide by the rules, regulations, ethics, policies, and procedures of the placement site and ethical codes of the profession.
- Students are expected to protect the confidentiality of any case material used within the educational setting by following university and site expectations for obtaining, handling, storing, and disposal of client-related documentation or video recordings.
- Students will be expected to meet and align with the site supervisor's business hours and personnel practices and to respect the confidential nature of client's personal health information and their records.
- Practicum and internship students must produce program-appropriate audio/video recordings with clients for supervision purposes.
- In addition to the development of individual counseling skills, students must lead or co-lead a counseling or psychoeducational group during *either* the practicum or internship.
- Be on time and prepared for supervision. Seek supervision when uncertain, particularly in the case of urgent or emergency situations that occur on-site.
- Participate in professional opportunities such as staff meetings, consultation groups and/or learning communities, trainings, or other activities to facilitate development as a counselor.
- If applicable, seek and maintain licensure as a counselor trainee.
- All students must wear appropriate professional dress to clinical sites.
- Students must demonstrate professional behavior on site, during individual and group supervision, emails, text and verbal conversations with colleagues, supervisors, etc.

Course Specific Expectations & Responsibilities

Practicum. Students enrolled in the practicum course COU 690: Clinical Mental Health Counseling (CMHC) Practicum or COU 693: School Counseling (SC) Practicum, are expected to complete the following:

Obtain at least 100 hours of professional counseling experience:

- At least 40 of the 100 hours must be in direct service counseling activities with individuals and/or groups – these requirements apply to both CMHC and SC supervisees.
- For SC students: of the 40-direct hours, at least 20 must be completed in an individual counseling setting, while the other 20 can be split between classroom guidance and small group counseling.
- Attend weekly 90 minute group supervision sessions facilitated by a university supervisor.
- Provide meaningful, appropriate, and professional feedback to peers during the group supervision process.
- Attend weekly 60 minute individual or triadic supervision sessions facilitated by a university supervisor.
- Fully engage in the supervision process by being open to exploring their experiences and receptive to constructive feedback.
- Maintain a log of all professional counseling activities conducted during your practicum experience. Students will review their logs with site supervisors weekly and have the logs signed by the site supervisor to verify the completion of appropriate experiences. Signed logs will also be reviewed intermittently throughout the semester by the university supervisor. All signed logs will be submitted to university supervisor for review at the end of the practicum experience.
- Meet regularly with site supervisor, and immediately seek supervision in unusual, urgent, or emergency situations.

- Complete all course-related tasks (such as transcriptions, case presentations, theoretical orientation papers, etc.) as assigned by the university supervisor.

Internship. Students enrolled in COU 691: CMHC Internship or COU 692: SC Internship, will be required to work towards completion of the overarching goals of the internship experience. Internship requires a minimum of two semesters (3 credit hours each) to accrue the required hours and demonstrate baseline skills proficiency.

Students enrolled in internship are expected to complete the following:

Obtain at least 600 hours of professional counseling experience:

- At least 240 of the 600 hours must be in direct service counseling activities with individuals and/or groups – these requirements apply to both CMHC and SC supervisees.
- For CMHC interns, the majority of accrued direct hours must come from supervised activities in the area of diagnosis and treatment of mental and emotional disorders.
- For SC interns, students must gain experience with individual counseling, group counseling, and classroom guidance.
- Weekly 90-minute group supervision facilitated by a university supervisor.
- Provide meaningful, appropriate, and professional feedback to peers during the group supervision process.
- Weekly 60-minute individual or triadic supervision facilitated by a site supervisor. (To the greatest extent possible, supervision should involve one continuous hour per week.)
- Attend individual or triadic supervision sessions facilitated by a university supervisor as deemed necessary by the university supervisor.
- Maintain a log of all professional counseling activities conducted during your internship experience. Students will review their logs with site supervisors weekly and have the logs signed by the site supervisor to verify the completion of appropriate experiences. Signed logs will also be reviewed intermittently throughout the semester by the university supervisor. All signed logs will be submitted to university supervisor for review at the end of the internship experience.
- Complete all course-related tasks (such as transcriptions, case presentations, theoretical orientation papers, etc.) as assigned by the university supervisor.
- Fully engage in the supervision process by being open to exploring their experiences and receptive to constructive feedback.

Expectations for Earning Practicum and Internship Hours During Breaks. Students who wish to continue practicum or internship work during any break (e.g. winter break, Spring Break) will be able to do so only if the following conditions are met:

1. The onsite supervisor agrees to such an arrangement.
2. The subsequent internship experience continues at the same site.
3. The internship supervision ratio of 1 hour of face-to-face individual or triadic supervision and an average of 1 and ½ hours group supervision per week must be maintained.
4. The student agrees to attend all practicum/internship classes scheduled by the university supervisor during the break.
5. Students will keep the site and university supervisor apprised of any ethical, legal or crisis situations during the break.

Site Supervisor Expectations and Responsibilities

Site Supervisor Requirements:

According to the CACREP 2016 Standards (III.C.), to qualify to supervise students, supervisors must possess the following qualifications:

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two 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.
4. Relevant training in counseling supervision.

Site Supervisor Responsibilities:

- Goal-oriented weekly supervision including case conceptualization, tape review, professional identity development, and counseling skills and theory application.
- Site supervisors will directly collaborate with university supervisors and/or the Clinical Director/Program Directors to promote counselor-in-training development and ensure client welfare.
- Site supervisors will provide open, honest, and timely evaluations of counselor-in-trainings' counseling skills and theoretical application.
- Site supervisors will work to create opportunities for learning that allow students to develop competencies listed on the mid-term and final-evaluations.
- Site supervisors will provide students opportunities to become familiar with a variety of professional activities and resources, including technological resources, staff meetings, and additional trainings, during their practicum and internship.
- Supervisors are required to evaluate the supervisee at the mid-term point of each semester and at the conclusion of each semester in order to assess the student's counseling performance and ability to integrate and apply knowledge (see Appendix E, Appendix F).

