

Field Experience Manual 2025-2026
School of Mental Health Counseling



School Counseling Track
College of Pharmacy & Health Sciences
M.A. Mental Health Counseling Program
Practicum, Internship I, and Internship II



School Counseling Track
M.A. Mental Health Counseling
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Introduction

The School of Mental Health Counseling is in the College of Pharmacy & Health Sciences within Belmont University. The M.A. in Mental Health Counseling prepares students to become Certified School Counselors. This Mental Health Counseling Field Experience Manual for Practicum and Internship contains information intended to offer guidance on the field experience process to students and site supervisors. This manual addresses expectations and standards for students to satisfactorily complete the practicum and internship experience.

In addition to coursework outlined in the Student Handbook, students must fulfill **a total of 100 hours of combined indirect and direct hours (at least 40 of which are direct)** during one summer semester of Practicum and **a total of 600 hours of combined indirect and direct hours (at least 240 of which are direct)** accrued over Internship I and Internship II. The specifics surrounding these requirements are outlined below.

The School of Mental Health Counseling's program in School Counseling will be seeking accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Mission

The School Counseling Program specialization seeks to train professional school counselors to help K-12 students overcome personal/social issues and societal inequities that impede academic achievement and career development. The program helps school counselors understand their own worldview, including personal spiritual beliefs, so they have awareness of personal biases that might impede professional advocacy efforts.

Field Experience Goals and Objectives

Practicum and internships allow students to experience on the job counseling, overcome ethical issues, respond appropriately to diversity, and write appropriate school counseling plans that assist all students. Because we want our students to gain actual experience in the real-world setting, we ask that students in practicum and internship be allowed to work with students in the classroom, on personal/social issues, and on career development initiatives. Because students need realistic activities, we also want students to participate in meetings and system support activities as appropriate. This means consistent onsite supervision is both required and imperative. Students are asked to follow ethical guidelines (ASCA), laws, as well as school policies and standards. The guidelines in this manual apply to all Belmont University students enrolled in the M.A. program in the School Counseling track at Belmont University.

Section 1: Preparing for Field Experience

Make sure you complete ***all*** of the following steps:

1. Read this manual in its entirety
2. Discuss possible school sites/site supervisors with the Field Experience Coordinator, Cory Bishop.
3. Prior to enrolling in the field experience and interviewing at a school site, student must participate in a “mock site interview.”
4. Contact potential and approved schools to schedule an appointment for an interview.
5. Review “Section 4: Finding a School Site” in this manual to prepare for your interview while you await information on next steps from the site and/or the Field Experience & Assessment Coordinator
6. Once a school offers you a field experience position, contact Cory Bishop at cory.bishop@belmont.edu with the school and supervisor name and contact information.
7. In May, you will receive an invitation to join Tevera, the program you will use to log your hours
8. In the meantime, acquire professional liability insurance *in the spring semester* prior to Practicum. Give a copy of the insurance page showing coverage to the faculty instructor on the first day of Practicum class and upload it into your Tevera file. Liability insurance may be purchased from service providers such as: Health Providers Service Organization (HPSO) <https://www.hpso.com>; CPH & Associates <https://www.cphins.com>

Section 2: Registration for Field Experience Courses

Students take Pre-practicum the first semester in the program. This 3-hour course allows you to observe and analyze school counseling-based instruction, school counselor roles, and the educational climate. You will need to observe at THREE different levels: elementary, middle, and high school during this course. In addition to observations in the schools, you will attend class and discuss issues you are observing. Students are expected to adhere to ethical codes and act as professional guests of the schools at all times during this class.

Students take MHC 6010 Practicum in Mental Health Counseling, during fall of year two in the program. During the following spring and fall terms, students register for the next two field experience, or internship courses. Internship courses students must register for are: MHC 6110 Internship in Mental Health Counseling I (school counseling section) and MHC 6210 Internship Mental Health Counseling II (school counseling section). Each Internship is a 3-credit hour course taken during a different semester. Students cannot take more than 3 hours of field experience during any regular or summer semester.

