



Master of Arts in Counseling

Field Experience Handbook

Master of Arts in Counseling Program

College of Education and Counseling

2021 - 2022

This manual is revised and updated on an ongoing basis as needed. Students are responsible for the most recent edition, which will be given to them at the beginning of each semester. The policies in this manual govern the practicum and internship experiences.

Conceptual Framework: Vital Connections

The graduate counseling programs at Heidelberg University are based on a constructivist philosophy. This means that the pre-service candidates and in-service counselors-in-training in our programs build or construct their knowledge as a result of a student-centered, hands-on approach to learning. From the beginning of their experience at Heidelberg, our students are actively involved in their coursework and development of counseling skills and experiences.

Students build or construct their new knowledge about counseling using several tools - *theory, practice, and reflection*. These are the building tools that connect the constructivist core of the conceptual framework to each of the counseling licensure concentrations.

Heidelberg University MAC Standards

1. *Theory* - principles of human development, assessment systems & change
2. *Practice* - clinical and field experience
3. *Reflection* - thinking about, evaluating and revising one's philosophy of change.

Thus, constructivism is at the core of the conceptual framework, and the building tools of theory, practice, and reflection connect this core to each of the licensure programs.

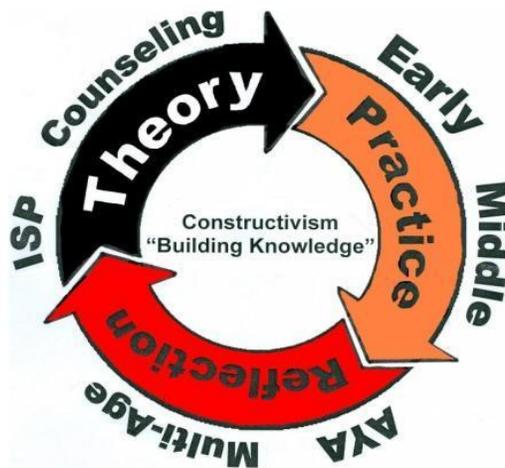


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Introduction

As you may know, you will need to complete a minimum of two formal field experiences in order to fulfill the requirements of your MAC degree (see the Graduate Studies Catalog). These include a one-semester practicum and **at least two semesters** of internship at an approved school or clinical counseling sites. The purpose of this handbook is to provide you with the necessary information, tools, and forms you will need to successfully negotiate the process of securing a field placement site and navigating the field experience.

The MAC program is specifically designed to prepare students to practice in the counseling field, which spans both clinical and school counseling. While it may be true that not all students who seek this degree plan to practice as professional counselors, ***our primary purpose is to educate, train and prepare professional counselors of the highest quality and competence.***

As an applied profession, training in counseling requires hands on training and experience. Once you have your MAC degree, you will be a fully trained and competent counselor and there is nothing to stop you from becoming licensed and practicing in the field. Thus we take our role as counselor educators very seriously. The field experience is your capstone, designed to integrate all that you have learned through actual practice and serves as your final gateway into the field. During internship you will be assessed and evaluated for professional readiness not only by your instructor, but also by your site supervisor.

Your field experience will be among the last great push to the summit as you climb this mountain called the MAC degree. Despite some of the difficulty and frustrations you will face in this challenge, remember that this also represents the true beginning of your career as a counseling professional and represents your success in this program so far. Celebrate your success, enjoy the experience, and let this guide serve as a source that will minimize confusion and frustration as you move forward.

Overview

The masters program with concentrations in school counseling and in clinical counseling is designed to meet the standards set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Many of the requirements for practicum and internship described in this handbook were adopted in order to meet CACREP standards. In addition, the practicum and internship experiences outlined here have been designed to comply with the counselor licensure standards of the Ohio Counselor, Social Worker and Marriage and Family Therapist Board, and the Ohio Department of Education. The requirements set forth by both of these bodies are extensive and demanding. Students who are working full time will have to make special efforts to accommodate these demands and allocate adequate time to complete these requirements. The MAC Practicum and Internship must be taken at Heidelberg University (i.e., transfer credit cannot be substituted for these courses).

This manual is designed to guide both students and site supervisors through the requirements and expectations of the field experience. The manual also is designed so that individual sections will address immediate questions, while the manual, as a whole will provide a comprehensive overview of the field placement programs. We encourage you to become familiar with this guide early in your program and then to refer back to it throughout the program when you have questions. Remember, although we have attempted to anticipate all questions in this guide, you may not find the specific answers you need here. **All questions regarding field experience should be directed to your instructor.**

Getting Started

As you read this, you may be feeling excited about this new venture in your life while at the same time feeling a bit overwhelmed and anxious. By now, you are starting to have a sense that this program has very high standards and will be quite challenging, so it is natural to wonder if you will make it through. When you look at all the courses you have to complete before you will even be able to consider practicum, much less internship, you might be inclined to think that you don't need to worry about your field placements yet. This is basically true, but some pre-planning now will facilitate the transition into your field experiences and make the process smoother, increasing the likelihood that you will be able to get the best field placement for your particular needs.

From the beginning of your enrollment in the program, there are a couple important things that you need to consider in order to make sure you begin your practicum or internship on time.

1. **Pre-requisite Courses.** The MAC program is designed so that students are well prepared to begin fieldwork prior to their first placement. This means that all of your core courses are complete, or will be completed, during your first term in the field (practicum). As you plan your schedule and anticipate when you will begin your internship, it is critical that you plan your coursework and the timing of your field experiences accordingly.
2. **BCI and FBI Background Checks.** Prior to entering any field experience, you will need to complete and submit a criminal background check. While we are both understanding and forgiving of individuals' "*developmental struggles*", please be aware that neither the Ohio Department of Education (ODE) or the Ohio Counselor, Social Worker and Marriage & Family Therapy Board (OCSWMFT) are so forgiving. If you have **anything** that will appear on your criminal background check, you are **required** to discuss this with the Program Director as soon as possible. This would be an issue that you would rather not have to address later in the program after completing most of your coursework since a criminal record might prevent you from continuing or completing the program if you are found ineligible for licensure. If there is a potential issue here, please talk with us about it and let us assist in your decision making and planning.

Preparing to Apply for Practicum and Internship

Enrollment in practicum and internship is subject to, but not limited to, the following restrictions:

- You are a degree-seeking student, officially admitted to the MAC Program. Students from other programs generally are not permitted to complete practicum or internship in the MAC Program.
- You have been fully admitted into the program and are in good academic standing.
- You have completed all prerequisites for the practicum and internship courses and have completed practicum before petitioning for internship.
- You have been judged by departmental faculty to have demonstrated a suitable degree of personal, academic, and professional functioning to warrant admission into the practicum or internship.
- You are not impaired by emotional instability and/or personal use of drugs or alcohol. You have not been judged to be impaired in your competency or adequate functioning.

- Students will not be placed at a practicum or internship site where appropriate, qualified supervision is not available. As defined by CAPCREP and the state of Ohio, appropriate site supervisors have:
 - o A minimum of a master’s degree in counseling or a related profession with equivalent qualifications
 - o Relevant certifications and/or licenses;
 - In Ohio, supervisors in school sites must be Licensed Professional School Counselors in Ohio
 - Supervisors in clinical sites must be licensed as Licensed Professional Clinical Counselors with a Supervision Designation (LPCC-S).
 - o A minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and
 - o Knowledge of the program’s expectations, requirements, and evaluation procedures.
 - o Relevant training in counseling supervision. Students must submit proof within the two years.

Prerequisites

Enrollment in the Counseling Practicum is limited by CACREP supervisory requirements of twelve students to one supervisor. To be eligible for Counseling Practicum, students must be Fully Admitted to the MAC program and have successfully completed the prerequisite courses listed below with a minimum grade of B- or better. Practicum may be taken concurrently with no more than one of the listed prerequisites and **MUST** be taken before Internship.

Clinical Counseling Prerequisites

| | |
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| COU 503 | Human Growth and Development |
| COU 504 | Theories of Counseling |
| COU 505 | Techniques in Counseling |
| COU 508 | Group Processes in Counseling |
| COU 532 | Professional Issues: Legal and Ethical |
| COU 537 | Social Foundations in Cross-Cultural Counseling |
| COU 609 | Diagnosis of Mental and Emotional Disorders |

School Counseling Prerequisites

| | |
|---------|--|
| COU 503 | Human Growth and Development |
| COU 504 | Theories of Counseling |
| COU 505 | Techniques in Counseling |
| COU 508 | Group Processes in Counseling |
| COU 519 | Organization and Administration of School Counseling Program |
| COU 532 | Professional Issues: Legal and Ethical |
| COU 537 | Social Foundations in Cross-Cultural Counseling |

Important Dates and Deadlines

In order to be considered for a practicum or internship, you must submit **all required documentation** and signatures by the following deadlines. **Petitions received after the deadline will not be approved.**

Missing the deadline means that you will not be able to begin your field experience before the following term cycle. Applications will be accepted during the following windows:

- June 1st - June 15th for Fall Semester
- November 1st - November 15th for Spring Semester
- March 1st - March 15th for Summer Semester

Timelines to Enroll For Practicum or Internship

The following dates provide a guideline for what to prepare and when to begin preparation for each semester you might plan to enroll for a practicum or internship. Please use these timelines to guide you in preparation for enrolling into the practicum or internship course.

In order to meet the Petition Submission Deadlines stated above, we suggest you use the following outline to guide you as you prepare your Petition for Practicum or Internship.

Petitioning for Field Placement:

At least three months before the deadline, you should:

- Locate an appropriate host school or mental health agency.
- Contact the prospective site by phone and ask to speak to the person who handles counseling practicum or internship students.
 - In schools, this is usually the School Counselor or Principal.
 - In agencies, there may be an Internship Coordinator.
- After talking on the phone, this person typically will want to meet with you.
 - You should treat this meeting like a job interview.
 - Be sure to bring a copy of this manual, and the petition form for discussion with your potential supervisor. These documents will help to ensure that the site supervisor is well informed of the duties and responsibilities expected of them.

By the deadline, you must:

- Submit Petition for Practicum/Internship Form along with all required documentation as stated in this handbook to the MAC Program Administrative Assistant. Note: Your BCI/FBI should be completed at this time.
- Submit completed Site Agreement form with signature from your school or agency and submit to the MAC Program Administrative Assistant

Required Documentation

The following documentation is required for each practicum and internship site placement. It is your responsibility to ensure that you have completed the required documentation properly. Incomplete or improperly completed documentation will be returned to you, will cause delays in the processing of your petition, and may prevent you from proceeding with your field placement as planned. Please see Appendix C for a copy of all of the practicum and internship forms.

- **Petition for Field Experience**

A Petition form **MUST** be filled out (1) **each time** you want to enroll for practicum or internship, (2) when you need to change a site or site supervisor, (3) when you wish to add an additional site, or (4) when circumstances change at your site. Although you may change sites from one semester to another, you will need to complete a new form for each term of field experience and any documentation that needs to be updated must be included. You must provide a proposed work schedule that ensures that the minimum number of hours required by your petition will be met:

Practicum: The minimum acceptable hours on site will be 8 per week.

- Internship:**
- 100 hours 8 hours per week
 - 200 hours 16 hours per week
 - 300 hours 24 hours per week

- **Variable-Credit Hour Internship Form** (only required for internship)- This form will have students explain how they plan to distribute the six credit hours required for internship. A rationale is required for anyone who wants to take one or six credit hours in one semester.
- **Site Agreement Form** - The Site Agreement Form is a legal contract between the agency or school and Heidelberg University. You will not be approved for practicum and internship prior to having a signed agreement on file.
- **Copy of Supervisor License, Certification or Verification**
 - School counseling students can find verification on the ODE website.
 - Clinical students you can verify the supervisor's license on-line at: www.cswmft.ohio.gov
 - You will provide a print out of the site supervisor's licensure verification from the appropriate website.
- **Supervisor's Resume** – You must provide a resume from every site supervisor. A sample of this document can be found in Appendix B.
- **BCI and FBI Background Checks** - All students must submit a copy of a BCI and FBI background check. Additionally, all applicants for licensure (including Counselor Trainees) must submit to the OCSWMFT a BCI and FBI criminal background check. This also applies to those who intend to work in schools as well. Those with felony (and some misdemeanor) records may be ineligible for licensure in Ohio. Please be aware that the FBI background checks **can take 8 to 10 weeks** to complete. You will not be allowed to register for practicum and/or internship prior to completing this. Please note that BCI and FBI background are no longer valid after one year.
- **Membership in a Professional Counseling Association** - You must provide proof of membership in the Ohio Counseling Association (OCA), the American Counseling Association (ACA), the Ohio School Counseling Association (OSCA), or the American School Counseling Association (ASCA). Student Memberships in ACA and ASCA are more expensive, but they also include professional liability insurance. Students who join OCA or OSCA must purchase liability insurance separately.
- **Liability Insurance** - Although many schools and counseling agencies carry blanket liability insurance policies, and in some cases may tell you that you are covered by their policy, you **MUST** carry your own policy. Agencies and schools carry insurance to protect the agency or school. The degree to which you are protected in the event of an incident is limited. You will need a policy to protect you and your interests. You must present proof of application and a copy of your copy of your Declarations of liability insurance coverage (minimum \$1,000,000 each incident, \$3,000,000 aggregate). You will need to maintain this insurance coverage throughout your field experience. Liability insurance is available to students through the American Counseling Association (ACA), the American Mental Health Counselors Association (AMHCA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), or through insurance providers for a nominal fee. Heidelberg University does not endorse any single insurance carrier. Students who do not evidence adequate professional liability insurance with their Petition for Practicum or Internship will not be approved for the course. Please note that as your insurance expires. You will need to buy an updated policy and submit that information with any new Petitions.
- **Copy of Your Most Recent DegreeWorks** - Print off a copy of your DegreeWorks and verify that you have completed the appropriate pre-requisite requirements. See page 7 for more details.

- **Proof of Supervisor's Training in Supervision** - Get a copy of your supervisor's recent training (within the last two years) related to supervision. Heidelberg provides a supervision workshop and online supervision training as needed.

Site Requirements

You must meet any selection criteria established by the practicum or internship site. Be prepared to submit transcripts, résumé, and any other materials the site may require. Some sites may even require a drug screening. Expect to interview with the personnel department at the internship site prior to being accepted for an internship. Remember that acceptance is at the discretion of the site.

Your field placement may also require written informed consent from your clients' parents or legal guardians before you as a student can provide counseling services. If your site uses written consent forms it is your responsibility to work with your site supervisor to ensure that the proper consent has been obtained.

Guidelines

Petition Process

Finding, securing, and finalizing a field experience site is a complex and involved process. In order to be successful, you need to start working on this in earnest early in the term prior to your planned practicum. The timelines and deadlines are in place to ensure that you have your work done in enough time to allow adequate time for the review process. Our goal is to ensure that you have the best possible field experience. To that end, we need time to review your proposal to make sure that it both meets your needs and fulfills the strict requirements of state, CACREP and CAEP guidelines.