Placement Procedures for Practicum and Internship

Decisions about clinical placements will be made by the Clinical Director/Program Directors based on the following considerations: (a) the training needs of the counseling student, (b) the student's availability for a clinical site, and (c) the availability and strengths of on-site supervisors. NKU has already developed a number of collaborative relationships with schools and community counseling sites in the tri-state area, which serve as the primary placements for students in the school and clinical mental health counseling programs. If a student requests to be placed at a field placement site with whom the Counseling Program does not have a previously established relationship, the Program Directors will evaluate whether such an agency complies with both programmatic and accreditation (i.e., CACREP) standards.

Additional policies apply to counseling students who are already employed at a school or agency. School counseling students who are employed as teachers must complete practicum and internship experiences outside the student population with whom they currently work. Such school counseling students may not provide counseling services to children they currently teach, but may be permitted to accrue direct contact hours working with children from other classrooms at their schools. Ideally, school counseling students will complete all required internship experiences outside of their home school. To accommodate this policy, such students may be permitted to complete part-time internships than span over 2-3 semesters. Likewise, students enrolled in the clinical mental health counseling program will not be allowed to accrue practicum or internship hours providing counseling service to the clients with whom they work as part of their job (e.g., case managers). We may allow such students to complete an internship at their employing agency, but it must be clear that such students are providing mental health counseling services and that such services go above and beyond their regular employment responsibilities.

Interview Procedures

Although the Clinical Director/Program Directors will assist students in locating an appropriate clinical placement, field placement sites will have the final decision about placement confirmation. After being referred to a placement site by the Clinical Director/Program Directors, a student must contact the potential site supervisor to request an interview. A student should dress professionally and bring resumes to the interview.

Placement Changes Procedures

Changes in placement are rare due to the limited number of available sites for both school counseling and clinical mental health counseling students. Additionally, it is important to maintain positive relationships with community agency and school partners. It is the responsibility of the Clinical Director/Program Directors to determine if a change needs to be made. Placement change requests should only be made following a thorough investigation of the circumstances at hand and clear attempts to resolve issues. Students are not permitted to make placement decisions, plans, or site contact prior to approval from the Clinical Director.

Progression Requirements

Students in the counseling program are expected to conduct themselves in an ethical, responsible, and professional manner. To this end, they are expected to adhere to the standards of professional ethics and practice set forth by the American Counseling Association (ACA) and/or the American School Counselor Association.

In addition to overseeing academic and ethical adherence, supervisors are asked to monitor personal and interpersonal dynamics that may affect students' performance as counseling professionals. The purpose of this monitoring process is to ensure all graduates of the Northern Kentucky University Counseling Program are not experiencing personal and interpersonal characteristics that interfere with their professionalism or helping capacity.

As future professional counselors, the faculty expects students to exhibit the following personal and interpersonal dispositional characteristics (Professional Performance Standards) throughout their time in the program:

- Openness to new ideas
- Flexibility
- Cooperativeness with others
- Willingness to accept and use feedback
- Awareness of own impact on others
- Ability to deal with conflict
- Ability to accept personal responsibility
- Ability to express feelings effectively and appropriately
- Attention to ethical and legal considerations
- Initiative and motivation

Supervisors will evaluate each student on the above areas on the midterm and final evaluations. Each Professional Performance Standard will be rated as "Does not Meet Expectations," "Meets Expectations," or "Exceeds Expectations" as described in the Criteria for Professional Performance Standards Evaluation (see Appendix H). Students receiving a rating "Does not Meet Expectations" on one or more of the Professional Performance standards will be considered deficient in professional performance and may be subject to Student Remediation.

Grading

- Practicum and Internship are graded using letter grades according the NKU grading scale.
- Grades will be entered by university faculty, who may consult with site supervisors on each student's level of development
- The faculty regards its gatekeeping role as one of the most important responsibilities they possess, thus students will not earn passing grades if they are engaged in unprofessional, unethical, or otherwise problematic behavior.
- Students are required to have a grade of B minus or better to successfully complete any professional placement experience. A student who fails to earn a grade at or above a B minus will need to repeat the course.

Repeating Practicum or Internship

(a) If a site requests an intern be removed from that site, the intern will automatically receive a failing grade for that particular semester. Interns may appeal if the student feels the failing grade is not justified. The appeal must be clear and detail justification for overturning the failing grade. An appeal does not guarantee the grade will be overturned but is part of the due process afforded students.
(b) If an intern is removed from a site, a placement at an alternate site the following semester is not guaranteed. The Clinical Director/Program Directors places all students at practicum and internship sites. The placement may take time, to the point that an intern may miss a semester in between placements.
(c) If an intern fails one semester of practicum or internship, the faculty may attempt to place the intern at another site if necessary. Often a professional development plan will be put in place to remediate and support the student so a subsequent failure does not occur.
(d) If an intern fails two semesters of internship, the intern will be dismissed from the counseling program. The intern can appeal to the faculty to request a third attempt at internship. The appeal must be clear and detail justification for a third opportunity. An appeal does not guarantee an additional opportunity will be granted, but is part of the due process afforded students.
(e) A student may be required to undertake the professional development plan process at any time during her/his internship experience. The professional development plan may be initiated by the student, the site supervisor, or the university supervisor.
(f) If a student fails a professional development plan, the student is dismissed from the program. The dismissed student may appeal to the faculty to request a second attempt at completing the Professional Development Plan. The appeal must be clear and detail justification for a second attempt at completing a Professional Development Plan. An appeal does not guarantee an additional opportunity will be granted, but is part of the due process afforded students.

Practicum or Internship Student Remediation Procedures

The counseling faculty is dedicated to producing legal, ethical, and professional counselors. Students are evaluated throughout the counseling program. Rarely, a student might perform in the practicum or internship experience in ways that raise red flags for the site supervisor and/or the university supervisor. If one of the counseling program's students exhibits behaviors or skills that are in any way unprofessional or unethical, or in any other manner which raises unusual concerns for the site supervisor, the university supervisor and/or the Clinical Director/Program Directors will intervene immediately.