CACREP Requirements for Practicum/Internship Supervision: Students must be supervised a minimum of one hour per week by an approved site supervisor. Site supervisors must have the following:

- a minimum of a master's degree, preferably in school counseling, or a related profession
- relevant school counseling certifications and/or licenses
- a minimum of two years of pertinent professional experience in school counseling
- knowledge of the program's expectations, requirements, and evaluation procedures for students
- relevant training in counseling supervision or attendance at a Belmont University supervision training

Section 3: Site Supervisor and Site Requirements

The school setting is the place where the practice of professional school counseling occurs. An appropriate school setting for a student's practicum and internship experience must meet the following criteria:

- The place or practice shall be a public school setting that trains K-12 students and employs at least one school counselor. The site must be an approved site with an affiliate agreement in place with Belmont University. *Private school sites require approval from both the College of Education and School of Mental Health Counseling at Belmont University.
- The place or practice shall offer adequate physical resources necessary to allow for supervision and appropriate service delivery.
- The place or practice shall have at least one certified school counselor whose assigned job duties include being available to the practicum/internship student for supervision

and/or consultation while the student is engaging in the practice of counseling or counseling related services. In addition, the place or practice shall have a written emergency plan in place to include method(s) of contacting supervisor(s), alternative contacts when supervisor(s) is (are) unavailable, information regarding crisis services, and crisis decision-making. The certified school counselor can serve as the student's supervisor if he or she meets the supervisor requirements pursuant to the CACREP standards (stated in Section 2.c-see above).

Section 4: Finding a Field Experience Site

The Mental Health Counseling faculty may be called upon to help students locate a school and/or site supervisor. This process is a dual responsibility between program instructors and the student. Faculty can request site placement within a local public school. Students only contact schools with permission from the Field Experience Coordinator. Students stay in contact with the field Experience Coordinator to ensure a site is found. Procrastination in requesting a site placement will affect success and completion of the pre-practicum and practicum/internship courses. Students are responsible for contacting the Field Experience Coordinator if issues arise during the process. Students are also responsible for ensuring the site is approved through the College of Education if it is not a local public school requested through the Field Experience Coordinator.

After the Site is Assigned

- Contact your site supervisor to determine meeting times and times you will be on site.
- Before entering your site, study the forms/guidelines found in this handbook so you can easily converse about them with your site supervisor. Be prepared to discuss live supervision and the possibility of taping course assignments.
- Prepare a professional resume to share with your site supervisor when you meet them the first time.
- Dress professionally when you visit your site and always arrive to the site on time.

Section 5: Practices throughout Field Experiences

Any issues that arise before, during, or after a counseling session occurs, should be immediately reported to both your site supervisor and your university instructor (faculty). The faculty and site supervisor work together as a team to assist students in handling crises.

Discuss client issues or cases with your site supervisor during minimum 1-hour weekly sessions or as asked during class. At no time should a student discuss a client or case with anyone other than your clinical supervisors. Guidelines are shared for ensuring confidentiality of clients during university class sessions.

All sites are considered valuable resources of the Belmont University School of Mental Health Counseling and not of individual students. Fieldwork placements are increasingly challenging to locate and secure. Therefore, once fieldwork sites are confirmed by the fieldwork team, they will not be changed.

Students are expected to carry out their commitment to each site through the end of each semester block (outlined below in [Section 6](#)), and are required to take breaks during those outlined dates. Students are beholden to their responsibilities at the site, even after fulfilling all required hours for the school.

Changes in confirmed fieldwork placements are very rare and not undertaken lightly. Students may pursue an appeal to change sites by filling out the “Field Experience Site Change Request Form” (Appendix A.3) and submitting it to their instructor for signature, who will subsequently submit the signed form to the Field Experience & Assessment Coordinator for consideration. Student appeals should be made only in the rarest and most dire circumstances. Those circumstances include but are not limited to: unresolvable issues with the site as approved by faculty instructor, military role, death in immediate family, student’s severe illness or accident, natural disaster or act of God, severe accident or illness of someone for who is caretaking the student is responsible, or condition requiring diagnosis and documentation. Students who appeal are those who feel they could not continue in the program and complete their training if the appeal is denied.

Section 6: Information for Site Supervisors

The following information is intended to assist site supervisors in understanding the clinical roles and responsibilities of Belmont University's students, university supervisors, and clinical site supervisors.

Field Experience Requirements

Students in the Belmont University M.A. in Mental Health Counseling Program-School Counseling track are required to complete pre-practicum, practicum, and two internship courses. **Pre-practicum** requires observing in an elementary, middle, AND high school for **4 hours per week**. **Practicum** requires students complete **100 hours** (40 direct hours and 60 indirect hours). **Internship** requires student complete an additional **600 hours** (240 direct hours and 360 indirect hours) **accrued over two internship semesters** of supervised counseling and counseling related activities (from a licensed school counselor).