Before beginning the petition process for practicum or internship, **you must contact the Dr. Meagan McBride** (early in the semester prior to enrolling for practicum) to discuss your plan and determine the appropriate course of action. If you do not already have a site in mind, Mr. Craig Hanes will assist you in identifying potential sites. If you are planning to apply for the K.I.T.E. Scholars Program, you should also contact the K.I.T.E. Program Coordinator.

Once your petition and accompanying paperwork has been completed, the Administrative Assistant will forward your packet for review. Your packet will be reviewed to ensure that your petition meets the standards set forth previously. You may be contacted with questions or concerns in need of clarification. Petitions will not be approved until documentation is sufficient to ensure that the requirements of the practicum or internship will be met. Once approved, you will be notified of this and you will receive instructions on how to proceed.

You will not be able to register for practicum or internship until your petition has been approved and you have secured your field placement. Work at your placement site is expected to begin during the first week of the semester. For clinical counseling students, you are also required to obtain Counselor-in-Training (CT) status from the OCSWMFT Board. Once your petition has been approved, you will be instructed to visit www.cswmft.ohio.gov where you will find the application for CT status. This form is to be completed by you, signed by your site supervisor, and submitted to the Ohio Counselor, Social Worker, and Marriage and Family Therapy Board.

Evaluation and Grading of Practicum and Internship

In collaboration with your site supervisor, you will develop a job description or contract that will delineate your duties and responsibilities as a counseling intern. In some cases, schools and agencies already have a standard job description for counseling interns and you will simply review this with your supervisor and adjust it accordingly. Your instructor/training supervisor are available to assist in this process.

You should discuss your need for one hour of weekly face-to-face supervision with your site supervisor prior to your start at the site. *It is your responsibility to ensure that you are getting this on-site supervision time with your supervisor* (see more about supervision on pp. 18-19). It is also your responsibility to ensure that your site supervisor receives a copy of this MAC *Field Experiences Handbook*, reviews the 10-minute Orientation video, and reviews the course syllabus. A *Verification of Receipt of Handbook, Course Syllabus, and Orientation* (p. 54) should be completed by your site supervisor and turned into your instructor at the start of the semester.

As a counseling **intern**, you are seen essentially in the same way you would be if you were a regular employee, and you will be held to the same professional standards as any employee. While it is understood that as a trainee, you will make mistakes, it is also understood that you will behave competently, professionally and ethically both in class and on site. Your internship may be subject to termination at any time should the MAC Program faculty or site supervisor judge your performance to be unsatisfactory, insubordinate, unethical, inappropriate, or otherwise harmful to clients or to the reputation of the internship site, the department, or the university. Therefore, it is essential that you maintain effective communication with your faculty supervisor about issues or events related to your internship so that they can be addressed in the best interest of you, your clients, your site, and Heidelberg University.

If you have difficulty securing clients or meeting the requirements for the course, you may be asked to drop the course and re-enroll at a more suitable time. Students who withdraw from a practicum or internship prior to its completion **will not** receive partial credit. Instead they will receive a “Withdrawal”, “Withdrawal/F” or an “Incomplete” depending on the circumstances. Incompletes are only given under extreme and unusual circumstances and should not be seen as an out because you couldn’t find time for your practicum or internship. If you believe that you will be unable to complete your course, you must talk with your instructor as early as possible to determine the best course of action for you. Students who, through no fault of their own, are unable to complete the hours required to satisfy their internship may be awarded an “Incomplete.” In such an event, the student will return the following term to continue work in their field experience for the duration of that term.

In addition, students will engage in a variety of activities to be evaluated by the faculty supervisor. These activities may include reflective journals, taped and transcribed counseling sessions, and participation in group supervision and lab activities during class.

Student Retention in the Practicum and Internship: Professional Conduct

As a student in the MAC program, you are expected to behave in a responsible and professional manner while functioning in your field experiences. Failure to conform to acceptable standards of practice may be considered cause for dismissal from the MAC Program. Cause for dismissal from practicum and/or may consist of, but may not be limited to:

- Receipt of an “F” in a practicum or internship course

- Dismissal from your field experience site
- Falsifying records or time logs, or inaccurate record-keeping
- Any conduct which is unbecoming of a counseling professional, either in a professional context (class, field experience, conferences or presentations), or in a public context including online and through social media.
- Any activity that is prohibited under the ethical standards and practices of the American Counseling Association (ACA) and/or the American School Counselor Association (ASCA).
- Any behavior, activity, procedure, or practice that is prohibited under the Counselor Licensure laws and Rules of the State of Ohio or the Ohio Department of Education.
- Malicious disrespect toward instructors, supervisors, or fellow students; failure to follow reasonable instructions; use of profanity or verbal or physical intimidation toward instructors, supervisors, or fellow students.
- The use of fraud or deceit to obtain admission to the MAC Program, a course, a practicum, or an internship.
- Soliciting or accepting a personal fee, monetary gift, or other form of remuneration or compensation for counseling or counseling-related services while functioning as a practicum student or as an intern.
- Use of alcohol or other drugs to the extent that it impairs the student's ability to perform properly or adequately, or which may pose a threat to the welfare or safety of potential or actual clients.
- Conviction of an offense involving the sale, possession, or consumption of a controlled substance.
- Conviction of an offense that is a felony.
- Conviction of an offense involving moral turpitude.
- Conviction for a misdemeanor offense committed during the practice of any counseling activity.
- The opinion of counseling professionals, after due process that sufficient progress is not being made by the student.

MAC Grant Activity and Professional Conduct

The MAC program has recently received grants(s) that provide stipends for students in field experience. While the behaviors listed on the previous page will lead to consequences that could involve dismissal from the program, students who are receiving a stipend from a grant may also have financial consequences. **If a student who is receiving a stipend from a grant program is removed from his/her site, the student will be required to pay back all money that was previously received.**

Due Process

Students who wish to appeal retention decisions made by the MAC Program are free to do so and must follow the guidelines outlined in the Grade Appeals section of the course syllabus and the most recent edition of the *Heidelberg University Graduate Catalog* in order to have concerns addressed.

Confidentiality

Every counselor has the obligation to abide by the ethical standards established by his or her profession. The ACA code of ethics states, "Counselors respect their clients' right to privacy and avoid illegal and unwarranted disclosures of confidential information." Even though there are strong legal and ethical principles involved in the protection of client information, there are limitations on confidentiality. First, counselors are ethically obliged to break confidentiality if the client presents a clear and present danger of harming either him/herself or harming others, or reports elder abuse or child abuse. If while you are working in your field site and you have reason to suspect child or elder abuse, you must contact your supervisor and instructor immediately since counselors are legally required to notify the Department of

Job and Family Services. **Students never act on perceived reporting issues absent of consultation with their site supervisor and/or the university supervisor.**

The most likely reason a counselor might have to violate confidentiality is in a case of child abuse. The following may be helpful in identifying possible cases of child abuse:

1. Recognition:

Child abuse/neglect becomes apparent to the counselor in one of two ways: either by direct verbal report or by being uncovered indirectly via the counseling process. When uncovered directly, it is usually via a report from the victim, perpetrator, or some other party involved with the victim or perpetrator. This is the most direct method and the position of the counselor is not to evaluate the authenticity of the report, at least not at this phase. This is the job of authorities such as the police and the Department of Family Services. However, it is also possible that the counselor may indirectly, through their work with clients or students, find evidence of abuse or neglect. Know **your** legal obligations.

2. Counselor Responsibility:

Counselors are obligated to report suspected cases of child abuse to the proper authorities and the supervisor, although caution must be exercised in evaluating the evidence. The intern needs to be concerned when several of the following characteristics are present.

3. Characteristics of Abuse or Neglect in Children:

There are general characteristics of child abuse applicable to both the perpetrator and victim. The most widely accepted characteristics for the abusive or neglectful parent are as follows:

- a. abused as children themselves
- b. socially and emotionally immature
- c. low self esteem
- d. expect children to act as adults
- e. cannot express frustration or anger via acceptable means
- f. expectations of their children are unacceptable given their ages
- g. violent marital discord
- h. abuse of alcohol and/or drugs
- i. inability to tolerate stress
- j. lack of adequate parenting skills
- k. ignore child's needs
- l. are guarded in discussing family relationships
- m. lack of appropriate role model

The most widely accepted general characteristics of the abused and/or neglected child are as follows:

- a. inappropriate hostility directed toward adults
- b. disruptive and destructive behavior
- c. passive and withdrawn behavior, crying easily
- d. fearful at times, not wanting to go home (or places where abuse has occurred)
- e. habitual absences or tardiness from school
- f. inappropriately dressed for the weather
- g. failure to thrive
- h. bruises, burns, or other unexplained marks
- i. chronically untreated medical needs

- j. constant hunger
- k. sexually oriented remarks
- l. sexually suggestive behavior
- m. discomfort of genital areas
- n. consistent high levels of anxiety

Reports of suspected child abuse or neglect should be made to the site supervisor, your university practicum or internship supervisor/instructor and the proper authorities as soon as possible after you become aware of the suspected abuse or neglect. ***Never report suspected abuse or neglect to authorities outside of your field site without prior consultation and guidance from your site supervisor and/or your university supervisor.***

Dual or Multi-role Relationships

As you review the Petition for Practicum form, you will notice a question about Dual or multi-role relationships. In this case, we are concerned primarily with proposals for field experiences that will take place at the student's place of employment. **This practice is strongly discouraged.** However, if you believe that your place of employment is the best option for you to have a successful field experience, you must contact **Dr. Meagan McBride at least three weeks in advance of the due date of application.** You will be required to have a meeting with her to determine whether this can and will be approved. Prior to your meeting you must respond to the following prompts in writing and submit them to your advisor three days before your meeting:

1. Describe the dual/multi role relationship issues with this site/supervisor.
2. Describe and explain any potential problems that may arise due to the dual/multi role relationship.
3. Describe and explain how any potential problems that may arise due to the dual/multi role relationship will be minimized.
4. Please describe and explain if and/or how the multi role relationship will impact clients.

Dual or multi-role relationships occur when a professional relationship occurs on top of a separate pre-existing professional or personal relationship. For example, if your proposed site supervisor has supervising authority over you in another role (e.g., she's your work supervisor), then you will be in a compromising and conflicted position in your role as a practicum student. Or, if your proposed site supervisor is a colleague, personal friend or family member, then they will be unable to be objective assessors of your work. In both of these examples, you could easily find yourself reluctant to disclose sensitive but vital information in supervision and they might be reluctant to recognize and address real concerns about you as a student. In order to have an ethically sound and successful supervisory experience, it is critical that your site supervisor be as objective and neutral as reasonably possible.

This concept of multi-role relationships is more complex than this, however. When you work at your site as a teacher or a case manager, then this is the role that everyone at that school recognizes as yours. Thus, it is very difficult for you to be presented as the Practicum Student and have students and colleagues recognize you in that role and treat you accordingly. Consequently, it can be very difficult for you to step out of your role as Teacher or Case Manager and into your role as a Counselor in Training because people are unable to see you in this new and very different role.

Students who seek to do their field experience at their place of employment **must document any multi-role relationships and provide a written plan for how these will be avoided.** This plan must demonstrate that there will be a clear distinction between the people you work for and the duties you perform in your role as a counselor and those in your role as a teacher or case manager. It should be clear

from your schedule, for example, that the time that you are working as a counselor is not the same as the time that you are at school working as a teacher or your agency working as a case manager– you cannot perform as a counselor simultaneously to performing as a teacher or case manager. These are distinctly different jobs and you must have appropriate experiences accordingly.

The easiest way to avoid these difficulties is to complete your field experience at a separate location from your regular job. For example, if you are a middle school teacher, consider doing your practicum at either an elementary or high school. If you work for a mental health agency, doing your field experience at a different branch location solves the conflict. Often this can be done quite conveniently and avoids the problems and the paperwork associated with multi-role relationships.

Petitions for field placements at your place of employment that fail to adequately address these conflicts will not be approved.

Rights, Duties, and Responsibilities of...

...The Graduate Studies in Counseling Program

- The MAC faculty and staff will assure that you will have completed the necessary prerequisite academic work before you begin your field experience.
- Your instructor will be available to you and your site supervisor for consultation.
- Your instructor will function as a liaison between the site and the MAC program; however, the site supervisor is encouraged to initiate contacts with the MAC program whenever necessary.
- For practicum and internship students, the instructor will provide student supervisees with weekly group training supervision.
 - Training supervision will focus on the development of the student’s counseling skills and counselor identity. The practicum instructor will also monitor the progress of the student.
 - When advanced students or licensed teaching assistants are assigned to assist the field experience instructor with training supervision, they will do so under the direct supervision of the MAC field experience instructor.
- The MAC Program ultimately will determine the appropriateness of field placement sites. Sites that do not meet our criteria and are deemed inappropriate as training sites will not be approved.
- The MAC Program ultimately will determine the appropriateness of the site supervisor.
 - **School:** Only those with a Masters in Counseling, who are licensed Professional School Counselors, and have a minimum of two years of professional experience as a PSC, and who are not in the first year at their current school, will be permitted to serve as site supervisors.
 - **Clinical:** Only those with a Masters in Counseling and who are Licensed Professional Clinical Counselors with a Supervision Designation (LPCC-S) will be permitted to serve as site supervisors.
 - **Both:** Site supervisor may have no more than three Heidelberg University students under supervision at the same time.
- The MAC Program may request the termination of a Site Agreement if the site supervisor does not abide by the following:

- o Ethical standards and practices set forth by the American Counseling Association and/or the American School Counselor Association.
- o Applicable licensure laws related to supervision.
- o Standards and practices set forth by the MAC program and articulated in this document.
- The Faculty Supervisor, or other MAC Faculty representative, will visit the field placement site and meet with the site supervisor to discuss the student's performance and progress.
- The MAC program, and/or its faculty as agents of the MAC program, has the authority and responsibility to terminate any Site Agreement where the student's performance is judged to be unsatisfactory, insubordinate, unethical, inappropriate, or harmful to clients. Such action would only be taken after consultation with the student and with representatives of the practicum site.
- The MAC Program reserves the rights to amend, change, or otherwise modify its policies regarding the field experience from time to time as may be deemed necessary or appropriate to maintain compliance with the Ohio Revised Code, CACREP, OCSWMFT, and CAEP Standards and/or other governing bodies affecting counselor education and training.
- The MAC Program may, at its discretion, waive any or all policies on a case-by-case basis if and when deemed appropriate by the MAC Program.
- Practicum and Internship grades will reflect the evaluation of the student by both site and university supervisors, with the instructor, having the final responsibility for grade assignment.