Counseling students who in some way do not meet the expectation for professional practice will be remediated using professional development plans (PDPs). The counseling faculty implement PDPs as needed to document and address: (a) expectations of the student, (b) specific behaviors required of the student, both on campus and at practicum/internship sites, (c) remediation tasks that faculty will implement to support the student's success, as well as tasks that the student must engage in to facilitate her/his success, and (d) consequences the student faces for not successfully addressing the expected tasks and engaging in the required behaviors.

The remediation process can be detailed in the following steps:

(a) A faculty member identifies areas of concern regarding a student's academic or professional behavior or tasks. These concerns will be separate from "normal" developmental progression of students or typical academic issues. The faculty member will identify specific behavior(s) that are problematic academically or professionally, and connect those behaviors to competencies expected of students.

(b) Faculty will then list specific remediation activities related to each task or behavior of concern.

(c) Students will be an active participant in this process, and receive formative feedback from a specific faculty member (usually their advisor) to integrate into their behavior to remedy the areas of concern.

(d) The student has an opportunity to review the PDP, clarify issues, ask questions, and bring concerns to the faculty prior to signing the document agreeing to the PDP.

(e) In addition to the opportunity to review the document, the student has an opportunity to appeal the document with a written petition to the faculty outlining the reasons for the appeal.

Once a remediation process has begun, the successful completion of a PDP is needed to advance within the program. The faculty may allow certain courses to be completed concurrently with the PDP. However, certain ethical or legal violations, such as Prison Rape Elimination Act (PREA) violations, may grounds for immediate dismissal from the program, and the remediation process and PDPs may be superseded in these cases.

Clear communication between site and university supervisors is needed to ensure the program graduates professional and ethical counselors. Site supervisors are encouraged to contact the university supervisor and/or Clinical Director/Program Directors to clarify or establish any necessary communication processes currently not in place. The program welcomes the input of our partners and consistently attempts to be responsive to the needs of our community partners. Any feedback or input from site supervisor's or internship students regarding the internship training process or intern remediation process is welcomed.

Sexual Misconduct

A counselor-in-training who is dismissed from a site on the basis of admitted and/or documented evidence of sexual misconduct with a minor at their practicum/internship experience site will have a report of that misconduct become part of their permanent record file. In accordance with the Kentucky Revised Code, such misconduct shall immediately be reported to the local police agency for investigation. The counselor-in-training shall be denied a new practicum/internship placement pending the results of the investigation.

Sexual Harassment by the Counselor-in-Training

Sexual Harassment will not be condoned. Unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment.

A report of sexual harassment at a practicum and internship site will be fully investigated and appropriate action will be taken if the report is found to be true and accurate. This may include, but is not limited to, removal from the field site for the remainder of the semester.

Sexual Harassment by Counselor-in-Training's clients or site personnel

Counselors-in-training have the right to be treated with respect and work in an environment that is positive, free from harassment, and safe.

If a counselor-in-training hears inappropriate phrases or sees inappropriate gestures, or feels that there are unwelcomed sexual advances or requests for sexual behaviors by a client, the counselor-in-training should address the situation immediately (if comfortable) or immediately notify site personnel to help address the situation. Once a report has been made, site personnel will debrief the situation with the student to determine what steps need to be taken to ensure the situation does not occur again. Additionally, the counselor-in-training will need to report the incident to the Clinical Director/Program Director.

If a counselor-in-training hears inappropriate phrases or sees inappropriate gestures, or feels that there unwelcomed sexual advances or requests for sexual behaviors by site personnel, the counselor-in-training should immediately notify the site supervisor and the Clinical Director/Program Director. If the incident is by the direct supervisor, the counselor-in-training should immediately report the incident to the Clinical Director/Program Director.

Appendices

Appendix A - Ethics Agreement

Clinical Practice Ethics Agreement and Guidelines

Counselors-in-Training must submit this signed form to the University Supervisor at the beginning of the Clinical Practice Experience.

(A) I attest that I have read and understand the American Counseling Association Code of Ethics and/or the American School Counselor Association Ethical Standards. I will practice my counseling in accordance with these standards. I further understand that any breach of this code or any unethical behavior on my part will be placed in my record and could result in the termination of the practicum/internship experience.

(B) I understand that my responsibilities include keeping my site and university supervisors informed regarding my practicum/internship experience.

(C) I understand that I will not be issued a passing grade until I have demonstrated a specified minimal level of counseling knowledge and skills, and submitted the required documentation to the university supervisor.

(D) I understand that I must be at the practicum/internship site during all scheduled times unless I have prior permission from both the site and university supervisors. In the event of illness or family emergency, I will immediately contact both the site and university supervisors.

(E) I understand that a part of my experience includes the presentation of case material for educational purposes during the practicum/internship seminar. This includes the recording of clients/students when in agreement and accordance with site and university policies. I understand that recordings will be reviewed in individual and group supervision on site and in university supervision. I agree to provide any case material in a confidential and responsible manner.

(F) I understand that I must maintain a log of my counseling practicum/internship experience. Entries in this log should include: date, time, and nature of contact or task. I will log all counseling-related contacts and duties. My site supervisor will review, approve, and sign the log. This documentation will be submitted to the university supervisor at the completion of my practicum/internship experience and will maintain confidentiality of clients/students.

(G) I understand that at midterm and upon the completion of my practicum/internship experience, the site supervisor must submit an evaluation to the university supervisor. This evaluation will be an evaluation of my counseling strengths and weaknesses, as well as my professional dispositions

(H) I will provide my university and practicum/internship site with proof that I have purchased liability coverage insurance and that said coverage is current.

(I) I understand that I will be provided with constructive and sometimes critical feedback from site and university supervisors regarding my professional development, counseling skills, and dispositions. As such, I will be open, reflective, and responsive to the feedback I receive.

_____ _____

Counselor-in-training Date

_____ _____

Site Supervisor Date

_____ _____

NKU Supervisor Date

Appendix B – Counseling Professional Practice Contract

Clinical Practice Contract

This Practicum/Internship experience agreement between the Northern Kentucky University Counseling Program and the participating site clarifies the joint and separate responsibilities of each facility for the selection and Clinical Practice experiences of NKU Counseling Program students during the academic year.