All hours in **Practicum (100)** and each **Internship (300)** will be accrued during the semester, and extra hours earned in that semester **will not** be transferred to the next semester. Therefore, students should set their schedules at their assigned site so that they can accrue the expected hours and not go over. Under certain circumstances, students are allowed to accrue hours in-between semesters for internship (i.e.: spring break) with the permission of their faculty instructor and permission of their site supervisor. Site supervisors must agree to sign off on hours accrued in-between semesters. Students are allowed to accrue no more than 100 hours (internship) during the in-between semester time (50 direct; 50 indirect) and those hours are allowed to be forwarded to the next internship semester.

All students must have their site/supervisor approved by Cory Bishop, Field Experience Coordinator, prior to placement. Students take practicum at the beginning of their second year of course work, typically in the fall, followed by internship 1 and internship 2 in the subsequent semesters. Students cannot count hours attained in practicum during internship courses. The purpose of practicum is to help students gradually become engaged in the counseling profession through guided practice, observation, and involvement in real world counseling activities. Practicum students typically observe and become familiar with school and school counseling related processes during the first couple weeks of engagement. As the semester evolves, students are slowly given additional experiences and responsibilities while under site supervision (consisting of a minimum of 1 hour per week). Students meet an additional 1 ½ hours per week in class to gain additional assistance and supervision by the practicum faculty instructor.

In internship, students are expected to work closely with students, be actively engaged in school counseling duties, actively counsel students, attend staff meetings, be familiar with the protocols and procedures of the school, meet weekly with their site supervisor for one-hour weekly supervision, (this hour is considered indirect and is logged as indirect hours) attend trainings as offered by the site/school, and engage in ethical and professional behavior, along with other school counseling related activities. Students meet an additional 1 ½ hours per week in class to gain additional assistance and supervision by the internship faculty instructor.

Students are also required to either videotape or record a counseling session with a client

as part of their course requirement. If the student is unable to videotape or record a counseling session, the site supervisor will be required to observe the student engaged in a counseling session and do an evaluation of the counseling session.

Students are expected to do their practicum and internships at different levels to ensure training across the developmental spectrum. Following are some guidelines to help clarify the students' role:

- Students in field experience courses should be engaged in school counseling responsibilities at the site throughout each week during the semester. Pre-practicum students will simply observe.
- The number of hours and level of responsibility increases as students advance from practicum to internship courses.
- Students are expected to participate in a broad range of school counseling activities including both group (a minimum of 10 hours) and individual sessions.

Site Supervisor Responsibilities: CACREP Standards

Students must be supervised a minimum of one hour per week by an approved site supervisor. Site supervisors must have the following:

- a minimum of a master's degree, preferably in counseling, or a related profession
- school counseling certification and/or licensure
- a minimum of two years of pertinent professional experience in school counseling
- knowledge of the program's expectations, requirements, and evaluation procedures for students
- relevant training in counseling supervision

Site supervisors are responsible for ensuring that students have a practicum/internship experience which includes experience in all aspects of the ASCA National Model. Site supervisors are also responsible for helping students understand and follow laws, ethical codes, and school requirements. Therefore, they should clarify responsibilities and expectations with students before field experience begins. Ongoing feedback and hourly supervision should also be provided each week. Following are a few pointers to ensure a good experience for site supervisors and students:

- Supervisors may also require the following for practicum/internship students: trainings, orientations, observation, attendance at staff meetings, or other such functions to ensure compliance with school policy and regulations. Typically, sites offer experiences in the following order 1) Site orientation, 2) Observation of procedures, and 3) Counseling participation.
- Supervision sessions are developed by site supervisors based on needs of students. Times are scheduled to meet the needs of both supervisors and students but must be held for a minimum of 1 hour each week.
- Site supervisors should ensure student hourly logs are accurate, and when approved, sign the logs.
- Supervisors should contact the university instructor any time an issue arises. University instructors will make regular contact to ensure student growth occurs in an ethical manner.
- To ensure adequate assistance and in case of emergencies, we ask that students not be

performing school counseling activities during university holidays or in between semester breaks when faculty are off-duty and not available for faculty supervision of students.

- In addition to the minimum one hour spent weekly in supervision with site supervisors, students receive university supervision from faculty a minimum of 1 ½ hours per week. This time is used to assist with student/client or other issues.
- Supervisors will evaluate student growth at midterm and end of the semester using a university/student provided form.
- Ensure that students receive clinical supervision rather than simply administrative supervision. This means offering guidance and feedback on clinical/ school counseling skills, consultation on case issues, ensuring understanding and compliance with professional ethical codes and laws, and ensuring client/student well-being.

Student Role and Responsibilities

Following is some information to clarify student expectations and roles.