...The Field Placement Site

- Field placement sites screen and select students based on their appropriateness for placement at the school or agency.
- **For practicum students**, the site provides a site supervisor who will be on-site when the practicum student is present for the practicum.
 - o **School** Counseling Site Supervisors must be Licensed Professional School Counselors.
 - o **Clinical** counseling site supervisors must be Licensed Professional Clinical Counselors with a Supervision Designation (LPCC-S).
- The site supervisor orients the student to the policies and procedures of the site and oversees the student's compliance with those policies and procedures.
- The site provides experience in the delivery of services appropriate to the educational level and ability of the student.
- The site recommends students' clients based on the following:
 - o For **Practicum** Students in **School** Counseling:
 - The best clients for school counseling practicum students are those with **normal developmental concerns and/or mild family or school adjustment problems**.
 - Examples might include student clients who have low self-esteem, test anxiety, relationship problems, peer pressures, or adjustment issues, to mention a few.
 - Students who are suicidal, violent, who have chronic behavior problems, those with mental or emotional disorders, and those involved in custody disputes or victims of abuse generally are ***only appropriate when closely monitored under supervision***.
 - o For **Practicum** Students in **Clinical** Counseling:

- The best clients for community counseling practicum students are those with **mild to moderate concerns** suitable for short-term treatment such as: academic or career related issues, stress management, parenting issues, grief and separation, life adjustment, self-esteem, and relationship problems.
 - Clients with serious mental or emotional disorders and/or those who have tendencies toward suicide or violence and children less than 12 years of age are **only appropriate when closely monitored under supervision**.
 - Because work with younger children requires special skills, students who have not completed the course in counseling children should not work with children absent of very close supervision.
- o For **Internship** Students:
- Students in an internship are expected to perform all the duties and responsibilities and work with any client situation that a professional school or clinical counselor would perform (under supervision).
 - The site supervisor and/or agency is responsible for informing clients and, as appropriate, parents that a graduate student will see them.
 - The site insures sufficient client referrals to meet the needs of the student.
 - o It is expected that **practicum** students will accumulate **a minimum of 40 direct** individual and group client contact hours during the course of their practicum.
 - o It is expected that **internship** students will accumulate **a minimum 240 direct** individual and group client contact hours during the course of their two internships.
 - The site provides appropriate space, equipment, and supplies as needed by the student to carry out site duties and assignments.
 - The site supervisor is responsible for providing one hour per week of formal supervision for the student and is available for consultation as needed to ensure client welfare and supervisee development.
 - o Supervision will focus on necessary counseling interventions to promote client welfare and will promote the development of the student's professional identity as a counselor.
 - The site and site supervisor hold ultimate responsibility for the welfare of the student's clients and for the student's work under their supervision.
 - The site supervisor will complete two written evaluations provided by the student (see Forms appendix D) of the student's knowledge, skills, and personal and professional development during the field experience.
 - The site supervisor is strongly encouraged to initiate contact with the instructor when there are **any** questions or concerns regarding the student, expectations, or responsibilities.
 - The site has the right to request the termination of a Site Agreement when the student's performance is in violation of site policies or procedures, or when the student's performance is judged to be unsatisfactory, insubordinate, unethical, inappropriate, or harmful to clients.

- The site supervisor and site agree to abide by the policies and procedures stated in this manual.
- The site supervisor and site, in their treatment of students, shall abide by the ethical standards and practices set forth by the American Counseling Association and the American School Counselor Association.

...The Practicum or Internship Student

- The student completes a mandatory field placement orientation.
- The **School Counseling Student** must get an in-depth experience in school with at least two different levels (e.g. Elementary, Middle, High) and they must get 16 hours in the third level over the entire practicum and internship field experience.
- The student is responsible for identifying and securing an appropriate site **before** enrolling in the course and submitting signed Petition and Site Agreement Forms by the deadlines.
 - Students will not be allowed to enroll in the practicum or internship course prior to securing an appropriate site.
 - In the unlikely event that a field site loses its ability to provide the agreed upon field experience (i.e. the site supervisor leaves), and an alternate site cannot be secured, the student will be dropped from the practicum or internship.
- Although the MAC Program will assist the student, the MAC Program is not responsible for placement of students into an appropriate site. Students are ultimately responsible for finding and securing a site appropriate for field experience.
- The student shall at all times conduct his or her behavior in accordance with the policies and procedures of the field placement site and with the ethical standards of the American Counseling Association (ACA), the American School Counselor Association (ASCA), State of Ohio Laws, and other applicable standards of conduct.
- The student maintains a work schedule that has been mutually agreed upon by the student and the site supervisor. The student notifies the site supervisor of any anticipated absence and discusses any necessary schedule changes.
- **Practicum** students typically see two to three ongoing individual clients and at least one group counseling session (when available) per week as deemed appropriate by the site supervisor and are required to obtain 40 hours of direct client counseling experience over the course of the practicum experience.
- **Practicum** and **Internship Clinical** students should have experience with individual counseling, group counseling, and diagnosis and treatment.
- **Practicum** and **Internship School** students should have experience with individual counseling, group counseling, and delivering classroom guidance.
- The student demonstrates satisfactory knowledge, skills, and attitudes in the applicable competencies identified on the performance evaluation.
- Students are expected to be introspective, open, and receptive to feedback, and demonstrate flexibility by making appropriate changes in response to feedback.
- The student must report **any** emergency or crisis situations with their clients immediately to their site supervisor, and their instructor.

- The student attends individual and group supervision sessions as scheduled.
- The student keeps accurate records of weekly client contact hours, indirect hours, and supervisory hours (see Forms appendix).
 - The student coordinates a meeting between the site supervisor and MAC Program Supervisor to take place between Week 5 and finals week. When a site has more than one student concurrently, one meeting to discuss multiple students may be sufficient.
 - At their discretion and as needed, either the instructor or site supervisor may initiate additional meetings, in person or over the phone during the semester.
- The student completes all educational plans that may be developed with either their supervisor or the instructor.
- If either the MAC Program or the field placement site terminates the placement, the student has a right to an explanation of the reasons for termination.
 - Students have the right to due process and may appeal any MAC Program decisions with which they disagree.
 - Like employers, practicum and internship sites retain students “At Will” and may terminate these relationships at any time for any reason. Although the MAC Program may choose to advocate on behalf of students, students must understand that the MAC Program ultimately has no authority in these matters.

Understanding Supervision

Regardless of your program, clinical supervision will be an essential component of your training and will continue to be emphasized throughout your time in the MAC Program. You begin to receive clinical supervision of your counseling skills early in your training when you take COU 505 (Techniques in Counseling) and you will be required to continue to work under supervision until well beyond your completion of the MAC degree. Indeed, ethically, you will be expected to maintain supervisory relationships throughout your career as a professional counselor. In order to get the most from your supervisory relationships, you first need to understand the concept of clinical supervision in counseling.

Definition of Supervisor

Your site supervisor will be the person who has direct responsibility for monitoring and evaluating your performance at your field placement site.

School Counseling Supervisors - Persons qualified to supervise students at a School Counseling site must have a minimum of a Masters Degree in Counseling, be licensed as a school counselor, and have at least two years of experience as a school counselor, and this must not be their first year at their current school.

Clinical Counseling Supervisors - Persons qualified to supervise students at a Community Counseling site must have a minimum of a Masters Degree in Counseling, a minimum of two years field experience, and be a Licensed Professional Clinical Counselor with a Supervision Designation (LPCC-S).

Definition of Supervision

A working definition of supervision might include: “An intervention provided by a more senior member of a profession to a more junior member or members of that same profession. This relationship is

evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to the client(s) she, he, or they see(s), and serving as a gatekeeper of those who are in the particular profession “ (Bernard & Goodyear, 1998, p. 6).

Other definitions include, “an intensive, interpersonally focused one-to-one relationship in which one person is designated to facilitate the development of therapeutic competence in the other person (Loganbill, Hardy, & Delworth, 1982, p. 4); and “an ongoing educational process in which one person in the role of the supervisee acquires appropriate professional behavior through an examination of the trainee’s professional activities” (Hart, 1982, p. 12).

In summary, supervision is an intensive educational process that facilitates the therapeutic competence of the supervisee over time, while ensuring and emphasizing client welfare.

Supervision serves the simultaneous functions of:

- Enhancing professional functioning of the supervisee
- Monitoring the quality of the professional services provided to clients
- Serving as a gatekeeper to those entering the profession.
- Fundamental and primary purpose of supervision is the development of the supervisee.

The supervisor will often serve a variety of functions and roles while supervising these include:

- Administrative Supervision
- Supervisor as Teacher
- Clinical Supervision
- Supervisor as Counselor, Note: Supervision is not counseling, but is a circumscribed set of skills that monitor the supervisee’s personal self and how it impacts the quality of the service provided by the supervisee
- Supervisor as Consultant
- Supervisor as Evaluator

Methods of Supervision

Supervision can be provided through a variety of modalities. Supervision can be provided individually or in groups. It may involve consultations, observation, audio or videotaping, verbal instruction, role-plays, demonstrations, assignment of readings, etc. Minimally, practicum and internship students should meet with their site supervisor for at least one (1) hour of individual or triadic supervision per week throughout the field placement. Additional hours of supervision may be either on an individual or a group basis as needed and arranged between the student and the supervisor. The MAC Program will provide **at least** an average of 1.5 hours per week of group supervision on a regular schedule throughout the practicum and internship experiences.

Policy for Participating in Online Group Supervision during Field Experience

Heidelberg University's Masters of Arts in Counseling (MAC) Program encourages students to complete his or her field experience throughout the State of Ohio. This sometimes creates barriers for students who need to travel long distances to participate in the field experience course, while trying to accumulate the necessary field experience hours, which can range from eight hours to 24 hours per week. Consequently, MAC faculty will consider allowing students to join class remotely who are completing their placement over 160 miles one-way from Heidelberg University. If you meet the requirement and would like to join class remotely, please email the instructor with an explanation of your circumstances. If you do not live

over 160 miles one-way from the campus, online supervision is NOT an option. You will then need to meet with the instructor to work out any and all arrangements. You can expect that you will be required to attend at least some of the classes in-person. The instructor will document the arrangement and you and the instructor will sign the agreed upon documentation.

Note: Each case will be considered on an individual basis and can be changed by the instructor at any time with sufficient notice to students involved.

MAC Program Support of On-site Supervisors

The site supervisor and other on-site staff share in the responsibility for the cooperative design and implementation of the student's field experience. MAC Program faculty supervisors are available to consult with site supervisors regarding methods of supervision and will provide in-service training in supervision annually.

Field Experience Hours

To complete your practicum experience, you must accumulate a minimum of 40 hours of **direct service** with clients in individual and group experiences. *It is our expectation that you will exceed this minimum standard for direct service.*

To complete your internship experience, you will be required to complete a total of six (6) semester hours of internship. You will accumulate a minimum 100 hours for each credit hour enrolled in Cou 583/595.. Semester hours for internship are awarded on the basis of clock hours served in counseling or counseling-related activities while at the internship site. Semester hours are awarded at the rate of one one-semester hour for every 100-clock hours served at the internship site for a total of 600 clock hours. A minimum of 40% of these hours must be in direct service to clients. Direct contact hours are those in which you are working face-to-face with clients either in individual, couples, family, or group counseling. *It is our expectation that you will exceed this minimum standard for direct service.*

Observation hours may NOT count as direct contact time. You may have to accumulate more than the minimum overall number of hours (600) in order to meet the 240 direct clock hour requirements. **Hours from one semester to another may not be carried over.**

Earning Practicum/Internship Hours During the Break

It is strongly encouraged that you remain at your site in between semesters and over breaks to maintain client continuity. In order to stay at your site and count hours during the breaks the following conditions must be met:

1. The student, faculty supervisor, and site supervisor approve the arrangement.
2. All concerned parties in (i) must sign the *Request for Approval for Earning Practicum/Internship Hours During the Break* form and copy must be submitted to the instructor before the end of the semester.
3. The student will follow all the procedures outlined in the practicum and internship manual regarding record keeping (e.g. case summaries, weekly logs and journals).
4. The student will abide by the agency's protocols regarding emergencies and will keep the advisor and the faculty supervisor apprised in the event of such an occurrence.

5. The practical experience continues at the same site and the student receives a minimum of one hour of supervision for every twenty hours of service. The advisor and the faculty supervisor must approve a change of the site supervisor.
6. The student is registered for the internship/practicum course in the semester following the period during which the hours were earned.
7. Attend **all** the mandatory seminar classes during the semester.
8. The hours accumulated during the break will only be applied to the total required hours after the faculty supervisor has discussed the student's performance with the site supervisor and reviews the site supervisor's evaluation of the student.
9. Students are still encouraged to meet the total number of hours in each class. Remember, the hour requirements are minimum requirements.

Field Placements

An appropriate field placement site allows the student to obtain **audio or video tapes** for use in the supervision of the student's interactions with clients and provides the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, and professional literature and research.

School Settings

Activities and Duties of the School Practicum Student

School practicum students are expected to work with clients in Elementary, Middle and High School settings. Regardless of the primary practicum setting, you should also seek out experiences in the other appropriate settings as arranged by your site supervisor and the instructor. Appropriate activities that constitute **direct service** may include:

- Providing individual counseling services
- Leading or co-leading any of the following types of groups:
 - o therapy group,
 - o support group,
 - o drug awareness/treatment group,
 - o education group,
 - o other groups consisting of real clients and are similar to the kind of groups the student will lead as a counselor.
 - o Conducting or co-conducting classroom and large group (grade or subject level) counseling curricula.

According to the ASCA National Model...

Appropriate (counseling) Responsibilities:

- ✓ Designing individual student academic programs
- ✓ Interpreting cognitive, aptitude and achievement tests
- ✓ Counseling students with excessive tardiness or absenteeism
- ✓ Counseling students with disciplinary problems
- ✓ Counseling students about appropriate school dress
- ✓ Collaborating with teachers to present guidance curriculum lessons
- ✓ Analyzing grade-point averages in relationship to achievement

Inappropriate (non-counseling) Activities:

- ✓ Registering and scheduling all new students
- ✓ Administering cognitive, aptitude and achievement tests
- ✓ Signing excuses for students who are tardy or absent
- ✓ Performing disciplinary actions
- ✓ Sending home students who are not appropriately dressed
- ✓ Teaching classes when teachers are absent
- ✓ Computing grade-point averages

- ✓ Interpreting student records
- ✓ Providing teachers with suggestions for better study hall management
- ✓ Ensuring student records are maintained in accordance with state and federal regulations
- ✓ Assisting the school principal with identifying and resolving student issues, needs and problems
- ✓ Collaborating with teachers to present proactive, prevention-based guidance curriculum lessons
- ✓ Maintaining student records
- ✓ Supervising study halls
- ✓ Clerical record keeping
- ✓ Assisting with duties in the principal's office
- ✓ Working with one student at a time in a therapeutic, clinical mode

The Effective School Counseling Intern

- Becomes acquainted with and establishes rapport with the faculty, staff, facilities, materials and policies of the school.
- Confers with university supervisor and site supervisor; utilizes effectively suggestions offered for professional growth.
- Completes requirements in a timely fashion.
- Maintains professional appearance and observes professional ethics.
- Conducts individual counseling sessions with students.
- Prepares a small group and/or classroom guidance unit.
- Conducts small group and classroom guidance activities using appropriate counseling theories and techniques.
- Provides consultation services for teachers, parents, and administrators.
- Assists with the school's annual testing program.
- Participates in child study and eligibility meetings.
- Attends faculty meetings, departmental meetings, and professional development workshops and conferences
- Facilitates career guidance activities.
- Assists with registration and scheduling process.
- Confers with university faculty supervisor and site supervisor as needed.
- Attends weekly group supervision meetings.
- Completes weekly logs and submits to university/site supervisor.
- Implements suggestions of the university supervisor and site supervisor
- Conducts oneself in a professional manner. Interacts professionally and effectively with all school and college personnel, and with parents and the community.
- Develops at least three audio-recorded cases for presentation to university supervision group.
- Produces a student counseling portfolio of resource materials.