_____, as the participating site, will:

Provide Clinical Practice supervision at times to be agreed upon by the supervisor and the counselor-in-training for a minimum of one continuous hour per week for _____ weeks.

Provide such experiences that the site and University Supervisor deem appropriate for the counselor-in-training's skill level and time allotted for the Practicum/Internship experience.

Provide professional opportunities such as staff meetings, consultation groups, and/or learning communities, trainings, or other activities to facilitate development.

Provide the use of existing office space, privacy for counseling, use of available equipment, and usual office supplies and assistance necessary to the learning task.

Provide requisite training to prepare the counselor-in-training to efficiently and ethically use office-based technology necessary for the provision of counseling-related services (such a teletherapy platforms, electronic medical records system/confidential filesharing system).

Provide students with an opportunity to record client sessions (preferably video recordings) as a regular practice.

Provide point of contact for student in unusual and/or emergency situations on site.

Submit requested reports to provide the student's University Supervisor with an evaluation of the counselor-in-training's skills, activities, dispositions, and development.

Communicate as needed to report areas of concern in order to coordinate supervision needs.

Inform the Clinical Director and/or University Supervisor of changes in policy, procedures, and personnel that might affect the Practicum/Internship experience.

The Northern Kentucky University Counseling Program, as the participating University, will:

Participate with the site in the screening and selection of the counselor-in-training and honor a request by the site that the counselor-in-training be relieved of responsibilities when and if the counselor-in-training is not capable of functioning at the required level or if for any reason the student is found unsuitable for assignment at the site.

Share appropriate requested information regarding the counselor-in-training's background experience, educational accomplishments, and/or needs.

Enforce rules and regulations governing the counselor-in-training that are mutually agreed upon by the NKU Counseling Program and the site.

Provide regular supervision of the counselor-in-training's experiences according to the policies the Counseling Program enforces.

Coordinate and communicate with the placement site at beginning, middle, and end of each semester.

Provide backup supervision/consultation in unusual and/or emergency situations on site.

Evaluate counselors-in-training skills, professional development, and dispositions.

Communicate changes in NKU policy, procedures, and personnel that might affect the Practicum/Internship experience.

The Practicum/Internship Student, as the counselor-in-training, will:

Abide by the rules, regulations, ethics, policies, and procedures of the placement site and ethical codes of the profession.
Protect the confidentiality of any case material used within the educational setting by following university and site expectations for

obtaining, handling, storing, and disposal of client-related documentation or video recordings.

Counselors-in-training will be expected to meet and align with the site supervisor's business hours and personnel practices and to respect the confidential nature of client's personal health information and their records.

Purchase and maintain liability insurance for the duration of the placement.

Provide counseling services under supervision to complete requirements for practicum/internship.

Maintain an accurate log of counseling and supervision experiences, and communicate any unexpected changes to schedule to site and university supervisor.

Demonstrate professional conduct in demeaner, oral and written communication, and presentation, as well as make and keep appointments, complete appropriate forms, and any other professional activities that you would expect of a professional in your setting.

Be on time and prepared for supervision. Seek supervision when uncertain, particularly in the case of urgent or emergency situations that occur on-site.

Participate in professional opportunities such as staff meetings, consultation groups and/or learning communities, trainings, or other activities to facilitate development as a counselor.

If applicable, seek and maintain licensure as a counselor trainee.

Signatures

Please sign below to indicate that you are willing to have the student work in your setting and that you have a master's degree in counseling or closely related area with at least two years of experience.

Site Supervisor	Site Administrator (if required by site)
Date _____	Date _____
Practicum/Internship Student	NKU University Supervisor
Date _____	Date _____

Appendix C – Emergency Response Protocol

Practicum/Internship Emergency Response Protocol

Student's Name _____NKU E-mail_____@mymail.nku.edu

Course Enrollment (circle one):

COU 690: Practicum COU 691: CHMC Internship COU 692: SC Internship

Semester: _____ Year:_____

University Supervisor Name: _____

Site Name and Address: _____

_____

_____

Site Supervisor Email: _____Phone: _____

By agreeing to be the on-site supervisor and signing this form, I affirm that I have created and reviewed a written and thorough on-site emergency response protocol for use if the student feels physically, emotionally or otherwise in need of help during counseling sessions or during other times in the practicum/internship experience.

The emergency response protocol should be simple, clear, and contain step-by-step protocols for the counselor-in-training and site supervisor to follow. The protocol should delineate how to handle crisis situations with clients/students in instances of risk of harm to self or others, medical or health emergencies, inclement weather, and other emergencies or disasters.

The emergency response protocol should be signed by both the site supervisor and the counselor-in-training and should be attached and submitted along with this form.

If, at any time during the field placement, problems or questions arise, the student or site-supervisor should contact the faculty supervisor immediately by phone at _____or email_____.

The undersigned understand and agree to the conditions of this agreement and will abide by the requirements and responsibilities outlined within.

_____ Date _____
Counselor-in-training

_____ Date _____
Site Supervisor

_____ Date _____
NKU University Supervisor

Appendix D – Informed Consent for Video Recording

Informed Consent for Video Recording

One basis for the provision of quality service is using videotaping that permits counselors-in-training (CITs) to be supervised by a professional supervisor. This allows supervisors to monitor progress and help CITs to plan for future sessions. Video recordings are considered part of the educational process not otherwise available to the CIT and not part of any official client record. In addition to on-site supervision, CITs are receiving supervision from a faculty member at Northern Kentucky University. Counselors-in-training attend supervision class on campus as well. All instruction and discussion in supervision is confidential, anonymous and focused on improving CIT performance.

Counseling sessions are considered confidential. This means that no information will be released to persons or agencies regarding the fact that you are receiving counseling, nor the nature of your concerns without your written consent. Video recordings are also considered confidential and will only be used for assisting counselors-in-training to increase their skills; tapes will be erased on or before the time you terminate counseling.

Danger to self or others (i.e., suicide or homicide) may necessitate breaking confidentiality. In addition, all counselors are legally mandated in the states of Indiana, Kentucky, and Ohio to report suspected child, protected adult, and/or elder abuse or neglect.