- Students are expected to comply with laws, ethical codes, and school policies and requirements including professional dress, prompt arrival, and participation in trainings.
- Students will evaluate the site supervisor, university instructor, and site at the end of the course.
- Students must have current counseling liability insurance throughout field experience courses.
- Students maintain a log that describes all field experience activities and hours (See Section 7, student record forms). The site supervisor will review and sign the log to ensure it is accurate.
- Students meet for a minimum of 1 ½ hours weekly for group supervision during practicum/internship university class time. Students are also required to bring in their logs on a weekly basis to be reviewed by the faculty supervisor. See course syllabi for more information.

University Responsibilities

Students attend field experience courses at the university while completing practicum and internship hours. During course sessions, students discuss ethical issues, case conceptualization, the ASCA National Model and its components, treatment planning, diagnosis, diversity, demonstrate counseling skills, and a host of other issues that may be pertinent when working with clients/students. Faculty contact site supervisors regularly to ensure student growth occurs and issues are resolved. In order to ensure success in clinical skills, site supervisors will be asked to evaluate live counseling sessions conducted by students, observe video tapes, or allow university faculty to conduct these evaluations. Due to FERPA and/or HIPAA regulations, students are not allowed to take student materials from any school site. Student records remain locked in appropriate files at the school.

Concerns During Field Experience

Please contact the university instructor immediately if concerns arise. Issues might include student impairment, unethical behaviors, etc. Impaired students should be removed from offering services to clients until the issue is resolved. Please know it is the responsibility of the

faculty to facilitate these issues for students and site supervisors so immediate contact should be made.



Field Experience Manual Signature Page
School of Mental Health Counseling
College of Pharmacy & Health Sciences

I _____ hereby certify that I have read and that I
(Print name)
understand the information presented in this Field Experience Manual for **School Counseling**.

(Signature)

(Date)

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Appendix A.1: Field Experience Site Change Request Form

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All sites are considered valuable resources of the Belmont University School of Mental Health Counseling and not of individual students. Fieldwork placements are increasingly challenging to locate and secure. Therefore, once fieldwork sites are confirmed by the fieldwork team, they will not be changed.

Changes in confirmed fieldwork placements are very rare and not undertaken lightly. Students may pursue an appeal to change sites by filling out the “Field Experience Site Change Request Form” and submitting it to their instructor for signature, who will subsequently submit the signed form to the Field Experience & Assessment Coordinator for consideration. Student appeals should be made only in the rarest and most dire circumstances. Those circumstances include but are not limited to: unresolvable issues with the site as approved by faculty instructor, the site’s stated inability to provide the student with sufficient hours, military role, death in immediate family, student’s severe illness or accident, natural disaster or act of God, severe accident or illness of someone for whose caretaking the student is responsible, or condition requiring diagnosis and documentation. Students who appeal are those who feel they could not continue in the program and complete their training if the appeal is denied.

Student Name:

Instructor Name:

Course Number and Name:

Semester:

Year:

Current Site Name:

Current Site Supervisor Name:

Please state in as much detail as possible the reason for your site change request:

Additional Comments (Instructor only):

Student Signature:

Date:

Instructor Signature:

Date:



Appendix B.1: Supervisor/Student Counselor Agreement Form

*School of Mental Health Counseling
College of Pharmacy & Health Sciences*

Counselor Date: _____ Course _____ Semester _____
Start of Practicum/Internship Date: _____ End of Practicum/Internship Date: _____

I _____ [supervisor name] agree to offer clinical counseling site supervision to _____ [student counselor name]. I certify I am licensed/certified to work as a school counselor in the state of Tennessee. I also certify that the student's site/school (listed below) employs at least one licensed/certified school counselor on site for a cumulative minimum of 20 hours per week.

Further, the site delivers school counseling services in accordance with Tennessee rules. Lastly, I certify that I have a minimum of two years of experience in School Counseling and will submit proof of supervision training or will attend a supervision training at Belmont University before supervision begins.

Supervisor Signature: _____
Supervisor Name: _____
Site Supervisor Email: _____
Site Supervisor Phones: _____
Site Name: _____
Site Address/Street/City: _____
City/State/Zip: _____



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Appendix B.2: Site Supervisor Information Form

Name of Supervisor: _____

Title: _____

Counseling Licensure(s): (List all relevant counseling credentials)

Degrees Earned: (please list your earned counseling-related degrees)

Minimum of Two Years of Professional Counseling in:

___ 2 yrs in Clinical Mental Health Counseling ___ 2 yrs in School Counseling

Professional Counseling Experience:

Supervision Training/# CEUs acquired in supervision:

*Please provide a hard copy of your most up-to-date licensure or certificate.