The Effective School Counseling Site Supervisor

- Introduces the intern to members of the counseling department, faculty, and staff.
- Explains policies/procedures of the school.
- Provides the intern with a gradual introduction into school counseling and various roles and proceeds with more advanced phases as internship progresses.
- Encourages critical thinking.
- Discusses with university supervisor the student's performance evaluation and ongoing consultation as needed.
- Observes and evaluates the intern's performance. Works to challenge limitations and increase strengths.
- Provides specific direction initially for the preparation and execution of the intern's work.

- Acquaints the intern with overall goals, objectives, and annual school counseling program for the counseling department.
- Discusses and interprets pertinent pupil information.
- Completes a mid-term evaluation/final performance evaluation and discusses it with the intern and university supervisor.
- Provides model of an ethical school counselor.

Expected Activities of the School Counseling Practicum Student

The practicum provides for the development of teacher/parent consultation, classroom guidance, psycho educational activities, individual counseling, group counseling, and the administration of general guidance/counseling services. The **School Counseling Student** must get an in-depth experience in school with at least two different levels (e.g. Elementary, Middle, High) and they must get 16 hours in the third level over the entire practicum and internship field experience. **While individual faculty may determine additional activities, the practicum experience should include the following:**

- a) A minimum of 3 parent conferences and/or psycho educational consultations.
- b) A minimum of 5 teacher consultations and/or psycho educational consultations.
- c) A minimum of 7 classroom guidance sessions on such topics as affective education, career exploration, drug education, bullying, self-mutilation, etc.
- d) A minimum of 10 individual student counseling sessions.
- e) A minimum of 3-5 small group counseling sessions.
- f) Audio and/or videotapes of the student's interactions with clients, parents, teachers, etc., for use in supervision.
- g) Students will keep a **log** outlining activities.
- h) A minimum of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty.
- i) A minimum of 1.5 hours per week of group supervision that is provided on a regular schedule with the program faculty or a supervisor working under the supervision of the program faculty.
- j) An evaluation of the **student's performance** throughout the practicum including a *formal* evaluation at midterm and at the completion of the practicum. Additionally, students will be asked to evaluate the on-site supervisor and the site at the completion of the practicum.

Expected Activities of the School Counseling Intern

The program requires students to complete a supervised internship of **600 clock hours (240 hours** of the 600 hours must be in **direct contact**) for the entire internship sequence that is begun *after* successful completion of the student's practicum. **While individual faculty may determine additional activities, the internship experience should attempt to include the following:**

- a) A minimum of 8 parent consultations and/or psycho educational consultations
- b) A minimum of 8 teacher consultations and/or psycho educational consultations
- c) A minimum of 15 classroom guidance sessions on such topics as affective education, career exploration, drug education, etc., per semester.
- d) A minimum of 15 individual student counseling sessions.
- e) A minimum of 15 small group counseling sessions.
- f) Audio and/or videotapes of the student's interactions with clients, parents, teachers, etc., for use in supervision.
- g) Students will keep a **log** outlining activities.

- h) A minimum of **one (1) hour per week of individual supervision** throughout the internship provided by the on-site supervisor.
- i) A one and one-half of weekly group supervision class with other students.
- j) Audio and/or videotapes of the student's interaction with clients, parents, teachers, etc. for use in supervision
- k) An evaluation of the **student's performance** throughout the internship including a *formal* evaluation at midterm and at the completion of the internship. Additionally, students will be asked to evaluate the on-site supervisor and the site at the completion of the practicum.

Field Experience at all Three Levels

Since you will leave the MAC program with the ability to apply for a K-12 school counseling license, it will be necessary for you to document the completion of a series of formal observations and directed counseling experiences at each of the following levels:

Elementary (K-5) | Middle (6-8) | High (9-12)

By the end of your field experience, you should have completed at least 10 hours of **direct contact time** at each level. See the *Documentation of Required Counseling Experiences (School)* (p. 52).

Documentation should be obtained when you have completed the experience. The completed forms will be placed in your file and a copy should be included in your portfolio.

Clinical Settings

Activities and Duties

Clinical counseling practicum students are expected to work with real clients in mental health agency settings in which they begin providing services as though they were professional counselors. Under Ohio law, the practice of professional counseling means rendering or offering to render to individuals, groups, organizations or the general public a counseling service involving the application of clinical counseling principles, methods or procedures to assist individuals in achieving more effective personal, social, educational or career development and adjustment, including the diagnosis and treatment of mental and emotional disorders.

Clinical counseling principles, methods, or procedures means an approach to counseling that emphasizes the counselor's role in systematically assisting clients through all of the following: assessing and analyzing background and current information, diagnosing mental and emotional disorders, exploring possible solutions and developing and providing a treatment plan for mental and emotional adjustment or development. Clinical counseling principles, methods or procedures includes at least counseling, appraisal, consulting and referral.

Appropriate activities that constitute **direct service** may include:

- Conducting intakes and diagnostic assessments.
- Providing individual, couples and family counseling services.
- Leading or co-leading any of the following types of groups:
 - o therapy group,
 - o support group,
 - o drug awareness/treatment group,
 - o education group,
 - o other groups consisting of real clients and are similar to the kind of groups the student will lead as a counselor.

Agencies that solely focus on substance abuse and chemical dependency counseling are not considered appropriate sites.

Students must gain experiences working with both adults and children.

K.I.T.E. Scholars Program Field Placement and Stipend

MAC students who have met all the necessary requirements to formally begin their practicum and internship field experience detailed within the Field Placement Handbook can choose to participate in a special grant program entitled K.I.T.E. (Keep Interdisciplinary Teams Evolving) Scholars Program. To take advantage of this opportunity the candidate must have successfully completed an application to participate in the program (See Appendix D “Forms”), have carefully read, agreed to and signed the Letter of Commitment (See Appendix D “Forms”) and have been approved to participate in the program by the Program Coordinator and Director

K.I.T.E. Scholars Program is a HRSA/BHWET grant awarded to Heidelberg University’s Master of Arts Counseling (MAC) program to develop and expand the behavioral health workforce by increasing the number of graduates in MAC who are prepared and committed to provide integrated behavioral health services to individuals, groups, couples and families across the lifespan in rural, vulnerable and medically underserved areas.

Two of the six objectives of the K.I.T.E. Scholars Program create special opportunities for MAC students in the final year of field placement: 1) integrated behavioral health field experience, and 2) internship stipend.

All requirements, rights, duties and responsibilities of the practicum and internship field experience including program obligations, field placement sites, the student and supervisor as detailed in the Field Placement Handbook apply to students involved in the K.I.T.E. Scholars Program. Additional requirements for the K.I.T.E. Scholars Program participation are outlined below in regards to field placement site and stipend.

Integrated Behavioral Health Field Experience

The successful candidate in the K.I.T.E. Scholars Program will choose a field placement site with the following site profile in mind.

MAC/HU is building partnerships with behavioral health and educational sites that have integrated opportunities for field placements. This will not only expand opportunities for students to assist particularly in rural, vulnerable and medically underrepresented regions that serve families with racial, ethnic, cultural, and linguistic diversity but also provide them with experience working in interdisciplinary teams.

Those students who complete their internships in schools have the benefit of interdisciplinary collaboration with professionals such as nurses, school psychologists, intervention specialists, social workers and school-based clinical mental health counselors. Selected schools will be chosen based on

diversity demographics and the percentage of students who receive free lunch due to their socio-economic status.

Internship Stipend

The cost of a graduate education can be a barrier to those students desiring to enroll in a program such as MAC. Financial issues can be the result of lack of financial aid, struggle with meeting living expenses as students reach the internship portion of their program and the burden of unpaid internships. With BHWET support, MAC/HU will provide stipends for students to aid in removing the financial barrier they may experience. The total amount of the stipend is \$10,000 (\$5,000 for each of the two final semesters) for students beginning the internship portion of their program.

Qualifications

Stipends will be distributed by HU's business office on a monthly basis in collaboration with the K.I.T.E. Scholars Program Project Director and MAC Program Director/K.I.T.E. Project Director. Students will be eligible for a maximum 12-month stipend if they meet the following criteria:

1. Enrollment in HU's MAC program at the internship level as evidenced by successful completion of all courses required up to that point.
2. Completion of a K.I.T.E. Scholars Program application, and an essay describing an interest and understanding of the importance of interdisciplinary teamwork in rural, vulnerable, and/or medically underserved communities as well as partnering with primary care practitioners and professionals from other disciplines; any prior experience that might assist their success; expectations they have professional development as a result of working in K.I.T.E. Scholars Program; and a detailed plan for their post graduate employment.
3. Currently in good academic standing as defined by HU's graduate studies program.
4. Citizen or non-citizen national of the United States, or a foreign national with a visa permitting permanent residence in the United States.
5. Signed student commitment letter agreeing to complete the internship, and intention to seek a career working in an integrated behavioral health agency with the population identified in this grant.
6. Students must maintain a log of hours, which includes the types of activities that they engage in. Students also verbally update their field experience instructor on their hours on a weekly basis.

Award Conditions:

1. Completion of a maximum one-year internship working in a behavioral health workforce serving populations across the lifespan, including rural, vulnerable, and medically underserved areas. This internship experience should facilitate your receiving training and supervision on an integrated, interdisciplinary team that considers matters of linguistic, cultural diversity in its treatment.
2. Successful completion, with a grad of B or higher, in Internship I and Internship II and COU 641: Counseling in a Global Society.
3. Completion of 10 hours of training in trauma-informed care.
4. Attendance at the Annual Integrated Behavioral Health Care Colloquium at Heidelberg University.

5. Intention to seek a career working in an integrated behavioral health workforce serving populations across the lifespan, including in rural, vulnerable, and medically underserved areas.
6. It is the student's responsibility to contact the financial aid office to determine if this award will have an impact on the student's overall financial awards.

Terminology

Integrated Behavioral Health Care: *The care a patient experiences as a result of a team of primary care and behavioral health clinicians, working together with patients and families, using a systematic and cost-effective approach to provide patient-centered care for a defined population.*

“What Is Integrated Behavioral Health Care (IBHC)?” *The Academy - Integrating Behavioral Health and Primary Care,*

integrationacademy.ahrq.gov/products/ibhc-measures-atlas/what-integrated-behavioral-health-care-ibhc.

Interdisciplinary Teams: “A dynamic process involving two or more health professionals with complementary backgrounds and skills, sharing common health goals and exercising concerted physical and mental effort in assessing, planning, or evaluating patient care. This is accomplished through interdependent collaboration, open communication and shared decision-making. This in turn generates value-added patient, organizational and staff outcomes.”

“Teamwork: A Concept Analysis”, *Xyrichis A, Ream EJ Adv Nurs. 2008 Jan; 61(2):238.*

Medically Underserved Areas and Populations: Populations in a geographic location with limited access to primary care. This may be due in part to economic, cultural, racial, ethnic or linguistic barriers to receive the care they need. Through HPSA, MAC has identified the surrounding counties of Seneca, Sandusky, Huron, and Erie as well as the cities of Cleveland, Toledo and Columbus as underserved areas.

The Heidelberg MAC Faculty

As you move through the program, it will become increasingly important for you to get to know your faculty. Each plays an important role in working with you toward your goals.

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Appendix A: Definition of Terms

1. **CACREP** is defined as Council on Accreditation of Counseling Related Educational Programs and is the accrediting body for our counseling programs.
2. **Direct Service** is defined as an interaction with clients that includes the application of counseling and/or face-to-face consultation with clients, parents, and other professionals. In general, the term as used in the *CACREP* Standards refers to time spent by practicum and internship students **working with clients/students**. All other time spent on site in work that is directly related to your practicum but not in direct service to clients is considered indirect time. Specific activities related to direct service are found on pages 23 for school field experience and page 24 for clinical field experience.
3. **Faculty supervisor or University Supervisor** refers to the faculty member who provides group supervision, instruction and administrative coordination. This individual acts as the liaison for the College and is the contact person for the On-Site Supervisor.
4. **Practicum** is a distinctly defined, supervised clinical experience in which the student develops **basic counseling skills** and integrates professional knowledge. Practicum is completed prior to internship.
5. **Internship** is defined as an **advanced** supervised experience in counseling. Internship is designed to provide either an in-depth or breadth experience in practical work settings. Internship is a post practicum “capstone” experience in which the student gains practical and professional experience in the work setting.
6. **Site** refers to the setting approved by the MAC Program in which the student works in order to gain pre-professional experience and complete training requirements.
7. **Site Supervisor** refers to the counselor at the Site to whom the student is directly accountable while working at that Site. Students in the school program must receive supervision from a professional school counselor with a minimum of Master's degree in counseling, two years experience as a school counselor, and a currently valid Ohio certification or licensure in school counseling. Students in the clinical program must receive supervision from a Supervising Professional Clinical Counselor (LPCC-S) with a currently valid Ohio license in clinical mental health setting.
8. **Supervision** is a tutorial and mentoring form of instruction in which a supervisor monitors the student’s activities in practicum and internship and facilitates the learning and skill development experiences associated with practicum and internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients.
 - a. **individual supervision** – a tutorial and mentoring relationship between a member of the counseling profession and a counseling student.
 - b. **group supervision** – a tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.
 - c. **triadic supervision** – a tutorial and mentoring relationship between a supervisor and two counseling students.

Appendix B: Sample of Supervisor Resume

SAMPLE RESUME For Site Supervisors

Personal Information:

Supervisor Name and Title

School

Address

City/State/Zip

Phone/Cell Phone/Fax/Email

Scope of Practice or type of activities provided

Education (list all attended):

College or University

Degree Received

Dates Attended

Certifications:

Certification/License

Certificate/License Number

State and/or Agency

Date Issued

Expiration Date

Describe your training in counselor supervision:

Has your license to practice ever been suspended, revoked or sanctioned?

Appendix C: K.I.T.E. Letter of Commitment



Date:

Student Name:

K.I.T.E. Scholars Program Letter of Commitment

This letter is to confirm that the above named graduate student pursuing a Master of Counseling degree from Heidelberg University is the recipient of a **K.I.T.E. (Keep Interdisciplinary Teams Evolving) Scholars Program** stipend in the amount of \$10,000. **K.I.T.E. Scholars Program** is a Heidelberg University Master of Arts in Counseling (MAC) program that is funded through the 2017 Health Resources and Services Administration, Bureau of Health Workforce (HRSA/BHWET).