I _____ certify that I am at least 18 years old, or if under 18, that this consent is also signed by my parent or guardian. I have been informed about the limits to the confidential nature of counseling and my consent is given as a free and voluntary act.

_____ _____
Signature of Client Date

_____ _____
Signature of parent or guardian if client is less than 18 years old Date

_____ _____
Signature of NKU Counselor-in-training Date

***Please note that the counselor-in-training is receiving on-site supervision in addition to supervision from their home campus from:

University Faculty Member
Phone:
Fax:
Email:

Appendix E – Site Supervisor Midterm Evaluation of Practicum/Intern Student

Supervisor Midterm Evaluation of Counselor-in-Training

COUNSELOR-IN-TRAINING, COMPLETE THIS SECTION:

Student's Name _____NKU E-mail_____@mymail.nku.edu
Course Enrollment (circle one):

COU 690: Practicum COU 691: CHMC Internship COU 692: SC Internship

Semester:_____ Year:_____
University Supervisor: _____

FIELD SITE SUPERVISOR, COMPLETE THIS SECTION:

Today's Date:_____

Supervisor Name:_____

Placement Site: _____

Directions

Field Site Supervisors will complete this evaluation at the midterm point of the semester.

Field Site Supervisors and counselors-in-training must *work collaboratively* to complete and review this form.

In the comment section, please provide specific feedback related to each area of evaluation.

NOTE: Please sign on the final page of form. You may fill out the form digitally then print to sign.

General Supervision Items	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	N/A
SCALE	**1**	**2**	**3**	**0**
1. Demonstrates an understanding of the counseling profession.				
2. Develops an identity as a counselor.				
3. Demonstrates a willingness to provide counseling services within the ethical guidelines of the counseling profession.				
4. Has knowledge and understanding of major counseling theories.				
5. Can apply theoretical understanding of major counseling theories.				
6. Ability to accept others' values.				
7. Consistently demonstrates verbal/non-verbal attending skills.				
8. Can develop client affective awareness through				

empathic responses.				
9. Counselor-in-training is genuine and congruent with clients/students.				
10. Counselor-in-training uses basic counseling skills (paraphrasing; reflection of feeling, meaning; summarizing) appropriately to establish relationship.				
11. Effectively demonstrates confrontation skills.				
12. Encourages collaborative goal-setting and action-step planning with the clients/students.				
13. Demonstrates skills in rapport building with clients/students.				
14. Demonstrates an awareness of, and an appreciation for, social and cultural influences on human development.				
15. Recognizes how cultural factors influence the counseling process.				
16. Developing a culturally competent approach to counseling assessment and treatment.				
17. Considers developmental factors while working with clients/students.				
18. Works effectively with groups.				
19. Counselor-in-training can select and administer assessments appropriate for the setting.				
20. Counselor-in-training can effectively conduct risk assessment (suicide/violence).				
21. Counselor-in-training uses assessment data to establish intervention plans.				
22. Recognizes the signs and symptoms of behavioral, social, and emotional disorders.				
23. Demonstrates skills in assessment and treatment of individuals with addictive issues.				
24. Counselor-in-training uses research and evidence to inform practice.				
25. Demonstrates the ability to effectively and ethically terminate and/or transfer clients/students.				
26. Demonstrates an understanding of career development and related life factors and their applications in counseling.				
27. Understands the impact of trauma on human development and is sensitive to this in assessment and implementation of counseling strategies				
Feel free to provide specific feedback or elaborate on any of your ratings for this section.				

Practical Application Items	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	N/A
SCALE	**1**	**2**	**3**	**0**
1. Demonstrates a personal commitment in developing professional competencies.				

2. Engages in open, comfortable, and clear communication with peers and supervisors.				
3. Recognizes own deficiencies and actively works to improve them with peers and supervisors.				
4. Completes documentation punctually, correctly, and conscientiously.				
5. Demonstrates an effective approach to counseling and client/student advocacy with a clear understanding of counselor roles and responsibilities.				
Feel free to provide specific feedback or elaborate on any of your ratings for this section.				

Clinical Mental Health Counseling Items	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	N/A
SCALE	**1**	**2**	**3**	**0**
1. Develops and monitors the effectiveness of treatment plans.				
2. Adapts treatment plans based upon client responsiveness and changing needs.				
3. Demonstrates the skills associated with working in a multi-disciplinary mental health care setting.				
4. Demonstrates skills in understanding limitations of practice and appropriately refers to medical, legal, or other appropriate professionals.				
Feel free to provide specific feedback or elaborate on any of your ratings for this section.				

School Counseling Items	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	N/A
SCALE	**1**	**2**	**3**	**0**
1. Helps plan, organize, and deliver the program designed to meet the needs of the school.				
2. Implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.				
3. Implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.				
4. Provides system support through effective school counseling program management and support for other educational programs.				
5. Collects and analyzes data to guide program direction and emphasis.				
6. Helps develop a results evaluation for the program.				

Feel free to provide specific feedback or elaborate on any of your ratings for this section.

Dispositional Items	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	N/A
SCALE	**1**	**2**	**3**	**0**
1. The counselor-in-training is open to new ideas.				
2. The counselor-in-training has the ability to be flexible.				
3. The counselor-in-training is cooperative with others.				
4. The counselor-in-training shows the willingness to accept and use feedback.				
5. The counselor-in-training is aware of his/her own impact on others.				
6. The counselor-in-training has the ability to deal with conflict.				
7. The counselor-in-training has the ability to accept personal responsibility.				
8. The counselor-in-training has the ability to express feelings effectively and appropriately.				
9. The counselor-in-training is attentive to ethical and legal considerations.				
10. The counselor-in-training takes initiative and shows motivation.				
Feel free to provide specific feedback or elaborate on any of your ratings for this section.				

Participation in Professional Activities	Yes	No	N/A	
1. Staff meetings				
2. Peer consultations				
3. Training on office safety protocols				
4. Training on risk assessment & management				
5. Training on diagnostic tools				
6. Training on office-based technology				
7. Training on effective interventions/strategies				
8. Training on professional documentation				
9. Opportunities to learn about billing practices (if applicable)				
10. Participation in IEP & 504-related activities (if applicable)				

Other professional activities that the student engaged in this term:
Feel free to provide specific feedback or elaborate on any of your ratings for this section.