Please Read and Sign Below: I received a copy of the Field Experience Manual for Clinical Mental Health Counseling from the Belmont Mental Health Counseling Program and understand the supervision expectations and requirements. I also know that faculty offer supervision training each fall and spring and I will be expected to attend this training.

Signature: _____

Date: _____



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Appendix B.3: Practicum & Internship Agreement Sample Form

Field experience courses in the Belmont University Mental Health Counseling Program provide students with clinical training necessary to prepare for future counseling licensure and careers. Sites and site supervisors are an integral part of student success. Information below ensures understanding and cooperation between students, site supervisors, and university instructors.

I. Length of the Practicum or Internship Experience

The student counselor will work with clients _____ hours per week between _____ and _____ (dates). Students will not perform counseling services during university holidays. This agreement covers only the time listed above and ends when the Belmont University semester ends. All required hours must be completed by this date to include 100 hours total for practicum and 300 hours total per internship. Summer practicum starts 1 week before the official summer session begins to ensure a 10-week practicum experience.

II. Policies and Procedures

All parties must comply with the terms of the Clinical Affiliation Agreement between Belmont University and _____ [Facility], dated _____ (mm/dd/yyyy). Students and site supervisors must comply with the American Counseling Association's ethical code as well as Tennessee state law. The course syllabus also discusses procedures required for successful course completion and is incorporated into this agreement.

III. Professional Liability Insurance

Students are required to purchase and maintain professional liability insurance at all times during their practicum or internship experience. Although the university does not purchase insurance for site supervisors, site supervisors must carry liability insurance at all times during the student's practicum or internship experience to cover supervision and counseling practices.

IV. Student Records

The Family Education Rights and Privacy Act protects student records in the university setting. The student's signature on this agreement gives permission for university faculty and site supervisor(s) to exchange information regarding the student's academic and work performance.

V. Modification of this Agreement

Any modification of this Agreement will be in writing and signed by all of the parties.

VI. Additional Responsibilities

The site supervisor must maintain Tennessee licensure as an LPC, LMFT, LPT, psychiatrist, or psychologist with supervision credentials throughout the student's practicum or internship experience. The site supervisor must also warrant that they hold a minimum of two (2) years of field experience at the time this agreement is

executed.

The site supervisor will serve as consultant and supervisor of the Counselor-in-Training. Specific duties for each party are listed in the Field Experience Manual for Clinical Mental Health Counseling. All parties agree to abide by the guidelines.

By signing below, the parties agree that they have read, understood, and accepted the terms and conditions of this agreement.

Counselor-in-Training: _____ Date: _____

Site Supervisor: Date: _____

University Supervisor: Date: _____

Program Director: _____ Date: _____

Dean of CPHS: _____ Date: _____



*College of Pharmacy and Health Sciences
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Appendix B.4: Sample Description of School Counseling Practicum/Internship Student Duties

1. Individual Counseling: The counseling Internship/Practicum requires 100 hours of experience (including 40 direct client contact hours) at this site for students enrolled in Practicum and 300 hours (including 240 direct client contact hours) per internship. The counseling training should include although not be limited to treatment goals, counseling theories, counseling techniques, assessment techniques, multicultural and diversity issues, referral procedures, record keeping, and other issues related to counseling the client/student.
2. Group Counseling: The Counseling Internship/Practicum is focused on individual counseling although some group counseling experience is encouraged. Students enrolled in practicum must complete a minimum of 10 hours conducting group counseling.

School Counseling Curriculum:

3. Conducting Psychoeducational Classes: School counselors-in-training should deliver psychoeducational lessons to K-12 classes in areas in which they are qualified.
4. Program Planning: School counselors-in-training are expected to attend staff meetings, write reports, and prepare for delivery of services.
5. Consultation: School counselors-in-training are expected to participate in consultation with teachers and other professional staff as designated by site supervisors. They are also required to participate in on-site supervision (a minimum one hour per week). The supervision is conducted by the on-site, approved supervisor.
6. Professional Development: Students are expected to attend workshops and conferences as assigned by the Site Supervisor and/or University Professor.

Individual Planning:

School counselors-in-training are expected to assist students with course selection, career development activities, and other services aimed at helping students plan for a successful future education/career.