As a condition of this award, the student agrees to the following (please print your initials for each statement):

1. _____ Completion of a maximum one-year internship working in a behavioral health workforce serving populations across the lifespan, including rural, vulnerable, and medically underserved areas. This internship experience should facilitate your receiving training and supervision on an integrated, interdisciplinary team that considers matters of linguistic, cultural diversity in its treatment.
2. _____ Work on an interdisciplinary team during his/her internship experience
3. _____ Successful completion, with a grad of B or higher, in *Internship I* and *Internship II* and *COU 641: Counseling in a Global Society*.
4. _____ Completion of 10 hours of training in trauma-informed care.
5. _____ Attendance at the Annual Integrated Behavioral Health Care Colloquium at Heidelberg University.
6. _____ Attendance, participation, and completion of all K.I.T.E. related activities that we bill communicated to you in writing by the K.I.T.E. Coordinator
7. _____ Intention to seek a career working in an integrated behavioral health workforce serving populations across the lifespan, including in rural, vulnerable, and medically underserved areas.
8. _____ It is the student’s responsibility to contact the financial aid office to determine if this award will have an impact on the student’s overall financial awards.

I, _____, agree to the conditions stated above
 First Name (Print) Last Name (Print)

| | |
|--|-------------------|
| _____ | _____/_____/_____ |
| Signature of Student | Date |
| _____ | _____/_____/_____ |
| Signature of K.I.T.E. Clinical Director | Date |
| _____ | _____/_____/_____ |
| Signature of K.I.T.E. Project Coordinator | Date |

Appendix D: Forms

1. Application Checklist for Practicum and Internship
2. Petition for Practicum and Internship
3. Variable-Credit Hour Internship Form
4. Site Agreement for Practicum/Internship
5. Supervisor's Evaluation for the SCHOOL Practicum/Internship Student
6. Supervisor's Evaluation for the CLINICAL Practicum/Internship Student
7. Student's Assessment of the SCHOOL Practicum/Internship Site
8. Student's Assessment of the CLINICAL Practicum/Internship Site
9. Site Visit Guidelines
10. Site Visit Report for Practicum/Internship
11. Documentation of Required Counseling Experiences (School)
12. Documentation of Required Counseling Experiences (Clinical)
13. Verification of Receipt of Handbook, Course Syllabus, and Orientation
14. Field Experience Supervision Agreement
15. Program Evaluation
16. Informed Consent for Audio & Video Recording
17. Request for Approval of Practicum/Internship Hours During the Break

Application Checklist for Practicum and Internship

Applicant's Name: _____ Semester & Year: _____

Deadlines: Fall Semester – **June 1st** | Spring Semester - **November 1st** | Summer Semester - **March 1st**

The following documentation is required for each practicum and internship site placement. It is your responsibility to ensure that you have completed the required documentation properly. Incomplete or improperly completed documentation will be returned to you, will cause delays in the processing of your petition, and may prevent you from proceeding with your field placement as planned. **This form must be submitted as the cover of your application for Practicum and Internship.**

___ **Petition for Field Experience** with minimum acceptable hours and completely filled out. You must provide a proposed work schedule that ensures that the minimum number of hours required will be met:

- Practicum: The minimum acceptable hours on site will be 8 per week.
- Internship: 100 hours → 8 hours/week | 200 hours → 16 hours/week | 300 hours → 24 hours/week

The School Counseling Student must get an in-depth experience in school with at least two different levels (e.g. Elementary, Middle, High) and must get 16 hours in the third level over the entire practicum and internship field experience.

___ **Variable-Credit Hour Internship Form (only required for internship)**- This form will have students explain how they plan to distribute the six credit hours required for internship. A rationale is required for anyone who wants to take one or six credit hours in one semester.

___ **Site Agreement Form** - The Site Agreement Form is a legal contract between the agency or school and Heidelberg University. You will not be approved for practicum and internship prior to having a signed agreement on file.

___ **Verification or Copy of Supervisor License and/or Certification** - For school students, you will need to submit a current copy of your supervisor's Professional School Counselor license from the Ohio Department of Education. For clinical students, you can verify the supervisor's license on-line at: www.cswmft.ohio.gov. License Expiration Date _____

___ **Resume of Site Supervisor**

___ **BCI and FBI Background Check** - You will not be allowed to **apply** for field experience prior to completing this, so you will want to get your fingerprints completed no later than 12 weeks before submitting your application. *Clinical Students should get their BCI and FBI submitted to the OCSWMFT Board and provide Heidelberg with a copy.* Please note that BCI and FBI background are no longer valid after one year. Expiration Date _____

___ **Membership in a Professional Counseling Association** - You must provide proof of membership in the Ohio Counseling Association (OCA), the American Counseling Association (ACA), the Ohio School Counseling Association (OSCA), or the American School Counseling Association (ASCA). Expiration Date _____

___ **Proof of Liability Insurance** - You must present a copy of your Declarations of liability insurance coverage. Your insurance must have a minimum of \$1,000,000 for each incident and \$3,000,000 aggregate. You will need to maintain this insurance coverage throughout your field experience. Expiration Date _____

___ **Copy of Your Most Recent Degreeworks**

___ **Multi/Dual Role Relationship** approved. Dr. Meagan McBride's Signature _____

___ **Proof of Supervisor's Training in Supervision** - Proof of supervisor's recent training (within the last two years) related to supervision. Heidelberg provides a supervision workshop and online supervision training. The online supervision training can be found at the following link: <http://bit.ly/husupervision>



Petition for Practicum and Internship

The petition for Practicum and Internship must be submitted to the MAC Administrative Assistant by the deadline as outlined in the Field Placement Handbook. Prior to completion of this petition, you should have commitment with an appropriate site. If you are petitioning for a practicum at your place of employment, you must first have discussed this with your advisor. Please attach the proposed site contract per your discussion. Students who change their practicum site or who change supervisors must submit a new petition to be approved prior to making these changes.

I am pursuing [] School Counseling [] Clinical Mental Health Counseling

This petition is for [] a Practicum Site [] a change of Practicum Site [] an Internship Site [] a change of Internship Site

Intended Course: [] COU 594 [] COU 595 [] COU 580 [] COU 583

I intend to begin [] Fall 20 [] Spring 20 [] Summer 20

Student's Name: Student ID #:

Email: Telephone:

Proposed Site:

Site Supervisor: Supervisor's Phone:

Supervisor's Email: Site Address:

City/Zip: [] LPCC-S? [] LPSC?

- 1. Are you an employee of this agency/school? [] Yes [] No (see pages 13-14)
2. Are there any dual/ multi-role relationships issues with this site/supervisor (see pages 13-14)? [] Yes [] No
3. I have spoken to my advisor or instructor and have the contract and prompts enclosed in the application packet. [] Yes [] N/A

*If you have selected Yes to questions one or two, you must select yes to question three and include the appropriate paperwork.

Proposed Work Schedule:

This schedule must reflect the minimum hours needed in order to fulfill the required hours for your course for the specified term.

Mon: to Tue: to Wed: to Total Weekly Hours

Thu: : to Fri: : to Sat: : to

Check the field experiences that you will receive at this site:



Master of Arts in Counseling

HEIDELBERG UNIVERSITY

Variable Credit Hour Form

Internship Applicants Only - You will only submit this once unless there are changes.

Applicant's Name: _____ Semester & Year: _____

| | | | | | | |
|-------------------|--|--|--|--|--|--|
| Semester/Year | | | | | | |
| # of Credit Hours | | | | | | |

Rationale for Proposed Plan (only required if you are taking one or six credit hours in any given semester):

Student's Signature: _____

Date: _____

Program Director: _____

Date: _____



Site Agreement for Practicum/Internship

School and Clinical Counseling

The Program

The Graduate Studies in Counseling Program
Heidelberg University
310 E Market Street
Tiffin, Ohio 44883
419-448-2288

The Agency: _____

Site Supervisor: _____

Address: _____

Phone: _____ Email: _____

Participating Student: _____, who is a student in good standing and has been approved by **The Program** to enter the Supervised Practicum/Internship at the above referenced Agency or School under the Supervision of the above referenced Site Supervisor.

This agreement made and concluded this _____ day of _____, 20____ by and between **The Program**, Tiffin, Ohio, and **The Agency**.

WHEREAS the Participating Student has agreed to participate in the supervised practicum/internship in counseling for the Heidelberg University Master of Arts in Counseling Program and has agreed with Heidelberg University regarding the terms and provisions governing the rights and obligations of the parties hereto with respect to same.

NOW THEREFORE, in consideration of the mutual promises and agreements herein contained, and for other good and valuable consideration, the receipt of which is hereby acknowledged, **The Agency**, for itself and its successors and assigns, and **The Program** for itself and its successors and assigns, agree as follows:

1. Notwithstanding any term or provision herein contained to the contrary, **The Agency** and **The Program** shall remain separate entities and each shall continue under the control of its own officers and Board of Directors or Trustees, and shall remain solely responsible in all respects of the management of its own affairs.
2. Subject to applicable federal, state, and local law, rule, and regulations, applicable policy and/or procedure, and code of ethical responsibility, **The Agency** agrees to permit students in

said supervised practicum/internship in community mental health or school counseling, and, except as otherwise provided herein, shall perform the responsibilities of the practicum/internship **Site Supervisor** and agency, as more fully set forth in the syllabus for supervised practicum/internship in counseling, a copy of which is attached and incorporated herein.

3. Except as otherwise provided herein, **The Program** shall perform the responsibilities of the practicum/internship instructor and graduate counseling department as more fully set forth in said syllabus.
4. Notwithstanding any term or provision of said syllabus to the contrary, **The Program** shall be responsible to assure that students participating in the supervised practicum/internship for counseling comply with and abide by all applicable federal, state, and local laws, rules, regulations, the policies and procedures of **The Agency**, and applicable codes of ethical responsibility, and shall indemnify and save **The Agency** absolutely harmless from any and all actions, causes of action, demands, claims, liabilities, debts, obligations, suits in law, and in equity, whatsoever, arising out of or in any way connected with the conduct of its students during the scope of said course.
5. **The Agency** shall indemnify and hold **The Program** absolutely harmless from any and all actions, causes of action, demands, claims, liabilities, debts, obligations, suits in law, and in equity, whatsoever, arising out of or in any way connected with the acts or omissions of its employees or agents within the scope of said course.
6. This agreement shall be effective for a term of _____ commencing (date) _____ and terminating (date) _____
(MM/DD/YEAR) (MM/DD/YEAR)
7. This agreement shall be applicable to the above referenced term only, and shall be applicable only during academic terms in which the **Participating Student** is registered in practicum/internship. The **Participating Student** shall only be considered such during academic terms. This agreement shall not apply to any interim period between academic terms during which the **Participating Student** is not an active participant in **The Program**. Any agreement between **The Agency** and the **Participating Student** during interim periods shall be considered independent of this agreement and **The Program**.

The Agency

By: _____
Signature

Print Name: _____

Title: _____

The Program

By: _____
Program Director



Supervisor’s Evaluation of the School Practicum/Internship Student

This form should be completed as specified in the course syllabus and returned to the Faculty Supervisor.

Student: _____ Semester: _____ Year: _____

Circle: Practicum Internship

Directions: Please **check** the box that would be appropriate for each item, using the following key:

- **Exceeds Expectations (4)** = the counseling student demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified skill(s) and disposition(s).
- **Meets Expectations (3)** = the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified skill(s) and disposition(s). A beginning professional counselor should be at this level at the conclusion of his/her first internship.
- **Near Expectations (2)** = the counseling student demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified skill(s) and disposition(s). Students scoring at this level during their final Internship I evaluation may **not have demonstrated** the professional competencies needed to progress to the next level of experience. Remediation may be necessary in these areas.
- **Below Expectations** = the counseling student demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified skill(s) and disposition(s). Students scoring at this level during their practicum or internship **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation is necessary.

| General Disposition Issues | 4 | 3 | 2 | 1 | NA |
|--|----------|----------|----------|----------|-----------|
| 1. Demonstrates passion and personal commitment to becoming an exemplary school counselor. | | | | | |
| 2. Accepts and uses constructive criticism to enhance self-development and counseling skills. | | | | | |
| 3. Engages in open, comfortable, and clear communication with faculty, staff, and supervisor. | | | | | |
| 4. Recognizes own competencies and skills, and can discuss these clearly with peers and supervisor. | | | | | |
| 5. Recognizes own areas of challenge, and actively works to overcome them with peers and supervisor. | | | | | |
| 6. Completes paperwork clearly, accurately, and conscientiously. | | | | | |
| 7. Demonstrates professionalism in behavior, dress, and attitude. | | | | | |
| 8. Is reliable, trustworthy, and prompt. | | | | | |

| Individual Counseling Process and Skills – Please respond based on your observations via tapes or live supervision with the student. | 4 | 3 | 2 | 1 | NA |
|--|----------|----------|----------|----------|-----------|
| 9. Connects well with students from all backgrounds. | | | | | |
| 10. Explains the purpose of counseling and the limits of confidentiality for students, in a developmentally appropriate way. | | | | | |
| 11. Is able to identify characteristics, risk factors, and warning signs for students at risk for mental and behavioral disorders. | | | | | |
| 12. Is able to identify risk factors and warning signs for students falling under mandated reporting guidelines (such as abuse and neglect). | | | | | |
| 13. Demonstrates ability to critically examine the connections between social, familial, emotional, behavioral problems, and academic achievement. | | | | | |
| 14. Is comfortable with collaborating with families, faculty members, and community resources where appropriate for student success. | | | | | |
| 15. Develops realistic counseling goals in collaboration with the student. | | | | | |
| 16. Maintains appropriate and professional relationships with students. | | | | | |
| 17. Recognizes and addresses student affect within the counseling session. | | | | | |
| 18. Actively listens, understands, and accurately reflects student meaning in the counseling session. | | | | | |
| 19. Monitors and updates goals as appropriate with each student. | | | | | |
| 20. Uses counseling microskills and silence effectively. | | | | | |
| 21. Terminates effectively with students. | | | | | |
| Conceptual and Ethical Skills | 4 | 3 | 2 | 1 | NA |
| 22. Demonstrates understanding of the legal and ethical guidelines for counselors. | | | | | |
| 23. Demonstrates understanding of legal and ethical considerations unique to school counseling. | | | | | |
| 24. Demonstrates an understanding of legislation and government policy relevant to school counseling. | | | | | |
| 25. Is aware of and active in professional organizations relevant to school counseling. | | | | | |

| | | | | | |
|--|----------|----------|----------|----------|-----------|
| 26. Demonstrates an understanding of the school counselor’s role as an advocate, a school leader, and an agent of change within the school system. | | | | | |
| 27. Shows dedication and thoughtfulness in the implementation of the above roles within the site. | | | | | |
| 28. Demonstrates an understanding of the school counselor’s role in college and career readiness, at a developmentally appropriate level for the site. | | | | | |
| 29. Demonstrates an understanding of the importance of community and referral sources, and seeks out relevant information for these resources. | | | | | |
| 30. Uses community and referral resources in their work with students and families, where appropriate. | | | | | |
| Programmatic Skills | 4 | 3 | 2 | 1 | NA |
| 31. Is able to aid in the development of a mission statement and objectives for a school counseling program. | | | | | |
| 32. Designs and implements effective individual counseling plans. | | | | | |
| 33. Designs and implements effective small group curricula. | | | | | |
| 34. Designs and implements effective classroom guidance. | | | | | |
| 35. Understands and uses developmentally appropriate career counseling interventions and assessments. | | | | | |
| 36. Demonstrates ability to effectively counsel students about post-secondary options and transitions. | | | | | |
| 37. Advocates for equity for students and families who may be currently underserved. | | | | | |
| 38. Designs and implements an effective needs assessment for the school counseling program. | | | | | |
| 39. Designs and implements effective evaluations of their own interventions, and the school counseling program as appropriate. | | | | | |
| 40. Demonstrates understanding of the school as a system, and appropriate teamwork and communication skills with faculty, staff, and other stakeholders. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 41. Uses data, where available, to determine what interventions are appropriate for the site. | | | | | |
| 42. Gathers and uses appropriate data to advocate for the school counseling program, and for students. | | | | | |

SITE SUPERVISORS: Thank you for taking the time out to fill out this evaluation. The Master of Arts in Counseling Program at Heidelberg is committed to graduating excellent school counselors, and your willingness to help develop excellence in our students is appreciated.

_____ Please **CHECK HERE** if you would like the Faculty Member in charge of practicum/internship to contact you regarding any concerns with this student, or if you would like to discuss any aspect of the program.

On a scale of 1 to 10, with 10 representing **flawless professional performance**, please rate your general, overall impression of the student in their current placement with you:

1 2 3 4 5 6 7 8 9 10

Site Supervisor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

University Supervisor: _____ Date: _____

Supervisor's Evaluation of the Clinical Practicum/Internship Student

Clinical Practicum/Internship Student's Name: _____

Name of Person Completing this Form: _____

Role of Person Completing This Form (circle appropriate role): Site Supervisor

University Supervisor

Other _____

Counseling Competencies Scale (CCS)

Contributing Authors (2008)

The *Counseling Competencies Scale (CCS)* assesses counseling students' skills development and professional competencies. Additionally, the CCS provides counseling students with direct feedback regarding their counseling skills and professional dispositions (dominant qualities), offering the students practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

Exceeds Expectations / Demonstrates Competencies (4) = the counseling student demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).

Meets Expectations / Demonstrates Competencies (3) = the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). A beginning professional counselor should be at this level at the conclusion of his/her practicum and/or internship.

Counseling students NOT scoring at level Two (2) or Above for Practicum or an average of Three (3) or Above by Internship will NOT be eligible to progress to their next stage of clinical experience.

Approaching Expectations / Developing towards Competencies (2) = the student demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation each semester **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in these areas.

Below Expectations / Insufficient / Unacceptable (1) = the counseling student demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation (practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

Part I (Primary Counseling Skills – CACREP Standards [2016] 5 [Counseling & Helping Relationships] & #7 [Assessment & Testing])

| # | Score | Counseling Skill(s) (CACREP 2016 Standards) | Specific Counseling Descriptors | Exceeds Expectations (4) | Meets Expectations/ (3) | Approaching Expectations (2) | Below Expectations (1) |
|-----|-------|---|---|---|---|--|--|
| 1.A | | Nonverbal Skills | Includes Body Position, Eye Contact, Posture, Voice Tone, Rate of Speech, etc. | Demonstrates effective nonverbal communication skills, conveying connectedness & empathy. | Demonstrates effective nonverbal communication skills for the majority of counseling sessions. | Demonstrates inconsistency in his/her nonverbal communication skills. | Demonstrates limited nonverbal communication skills. |
| 1.B | | Encouragers | Includes Minimal Encouragers & Door Openers such as “Tell me more about...” | Demonstrates appropriate use of encourages, which supports the development of a therapeutic relationship. | Demonstrates appropriate use of encourages for the majority of counseling sessions (70%) | Demonstrates inconsistency in his/her use of appropriate encouragers. | Demonstrates limited ability to use appropriate encouragers. |
| 1.C | | Questions | Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions) | Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question. | Demonstrates appropriate use of open & close-ended questions for the majority of sessions. | Demonstrates inconsistency in use of open-ended questions & uses closed-ended questions often. | Uses open-ended questions sparingly & with limited effectiveness. |
| 1.D | | Reflecting_a | Basic Reflection of Content – Paraphrasing, Summarizing, etc. | Demonstrates appropriate use of paraphrasing & summarizing as the primary therapeutic approach. | Demonstrates appropriate use of paraphrasing & summarizing consistently. | Demonstrates paraphrasing, & summarizing inconsistently & inaccurately. | Demonstrates limited proficiency in paraphrasing & summarizing |
| 1.E | | Reflecting_b | Reflection of Feelings | Demonstrates appropriate use of reflection of feelings as the primary therapeutic approach. | Demonstrates appropriate use of reflection of feelings consistently. | Demonstrates reflection of feelings inconsistently & inaccurately. | Demonstrates limited proficiency in reflecting feelings |
| 1.F | | Advanced Reflection (“Depth”) | Advanced Reflection of Feelings, Reflection of Values, Meanings, Core Beliefs (takes counseling to a deeper level) | Demonstrates consistent advanced therapeutic skills & promotes discussions of greater depth in counseling sessions. | Demonstrates ability to appropriately use counseling skills, supporting increased exploration in counseling session. | Demonstrates inconsistent & inaccurate ability to use advanced counseling skills: sessions appear sluggish. | Demonstrates limited ability to use advanced counseling skills: sessions appear primarily superficial. |
| 1.G | | Confrontation | Counselor challenges client to recognize & evaluate inconsistencies. | Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client’s words or actions in a supportive & caring fashion. Good balance of challenge & support. | Demonstrates ability to challenge clients through verbalizing inconsistencies & discrepancies in the client’s words or actions in a supportive & caring fashion (can confront, but hesitant). | Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in the client’s words or actions. Confrontation is minimal. | Demonstrates limited ability to challenge clients. Confrontation is lacking. |
| 1.H | | Goal Setting | Counselor collaborates to establish realistic, appropriate, & attainable therapeutic goals | Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with the client. | Demonstrates ability to establish collaborative & appropriate therapeutic goals with the client. | Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with the client. | Demonstrates limited ability to establish collaborative & appropriate therapeutic goals. |
| 1.I | | Focus of Counseling | Counselor focuses (or refocuses) client on his/her therapeutic goals – i.e. purposeful counseling | Demonstrates consistent ability to primarily focus (or refocus) counseling on client’s therapeutic goal attainment. | Demonstrates ability to primarily focus (or refocus) counseling on client’s therapeutic goal attainment. | Demonstrates inconsistent ability to primarily focus (or refocus) counseling on client’s appropriate therapeutic goal attainment. | Demonstrates limited ability to primarily focus counseling on appropriate therapeutic goal attainment. |
| 1.J | | Facilitate Therapeutic Environment_a | Counselor expresses empathy & care. Counselor is “present” and open to client. | Demonstrates consistent ability to be empathic & uses appropriate responses. | Demonstrates ability to be empathic & uses appropriate responses. | Demonstrates inconsistent ability to be empathic & uses appropriate responses. | Demonstrates limited ability to be empathic & uses appropriate responses. |

| | | | | | | | |
|-----|--|---|--|---|--|---|---|
| 1.K | | Facilitate Therapeutic Environment | Counselor expresses appropriate respect & unconditional positive regard | Demonstrates consistent ability to be respectful, accepting, & caring with clients. | Demonstrates ability to be respectful, accepting, & caring with clients. | Demonstrates inconsistent ability to be respectful, accepting, & caring. | Demonstrates limited ability to be respectful, accepting, & caring. |
| 1.L | | Group Counseling | Student applies counseling skills and theory. | Student is a strong group leader and applies advanced skills and theory to lead groups. | Uses counseling skills and theory to lead and move group members. | Student is aware of skills and theory to lead groups, but struggles at times. | SDemonstrates limited ability to use skills and theory in groups. |

Part 2 (Professional Dispositions – CACREP Standards [2016] #1 [Professional Counseling Orientation & Ethical Practice] #2 [Social & Cultural Diversity], #3 [Human Growth & Development], & #5 [Counseling & Helping Relationships])

| # | Score | Professional Disposition(s) (CACREP 2016 Standards) | Specific Counseling Descriptors | Exceeds Expectations (4) | Meets Expectations / (3) | Approaching Expectations (2) | Below Expectations (1) |
|-----|-------|---|--|---|---|---|---|
| 2.A | | Professional Ethics (2:F.1.i, 2:F.3.i, 5:C.2.1.) | The student adheres to the ethical guidelines of the ACA, ASCA, & AMHCA. | Demonstrates consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical behavior & judgments. | Demonstrates consistent ethical behavior & judgments. | Demonstrates ethical behavior & judgments, but on a concrete level with a basic decision-making process. | Demonstrates limited ethical behavior & judgment, and limited decision-making process. |
| 2.B | | Professionalism (includes appropriates of dress & attitudes) | Student behaves in a professional manner towards supervisors, peers, & clients | The student is consistently respectful, thoughtful, & appropriate within all professional interactions. | The student is respectful, thoughtful, & appropriate within all professional interactions. | The student is inconsistently respectful, thoughtful, & appropriate within professional interactions. | The student is limitedly respectful, thoughtful, & appropriate within professional interactions. |
| 2.C | | Self-awareness & Self-understanding (2:F.1.k., 2:F.5.n.) | Student demonstrates an awareness of his/her own belief systems, values, needs & limitations (“beliefs”) and the effect of “self” on his/her work with clients. | Demonstrates significant & consistent awareness & appreciation of his/her belief system & the influence of his/her beliefs on the counseling process. | Demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process | Demonstrates inconsistent awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process. | Demonstrates limited awareness of his/her belief system and appears closed to increasing his/her insight. |
| 2.D | | Emotional stability & Self-control | The Student demonstrates emotional stability (i.e., congruence between mood & affect) & control with supervisor, peers, & clients. | Demonstrates consistent emotional resiliency & appropriateness in interpersonal interactions. | Demonstrates emotional stability & appropriateness in interpersonal interactions. | Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions. | Demonstrates limited emotional stability & appropriateness in interpersonal interactions. |
| 2.E | | Motivated to Learn & Grow / Initiative | Student is engaged in the learning & development of his/her counseling competencies. | Demonstrates consistent enthusiasm for his/her professional and personal growth & development. | Demonstrates enthusiasm for his/her professional and personal growth & development. | Demonstrates inconsistent enthusiasm for his/her professional and personal growth & development. | Demonstrates limited enthusiasm for his/her professional and personal growth & development. |
| 2.F | | Multicultural Competencies (2:F.2.b, 2:F.2.c, 2:F.3.i, 5:C.2.j) | The student demonstrated awareness, appreciation, & respect of cultural difference (e.g., race, religion, SES, orientation, etc.) | Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills). | SDemonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills). | Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills). | Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills). |
| 2.G | | Openness to Feedback | Student responds non-defensively & alters behavior in accordance with supervisory feedback | Demonstrates consistent openness to supervisory feedback & implements suggested changes. | Demonstrates openness to supervisory feedback & implements suggested changes. | Demonstrates openness to supervisory feedback, but does <u>not</u> implement suggested changes. | Student is not open to supervisory feedback & does not implement suggested changes. |

| | | | | | | | |
|-----|--|---|--|---|---|---|--|
| 2.H | | Professional & Personal Boundaries | Student recognizes the boundaries of her/his competencies & maintains appropriate boundaries with supervisors, peers, & clients | Demonstrates consistently strong & appropriate boundaries & appreciates his/her limitations. | Demonstrates appropriate boundaries & appreciates his/her limitations. | Demonstrates appropriate boundaries, but has limited appreciation of his/her limitations. | Demonstrates inappropriate boundaries & has limited appreciation of his/her limitations. |
| 2.I | | Attendance | Student attends all course meetings & clinical practice activities in their entirety (engaged & prompt). | Student attends all class meetings & supervision sessions in their entirety & is engaged in the learning process. | Student misses one class meeting &/or supervision session & is engaged in the learning process. | Student misses two class meetings &/or supervision sessions & is engaged in the learning process. | Student misses more than two class meetings &/or supervisions sessions & is not engaged in the learning process. |
| 2.J | | Congruence & Genuineness | Demonstrates self-acceptance & appropriate self-confidence. | Student demonstrates consistent ability to be genuine & accepting of self & others | Student demonstrates ability to be genuine & accepting of self & others | Demonstrates inconsistent ability to be genuine & accepting of self & others. | Demonstrates a limited ability to be genuine & accepting of self & others. |

Part 3 (Professional Behaviors – CACREP Standards [2016] #1 [Professional Counseling Orientation & Ethical Practice], #3 [Human Growth & Development], #5 [Counseling & Helping Relationships], #7 [Assessment & Testing]), & #8 [Research & Program Evaluation])

| # | Score | Professional Behavior (CACREP 2016 Standards) | Specific Counseling Descriptors | Exceeds Expectations (4) | Meets Expectations / (3) | Approaching Expectations (2) | Below Expectations (1) |
|-----|-------|---|--|--|--|---|---|
| 3.A | | Knowledge & Adherence to Site Policies | Demonstrates an understanding & appreciation for all counseling site policies & procedures | Demonstrates consistent adherence to all counseling site policies & procedures. | Demonstrates adherence to all counseling site policies & procedures. | Demonstrates inconsistent adherence to all counseling site policies & procedures. | Demonstrates limited adherence to all counseling site policies & procedures. |
| 3.B | | Record Keeping (5:c.2.m) (e.g., case notes, psychological reports, TX plan). | Completes all weekly record keeping activities correctly & promptly | Completes all required record keeping & documentation in a thorough & comprehensive fashion. | Completes all required record keeping & documentation in a competent fashion. | Completes all required record keeping & documentation in an inconsistent & in a questionable fashion. | Completes required record keeping & documentation inconsistently & in a poor fashion. |
| 3.C | | Knowledge of professional literature (2:F.8.a, 2:F.8.b.) | Student researches therapeutic intervention strategies that have been supported in the literature & research. | Demonstrates strong knowledge of supported therapeutic approaches grounded in the counseling literature & research. | Demonstrates knowledge of supported therapeutic approaches grounded in the counseling literature & research. | Demonstrates inconsistent knowledge of supported therapeutic approaches grounded in the counseling literature/research. | Demonstrates limited knowledge of supported therapeutic approaches grounded in the counseling literature & research. |
| 3.D | | Application of Theory to Practice (2:F.5.a) | Demonstrates knowledge of counseling theory & its application in his/her practice. | Demonstrates a strong understanding of the counseling theory(ies) that guides his/her therapeutic work with clients. | Demonstrates an understanding of the counseling theory(ies) that guides his/her therapeutic work with clients. | Demonstrates inconsistent understanding of the role of counseling theory in his/her therapeutic work. | Demonstrates limited understanding of counseling theory & its role in his/her therapeutic work with clients. |
| 3.E | | Case Conceptualization (5:C.2.d; 2:F.7.e.) | Student is able to effectively present & summarize client history & shows an appreciation of the multiple influences on a client's level of functioning | Student demonstrates a strong & comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning. | Student demonstrates an comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning. | Student demonstrates basic case conceptualization; appreciating only the influences a client presents in session on his/her level of functioning. | Student demonstrates a limited case conceptualization & does not appreciate the influence of systemic factors on the client's level of functioning. |
| 3.F | | Seeks Consultation (2:F.1.k.) | Student seeks consultation & supervision in appropriate service delivery | Student consistently seeks appropriate consultation & supervision to support the delivery of counseling services. | Student seeks appropriate consultation & supervision to support the delivery of counseling services. | Student inconsistently seeks consultation & supervision to support the delivery of counseling services. | Student seeks limited consultation & supervision to support the delivery of counseling services. |

| | | | | | | | |
|-----|--|--|--|--|---|---|---|
| 3.G | | Psychosocial & Treatment Planning (5:C.2.d; 2:F.7.e.) | Demonstrates ability to construct a comprehensive & appropriate psychosocial report & treatment plan. | Demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan (e.g., goals are relevant, attainable, & measurable) | Demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan. | Demonstrates an inconsistent ability to construct a comprehensive & appropriate psychosocial report & treatment plan. | Demonstrates a limited ability to construct a comprehensive & appropriate psychosocial report & treatment plan. |
| 3.H | | Suicide and risk assessment (2:F.7.c, 2:F.5.1.) | Student understands suicide prevention models & uses appropriate procedures for assessing risk and handling risk of aggression or danger, self-inflicted harm or suicide. | Student understands suicide prevention models & consistently uses appropriate procedures for assessing risk and handling risk of aggression or danger, self-inflicted harm or suicide. | Student understands suicide prevention models & uses appropriate procedures for assessing risk and handling risk of aggression or danger, self-inflicted harm or suicide. | Student demonstrates inconsistent use of appropriate procedures for assessing risk and handling risk of aggression or danger, self-inflicted harm or suicide. | Student demonstrates a limited ability to use procedures for assessing risk and handling risk of aggression or danger, self-inflicted harm or suicide |
| 3.I | | Diagnostic Impressions (2:F.5.b, 5:C.2.d, 5:C.2.e) | Demonstrates ability to use diagnostic tools, including the DSM-V, to describe symptoms and clinical presentation of clients w/ mental and emotional impairments. | Demonstrates a strong ability to use diagnostic tools, including the DSM-V, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. | Demonstrates ability to use diagnostic tools to describe the symptoms and clinical presentation of clients with mental and emotional impairments. | Demonstrates an inconsistent ability to use diagnostic tools to describe the symptoms & clinical presentation of clients. | Demonstrates limited ability to use diagnostic tools to describe the symptoms and clinical presentation of clients with mental and emotional impairments. |
| 3.I | | Task Completion | Student completes all assigned tasks in an ethical & effective fashion (e.g., individual & group counseling, supervision, reports) | Student consistently completes all assigned tasks in a comprehensive & through fashion. | Student completes all assigned tasks in a comprehensive fashion. | Student completes assigned tasks in an inconsistent fashion. | Student does not complete all assigned tasks & those tasks that are completed are not done in a competent fashions. |
| 3.J | | Professional Identity (2:F.1.b, 2:F.1.c, 2:F.1.f) | Demonstrates the roles and responsibilities of a counselor and demonstrate a strong professional identity. | Student consistently advocates for the professional counseling and demonstrates a strong professional counseling identity. | Student demonstrates the appropriate roles and responsibilities of a counselor and demonstrates a strong professional counseling identity. | Student can articulate the roles and responsibilities of a counselor, but does not have a strong professional counseling identity. | Student cannot articulate the roles and responsibilities of a counselor and does not have a strong professional counseling identity. |

Narrative Feedback from Supervising Instructor

Please note the counseling student's areas of strength, which you have observed:

Please note the counseling student's areas that warrant improvement, which you have observed:

Please comment on the counseling student's general performance during his/her clinical experience to this point:

FOR PRACTICUM: In Your Professional Opinion, is the Counselor Trainee Ready to Continue on to Internship?

FOR INTERNSHIP, In Your Professional Opinion, should the Counselor Trainee Receive a Passing Grade in Internship?

_____ YES, with no reservations

_____ YES, but with some reservations (please explain, if not stated in this evaluation)

_____ NO. Please contact the university faculty member in charge of practicum or internship immediately.

Student's Signature: _____ Date: _____

Site Supervisor's Signature: _____ Date: _____

University Supervisor: _____ Date: _____



Student's Assessment of the School Practicum/Internship Site

Student's Name _____
 Internship Dates _____
 Semester/Year _____ Course Number/Title _____

Name of School _____
 University Supervisor _____
 Site Supervisor _____
 Title of Supervisor _____ Professional Degree _____
 License _____ License No. _____

This evaluation is for the purpose of providing feedback to the Graduate Counseling Department regarding student perceptions of the practicum and internship experience. This instrument is designed as a guide to facilitate the sharing of the most significant perceptions and impressions, which occur throughout your practicum or internship. As a student school counselor and an emerging professional, it is recommended that you complete this instrument intentionally, in its entirety, and with honesty.

Rating scale:

General Rating of Experiences and Resources of the Site

- 5 = Indicates complete satisfaction or an extremely positive response with the item. Where behavior is referred to, the behavior was always present when appropriate.
- 4 = Moderate satisfaction: Desired behavior or condition was frequently present
- 3 = Somewhat satisfied: Desired behavior or condition was sometimes absent
- 2 = Somewhat dissatisfied: Desired behavior or condition was often absent
- 1 = It is not possible to assess this item.

I. The School Setting

- 1. During the field placement process, were you treated with respect? _____
- 2. Was the school adequately prepared for your internship? _____
- 3. Was the interaction with other counselors and related disciplines sufficient? _____
- 4. Did the school provide you with adequate working conditions? _____
- 5. Overall, do you think the school attached sufficient importance to your school internship field experience? _____

II. Professional Development

- 1. Did the experience adequately orient you to the roles of the professional school counselor? _____
- 2. Did the field placement improve your capacity to work as a school counselor? _____

3. Did the field placement acquaint you with the resources available in the school and community? _____
4. Did the internship significantly increase your knowledge of specific student issues and problems that school counselors address? _____
5. Rate your general level of satisfaction with the amount, and types of school counseling experiences you encountered. _____
6. Was a sufficient diversity of learning experiences provided? _____
7. Were there sufficient opportunities to be part of the “larger school setting” such as attending faculty meetings, IEP sessions, trainings, etc? _____
8. What could the department do differently to make the internship an improved learning experience? _____
9. I would recommend this placement to future school internship students. Yes No

Comments:

School Intern’s Signature _____ Date _____

Site Supervisor’s Signature _____ Date _____

University Supervisor’s Signature _____ Date _____



Student’s Assessment of The Clinical Practicum/Internship Site

Student’s Name _____
Internship Dates _____
Semester/Year _____ Course Number/Title _____

Name of Agency _____
University Supervisor _____
Site Supervisor _____
Title of Supervisor _____ Professional Degree _____
License _____ License No. _____

This evaluation is for the purpose of providing feedback to the Graduate Counseling Department regarding student perceptions of the practicum and internship experience. This instrument is designed as a guide to facilitate the sharing of the most significant perceptions and impressions which occur throughout your practicum or internship. As a student clinical counselor and an emerging professional, it is recommended that you complete this instrument intentionally, in its entirety, and with honesty.

Rating scale:

General Rating of the Experiences and Resources of the Site

- 5 = Indicates complete satisfaction or an extremely positive response with the item. Where behavior is referred to, the behavior was always present when appropriate.
- 4 = Moderate satisfaction: Desired behavior or condition was frequently present
- 3 = Somewhat satisfied: Desired behavior or condition was sometimes absent
- 2 = Somewhat dissatisfied: Desired behavior or condition was often absent
- 1 = It is not possible to assess this item.

I. The Agency Setting

- 1. During the field placement process, were you treated with respect? _____
- 2. Was the agency adequately prepared for your internship? _____
- 3. Was the interaction with other counselors and related disciplines sufficient? _____
- 4. Did the agency provide you with adequate working conditions? _____
- 5. Overall, do you think the agency attached sufficient importance to your clinical internship field experience? _____

II. Professional Development

- 1. Did the experience adequately orient you to the roles of the professional counselor? _____
- 2. Did the field placement improve your capacity to work as a counselor? _____

3. Did the field placement acquaint you with the resources available in the agency and community? _____
4. Did the internship significantly increase your knowledge of specific client issues and problems that professional counselors address? _____
5. Rate your general level of satisfaction with the amount, and types of professional counseling experiences you encountered. _____
6. Was a sufficient diversity of learning experiences provided? _____
7. Were there sufficient opportunities to be part of the “larger agency setting” such as attending staff meetings, trainings, etc? _____
8. What could the agency do differently to make the internship an improved learning experience? _____
9. I would recommend this placement to future clinical internship students. Yes No

Comments:

Clinical Intern’s Signature _____ Date _____

Site Supervisor’s Signature _____ Date _____

University Supervisor’s Signature _____ Date _____

Site Visit Guidelines

Guidelines: The university supervisor will begin the visit by reminding both the student and the site supervisor that this is an informal meeting designed to focus on what the student has been doing and learning and to discuss what will happen during the rest of the field experience. It is an opportunity for both the student and the supervisor to be open and candid about the internship experience. The university supervisor will ask for a tour at the beginning or the end of the visit. Depending on the site, university supervisors may not be able to access much of the site. Each site visit is unique and should be allowed to take on its own “life.” In order to move things along, think about these as a few questions for the student and university supervisor:

- In general, how are things going so far?
- What experiences are the student getting? (group, individual, family, couples, diagnosis and assessment, children, etc.)
- What type of diagnoses/concerns/issues is the student seeing?
- What is in the future for the field experience practice? What new projects or assignments will develop?
- What do you see as areas of strength for the student?
- What would you like to see the student focus on in his or her own development?
- Please give feedback on the supervisee’s counseling skills and professional behavior.

University supervisors must verify that these things are taking place?

- Weekly 1-hour individual meetings with site supervisor (*required*).
- Site supervisor observes student’s counseling sessions and provides feedback (*required*).
- Student has access to site supervisor in the event of a crisis (*required*).
- Dyad/small group supervision.
- Site supervisor allows student to observe his/her counseling sessions.
- Site supervisor allows student to observe/co-facilitate groups.
- Site supervisor recommends readings for student based on her/his observations of student.

Here are a few questions for the student:

- What have you been learning so far? (“A lot” is not an acceptable response!)
- What surprises have you had about the field experience, the organization or yourself?
- What areas do you think you are doing well?/What areas do you see as your strength?
- What skills or tasks would you like to work more on?
- Are there things you would like to learn or do that you haven’t had the opportunity to do yet?
- Is this experience sending you messages about what you would--and would not—like to do in the future?



Site Visit Report for Practicum and Internship

Date: _____ Time: _____ Student Name: _____

Term: Fall 20____ Spring 20____ Summer 20____

Practicum *Internship* *Course Number:* _____

School or Agency: _____

Site Supervisor: _____ Telephone: _____

Address: _____

City/State/Zip: _____

Briefly describe the field experiences this student is getting at this site (e.g. Individual, group, couples, family counseling; primary client population, etc.):

Check the boxes that describe the kinds of supervision you will receive:

- Weekly 1-hour individual meetings with site supervisor (*required*).
- Dyad/small group supervision.
- Site supervisor allows student to observe his/her counseling sessions.
- Site supervisor allows student to observe/co-facilitate groups.
- Site supervisor observes student's counseling sessions and provides feedback (*required*).
- Site supervisor recommends readings for student based on her/his observations of student.
- Student has access to site supervisor in the event of a crisis (*required*).

Comments: (Student strengths, weaknesses; Supervisor concerns):



Documentation of Required Counseling Experiences (School)

Complete this form during your last semester. Your instructor will verify each experience using submitted and signed paperwork. The document should not be signed until the completion of your last semester.

School Counseling Student: _____

| | |
|------------------------------|---------------------------|
| Elementary (K-5) | |
| Name of School: _____ | Total Hours: _____ |

| | |
|------------------------------|---------------------------|
| Middle (6-8) | |
| Name of School: _____ | Total Hours: _____ |

| | |
|------------------------------|---------------------------|
| High (9-12) | |
| Name of School: _____ | Total Hours: _____ |

Required Experiences

The instructor will use submitted and signer paperwork to verify that this was completed as required.

| | |
|---|--|
| Received an hour of site supervision each week. | <input type="checkbox"/> Practicum, COU 594: _____ <input type="checkbox"/> Internship, COU 595: Semester _____ <input type="checkbox"/> Internship, COU 595: Semester _____ |
| Served as a leader or co-leader in an ongoing group.* | <input type="checkbox"/> Practicum, COU 594: _____ <input type="checkbox"/> Internship, COU 595: Semester _____ <input type="checkbox"/> Internship, COU 595: Semester _____ |
| Conducted individual counseling. | <input type="checkbox"/> Practicum, COU 594: _____ <input type="checkbox"/> Internship, COU 595: Semester _____ <input type="checkbox"/> Internship, COU 595: Semester _____ |
| Developed program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her clients. | <input type="checkbox"/> Practicum, COU 594: _____ <input type="checkbox"/> Internship, COU 595: Semester _____ <input type="checkbox"/> Internship, COU 595: Semester _____ |

Student Signature: _____

Date _____

Instructor's Signature: _____

Date _____



Documentation of Required Counseling Experiences (Clinical)

Name: _____ Semester: Fall 20__ Spring 20__ Summer 20__

Instructions: Complete this form during your last semester. Your instructor will verify each experience using submitted and signed paperwork. The document should not be signed until the completion of your last semester.

Required Experiences

The instructor will use submitted and signer paperwork to verify that this was completed as required. .

| | Select the appropriate course and indicate the semester. |
|---|--|
| Received an hour of site supervision each week. | <input type="checkbox"/> Practicum, COU 580: Semester _____ <input type="checkbox"/> Internship 1, COU 583: Semester _____ <input type="checkbox"/> Internship II, COU 583: Semester _____ |
| Participated in the assessment and diagnosis of clients. | <input type="checkbox"/> Practicum, COU 580: Semester _____ <input type="checkbox"/> Internship 1, COU 583: Semester _____ <input type="checkbox"/> Internship II, COU 583: Semester _____ |
| Served as a leader or co-leader in an ongoing group.* | <input type="checkbox"/> Practicum, COU 580: Semester _____ <input type="checkbox"/> Internship 1, COU 583: Semester _____ <input type="checkbox"/> Internship II, COU 583: Semester _____ |
| Conducted individual counseling. | <input type="checkbox"/> Practicum, COU 580: Semester _____ <input type="checkbox"/> Internship 1, COU 583: Semester _____ <input type="checkbox"/> Internship II, COU 583: Semester _____ |
| Developed program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her clients. | <input type="checkbox"/> Practicum, COU 580: Semester _____ <input type="checkbox"/> Internship 1, COU 583: Semester _____ <input type="checkbox"/> Internship II, COU 583: Semester _____ |

*You are expected to complete this activity during either the practicum or internship. All other areas must be completed each semester.

Student's Signature: _____

Instructor's Signature: _____



Verification of Receipt of Handbook, Course Syllabus, and Orientation

The site supervisor, _____ (name), of _____ (student's name) at _____ (school or agency) acknowledges the following:

Please initial each line for confirmation:

_____ Receipt of the *MAC Field Experiences Handbook*, which describes the responsibilities of the site supervisor during the field-based learning experience, as well as the practicum or internship course syllabus with faculty contact information.

_____ Receipt of the course syllabus, which describes the responsibilities of the student in field experience and the course.

_____ The site supervisor agrees to act in accordance with all policies on the handbook and course syllabus.

_____ The site supervisor has watched the supervisor orientation video and is in agreement with the responsibilities and policies outlined.

_____ The site supervisor will contact the instructor with any concerns or questions.

Site Supervisor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

This form should be turned into your instructor at the start of the semester to be added to your file.



Master of Arts in Counseling

Field Experience Supervision Agreement

*This form is required from each site supervisor at the beginning of each semester.

This form is to ensure agreement on the roles and responsibilities of the faculty supervisor _____, site supervisor _____, and student _____, during practicum and internship. The student is enrolled in the Graduate Counseling Program at Heidelberg University and is enrolled in COU _____, _____ during the 20____ Semester.

Purpose of Supervision

The fundamental and primary purpose of supervision is the development of the supervisee. Supervision serves the simultaneous functions of:

- Enhancing professional functioning of the supervisee
- Monitoring the quality of the professional services provided to clients
- Serving as a gatekeeper to those entering the profession.
- Promoting development of the supervisee's professional counselor identity and competence
- Assisting the intern in fulfilling requirements of the field experience course
- Promoting and assisting the supervisees' understanding and application of ethical and legal standards.

Context of Supervision

- Practicum and internship students should meet with their **site supervisor** for at least one (1) hour of regularly scheduled individual or triadic, face-to-face supervision per week throughout the field placement
- Students will receive at least an average of 1.5 hours per week of group supervision on a regular schedule throughout the field experience.
- Provide additional supervision and consultation as needed
- The site supervisor and instructor will consult about the student's progress at least once a semester at a site visit, through written evaluation, and as often as needed.

Evaluation Methods

- Provide ongoing, constructive feedback to the supervised throughout the field experience
- Site supervisors will complete the appropriate written evaluation with the supervisee at the middle and at the end of their internship experience
- A site visit with the supervisee, site supervisor, and faculty instructor (or another Program representative) to review the supervisees' performance and progress and ensure the site and student meet program requirements.

Duties and Responsibilities of Site Supervisor

The site supervisor will:

- Develop a supportive and trusting supervisory relationship designed to facilitate growth and honesty. This includes being aware of power dynamics between the supervisor and supervisee.
- Provide one hour per week of formal supervision for the student and is available for consultation as needed to ensure client welfare and supervisee development.
- Orient the student to the policies and procedures of the site and oversees the student's compliance with those policies and procedures.
- Review the Field Placement Manual, Course Syllabus, and the Supervision Orientation Video
- Ensure that students receive the required experiences in the delivery of services appropriate to the educational level and ability of the student. These are detailed in the Field Placement Handbook and the Supervision Orientation Video.
- Explain his/her expectations and the expectation of the site to the supervisee.
- Ensure that ethical guidelines, professional standards, and legal guidelines are maintained throughout the experience.
- Closely monitor welfare of the supervisee's clients and intervene when client welfare is at risk.

- Balance support and challenge of supervisees to develop clinical and administrative competencies essential to fulfill responsibilities of a professional counselor.
- Assist the supervisee in the appropriate development as a counseling professional.
- Provide the intern with the name and contact information of a designated professional with appropriate certification and work experience with whom the intern can consult in the absence of the supervisor,
- Sign off on all relevant documentation and provide written feedback using the evaluation form.
- Communicate any concerns or problems that may arise during internship to the instructor in a timely manner at _____.
- Provide valid input in attempt to establish a fair and objective grading system.
- Give supervisee feedback on counseling skills through recordings or live supervision.

Duties and Responsibilities of Supervisee

Students are required to:

- Review all policies and procedures of their sites and follow them closely.
- Review the Field Placement Manual, Syllabus, and Field Placement Orientation Video.
- Update site supervisors with all requirements.
- Come to supervision sessions prepared for and ready to process relevant cases issues, and concerns.
- Be open and forthcoming with the supervisor (site and/or university) regarding any critical issues experienced at the site.
- Actively seek and willingly implement the supervisor’s feedback into one’s work,
- Be knowledgeable of and closely follow ACA guidelines and standards of practice,
- Carry out assigned professional responsibilities to the highest level.
- Follow the guidelines for behavior in the Field Placement Manual, MAC Student Handbook, and Graduate Catalog.
- Conduct his or her behavior in accordance with the policies and procedures of the field placement site and, the ethical standards of ACA and/or ASCA, State of Ohio Laws, and other applicable standards of conduct.
- Maintain a work schedule that has been mutually agreed upon by the student and the site supervisor. The student notifies the site supervisor of any anticipated absence and discusses any necessary schedule changes.
- Demonstrate satisfactory knowledge, skills, and attitudes in the applicable competencies identified on the evaluation.
- Be introspective, open, and receptive to feedback, and demonstrate a responsiveness to feedback.
- Report **any** emergency or crisis situations with their clients immediately to their site supervisor, and their instructor.

Duties and Responsibilities of Faculty Supervisor

The faculty supervisor will:

- Develop a supportive and trusting supervisory relationship designed to facilitate growth and honesty. This includes being aware of power dynamics between the supervisor and supervisee.
- Provide at least an average of 1.5 hours per week of group supervision and is available for consultation as needed to ensure client welfare and supervisee development.
- Review the Field Placement Manual, Course Syllabus, and the Supervision Orientation Video
- Explain his/her expectations and the expectation of the site to the supervisee.
- Ensure that ethical guidelines, professional standards, and legal guidelines are maintained throughout the experience.
- Balance support and challenge of supervisees to develop clinical and administrative competencies essential to fulfill responsibilities of a professional counselor.
- Assist the supervisee in the appropriate development as a counseling professional.
- Conduct a site visit and correspond with the site supervisor as needed.
- Provide consultation with site supervisors as needed.

This agreement is in effect from _____ to _____ and can be revised or amended at any time upon the request of the supervisors or supervisee. Revisions will be made only with the consent of the supervisee and the approval of the supervisors.

We agree, to the best of our ability, to uphold the guidelines specified in this agreement and to contact the instructor as listed on the course syllabus with any questions or concerns.

| | | |
|--|---|---------------|
| _____ Supervisee’s Printed Name: | _____ Supervisee’s Signature | _____ Date |
| _____ Site Supervisor’s Printed Name: | _____ Site Supervisor’s Signature: | _____ Date |
| _____ University Supervisor’s Printed Name: | _____ University Supervisor’s Signature: | _____ Date |

Semester: Fall Spring Summer (Circle One) Year: _____

Program Evaluation

Evaluation for Practicum & Internship
Supervisor's Evaluation of Master's Program

Site Supervisor: _____

Agency/School: _____

Please answer the Following Questions on a 4-Point Scale

Strongly Agree (4) Agree (3) Disagree (2) Strongly Disagree (1)

- ___ 1. Heidelberg's Master of Arts in Counseling (MAC) program provides students with the knowledge and skills to successfully obtain licensure and employment as counselors.
- ___ 2. Heidelberg's (MAC) program prepares students to use the highest ethical and legal standards in professional counseling practice.
- ___ 3. Heidelberg's (MAC) program prepares students to address diversity issues that will prepare students to be effective counselors in a global society.
- ___ 4. Heidelberg's (MAC) program prepares students to develop in-depth knowledge of self-selected specialized areas of counseling, such as clinical mental health counseling, and/or school counseling.
- ___ 5. Heidelberg's (MAC) program prepares students with up to date and evolving curriculum to effectively address emerging and vital issues.

Please provide feedback as to how Heidelberg's MAC program might improve the preparation of counseling students to meet the changing needs of clients and the changing demands of the agency or school.

Site Supervisor's Signature: _____ Date: _____

Informed Consent for Audio & Video Recording

Instructions: Please complete all appropriate fields and signatures.

| Student Information | | |
|---|---------|------|
| Student Name: | | |
| Field Experience Site: | | |
| Course: | | |
| Site Supervisor Information | | |
| Site Supervisor Name: | Title: | |
| Email: | Phone: | |
| University Supervisor Information | | |
| University Supervisor Name: | Title: | |
| Email: | Phone: | |
| Informed Consent for Audio/Video Recording | | |
| <p>As a graduate student, I am required to be under the direct supervision of qualified clinical supervisors. My supervisors review all aspects of the services that I am providing to you. You have the right to know the name of my supervisors and how to contact her or him. This information is listed above. Your initials on each line and your signature below confirms that this form has been explained to you, and that you understand the following:</p> <p>_____ I am not required and I am under no obligation to have this session recorded.</p> <p>_____ I may withdraw my permission at any time during or after the recording session. My care will not change by my decision not to be recorded.</p> <p>_____ I have the right to review my recording with my student counselor during a counseling session.</p> <p>_____ My student counselor receives supervision both at this location and by the faculty at Heidelberg University (HU).</p> <p>_____ The contents of this recording will remain confidential within the supervision faculty at HU.</p> <p>_____ This recording will be destroyed upon completion of the supervisory review of the session.</p> <p>_____ This consent expires 180 days from the date of my signature below. I may revoke this consent at anytime prior to the expiration date by submitting to the student counselor a request to withdraw my permission.</p> <p>_____ The original copy of this consent form will be kept in my records with this agency.</p> <p>_____ This recording will only be used as a tool to help my student counselor in assisting me or my family</p> <p>_____ I may contact the MAC Field Experience Coordinator at HU with questions or concerns at 419-448-2308.</p> | | |
| Signatures | | |
| Client's Signature | Printed | Date |
| | | |
| Signature of Parent Guardian (if client is under 18) | Printed | Date |
| | | |
| Student Counselor's Signature | Printed | Date |
| | | |
| Site or University Supervisor's Signature | Printed | Date |
| | | |



Request for Approval of Practicum/Internship Hours During the Break

According to the stipulations of Heidelberg University this agreement indicates that _____ is a student at Heidelberg University and has enrolled for the upcoming _____ Semester, which begins on _____. As such, please be advised that they are to continue to carry his/her liability insurance under _____.

As a registered student, _____ will be allowed to count accumulated counseling hours to be used, as necessary to meet his/her required field experience hours.

We understand that the site supervisor _____ will continue to provide the student with supervision and feedback on performance prior to the beginning of the _____ semester. As required per the internship agreement, the site will provide at least one hour of individual supervision weekly prior to the start of the semester for each week the student is at the site. Similarly, the university supervisor will provide at least 1½ hours of supervision weekly while the student is at the site. The instructor _____ will be available for consultation throughout the break via phone _____.

Signature of Site Supervisor

Date

Signature of Counseling Student

Date

Signature of University Supervisor

Date

Program Director

Date

Appendix E: Procedures for Applying for Professional School Counseling License

Note: In Ohio, you need a Professional Pupil Services license to be a school counselor. If you have another education license, you still apply for the Pupil Services in counseling license as an initial license. These procedures assume that you are in internship, and are on track to graduate. Your application process should begin no earlier than your internship, and you should be in good standing with the program.

1. Visit the ODE licensure website and create a SAFE Account (if you have a SAFE account already, log in, and ensure all information is up-to-date):
<https://safe.ode.state.oh.us/portal/signup/signup>
2. From your SAFE account, you will select APPLY from the CORE menu. Select the Professional Pupil Services license in school counseling, click on APPLY to start the process. ODE no longer accepts paper applications.
3. If your BCI/FBI check is, or is more than, a year old, you will need to get a new one before applying for initial licensure. This must be electronically sent to ODE – **ODE does not accept paper copies of your background check.**
4. You must obtain a passing score on the *Ohio Assessment for Educators #040*. A passing score is 220. You can register for the test and pay the registration fee, as well as find study materials, here:
<http://www.oh.nesinc.com/>

If you have questions about your license, or the licensure procedure, you can contact the Office of Educator License at (phone) 614-466-3593 or (email) educator.licensure@education.ohio.gov.

Appendix F: Procedures for Applying for LPC License

Information from:

Counselor, Social Worker & Marriage and Family Therapist Board (CSWMFT)

77 South High Street, 24th Floor, Room 2468

Columbus, Ohio 43215-6171

Tel: (614) 466-0912 Fax: (614) 728-7790

<http://cswmft.ohio.gov> & cswmft.info@cswb.state.oh.us

Steps to Ohio Licensed Professional Counselor (LPC) Licensure for Students Enrolled in or Graduates of a CACREP Accredited Counselor Program

NOTE: This information may change so please visit <http://cswmft.ohio.gov> for the most up-to-date information.

1. Counselor Trainee Status: Counselor Trainee (CT) status is not a prerequisite for LPC licensure, however your school, practicum/internship site or supervisor may require CT registration or you may elect to apply for CT status. If you are required or want to register for CT status please visit this page: <http://www.cswmft.ohio.gov/Counselors/CounselorTrainee.aspx>.
2. Complete the online LPC Licensure Application available at www.elicense.ohio.gov. The application also constitutes a request to sit for the required licensing examination, the National Board for Certified Counselors National Counselor Examination (NCE).
3. After you pass the NCE exam, fax a copy of the Exam Result Report to 614-728-7790 FAX
4. Have your school send an OFFICIAL transcript showing your conferred degree directly to the Board.
5. Complete a Criminal Records Check (CRC). CRC's are good for 1 year from the date received by the Board. If you completed a CRC for your CT, but they were received by the Board more than 1 year ago, they must be repeated for your PC license. Follow the instructions in this link for completing your CRC: <http://cswmft.ohio.gov/BCIFBIBackgroundChecks.aspx>.
6. Complete the Board's Online Laws and Rules Exam. Here is the link to the instructions:

You may be issued a provisional license only if you have applied for a LPC license and you meet all requirements of licensure except formal board approval, if needed OR your degree is conferred, but the registrar has not yet sent a transcript showing the degree conferred. You will need a letter from the registrar's office saying the degree is conferred, but not available until some date in the future.

Documents required to complete your LPC application:

1. NCE Test Results – email results to counseling@cswb.ohio.gov. Allow 4-6 weeks to schedule exam.
2. Official Transcript, showing your conferred graduate degree in counseling sent directly from your school.
3. BCI and FBI Criminal Records Check
4. LPC licensure application
5. Complete the board's online Laws and Rules Exam

**Please allow 7-10 business days to process items sent to the board's office