Supervisor:_____
Date:_____

Counselor-in-Training:_____

Date_____

My signature indicates that I read the above report and discussed the content with my site supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

NOTE: Please sign in the designated area above. You may fill out the form digitally then print to sign.

Appendix F - Site Supervisor Final Evaluation of Practicum/Intern Student

Supervisor Final Evaluation of Counselor-in-Training

COUNSELOR-IN-TRAINING, COMPLETE THIS SECTION:

Student's Name _____NKU E-mail_____@mymail.nku.edu

Course Enrollment (circle one):

COU 690: Practicum COU 691: CHMC Internship COU 692: SC Internship

Semester:_____ Year:_____

University Supervisor: _____

FIELD SITE SUPERVISOR, COMPLETE THIS SECTION:

Today's Date:_____

Supervisor Name:_____

Placement Site: _____

Directions

Field Site Supervisors will complete this evaluation at the end of the semester.

Field Site Supervisors and counselors-in-training must *work collaboratively* to complete and review this form.

In the comment section, please provide specific feedback related to each area of evaluation.

NOTE: Please sign on the final page. You may fill out the form digitally then print to sign.

General Supervision Items	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	N/A
SCALE	**1**	**2**	**3**	**0**
1. Demonstrates an understanding of the counseling profession.				
2. Develops an identity as a counselor.				
3. Demonstrates a willingness to provide counseling services within the ethical guidelines of the counseling profession.				
4. Has knowledge and understanding of major counseling theories.				
5. Can apply theoretical understanding of major counseling theories.				
6. Ability to accept others' values.				

7. Consistently demonstrates verbal/non-verbal attending skills.				
8. Can develop client affective awareness through empathic responses.				
9. Counselor-in-training is genuine and congruent with clients/students.				
10. Counselor-in-training uses basic counseling skills (paraphrasing; reflection of feeling, meaning; summarizing) appropriately to establish relationship.				
11. Effectively demonstrates confrontation skills.				
12. Encourages collaborative goal-setting and action-step planning with the clients/students.				
13. Demonstrates skills in rapport building with clients/students.				
14. Demonstrates an awareness of, and an appreciation for, social and cultural influences on human development.				
15. Recognizes how cultural factors influence the counseling process.				
16. Developing a culturally competent approach to counseling assessment and treatment.				
17. Considers developmental factors while working with clients/students.				
18. Works effectively with groups.				
19. Counselor-in-training can select and administer assessments appropriate for the setting.				
20. Counselor-in-training can effectively conduct risk assessment (suicide/violence).				
21. Counselor-in-training uses assessment data to establish intervention plans.				
22. Recognizes the signs and symptoms of behavioral, social, and emotional disorders.				
23. Demonstrates skills in assessment and treatment of individuals with addictive issues.				
24. Counselor-in-training uses research and evidence to inform practice.				
25. Demonstrates the ability to effectively and ethically terminate and/or transfer clients/students.				
26. Demonstrates an understanding of career development and related life factors and their applications in counseling.				
27. Understands the impact of trauma on human development and is sensitive to this in assessment and implementation of counseling strategies				
Feel free to provide specific feedback or elaborate on any of your ratings for this section.				

Practical Application Items	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	N/A
SCALE	**1**	**2**	**3**	**0**
1. Demonstrates a personal commitment in developing professional competencies.				
2. Engages in open, comfortable, and clear communication with peers and supervisors.				
3. Recognizes own deficiencies and actively works to improve them with peers and supervisors.				
4. Completes documentation punctually, correctly, and conscientiously.				
5. Demonstrates an effective approach to counseling and client/student advocacy with a clear understanding of counselor roles and responsibilities.				
Feel free to provide specific feedback or elaborate on any of your ratings for this section.				

Clinical Mental Health Counseling Items	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	N/A
SCALE	**1**	**2**	**3**	**0**
1. Develops and monitors the effectiveness of treatment plans.				
2. Adapts treatment plans based upon client responsiveness and changing needs.				
3. Demonstrates the skills associated with working in a multi-disciplinary mental health care setting.				
4. Demonstrates skills in understanding limitations of practice and appropriately refers to medical, legal, or other appropriate professionals.				
Feel free to provide specific feedback or elaborate on any of your ratings for this section.				

School Counseling Items	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	N/A
SCALE	**1**	**2**	**3**	**0**
1. Helps plan, organize, and deliver the program designed to meet the needs of the school.				
2. Implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.				

3. Implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.				
4. Provides system support through effective school counseling program management and support for other educational programs.				
5. Collects and analyzes data to guide program direction and emphasis.				
6. Helps develop a results evaluation for the program.				
Feel free to provide specific feedback or elaborate on any of your ratings for this section.				

Dispositional Items	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	N/A
SCALE	**1**	**2**	**3**	**0**
1. The counselor-in-training is open to new ideas.				
2. The counselor-in-training has the ability to be flexible.				
3. The counselor-in-training is cooperative with others.				
4. The counselor-in-training shows the willingness to accept and use feedback.				
5. The counselor-in-training is aware of his/her own impact on others.				
6. The counselor-in-training has the ability to deal with conflict.				
7. The counselor-in-training has the ability to accept personal responsibility.				
8. The counselor-in-training has the ability to express feelings effectively and appropriately.				
9. The counselor-in-training is attentive to ethical and legal considerations.				
10. The counselor-in-training takes initiative and shows motivation.				
Feel free to provide specific feedback or elaborate on any of your ratings for this section.				

Participation in Professional Activities	Yes	No	N/A	
1. Staff meetings				

2. Peer consultations				
3. Training on office safety protocols				
4. Training on risk assessment & management				
5. Training on diagnostic tools				
6. Training on office-based technology				
7. Training on effective interventions/strategies				
8. Training on professional documentation				
9. Opportunities to learn about billing practices (if applicable)				
10. Participation in IEP & 504-related activities (if applicable)				
Other professional activities that the student engaged in this term:				
Feel free to provide specific feedback or elaborate on any of your ratings for this section.				