Appendix C.1: Student Practicum/Internship Evaluation

(CACREP Section 5. Clinical Mental Health Practice Skills #3; Section; 3. Professional Practice)

Directions: This form is completed by the Site Supervisor in Tevera

and growth of student interns. Because this form becomes part of the student's record and is considered when assigning course grades, please review each item carefully and select the best response.

| Far Below Expectations | Below Expectations | At Expectations | Above Expectations | Far Above Expectations |
|-----------------------------------|-------------------------------|----------------------------|-------------------------------|-----------------------------------|
| 1 | 2 | 3 | 4 | 5 |

I. Basic Work Requirements

- a. Arrives on time consistently
- b. Uses time effectively
- c. Informs supervisor and makes arrangement for absences
- d. Completes requested or assigned tasks on time
- e. Completes required total number of hours or days on site
- f. Is responsive to norms about clothing, language, etc., on site
- g. Interfaced appropriately with other behavioral health care professionals (CACREP 3.d.)
- h. Student showed evidence of having proper liability insurance (CACREP A)

II. Ethical Awareness and Conduct

- a. Exhibits knowledge of general ethical guidelines
- b. Exhibits knowledge of ethical guidelines of internship/practicum
- c. Demonstrates awareness and sensitivity to ethical issues
- d. Exhibits personal behavior consistent with ethical guidelines
- e. Consults with others about ethical issues if necessary
- f. Interfaced appropriately with the legal system relevant to couples, Marriage, and family counseling (CACREP couples, families 3.e)
- g. *Interfaced appropriately with the legal system regarding court-referred Clients. (CACREP 3.c)

III. Knowledge and Learning

- a. Exhibits knowledge about the client population
- b. Exhibits knowledge of treatment setting and approach

- c. Is receptive to learning new information
- d. Actively seeks new information from staff or supervisor
- e. Exhibits ability to learn, understand, and integrate new information
- f. Exhibits understanding of counseling concepts, theories, and skills
- g. Exhibits ability to apply new information in clinical setting
- h. Evidence has been demonstrated to show increased knowledge of group leadership
- i. Utilized professional and technological resources
- j. Utilized research as appropriate to improve client services

IV. Response to Supervision

- a. Actively seeks supervision when necessary
- b. Is receptive to feedback and suggestions from supervisor
- c. Understands information communicated in supervision
- d. Successfully implements suggestions from supervisor
- e. Is aware of areas that need improvement
- f. Is willing to explore personal strengths and weaknesses

V. Work Products

- a. Records are accurately kept and are completed on time
- b. Written or verbal reports are accurate and factually correct
- c. Written or verbal reports are presented in a professional manner
- d. Reports are clinically and/or administratively useful
- e. Treatment Plan was correctly developed and included parent involvement if appropriate
- f. Treatment Plan brought about positive outcomes for the client

VI. Interactions with Clients

- a. Appears comfortable interacting with clients
- b. Initiates interactions with clients
- c. Communicates effectively with clients
- d. Builds rapport and respect with clients
- e. Is sensitive and responsive to client's needs
- f. Is sensitive to issues of multicultural counseling
- g. Is sensitive to issues of diversity including but not limited to race/ethnic group, age, gender, spirituality, physical challenges, SES
- h. Conducts appropriate assessments (i.e. intakes, mental status evals, biopsychosocial history, mental health history, psychological assessment) with individuals, couples, and families CACREP (3.a)
- i. Utilized advocacy effectively (CACREP 3.e)
- j. Displayed group counseling skills appropriately including marriage Couples and family counseling for MCFC student (CACREP E; CACREP marriage, couples, and families 3.c)
- k. Became familiar with technological resources
- l. *Conceptualizes treatment and intervention for marriage, couples, and families
- m. *If working with couples and families, fosters family wellness (CACREP marriage, couple, and families 3.b)
- n. Utilizes techniques and interactions for prevention and treatment based on client need (CACREP 3.b)

VII. Interactions with Coworkers

- a. Appears comfortable interacting with other staff members
- b. Initiates interactions with staff
- c. Communicates effectively with staff
- d. Effectively conveys information and expresses own opinions
- e. Effectively receives information and opinions from others
- f. Interfaced with legal system and/or integrated health care professionals appropriately

Comments:

Overall, what would you identify as this student's strengths?

What would you identify as areas in which the student could improve?

Would you recommend this student for employment or continued graduate studies?

Supervisor's Signature



Appendix C.2: Site Supervisor Evaluation Form

Directions: This form is completed by the student within Tevera

one number to the right of each item to indicate how you perceived your experience with your site supervisor. The ratings range from (1) Disagree Strongly to (4) Agree Strongly.