Evaluation of Counselor Education Program	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	N/A
SCALE	**1**	**2**	**3**	**0**
1. To what extent do you believe NKU's counseling program equips students with the knowledge needed to fulfill their responsibilities as counseling professionals?				
2. To what extent do you believe NKU's counseling program equips students with the skills needed to fulfill their responsibilities as counseling professionals?				
3. To what extent do you believe NKU's counseling program prepares students to participate in the supervision process?				
What do you perceive as the strengths of NKU's counseling program?				
What do you perceive as areas for improvement for NKU's counseling program?				

Supervisor:_____
Date:_____

Counselor-in-Training:_____

Date_____

My signature indicates that I read the above report and discussed the content with my site supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

NOTE: Please sign in the designated area above. You may fill out the form digitally then print to sign.

Appendix G – Student Evaluation of Practicum/Internship Supervisor

Clinical Practice Supervisee Evaluation of Site and Site Supervision

Please answer the questions listed below on a scale from 1 (minimally effective) – 5 (highly effective). All recorded responses are anonymous. Mark N/A for not applicable.

Placement Site

1. ___My placement site provided access to the required hours needed to complete practicum/internship.
2. ___My placement site provided adequate space for me to work, counsel, etc.
3. ___My site provided adequate access to the client populations served.
4. ___My site allowed me to practice similar services to counselors working at the site.

Site Supervisor

1. ___My supervisor provided at least an average of 1 hour of supervision per week.
2. ___My supervisor intentionally facilitated our collaborative supervisory relationship.
3. ___My supervisor enabled me to practice ethical treatment and behaviors.
4. ___My supervisor made expectations clear and helped me work towards my developmental goals.
5. ___My supervisor was readily available to help and guide me through emergency situations with clients.

Appendix H – Professional Performance Evaluation

Counseling Program Dispositional Matrix

1. Openness to new ideas (rated from Closed to Open)

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Was dogmatic about own perspective and ideas.	Was amenable to discussion of perspectives other than own.	Solicited others' opinions and perspectives about own work.
Ignored or was defensive about constructive feedback.	Accepts constructive feedback without defensiveness.	Invited constructive feedback and demonstrated interest in others' perspectives.
Showed little or no evidence of incorporating constructive feedback received to change own behavior	Some evidence of effort to incorporate relevant feedback received to change own behavior.	Showed strong evidence of incorporation of feedback received to change own behavior.

2. Flexibility (rated from Inflexible to Flexible)

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Showed little or no effort to recognize changing demands in the professional & interpersonal environment.	Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate.	Showed accurate effort to recognize changing demands in the professional & interpersonal environment.
Showed little or no effort to flex own response to changing environmental demands.	Effort to flex own response to new environmental demands was evident was evident but sometimes inaccurate.	Showed accurate effort to flex own response to changing environmental demands. As needed.
Refused to flex own response to changing environmental demands despite knowledge of the need for change.	Flexed own response to changing environmental demands when directed to do so.	Independently monitored the environment for changing demands and flexed own response accordingly.
Was intolerant of unforeseeable or necessary changes in established schedule or protocol.	Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.	Accepted necessary changes in established schedule and attempted to discover the reasons for them.

3. Cooperativeness with others (rated from Uncooperative to Cooperative)

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Showed little or no engagement in collaborative activities.	Engaged in collaborative activities but with minimum allowable input.	Worked actively toward reaching consensus in collaborative activities.
Undermined goal achievement in collaborative activities.	Accepted but rarely initiated compromise in collaborative activities.	Was willing to initiate compromise in order to reach group consensus.
Was unwilling to compromise in collaborative activities.	Was concerned mainly with own part in collaborative activities.	Showed concern for group as well as individual goals in collaborative activities.

4. Willingness to accept and use feedback (rated from Unwilling to Willing)

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Discouraged feedback from others through defensiveness and anger.	Was generally receptive to supervisory feedback.	Invited feedback by direct request and positive acknowledgement when received.
Showed little or no evidence of incorporation of feedback of supervisory feedback received.	Showed some evidence of incorporating supervisory feedback into own views and behaviors.	Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.
Took feedback contrary to own position as a personal affront.	Showed some defensiveness to critique through overexplanation of own actions—but without anger.	Demonstrated a balanced willingness to give and receive supervisory feedback.
Demonstrated greater willingness to give feedback than receive it.	Demonstrated greater willingness to receive feedback than to give it.	

5. Awareness of own impact on others (rated from Unaware to Aware)

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Words and actions reflected little or no concern for how others were impacted by them.	Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.	Effort toward recognition of how own words and actions impacted others.
Ignored supervisory feedback about how words and actions were negatively impacting others.	Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.	Initiates feedback from others regarding impact of own words and behaviors
		Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.

6. Ability to deal with conflict (rated from Unable to Able)

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Was unable or unwilling to consider others' points of view.	Attempted but sometimes had difficulty grasping conflicting points of view.	Always willing and able to consider others' points of view.
Showed no willingness to examine own role in a conflict.	Would examine own role in a conflict when directed to do so.	Almost always willing to examine own role in a conflict.
Ignored supervisory advisement if not in agreement with own position.	Was responsive to supervision in a conflict if it was offered.	Was consistently open to supervisory critique about own role in a conflict.
Showed no effort at problem solving.	Participated in problem solving when directed.	Initiated problem solving efforts in conflicts.
Displayed hostility when conflicts were addressed.	Participated in problem solving when directed.	Actively participated in problem solving efforts.

7. Ability to accept personal responsibility (rated from Unable to Able)

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Refused to admit mistakes or examine own contribution to problems.	Was willing to examine own role in problems when informed of the need to do so.	Monitored own level of responsibility in professional performance.
Lied, minimized or embellished the truth to extricate self from problems.	Was accurate and honest in describing own and others roles in problems.	Invited constructive critique from others and applied it toward professional growth.
Consistently blamed others for problems without self-examination.	Might blame initially, but was open to self-examination about own role in problems	Accepted own mistakes and responded to them as opportunity for self-improvement.
		Avoided blame in favor of self-examination.

8. Ability to express feelings effectively and appropriately (rated from Unable to Able)

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Showed no evidence of willingness and ability to articulate own feelings.	Showed some evidence of willingness and ability to articulate own feelings, but with limited range.	Was consistently willing and able to articulate the full range of own feelings.
Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.	Showed some evidence of willingness and ability to acknowledge others' feelings--sometimes inaccurate.	Showed evidence of willingness and accurate ability to acknowledge others' feelings.
Acted out negative feelings (through negative behaviors) rather than articulating them.	Expressions of feeling usually appropriate to the setting--responsive to supervision when not.	Expression of own feelings was consistently appropriate to the setting.
Expressions of feeling were inappropriate to the setting.	Willing to discuss own feelings in supervision when directed.	Initiated discussion of own feeling in supervision.
Was resistant to discussion of feelings in supervision.		

9. Attention to ethical and legal considerations (rated from Inattentive to Attentive)

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Engaged in dual relationships with clients.	Was responsive to supervision for occasional personal professional boundary confusion in verbal interactions with clients.	Maintained clear personal professional boundaries with clients.
Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self.	Was responsive to supervision for occasional insensitivity to diversity in professional interactions.	Demonstrated consistent sensitivity to diversity.
Endangered the safety and the well being of clients.	Used judgment that could have put client safety and well being at risk.	Satisfactorily ensured client safety and well-being;
Breached established rules for protecting client confidentiality.	Used judgment that could have put client confidentiality at risk.	Appropriately safeguarded the confidentiality of clients.

10. Initiative and motivation (rated Poor Initiative & Motivation to Good Initiative & Motivation)

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Often missed deadlines and classes.	Usually participated in class activities.	Met all attendance requirements and deadlines.
Rarely participated in class activities.	Met only the minimal expectations in assigned work	Regularly participated in class activities.

Often failed to meet minimal expectations in assignments.	Showed some initiative and creativity in assignments.	Met or exceeded expectations in assigned work.
Displayed little or no initiative and creativity in assignments.	Showed some initiative and creativity in assignments.	Consistently displayed initiative and creativity in assigned work
Missed the maximum allowable classes and deadlines.	Met all attendance requirements and deadlines.	

Appendix I - Example of Professional Development Plan

Northern Kentucky University

Professional Development Plan (SAMPLE)

Student Name: _____ Date: _____

For you to continue to progress toward receiving your degree in (insert name of program), the counseling faculty is collectively requiring that you engage in the following behaviors that relate to the competencies addressed within our program's retention policy.

Competency Area A: Professional Responsibility

1. Demonstrate the ability to accurately reflect back to the supervisor any suggestions or directives given by the supervisor.
2. Inquire about supervisor-generated directives that are unclear and obtain from your supervisor clarifications needed to successfully apply directives.
3. Demonstrate openness to your clinical supervisors' feedback, as evidenced by following all of your clinical supervisors' directives.
4. Apply all supervisor directives in counseling sessions.
5. Demonstrate an ability to recognize personal limitations and take appropriate steps toward increased education, consultation, and/or referral.

Competency Area B: Therapeutic Skills and Abilities

When counseling clients, the student will
1. Demonstrate an ability to use empathic reflection of feelings.
2. Demonstrate an ability to focus sessions on client-generated concerns.
3. Demonstrate listening skills by restating the content of clients' messages.
4. Demonstrate an ability to appropriately pace a session.
5. Demonstrate the appropriate use of clinical immediacy/here-and-now statements.
6. Demonstrate an understanding of clients' concerns/issues.
7. Facilitate the client's movement toward reaching his or her goals.
8. Use summarizing skills at the beginning, middle, and end of all sessions.

To successfully engage in the aforementioned behaviors, the student will

1. Attend counseling sessions with a licensed mental health professional to improve interpersonal dynamics that relate to the counseling and supervision process as mentioned previously in this document (e.g., the ability to empathize with clients) and the student's ability to comprehend, accept, incorporate, and apply supervisor feedback in clinical practice. A letter from the mental health professional indicating that you have successfully addressed the aforementioned issues in counseling

will be required before you can reenroll in practicum. Please present this letter to the department chair within 2 weeks of attempting to register for the practicum course.

2. Be required to attend 6 hours' worth of supervision-related workshops that are preapproved by the department chair before you can reenroll in your practicum course. Please present proof of having completed these workshops to the department chair within 2 weeks of attempting to register for the practicum course.

3. Write a 10-page (double-spaced, American Psychological Association style) essay, which applies the supervision information you learned in your workshops to the supervision conflicts you were confronted with in practicum. In your essay, you should especially focus on issues related to accepting supervisor feedback. The faculty will evaluate this statement, and you will not be able to register for practicum until the faculty is satisfied that you can adequately understand feedback within the supervision relationship as described in this document. Please present this essay to the department chair within 2 weeks of attempting to register for the practicum course and after you have completed the first and second requirements in this section.

4. Meet with the program coordinator every 4 weeks to discuss progress and concerns related to achieving these goals and to receive feedback about your progress toward these goals.

5. Be allowed to have a different practicum course instructor/supervisor (from their original practicum instructor/supervisor).

6. Successfully complete (earn an A or B grade) in practicum. You cannot register for practicum until you have successfully completed the first, second, and third requirements in this section. Any grade of C or lower in practicum will result in your automatic and permanent removal from the counseling program. Consistent with our program policy, you will only have one more opportunity to successfully complete this course because you have failed practicum once.

I understand and agree to the conditions of this document. Any breach of this agreement constitutes grounds for being removed from the counseling program. I understand that I can appeal this plan *prior* to signing the agreement/plan. I understand and agree to all of the conditions of this document. If I do not follow through on completing all of the tasks outlined in this contract within 1 year, I understand that I will be terminated from the counseling program. I also understand the program's retention policy and am clear that there are certain behaviors that, if violated, will supersede this agreement and may result in immediate removal from the program (e.g., ethics violations).

_____ _____

Date Student Signature

_____ _____

Date Faculty Representative