Disagree Strongly Disagree Agree Agree Strongly Not Sure

1 2 3 4 NS

The supervisor:

1. Conveyed acceptance and respect.
2. Recognized and encouraged further development of my strengths
3. Helped me gain knowledge and insight about agency policies
4. Helped me gain knowledge and insight on referral processes.
5. Helped me to be more proficient in formulating treatment plans, progress notes, and reports.
6. Gave me useful feedback when I did something well.
7. Gave me useful feedback when my performance was not satisfactory.
8. Helped me to develop more effective counseling skills.

9. Helped me use assessment instruments effectively.
10. Helped me understand the implications and dynamics of the counseling approaches I used.
11. Helped me organize relevant case data in planning goals and strategies for my clients.
12. Helped me articulate a theoretically sound basis for ways in which I worked with clients.
13. Addressed issues related to difficult clients.
14. Encouraged me to become more independent as my skills increased.
15. Modeled ethical and professional behavior.
16. Helped me define and maintain ethical behavior.
17. Encouraged me to engage in professional behavior.
18. Offered resource information when I requested or needed it.
19. Encouraged self-monitoring and development of self-evaluation skills.
20. Provided periodic and timely assessment of my counseling skills.
21. Clearly delineated standards of evaluation.



Appendix C.3: Counseling Site Evaluation Form

Directions: This form is completed by the student on Tevera

Student Name:

Date:

Please Check the Type of Supervised Experience at this Site:

| | | | | | |
|-----------|------------|-----------|------------|-----------|------------|
| PT | PT | CMHC | CMHC | MCFC | MCFC |
| Practicum | Internship | Practicum | Internship | Practicum | Internship |

Name of Placement Site:

Address of Site:

Name of Site Supervisor:

List your total direct contact counseling hours accrued at this site:

List your total indirect contact counseling hours accrued at this site:

List the total number of individual supervision hours received from your site supervisor:

List the total number of group supervision you hours received from your site supervisor:

Were you able to finish your experience on schedule at this site?

Yes No

If no, please explain:

Please select your response as Satisfactory (S), or Unsatisfactory (U) for the following items. For any item selected as unsatisfactory please write a brief response under comments.

1. Availability of clients:

S U

2. Adequacy of facilities (room space, privacy, etc.):

S U

3. Support services for counseling (secretarial help, etc):

S U

4. On-site supervisory support:

S U

5. Professional atmosphere of site:

S U

6. Please mark each experience found at your site. Mark all that apply:

Report Writing

Intake Interviewing

Administration and Interpretation of Tests

Group Counseling

Staff Presentation/Case Conferences

Family/Couple Counseling

Career Counseling

Psychoeducational Activities

Consultation

Other

7. What experience/training do you wish you could have experienced at this site but did not?

8. What were the major benefits gained/learned from working at this site?

Student Signature:



Appendix C.4: Student Dispositions Rubric (DP)

Student Disposition/Professionalism Rubric

Student Name: _____
Date: _____

| Subskill | Unacceptable 1 | Poor 2 | Adequate 3 | Good 4 | Excellent 5 | Score |
|---------------------------------------|---|--|--|---|---|--------------|
| <i>Attendance and Punctuality</i> | Often misses class and/or is late to over half of classes | Occasionally misses and/or is late to class 25%-50% of time | Attends almost all classes and/or is late under 25% of time | Rarely misses or is late to class 5% of time or less | Never misses or late to class | |
| <i>Multicultural Sensitivity</i> | Makes racial, ethnic, religious, or sexual jokes or comments; displays inappropriate prejudice even after correction. | Shows lack of acceptance of others even after correction. | Aware of biases and diligently working on skills to overcome them. | Aware of biases, is implementing skills to overcome biases, and learning about social justice. | Working to help others in society through appropriate social justice advocacy. | |
| <i>Professional Attentiveness</i> | Usually ignores or disrupts instructor, other professionals, and clients; distracted by outside entities | Often ignores or disrupts instructor, other professionals, and clients; often distracted by outside entities | Usually listens to instructor, other professionals and clients; usually free from outside distractions | Almost always listens responsively to instructor, other professionals, and clients and free of distractions | Always listens very responsively to instructor, other professionals, and clients and free from distractions | |
| <i>Cooperation</i> | Does not contribute or sabotages team efforts. | Contributes little to team efforts. | Contributes adequately to team efforts. | Contributes to a high degree to team efforts. | Contributions to team efforts are beyond what is expected. | |
| <i>Respect of others/ Environment</i> | Usually creates negative morale by being negative and may even spread rumors about others | Often creates negative morale by being negative; gossips about others | Usually achieves a balance of being cooperative; demonstrates the courage of one's convictions | Almost always achieves a balance of being cooperative in ways that enhance the class | Always conveys cooperation and leadership that enhances the class; promotes the well-being of others | |
| <i>Professional Dress</i> | More often than not dress is unprofessional considering the setting. | Often dress is unprofessional considering the setting. | On most occasions, dress is professional considering the setting. | Dress is typically professional considering the setting. | Dress is well-thought out considering the context or setting and always appropriate. | |

| | | | | | | |
|---|---|--|--|--|---|--|
| <i>Ability to Handle Stress</i> | Stress affects levels of professionalism and/or emotional intelligence | Often stress affects levels of professionalism and/or emotional intelligence | Usually handles stress in a professional and emotionally intelligent manner | Typically handles stress in a professional and emotionally intelligent manner | Always handles stress in a professional and emotionally intelligent manner | |
| <i>Wellness</i> | Unable to manage personal care leading to unethical or unprofessional behaviors | Lack of self-care often affects professionalism and/or emotional intelligence | Usually incorporates wellness such that professionalism and emotional intelligence are present | Typically incorporates wellness such that professionalism and emotional intelligence are present | Always incorporates wellness such that professionalism and emotional intelligence are present | |
| <i>Ability to Receive Constructive Feedback</i> | Constructive feedback affects levels of professionalism and/or emotional intelligence. | Constructive feedback often affects levels of professionalism and/or emotional intelligence. | Constructive feedback is usually handled with appropriate levels of professionalism and/or emotional intelligence. | Constructive feedback is typically handled with appropriate levels of professionalism and/or emotional intelligence. | Always handles constructive feedback in a professional and emotionally intelligent manner. | |
| <i>Demonstrates Appropriate Boundaries</i> | Student takes over and tries to solve issues that should be handled by faculty or site supervisors. | Student becomes involved in issues outside the scope of the student role and tries to manage other students or their concerns. The student does not make appointments when needed or does not show up for scheduled appointments or cancel them when needed. | The student reports issues that are appropriate but does not try to solve problems for other students or take on a faculty or site supervisor role. Ethical codes are followed. Appointments are made, attended, or rescheduled/cancelled if needed. | The student acts professionally, consults ethical codes, and resolves issues with faculty and site supervisors. Other student's issues are not taken on. | The student acts professionally, consults ethical codes, and resolves issues with faculty and site supervisors. Other student's issues are not taken on. Students make appointments and adhere to them or notify others if they cannot report as scheduled. | |
| Mean Score | | | | | | |

Instructor: _____

Course: _____

Student Signature: _____



Appendix D.1: Practicum/Internship Hours Log Sample

Student Name: _____ Semester : _____
 Site: _____ Site Supervisor: _____

| Activity/Experience Description & Date | Mon | Tues | Wed | Thurs | Fri | Sat | Sun | Weekly Total | Cum. Total |
|--|-----|------|-----|-------|-----|-----|-----|-----------------|---------------|
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| Activity/Experience Description & Date | Mon | Tues | Wed | Thurs | Fri | Sat | Sun | Weekly Total | Cum. Total |
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Supervision: Please mark C for class or S for site supervision after entry for # of hrs.

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|------------------------|--|--|--|--|--|--|--|--|--|--|
| Group Supervision | | | | | | | | | | |
| Individual Supervision | | | | | | | | | | |
| Daily Totals | | | | | | | | | | |



Appendix E.1: Video Release Statement (Adult)

Date:

A consent form must be signed by each person participating in a recorded counseling session prior to the session. The signed consent form giving permission to counsel and record counseling sessions is located in the client's counseling file at _____ in a secured location. The signed consent form giving permission for my university and/or site supervisor to view a live counseling session is in the client's counseling file at _____ in a secured location.

Print Name-Client:

Signature - Client:

Print Name-Counseling Intern Belmont University:

Signature - Counseling Intern:



Appendix E.2: Video Release Statement (Minor)

Date:

A consent form must be signed by each person participating in a recorded counseling session prior to the session. Parents/guardians must sign a copy for each participating minor. The signed consent form giving permission to counsel and record counseling sessions is located in the client's counseling file at _____ in a secured location. The signed consent form giving permission for my university and/or site supervisor to view a live counseling session is in the client's counseling file at _____ in a secured location.

Print Name-Parent/Guardian:

Signature – Parent/Guardian:

Print Name-Counseling Intern Belmont University:

Signature – Counseling Intern: