



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

**Professional Practice & Supervision Guidelines  
for Practicum and Internship Field Experiences**

2019 - 2020



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## **Professional Practice**

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

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

## **CACREP Accreditation**

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

## Practicum Requirements

*Addressing the following CACREP 2016 Professional Practice standards*

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

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

### *Pre-Requisites for Practicum*

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



# Master of Arts in Counseling

## Course Syllabus

### Course Information

COUN528 – PRACTICUM SECTION A,B & C  
Spring 2018  
3 Semester Hours

### Location/Date/Time

Room: TBA  
Thursday, 12:15-2:15

### INSTRUCTOR'S INFORMATION:

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### COURSE DESCRIPTION:

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

### COURSE GOALS AND OBJECTIVES:

*Addressing the following CACREP 2016 Professional Counselor Standards*

1. Students will further develop their ability to apply theoretical knowledge to cases in clinical practice (CACREP 2016 2.F.5.a).
2. Students will strengthen their diagnostic and counseling skills (including intake interview, psychosocial history, mental health assessment, and treatment planning and caseload management for a broad range of clients) (CACREP 2016 2.F.5.a; 5.C.2.d, 5. C.3. a., b.)
3. Students will demonstrate case conceptualization and treatment planning (CACREP 2016 2.F.5.a; 5.C.2.d, 5. C.3. a., b.)
4. Students will demonstrate an understanding of critical legal and ethical issues relevant to clinical practice (CACREP 2016 2.F.1.i.)
5. Students will practice strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2016 2.F.5.k.)
6. Students will practice using and applying crisis intervention skills and techniques and learn suicide models and strategies (CACREP 2016 5.C.3.b.; 2. F.5.j.,1.)

7. Students will show an understanding of issues of diversity and how these issues impact service provision and clinical intervention (CACREP 2016 2.F.2.d., f., g; C.2.j.)
8. Students will learn strategies for interfacing with integrated behavioral health care professionals (CACREP 2016 2. F.2.d., f., g; 5.C.3.d.)
9. Students will participate in a small consultation group led by internship students and related to the experience, practice and provision of clinical work, for 10 clock hours. (CACREP 2. F.6.h.)
10. Each student is **required** to lead or co-lead a **counseling or psycho-educational group** during practicum or internship. (CACREP 3. E.)

**PREREQUISITES:**

COUN 507 PIFE and other beginning level Master of Arts in Counseling course

**CO-REQUISITES:**

COUN 518 Integrated Counseling Process

**Practicum Professional Practice Requirements**

***Addressing the following CACREP 2016***

*(Refer to Student Handbook on line for all forms)*

- 1) No practicum may begin without the **Practicum Documentation (Agency Placement Form, Contract Letter, and Liaison Form for Clinical Training)** completed and submitted to the Clinical Training Coordinator who will prepare the **Practicum Agreement** by the start of practicum. Students are to **keep copies for personal reference**.
- 2) The student must **submit a current copy of the Professional Liability Insurance Certificate to the Practicum Coordinator**. **Clinical Training is permitted without an up to date record of this insurance. The form on file.** Mark the insurance renewal date in your calendar so you can **keep a current copy of the Professional Liability Insurance Certificate on file.** (CACREP 3. A.)
- 3) A **Counselor Assessment Scale** is required. Pay close attention to the Counselor Assessment Scale moments. This form should be utilized as a significant tool with your Individual Site Supervisor. **Counselor Assessment Scale is due from your Individual Site Supervisor (see course schedule)** (CACREP 3. C.)
- 4) At the end of the semester, a self-evaluation and other evaluations will be written and submitted to your PPF. You are encouraged to share the self-evaluation with your Individual Site Supervisor. (CACREP 3. C.)
- 5) You will complete an evaluation of each of your supervisors using the forms provided in your handbook. These should be submitted directly to the Clinical Training Coordinator. (CACREP 3. C.)
- 6) A copy of your Hours Tracking Forms should be submitted to your PPF at the end of the semester. Those forms and the Hours Summary Form must be approved and signed by your Individual Site Supervisor and must be submitted to the PPF before a grade is given for the course. The final record needs to be: the original, in ink, legible and showing all your work for the entire 100 (minimum) hours; 40 direct hours. (CACREP 3.F., G.)

7) *ALL students are responsible for overseeing the checklist in their PPF and keeping their PPF updated at all times. Faculty Group Supervisors may audit a PPF at any time to assess completed forms. All forms are to be completed at the end of the semester in order to receive a grade.*

Contact with the student's Faculty Group Supervisor outside the designated group session is encouraged, as this supervisor supports and nurtures skill development and personal and professional development. The Faculty Group Supervisor will be in contact with student's on-site supervisor and be available for contact by the Individual Site Supervisor, monitoring the training of the student.

### Course Requirements

Practicum is an opportunity for students to apply their employment skills and receive a passing grade:

A. Each student is required to maintain the **Practice Folders**. The student will submit weekly supervision logs. Folders will be brought to each supervision session in order for student

B. Each student will review **mid-semester recess and background form** during the semester – at least one before the **presented, you are required to complete a** findings presented will show:

- unique, intervention, or interaction that you feel you did well.
- as an area for improvement.

C. **Applied Training (ASIST)** – As part of the practicum experience each student will be required to attend training in February at **EMU**. This training takes place over two full days. Students will need to inform their practicum site supervisors that they will not be able to be at the practicum site on these days (CACREP 2. F.5.j, 1.)

D. Each student is **required** to lead or co-lead a **counseling or psycho-educational group**. (CACREP 3. E. – can be met in practicum or internship).

E. **Group Consultation Experience.** Practicum students will be placed in a consultation group led by two internship students for ten one-hour sessions. This group provides a platform for discussing cases, practicum experiences and requirements. Groups will meet on Wednesdays, times to be established by the group. Students are asked to come to each meeting with a case to discuss. Students are also asked to write a consultation note, which should be placed in the PPF. The ten hours of participation in this group should be recorded as indirect time in the consultation hours section of your weekly log and your hours tracking form. This assignment provides practicum students with an opportunity to fulfill the CACREP-required ten hours of group time. (CACREP 2. F.6.h.)

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

G. Students, as a group or individually, will be provided with an opportunity to enhance their professional training through assignment of suggested / REQUIRED supplemental materials.

## PROFESSIONAL EXPECTATIONS

### Technology

- **Cell phones are to be turned off during class time.**
- Students using laptop computers for note taking are asked to refrain from surfing the net and/or managing email during class time. When the class is engaged in interactive conversation (e.g. large or small group discussion) laptop computers should be closed so as to minimize the relational barrier they create.

### Participation & Attendance

Each student is expected to **present cases and engage fully**. Attendance is mandatory. This is a process-oriented class. If you are sick or if an emergency arises which impacts your attendance, please let us know as soon as possible. We can make arrangements for your absence. If you are absent for more than one class session, you will be made up. If you are absent for more than one class session, you will be made up. If you are absent for more than one class session, you will be made up.

### MAC Attendance Policy for Practicum

Please note the following department policies with respect to attendance:

1. Every student is provided with a list of policies with respect to attendance. You can miss a class during the semester without penalty to your grade. It is the student's responsibility to contact the instructor for other information provided in your absence.
2. **If a second absence occurs, the student must submit 1 CE for every hour missed. One class = 3 CE's. CE's must be submitted by the student.**
3. A student who is absent from class during the class.
4. It is the student's responsibility to come to class on time and to leave class at the designated time; being late and/or leaving early is disruptive to the class.
5. Excessive tardiness can significantly impact your participation and attendance grade. It can be disruptive to the curriculum of learning. It is also a behavior we monitor in the program as it will not be tolerated in most working environments. If a student is repeatedly late, walking into class after the start time (more than once), this will be the equivalent of one absence. If you have a concern about being late for class, please contact the instructor.
6. Leaving early is equivalent to an absence. Please don't ask faculty members to make judgment calls for leaving early.
7. **If a student is experiencing what he or she believes to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty and a decision rendered as to whether there will be a grade policy exception.**

### Teaching Strategies

#### Role Play

It's likely that you may not have clients at the outset of this class, therefore, we will use class time to role play session procedure/process and/or client issues – we will focus on what will be most helpful to you as a group.



### Peer Feedback

Students will be asked to give feedback on client sessions, case conceptualization and therapeutic intervention.

### Syllabus Disclaimer:

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

### SCHEDULE AND TOPICS:

#### Course Schedule

Date	Subject	Assignments Due
January 18	Supervision: Introduction, Review of Syllabus, Folders and Forms, Discussion of Goals, Group Guidelines and Process – Meet together	
January 25	Supervision – Case Review or Role Play	
February 1	Supervision – Case Review or Role Play	
February 8	Supervision – Case Review	
February 15	Supervision – Case Review	
February 22 & 23	<b>ASIST Training</b>	
March 1	Supervision – Case Review	due
March 8	NO CLASS – SPRING	
March 15	Supervision – Case Review	<i>Letter of Readiness</i> Counselor Assessment Scale
March 22	Supervision – Case Review	
March 29	Supervision – Case Review	
April 5	Supervision – Case Review	Full Session Review
April 12	Supervision – Case Review	
April 19	Supervision – Case Review	
April 26	Supervision – Case Review	Hours Tracking, Hours Summary, Faculty Group Evaluation, Individual site Supervisor Evaluation, Practicum Final Evaluation
May 3	Final Supervision	Hours Tracking, Hours Summary, Faculty Group Evaluation, Individual site Supervisor Evaluation, Practicum Final Evaluation

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

## GRADING CRITERIA AND OTHER POLICIES:

The design of this course is to support you and your colleagues in your clinical and professional development. Your work will require commitment and openness to the process. You will find yourself called to be as active with others' clinical work as with your own. You will earn a satisfactory grade with this kind of professional involvement.

- **Evaluation**

The design of this course is to support you and your colleagues in your clinical and professional development. Your work will require commitment and openness to the process. You will find yourself called to be as active with others' clinical work as with your own. You will earn a passing grade with this kind of professional involvement.

- **Writing Guidelines:**

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a "good" level with 60% writing at an "excellent" level. All work must conform to APA writing style standards.

- **Academic Integrity Policy (AIP):**

Good academic work must be based on honesty. The attempt of a student to represent work, that which he or she has not produced, is regarded by the faculty as dishonest. Students are considered to have cheated, for example, if they use unauthorized notes or aides during an examination or turn in their work in whole or in part, by someone else. Students are guilty of plagiarism if they use material from books, magazines, or other sources without identifying the source or if they paraphrase ideas from such sources without acknowledging the source. Accusations of cheating or plagiarism on any assignment, quiz, or examination will result in a report of this incident will be filed in the department and a disciplinary process.

- **Turnitin:**

Students are accountable for the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy and the academic expectations concerning appropriate documentation of sources. Using Turnitin, a learning tool and plagiarism prevention system. For more information, watch a demo of Turnitin, please see: <http://turnitin.com/en-us>.

- **Moodle:**

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

- **Academic Support Center**

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233.

They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

- **Institutional Review Board:**

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

"The Federal Office of Human Research Protection defines research as follows:

Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which are not for the purpose of research for purposes of this policy, whether or not they are otherwise considered research for other purposes. For example, the following activities may include research activities:

The IRB requires all researchers submitting proposals for research to complete researcher training provided by NIH (the website requires the establishment of a research plan, research objectives, principles, and issues related to the research project). When training is successfully completed, the researcher will receive a certificate of completion, which should be saved (as an image or pdf file) and kept on file – proof of completion. The certificate should be attached to the IRB proposal."

- **Graduate Tutoring:**

Please take advantage of the tutoring services available from graduate student tutors (see <http://www.emu.edu/graduate/tutoring/> for more information). To make an appointment, please access ASC Tutoring at <http://www.emu.edu/graduate/tutoring/> or <http://www.emu.edu/mywconline.com/index.php>. See Academic Program Coordinator for available services and tutoring times.

- **Outstanding Grades:**

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete coursework on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

- **Academic Program Policies:**

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>  
<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

- Title IX:

*The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU.* It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Irene Kniss, Title IX Coordinator, can be reached at [540-432-4302](tel:540-432-4302) or [irene.kniss@emu.edu](mailto:irene.kniss@emu.edu).

Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

Example

# Internship Requirements

## *Transitioning to internship*

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

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

1. 600 total hours, including 240 hours of direct service, including experience leading groups; (CACREP 3. J. K.)
2. Lead or co-lead a counseling or psychoeducational group. (CACREP 3. E.)
3. Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, usually performed by the on-site supervisor; (CACREP 3. L.)
4. An average of two hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member; (CACREP 3. M.)
5. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings); (CACREP 3. B.)
6. The opportunity for the student to develop program-appropriate audio/video recording for use in supervision and/or to receive live supervision of the students interactions with clients; (CACREP 3. B.)
7. Evaluation of the students counseling performance throughout the internship including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor. (CACREP 3. C.)

## *Pre-Requisites for Internship*

1. Liability Insurance. Each student conducting counseling in Professional Practice must have professional liability insurance. Students joining ACA automatically receive liability insurance.

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

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



# Master of Arts in Counseling

## Course Syllabus

### Course Information

COUN689 - INTERNSHIP I  
Fall 2018  
3 Semester Hours

### Location/Date/Time

SB003, SB010, SB025  
Tuesdays 3:30 – 5:30pm

### INSTRUCTOR'S INFORMATION:

#### SECTION A

**Gregory Czyszczon, PhD, LPC**

Email: [gregory.czyszczon@emu.edu](mailto:gregory.czyszczon@emu.edu)  
Office Phone: 540.432.4324

### INSTRUCTOR'S INFORMATION:

#### SECTION B

**Teresa J. Haase, PhD, LPC**

Email: [teresa.haase@emu.edu](mailto:teresa.haase@emu.edu)  
Office Phone: 540.421.4078

### INSTRUCTOR'S INFORMATION:

#### SECTION C

**Somer George, MA, PhD Candidate, Resident in Counseling**

Email: [somer.george@emu.edu](mailto:somer.george@emu.edu)  
cell: (434) 294-2417

### COURSE DESCRIPTION:

The internship experience is designed to put into practice the skills and knowledge gained in the counseling program. Students will meet with a supervisor to discuss theory, intervention and a variety of supervisory issues.

Students will be given the opportunity to apply their counseling skills throughout their counseling experience. Students will be required to identify areas of growth and present specific areas of growth. Students may select an internship site from a list of approved sites with related settings.

### COURSE GOALS:

Address the following areas: *Professional Counseling Identity & Clinical Mental Health*

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

### Syllabus Disclaimer:

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

## Technology (see technology agreement)

- Cell phones are to be turned off during class time.
- Students using laptop computers for note taking are asked to refrain from surfing the net and/or managing email during class time. When the class is engaged in interactive conversation (e.g. large or small group discussion) laptop computers should be closed so as to remove the relational barrier they create.

## Class Etiquette

### MAC Attendance Policy for Practicum/Internship Courses

Please note the following department policy for all counseling courses with respect to attendance:

8. Every student is provided one free absence. That means you can miss a class during the semester without penalty to your grade. PLEASE USE IT WITH DISCRETION. You are responsible for contacting a peer in the class to receive handouts and/or other information provided in your absence.
  9. **If a second class is missed the student must:** submit 1 CE for every missed class. One class = 3 CE's. CE's include clinical professional development training.
  10. A third missed class results in failing the class.
  11. It is the student's responsibility to come to class on time. Being late and/or leaving early is disruptive to the class.
  12. Excessive lateness will significantly impact your grade. It is disruptive to the culture of learning. It is not a program as it will not be tolerated in most working environments. Late arrival, walking into class after the start time (more than once). If you have a concern about being late for class, please discuss with your advisor.
  13. Leaving early is equivalent to being absent. All faculty members to make judgment calls for leaving early.
- If a student is experiencing an extenuating circumstance that would justify receiving a grade exception, that student should compose a one-page letter explaining the situation. The situation will be reviewed by the entire faculty and a decision will be made regarding a grade policy exception.

## Course Requirements

*Addressing the following 2016 Professional Practice standards*

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

- A. Each student is required to maintain the appropriate forms in their **Professional Practice Folders**. The student will submit weekly supervision logs that are signed by the site supervisor. Folders will be brought to each supervision session in order for students to file the necessary forms.
- B. Each student is expected to **present cases and engage fully** in the group supervision process.



- C. Each student will **review, cue, and present two client recordings** during the semester – at least one before the **mid-semester recess and one after mid-semester**. (CACREP 3. B.) For each clip presented, you are required to complete the background form.

Recordings presented will show:

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

- D. Each student is **required** to lead or co-lead a **counseling or psycho-educational group** unless this requirement has been fulfilled in Practicum. (CACREP 3. E.)

E. Mentoring

All internship students will be mentoring students from the Techniques class to further their professional development, growth, and training. Internship students should be conducting three meetings after Techniques students have completed their first, second, and third sessions with undergrad students. Pairings will be arranged by the department and will be counted as direct on your tracking form.

F. ECURA Interprofessional Trainings & Professional Development

Each internship student will be required to attend ECURA trainings to fulfill HRSA grant requirements. The first is the ECURA training and the second is a two-day STAR training.

Students are also encouraged to attend other trainings, such as travel/training support. Students presenting at conferences will receive reimbursement for travel/registration or departmental financial support. (CACREP 3. D.)

**Internship Responsibilities**

- 1) The intern must complete the internship contract (online for forms) and be the seminal experience of counselor. Students in internship complete at the minimum 600 hours of direct service, which includes 240 hours of direct service, weekly meetings with supervisor, and two hours of weekly group supervision with a faculty supervisor (J., K., L., M.)
- 2) The student is responsible for completing the Internship Student Records Checklist that outlines all pre-requisites and documentation requirements. No internship may begin without the prerequisites being completed. All **documentation** (Field Education Placement Form, Contract Letter, etc.) is to be submitted to the Clinical Training Coordinator prior to the start of internship. Keep copies for your personal records.
- 3) Each student must carry insurance and give a current copy of the Professional Liability Declarations (page 1) to the Clinical Training Coordinator. No counseling is permitted without an up to date record of this insurance. Clinical training will be stopped without the form on file. Mark the renewal date in your calendar so you will send it in within sufficient time (CACREP 3. A.)

- 4) A working knowledge of the Student Handbook is required. Pay close attention to the Counselor Assessment Scale in your self-evaluative moments. This form should be utilized as a significant tool with your Individual Site Supervisor. (CACREP 3. C.)
- 5) At the end of the semester, a self-evaluation and evaluation of your Individual Site Supervisor will be submitted to your Faculty Group Supervisor. We strongly encourage all students to share both self-evaluations and evaluation of supervision with their supervisors when appropriate. Evaluations will assist the faculty in improving supervision and selecting appropriate sites for future clinical placements. (CACREP 3. C.)
- 6) An evaluation of each of your supervisors will be completed using the forms provided. These should be submitted to the Clinical Training Coordinator. (CACREP 3. C.)
- 7) A copy of your *Hours Tracking Form* should be submitted to your Faculty Group Supervisor at the end of each semester. A final copy of that form and Hours Tracking Form by your Individual Site Supervisor must be submitted to the Clinical Training Coordinator before a grade is given for the course. The final record should be clear, neat, legible and showing all your work for the entire semester.

#### SCHEDULE AND TOPICS:

Course Schedule		
Date	Class Focus	Assignments Due
8/28/18	Supervision – Class together	
9/4/18	Supervision	
9/11/18	Supervision	
9/18/18	Supervision	
9/25/18	Supervision	Clip Review
10/2/18	Supervision, Part II, Training 5 – 7pm	
10/9/18	Supervision	
10/16/18	Supervision	
10/23/18	Supervision	
10/30/18	Supervision	Full Session Review
11/2 & 3	STAR training	
11/6/18	Supervision	
11/13/18	Supervision	
11/20/18	Thanksgiving – no class	
11/27/18	Supervision	
12/4/18	Supervision	
12/11/18	Supervision	Hours Tracking, Hours Summary, Faculty Group Evaluation, Site Supervisor Evaluation

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

## GRADING CRITERIA AND OTHER POLICIES:

- **Academic Integrity Policy (AIP):**

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeat violations will invoke a disciplinary process.

- **Turnitin:**

Students are accountable for the integrity of the work they submit. They are familiar with EMU's Academic Integrity Policy (see above) in connection with assignments concerning appropriate documentation of sources. Turnitin is a learning tool and plagiarism prevention system. For more information, see a demo of Turnitin, please see: <http://turnitin.com/>

- **Moodle:**

Moodle is the online learning environment for faculty, administrators and students. Students will be trained on how to use Moodle within Moodle for any class they are registered for in a semester. Students have access to information before and after the class is given to students by the individual faculty member. Resources are not in Moodle permanently – after two years the class will be removed. Be sure to download resources from Moodle that you wish to keep.

- **Academic Access:**

If you have a physical, psychological, medical or learning disability that may impact your work in this course, please contact the Office of Academic Access on the third floor of the Hartzler Library at 52-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

- **Institutional Review Board:**

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

- **Graduate Writing Center:**

Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment,

program for up to a maximum of 6 months.

Outstanding course work reduction will be implemented on a per grade. If the student's work continues to be outstanding, the student may be eligible for a graduate-student academic-professional-policy reduction.

Students that occur (on or off campus) when they are talking about incidents that have

The following information is for you to know that all faculty members are required to report known incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Irene Kniss, Title IX Coordinator, can be reached at [540-432-4302](tel:540-432-4302) or [irene.kniss@emu.edu](mailto:irene.kniss@emu.edu). Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

PLEASE NOTE: If the outstanding course work is less than 10% of the total course, no grade reduction will be imposed. If the outstanding course work is 10% to 20% of the total course, the final grade will be reduced by ½ letter grade. If the outstanding course work is more than 20% of the total course, the final grade will be reduced by 1 letter grade. If the outstanding course work is more than 50% of the total course, the student will receive a failing grade.

<http://emu.edu/gr2> <http://www.emu.edu/graduate-student-handbook.pdf>  
<http://www.emu.edu/professional-policies.pdf>



# Master of Arts in Counseling

## Course Syllabus

### COURSE INFORMATION

COUN690 - INTERNSHIP II

SPRING 2018

3 SEMESTER HOURS

### LOCATION/DATE/TIME

SB010 SB025

WEDNESDAY, 12:30 - 2:30

### INSTRUCTOR'S INFORMATION:

#### Section A

Annmarie Early, PhD, LMFT

Email: annmarie.early@emu.edu

Office Phone: 540.432.4213

### INSTRUCTOR'S INFORMATION:

#### Section B

Teresa J. Haase, PhD, LPC, AC

Email: teresa.haase@emu.edu

Office Phone: 540.432.4213

1.4078

### COURSE DESCRIPTION

The internship experience is designed to give advanced students the opportunity to put into practice the skills and knowledge they have gained in the classroom program. Students will meet weekly to review theory, intervention and technique questions and discuss a variety of supervised field experiences.

Students will have the opportunity to apply their counseling skills and present specific cases to the internship site from a variety of supervised field experiences.

### COURSE GOALS AND OBJECTIVES

Addressing the following CACREP Standards

Addressing Identity & Clinical Mental Health

6. Students will be able to apply various counseling theories in clinical practice.
7. Students will be able to demonstrate interviewing, intervention, diagnostic and counseling skills (CACREP 2016 5.C.3. a., b.)
8. Students will demonstrate competence in case conceptualization and treatment planning (CACREP 2016 5.C.3. c., i.)
9. Students will demonstrate an understanding of critical legal and ethical issues relevant to counseling practice (CACREP 2016 F.1.i.)
10. Students will show an understanding of issues of diversity and how these issues impact service provision and clinical intervention (CACREP 2016 F.2.d., f., g; C.2.j.)
11. Students will review strategies for interfacing with the legal system regarding court-referred clients (CACREP 2016 5.C.3.c.)
12. Students will review strategies for interfacing with integrated behavioral health care professionals (CACREP 2016 5.C.3.d.)
13. Students will lead or co-lead, during either *practicum* or *internship* a counseling or psycho-educational group. (CACREP 2016 3.E.)

### TECHNOLOGY

- Cell phones are to be turned off during class time.

- Students using laptop computers for note taking are asked to refrain from surfing the net and/or managing email during class time. When the class is engaged in interactive conversation (e.g. large or small group discussion) laptop computers should be closed so as to remove the relational barrier they create.

## CLASS ETIQUETTE

Attendance Policy: Due to the interactive nature of this training experience, students are **required** to attend and actively participate in **ALL** class sessions. Attendance and active participation are necessary for mastery of course material. Class work will build upon weekly assignments. Please make a commitment to attend every class punctually. If you know you will be absent, please let me know at the beginning of the semester or a class period in advance. If an emergency arises, please let me know and let me know you will not be in class.

## COURSE REQUIREMENTS

*Addressing the following CACREP 2016 Professional Practice standards:*

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

- E. Each student is required to maintain the appropriate **Professional Practice Folders**. The student will submit weekly folders to their supervisor. Folders will be brought to class for the necessary forms.
- F. Each student is expected to actively participate in the group supervision process.
- G. Each student must submit **two client recordings** during the semester – at least one before and one after mid-semester. (CACREP 3. B.) For each clip presented, students must complete the background form.

Recordings presented must include:

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

- H. **Group Consultation Experience.** Interns will be paired and will co-facilitate ten one-hour consultation groups that will be attended by three practicum students. Groups will meet on Wednesdays, times to be established by the group. Interns will document consultation meetings by completing consultation notes to be submitted to the PPF [template to be distributed in class]. The hours are to be documented as direct consultation hours on the intern's weekly log and hours tracking forms. This assignment provides interns with an opportunity to fulfill the CACREP-required group facilitation experience. (CACREP 3. E.)

## INTERNSHIP RESPONSIBILITIES (refer to *Student Handbook* online for forms)

- 8) The internship experience is considered to be the seminal experience of counselor training. Our program requires that students in internship complete at the minimum 600 hours of supervised clinical work, this includes 240 hours of direct service, weekly

meetings with an onsite supervisor, and two hours of weekly group supervision with a faculty supervisor. (CACREP 3. J., K., L., M.)

- 9) The student is responsible for completing the Internship Student Records Checklist that outlines all pre-requisites and documentation requirements. No internship may begin without the prerequisites being completed. All **documentation** (Field Education Placement Form, Contract Letter, etc.) is to be submitted to the Professional Practice Coordinator prior to the start of internship. Keep copies for your personal records.
- 10) Each student must carry insurance and give a current copy of the Insurance Declaration (page 1) to the Professional Practice Coordinator. Clinical training is not permitted without an up to date record of this insurance. Clinical training must be documented on the form on file. Mark the renewal date in your calendar. Clinical training must be completed on time (CACREP 3. A.)
- 11) A working knowledge of the Student Handbook and Counselor Assessment Scale in your school should be utilized as a significant tool with your Internship Supervisor. (CACREP 3. C.)
- 12) At the end of the semester, a copy of your Individual Site Supervisor will be submitted to the Professional Practice Coordinator. We strongly encourage all students to share their experience and feedback with their supervisor. Your supervisor will assist the faculty in improving supervision and select clinical placements. (CACREP 3. C.)
- 13) An evaluation of your supervisors will be completed using the forms provided. These forms should be submitted to the Professional Practice Coordinator. (CACREP 3. C.)
- 14) A copy of your Individual Site Supervisor's *Working Form* should be submitted to your Faculty Group Supervisor at the end of the semester. A final copy of that form and Hours Summary Form approved by your Individual Site Supervisor must be submitted to the Faculty Group Supervisor before a grade is given for the course. The final record needs to be: the original, in **black** ink, legible and showing all your work for the entire 600 (minimum) hours.

### Course Schedule

Date	Class Focus	Reading/Assignments Due
January 17	Supervision – Class together	
January 24	Supervision	
January 31	Supervision	
February 7	Supervision	
February 14	Supervision	<b>Clip Review</b>
February 21	Supervision	
February 28	Supervision	
March 7	SPRING BREAK	



March 14	Supervision	
March 21	Supervision	<b>Full Session Review</b>
March 28	Supervision	
April 4	Supervision	
April 11	Self-Care Day	
April 18	Supervision	<b>Counselor</b> (Counselor & Supv)
April 25	Supervision	<b>Activities</b>
May 2	Supervision	<b>Faculty, Staff, &amp; Supervisor</b>

**Please Note:** The above schedule and procedures for this course are subject to change in certain circumstances.

## RELEVANT POLICIES

- Syllabus Disclaimer:**  
 This syllabus is not a contract. The instructor reserves the right to alter the course content, add new materials, class discussions, or make other changes. Notice of relevant changes in class or via e-mail.
- Academic Integrity:**  
 Good academic practice is based on honesty. The attempt of any student to present as his/her own work what he or she has not produced, is regarded by the faculty and administration as an offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.
- Turnitin:**  
 Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: [http://turnitin.com/en\\_us/features/demos](http://turnitin.com/en_us/features/demos).
- Moodle:**  
 Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two



years the class is no longer accessible. Please be sure to download resources that you wish to have ongoing access to.

file that

- **Academic Support Center**

If you have a physical, psychological, medical or learning disability that impacts this course, it is your responsibility to contact Office of Disability Services at the Hartzler library, 540-432-4233. They will work with you to provide reasonable accommodations. All information is kept confidential. <http://emu.edu/academic>

work in  
Director of the  
to coordinate

Please refer to the Student Handbook at <http://www.emu.edu/student> for additional resources available to you.

Additional policies, information, and

- **Institutional Review Board (IRB)**

All research involving human subjects must be reviewed by the Institutional Review Board (IRB).

Research involving students must be reviewed by the Institutional Review Board (IRB) for participant safety: <http://www.emu.edu/irb/>.

- **Graduate Academic Program**

Please take advantage of the individual tutoring from graduate student tutors (see <http://www.emu.edu/graduate-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

- **Course Extensions and Outstanding Grades:**

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete)" for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

**Academic Program Policies:**

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>  
<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

- **Title IX:**

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

*enrollment at EMU.* It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot discuss about sexual violence confidential if you share that information with them. If you inform a faculty member of an issue of sexual harassment, sexual assault, or domestic/relationship violence, he/she will keep the information as private as he/she can, but it will be brought to the attention of the institution's Title IX Coordinator. If you need assistance, Irene Kniss, Title IX Coordinator, can be reached at [ikniss@emu.edu](mailto:ikniss@emu.edu). Additionally, you can also report incidents online at <http://emu.edu/safecampus/>. You may also report incidents if you speak to Counseling Services coordinators, the Student Health Center, or personnel providing clinical care. The Title IX Coordinator can provide you with information about all campus resources and support resources.

## Expectations of the Agency and Student

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

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

- Accepts students in a non-judgmental way.
- Enters into the frame of reference of the student.
- Elicits essential data from the student.
- Assesses and affirms the strengths of the student.
- Assesses the weaknesses and "growing edges" of the student.

- Points out weaknesses and "growing edges" in a professional manner.
- Initiates pertinent discussion in the supervisory sessions.
- Helps students to gain insight into transference-counter-transference issues in the counseling relationship.
- Facilitates an understanding of the psychodynamics of the client.
- Assists the student in dealing with termination and/or referral.
- Has sensitivity to ethical issues in the counselor-client interaction.
- Facilitates reflections of faith as related to the counseling experience.
- Establishes and maintains good inter-professional relations with students.

### *Expectations of the Student*

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

process involving both supervisors and students.

- To maintain their Professional Practice Folder (PPF) at all times during both practicum and internship. All forms and signatures must be up to date and in the PPF for submission of grade.
- To evaluate the individual site and site supervision at the end of each school year using a program-supplied form. This evaluation is kept confidential by the faculty.

## Supervision Requirements

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

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

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

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

### *Individual Supervision with Site Supervisor*

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

Site Supervisors must have:

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

### *Group Supervision with Faculty Group Supervisor and Peers*

Group supervision is held on a weekly basis within the classroom setting at EMU and is based on the premise that participants can learn a great deal from one another as well as from the faculty group supervisor. The group strengthens one's ability to conceptualize the client's problems in clear and concise terms and allows for broader based feedback. Presentations of cases to the group facilitate this experience. The major focus in the group is on the counselor's recorded sessions. A case study summary addressing referral information, presenting problem, initial assessment, summary of counseling process to date, prognosis, and spiritual themes if appropriate, is also required.

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

### *Faculty Supervision of Site Supervisors*

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

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

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

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

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

### *Faculty Review*

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



## Procedures

### *Liability Insurance*

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

### *Professional Practice Folder (PPF)*

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

1. All PPFS are stored by the Professional Practice Coordinator in the main office organized by supervision groups. Files are accessible to students during office hours only.
2. Students place all forms (including completed & signed forms) in the PPF through practicum and internship experiences using the guide found on the inside covers of the PPF. Students should remember to keep extra copies in their own files.
3. Faculty Group Supervisors bring PPFS to all group supervision meetings for student to access and place forms inside.
4. Faculty Group Supervisors will be responsible for overseeing the PPF and signing off when the PPF is completed for grade submission.
5. Students are responsible for maintaining their PPF in a timely and ordered manner. Completed files are required for grade submission.
6. The Professional Practice Coordinator is responsible for transferring PPF from practicum to internship and then at graduation to the Administrative Assistant for the student's completed file.

### *Recordings*

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

### *Documentation of Hours*

Students are responsible for keeping track of hours by category as well as a summary total sheet. Students submit both the tracking sheet and a summary signed by the Individual Site Supervisor at the

completion of the professional practice directly to their PPF. The hours tracking sheet is proof of the summary sheet.

### *Self-Evaluation*

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

### *Program Counseling Room Use Policy*

Students making use of the counseling rooms for seeing clients need to have special consideration given to procedures in case of a crisis (client at risk). Students need to discuss this with the Individual Site Supervisor and develop a back-up plan for crisis. The plan would include how to locate the supervisor, especially after hours. If the supervisor is not available after office hours or the site does not have an on-call system, it is better to make plans to meet clients during the hours the site is open. A required written back-up plan needs to be submitted to the Faculty Group Supervisor to be included in the student's file for reference.

## **Recorded Session Guidelines and iPad Contract**

### **Intention**

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

### **Gaining Consent**

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

### **Securing Recordings**

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

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

Before using an iPad for recording you must:

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

### **Viewing Recorded Sessions**

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

- It is your responsibility to follow HIPPA regulations and ACA ethical codes and to assure that no one other than your supervisors or fellow supervisees sees or hears any portion of these sessions.
- You are encouraged to review recorded sessions with headphones and with the screen faced away from doors or windows where they might be seen by unauthorized persons.
- Do not place names or identifying information on a DVD or name a digital recording with identifying information.
- Do not leave media, such as DVD's laying around or in machines.

- Do not share your iPads with confidential materials with unauthorized persons; never share your iPad password.

### **Complying with Agency Policies**

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

### **Transporting Recorded Sessions**

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

### **Destroying Recordings of Sessions**

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

### **iPad Contract**

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

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

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

Student Signature \_\_\_\_\_ Date\_\_\_\_\_

## Ethics in Clinical Supervision

Three primary areas to balance:

- Rights of clients (first priority)
- Rights, responsibilities and needs of the supervisee
- Responsibility of the supervisor to the supervisee and to the client

Two key areas of competence to attend to:

- Competence of the supervisor

Growing competence of the supervisee

An Eye on Your Roles:

- Mindfulness of role conflict
- Avoiding Dual Roles

Supervision Success:

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

Within supervision session modeling:

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

- Don't discuss client information obtained in other supervisory session unless in a treatment team setting, for example
- Don't bad-mouth past supervisees, even if you refrain from using their names

### Supporting ethical decision making:

1. Teach how to think about ethical dilemmas
  - a. Identify the problem
  - b. Identify relevant codes and laws
  - c. Consult if needed
  - d. Consider the possible actions and consequences of each
  - e. decide
2. Make the ethical codes central to your work together
3. Support ethical decision making processes by thinking it through together
4. Consider the possible responses to the dilemma and the consequences of each of those responses
5. Support your supervisee in selecting the appropriate choice and in following through

### Documentation and Supervision

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

### Gatekeeping

- The new ACA ethics places new emphasis on the role of the site supervisor in gatekeeping

- The first step in gatekeeping is clear and timely communication about skill development with the supervisee
- Feedback is most helpful when it is regular, specific and on-going

#### Corrective Measures:

- Increased supervision time
- Asking the supervisee to take a leave of absence
- Encouraging personal therapy
- Taking additional coursework or retaking a course
- Repeating practicum or internship

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

#### Boundaries in supervision:

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

#### Sexual attraction in supervision:

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

#### Distinguishing counseling from supervision

- Supervision focuses on the professional development of the supervisee
- Counseling supports the emotional wellness of the supervisee
- Remember that when you are beginning to offer interventions designed to support emotional wellness, it is time to refer for counseling

- Personal issues can be discussed in supervision when discussing them helps directly support more effective work with their clients (such as pointing out transferences)

## **Research on Detrimental Supervision Practices**

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

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

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



## Practicum Forms

**An updated version of Practicum Forms can be found at the following link: [Practicum Forms](#)**

***Master of Arts in Counseling  
Professional Practice Form***  
*PRACTICUM Student Records Checklist*

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

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

***Keep copies of everything for your records!***

Student Name: \_\_\_\_\_

Faculty Group Supervisor: \_\_\_\_\_

Practicum Site: \_\_\_\_\_

Individual Site Supervisor: \_\_\_\_\_

**Pre-requisite to beginning practicum:**

- ☐ Liability Insurance Form Expiration Date: \_\_\_\_\_
- ☐ Agency Placement Form
- ☐ Contract Letter
- ☐ Supervision Agreement Form

Verification that all pre-requisites have been met:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Professional Practice Coordinator

**End of Practicum:**

- ☐ Counselor Assessment Scale Form
  - ☐ Completed by Student for self assessment (Admission to Internship)
  - ☐ Completed by Individual Site Supervisor
- ☐ Hours Summary Form and Hours Tracking Form  
(submit original, signed by Individual Site Supervisor and Faculty Group Supervisor)
- ☐ Practicum Final Evaluation Form completed by Individual Site Supervisor
- ☐ Evaluation Forms completed by *student* and given to the Professional Practice Coordinator:
  - ☐ Faculty Group Supervisor Evaluation Form
  - ☐ Individual Site Supervisor Evaluation Form

PLEASE SIGN ONLY AFTER VERIFICATION OF ALL FORMS HAS BEEN COMPLETED

Faculty Group Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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

Insert Date

Insert Supervisors Name

Insert Placement Name

Insert Address

Insert City/State/Zip Code

Dear Insert Supervisors Name:

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

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

Sincerely,

Greg Czyszczonek, Ph.D., LPC  
Assistant Professor and Professional Practice Coordinator  
Email: [greg.czyszczonek@emu.edu](mailto:greg.czyszczonek@emu.edu)  
Office Phone: (540) 432-4324

## **Supervision Agreement – Practicum**

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

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

### **Collaboration with Faculty Supervisor:**

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

### **An Effective Individual Supervisor:**

- Accepts students in a non-judgmental way.
- Enters into the frame of reference of the student.
- Elicits essential data from the student.
- Assesses the strengths of the student.
- Assesses the weaknesses and "growing edges" of the student.
- Affirms the student in relationship to strengths.
- Points out weaknesses and "growing edges" in a professional manner.
- Initiates pertinent discussion in the supervisory sessions.

- Helps students to gain insight into transference-counter-transference issues in the counseling relationship.
- Facilitates an understanding of the psychodynamics of the client.
- Assists the student in dealing with termination and/or referral.
- Has sensitivity to ethical issues in the counselor-client interaction.
- Facilitates reflections of faith as related to the counseling experience.
- Establishes and maintains good inter-professional relations with students.

### **Expectations of the Agency and Individual Site Supervisor:**

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

### **Expectations of the Student:**

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

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

Site Supervisor Printed Name & Date:

\_\_\_\_\_  
Site Supervisor Signature & Date:

\_\_\_\_\_

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

**Agency:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone Number:** (     ) \_\_\_\_\_ **E-Mail:** \_\_\_\_\_

**Agency Director:** \_\_\_\_\_

**Individual Supervisor:** \_\_\_\_\_

*(\* Please attach a current vita or resume)*

**Supervisor Education:**

☐ MA year \_\_\_\_\_ ☐ MEd year \_\_\_\_\_ ☐ EdS year \_\_\_\_\_ ☐ PhD year \_\_\_\_\_

☐ MSW year \_\_\_\_\_ ☐ MDiv year \_\_\_\_\_ ☐ DMin year \_\_\_\_\_

**Licensure/Certification:**

☐ LPC year \_\_\_\_\_ ☐ LMFT year \_\_\_\_\_ ☐ LCSW year \_\_\_\_\_ ☐ NCC year \_\_\_\_\_

☐ Certifications: \_\_\_\_\_

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

**General Description of Placement:**

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

**Population(s): check all that apply**

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

**Description of Possible Student Activities:**

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

**Taping Allowed:**

- ☐ Yes, with appropriate consent forms    ☐ No

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

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

**Student Name:** \_\_\_\_\_ **Week Ending:** \_\_\_\_\_ (Sat.)

*To be filled in by Student*

ACTIVITY	DATE & HOURS								
	Sample: 9/24/05	Sun	Mon	Tues	Wed	Thur	Fri	Sat	TOTAL
<b>Face to Face Client Hours</b>									
Individual Counseling	2.00								
Couples and/or Family Counseling									
Substance Abuse - Specific									
Counseling/Psychoeducational Group	1.00								
<b>Total Face to Face Client Hours</b>	<b>3.00</b>								
<b>Indirect Hours</b>									
Individual Supervision	1.00								
Group Supervision	1.50								
Program Planning	2.00								
Consultation									
Conferences Attended									
Workshops Conducted									
Administrative Responsibilities	1.00								
Other									
<b>Total - Indirect Hours:</b>	<b>5.50</b>								
<b>Face to Face &amp; Indirect Hours:</b>	<b>8.50</b>								

*Running Total*

Previous Week Face to Face Total		+		Face to Face Hours for Week =		**Total Face to Face Hours
Previous Week Indirect Total		+		Indirect Hours for Week =		**Total Indirect Hours

Student Signature: \_\_\_\_\_

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

- ☐ Met for one hour of face to face supervision this week  
☐ Reviewed cases  
☐ Reviewed a tape  
☐ Student takes initiative and utilizes supervision in a professional manner  
☐ Student is progressing adequately

☐ Same as last week

☐ New area/insight (please comment): \_\_\_\_\_

- ☐ Student needs supervision on growth areas:

☐ Same as last week

☐ New area/insight (please comment): \_\_\_\_\_

Individual Site Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_



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

Student Name: \_\_\_\_\_

**Clip Review**

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

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

SUPERVISOR FEEDBACK:

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

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

Student Name: \_\_\_\_\_

**Entire Session Review:**

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

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

SUPERVISOR FEEDBACK:

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

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

Student \_\_\_\_\_

Supervisor \_\_\_\_\_

**Please read:**

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

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

Average: \_\_\_\_\_

CAS-S

1

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

Average: \_\_\_\_

<i>Intervention Skills</i>							
Creates client ownership	1	2	3	4	5		
Manages good session beginnings and endings	1	2	3	4	5		
Good timing of interventions	1	2	3	4	5		
Appropriately applies counseling theories and techniques in a manner that indicates strong knowledge of both	1	2	3	4	5		
Follows treatment plan	1	2	3	4	5		
Demonstrates a grasp of issues involved and a sense of where progress is possible for a particular client	1	2	3	4	5		
Interventions are focused and effective	1	2	3	4	5		

Average: \_\_\_\_

CAS-S

2

**Case Conceptualization &  
Management**

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

Average: \_\_\_\_\_

**Counselor Self-Awareness**

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

Average: \_\_\_\_\_

**Please describe one strength and one growth area:**

Total Average: \_\_\_\_\_

**Strength:**

**Growth area:**

**Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Thank you!**

**CAS-S**

**3**

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

Name of Supervisor: \_\_\_\_\_ Student: \_\_\_\_\_

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

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

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_



***Master of Arts in Counseling  
Professional Practice Form***  
**PRACTICUM - FACULTY GROUP Supervisor**  
**Evaluation by Student**

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

The following fifteen statements serve as a list of the expectations of supervisors within the counseling program as well as a format for students' evaluation of their supervisors at the end of their practicum and internship experiences. After each item, please comment about your supervisor.

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



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

**INDIVIDUAL SITE SUPERVISOR FINAL RECOMMENDATION**

Student Name: \_\_\_\_\_

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

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

Individual Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Please place form in your PPF**

**Name:**

Practicum  
Session Background Form

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

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

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

***Master of Arts in Counseling  
Professional Practice Form***  
PRACTICUM Hours Summary Form

Student Name: \_\_\_\_\_

FACE TO FACE CLIENT CONTACT HOURS	No. Hours
Individual Counseling	
Couples and/or Family Counseling	
Substance Abuse - Specific	
Counseling/Psychoeducational Group	
<b>TOTAL FACE TO FACE CLIENT CONTACT HOURS:</b>	

Indirect Service Hours	No. Hours
Individual Site Supervision	
Site Small Group Supervision	
EMU Small Group Supervision	
Program Planning	
Consultation	
Conferences Attended	
Workshops Conducted	
Administrative Responsibilities	
Other	
<b>TOTAL INDIRECT HOURS:</b>	

<b>GRAND TOTAL</b>	
--------------------	--

Individual Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Group Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

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

If at any time for any reason you are dissatisfied with our sessions, please inform the Professional Practice Coordinator. I assure you that my services will be professionally handled and consistent with accepted ethical standards. Please note that counseling is in place for your personal growth and wholeness.

Additionally, should we find that you are in need of further support; we will explore referral possibilities to the Counseling Center on campus or to clinicians in the community.

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

Client Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Internship Forms

**An updated version of Internship Forms can be found at the following link: [Internship Forms](#)**



SCHOOL OF GRADUATE &  
PROFESSIONAL STUDIES

## *Master of Arts in Counseling Professional Practice*

### *INTERNSHIP Student Records Checklist*

**Step #1:** Submit the original of this checklist with all required forms attached to the Professional Practice Coordinator prior to beginning internship. Forms will be placed in the student's PPF prior to the start date.

**Step #2:** Subsequent forms are submitted by the student through the semester directly to the PPF.

***Keep copies of everything for your records!***

Student Name: \_\_\_\_\_ Faculty Group Supervisor: \_\_\_\_\_

Internship Site: \_\_\_\_\_ Individual Site Supervisor: \_\_\_\_\_

#### **Prerequisite to beginning Internship:**

- ☐ Liability Insurance Form    Expiration date: \_\_\_\_\_
- ☐ Agency Placement Form
- ☐ Contract Letter
- ☐ Supervision Agreement Form

Verification that all prerequisites have been met:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Professional Practice Coordinator

#### **Internship I (placed in PPF by student):**

- ☐ Counselor Assessment Scale Form
  - ☐ Completed by Student if requested
  - ☐ Completed by Individual Site Supervisor
- ☐ Clip review by Individual Site Supervisor
- ☐ Entire session review by Individual Site Supervisor
- ☐ Hours Summary Form and Hours Tracking Form (proof of summary)  
(submit originals, signed by Individual Site Supervisor)

PLEASE SIGN ONLY AFTER VERIFICATION OF ALL FORMS HAS BEEN COMPLETED

Faculty Group Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Internship II:**

- ☐ Final Counselor Assessment Scale Form completed by Individual Site Supervisor
- ☐ Clip review by Individual Site Supervisor
- ☐ Entire session review by Individual Site Supervisor
- ☐ Final Hours Summary Form and Hours Tracking Form (proof of summary)  
(submit originals, signed by Individual Site Supervisor)
- ☐ **Individual Site Supervisor Evaluation form completed by student and given to the Professional Practice Coordinator:**

PLEASE SIGN ONLY AFTER VERIFICATION OF ALL FORMS HAS BEEN COMPLETED

Faculty Group Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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

Insert Date

Insert Site Supervisor Name  
Insert Placement Name  
Insert Address  
Insert City/State/Zip Code

Dear Insert Site Supervisor Name:

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Greg Czyszczonek".

Greg Czyszczonek, Ph.D., LPC  
Assistant Professor and Professional Practice Coordinator  
Email: [greg.czyszczonek@emu.edu](mailto:greg.czyszczonek@emu.edu)  
Office Phone: (540) 432-4324

## **Supervision Agreement – Internship**

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

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

### **Collaboration with Faculty Supervisor:**

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

### **An Effective Individual Supervisor:**

- Accepts students in a non-judgmental way.
- Enters into the frame of reference of the student.
- Elicits essential data from the student.
- Assesses the strengths of the student.
- Assesses the weaknesses and "growing edges" of the student.
- Affirms the student in relationship to strengths.
- Points out weaknesses and "growing edges" in a professional manner.
- Initiates pertinent discussion in the supervisory sessions.
- Helps students to gain insight into transference-counter-transference issues in the counseling relationship.
- Facilitates an understanding of the psychodynamics of the client.

- Assists the student in dealing with termination and/or referral.
- Has sensitivity to ethical issues in the counselor-client interaction.
- Facilitates reflections of faith as related to the counseling experience.
- Establishes and maintains good inter-professional relations with students.

### **Expectations of the Agency and Individual Site Supervisor:**

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

### **Expectations of the Student:**

- Completion of all Professional Practice Placement pre-requisites and forms.
- To be aware of the necessity of representing the agency to the community in a responsible and knowledgeable manner.
- To be involved approximately 15-20 hours per week for the internship experience (over two semesters); 600 documented hours required. The scheduling of the clinical hours is to be



negotiated between the student and the school or agency. This involvement should include: direct clinical services such as individual counseling, marriage counseling, group or family counseling, individual and group supervision, staff meetings, case conferences, intake staffings, administrative responsibilities such as completing records, making process notes, etc., and other educational classes and experiences.

- To be punctual, responsible, and professional at all times. Since the admission process to the master's program is selective, and only students of the highest quality, maturity and motivation are accepted, it can be expected that student- agency relationships will function on a high professional level at all times. If transportation problems occur or there is illness, students will be expected to notify the school or agency as promptly as possible. Students are to be punctual in arriving at their agencies, allowing some extra time for emergencies. Sensitivity to the dress and deportment standards of the agency is necessary as well. It is expected that the ethical conduct of students will be of the highest caliber. Clients should not be discussed casually or at inappropriate times. Confidential records are to be handled with great care and the privacy of the client is to be carefully protected.
- To meet with the individual site supervisor for individual supervision one hour each week (for 15 weeks each semester). This is to be at a set time and on a set day. Students will be expected to present video recordings of counseling sessions at most supervisory sessions in order that specific feedback can be given. Students are encouraged to let their supervisors know what kinds of feedback will be most helpful to them. Supervision is a dual process involving both supervisors and students.
- To evaluate the individual site supervision at the end of each school year according to the specified form. This evaluation is kept confidential by the faculty.

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

Site Supervisor Printed Name & Date:

---

Site Supervisor Signature & Date:

***Master of Arts in Counseling  
Professional Practice***  
INTERNSHIP Agency Placement Form

**Agency:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone Number:** (     ) \_\_\_\_\_ **E-Mail:** \_\_\_\_\_

**Agency Director:** \_\_\_\_\_

**Individual Supervisor:** \_\_\_\_\_

(\* Please attach a current vita or resume)

**Supervisor Education:**

☐ MA year \_\_\_\_\_ ☐ MEd year \_\_\_\_\_ ☐ EdS year \_\_\_\_\_ ☐ PhD year \_\_\_\_\_

☐ MSW year \_\_\_\_\_ ☐ MDiv year \_\_\_\_\_ ☐ DMin year \_\_\_\_\_

**Licensure/Certification:**

☐ LPC year \_\_\_\_\_ ☐ LMFT year \_\_\_\_\_ ☐ LCSW year \_\_\_\_\_ ☐ NCC year \_\_\_\_\_

☐ Certifications: \_\_\_\_\_

**Years of Experience:** \_\_\_\_\_ **Completed Supervision Training:** \_\_\_\_\_ **or** \_\_\_\_\_

20 hrs/Date    Credit Class/Date

**General Description of Placement:**

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

**Population(s): check all that apply**

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

**Description of Possible Student Activities:**

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

**Recording Allowed:**

- ☐ Yes, with appropriate consent forms    ☐ No

Return to:

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



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

**Student Name:** \_\_\_\_\_ **Week Ending:** \_\_\_\_\_

*To be filled in by Student*

**DATE & HOURS**

ACTIVITY	Sun	Mon	Tues	Wed	Thur	Fri	Sat	TOTAL
<b>Face to Face Client Hours</b>								
Individual Hours								
Coordinated Care - Individual Hours								
Co-located Care - Individual Hours								
Integrated Care - Individual Hours								
Counseling/Psychoeducational Group								
Coordinated Care - Group Hours								
Co-located Care - Group Hours								
Integrated Care - Group Hours								
Couples and/or Family Counseling								
Substance Abuse - Specific								
<b>Total Face to Face Client Hours</b>								
<b>Indirect Hours</b>								
Individual Supervision								
Group Supervision								
Program Planning								
Consultation								
Interdisciplinary Team Meetings								
Interdisciplinary Consultation								
Conferences Attended								
Workshops Conducted								
Administrative Responsibilities								
Other								
<b>Total - Indirect Hours:</b>								
<b>Face to Face &amp; Indirect Hours:</b>								

**Running Total**

Previous Week Face to Face Total	+		Face to Face Hours for Week =	
Previous Week Indirect Total	+		Indirect Hours for Week =	

Student Signature: \_\_\_\_\_

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

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

Individual Site Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

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

Student Name: \_\_\_\_\_

**Clip Review**

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

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

SUPERVISOR FEEDBACK:

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date



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

Student Name: \_\_\_\_\_

**Entire Session Review:**

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

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

**SUPERVISOR FEEDBACK:**

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date



SCHOOL OF GRADUATE &  
PROFESSIONAL STUDIES

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

Student \_\_\_\_\_

Supervisor \_\_\_\_\_

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

**Professional Behavior**

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

Average: \_\_\_\_\_

CAS-5

1

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

Average: \_\_\_\_\_

<i>Intervention Skills</i>	Beginner			Intermediate		Professional	Comment
Creates client ownership	1	2	3	4	5		
Manages good session beginnings and endings	1	2	3	4	5		
Good timing of interventions	1	2	3	4	5		
Appropriately applies counseling theories and techniques in a manner that indicates strong knowledge of both	1	2	3	4	5		
Follows treatment plan	1	2	3	4	5		
Demonstrates a grasp of issues involved and a sense of where progress is possible for a particular client	1	2	3	4	5		
Interventions are focused and effective	1	2	3	4	5		

Average: \_\_\_\_\_

CAS-5

2

**Case Conceptualization &  
Management**

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

Average: \_\_\_\_

**Counselor Self-Awareness**

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

Average: \_\_\_\_

**Please describe one strength and one growth area:**

Total Average: \_\_\_\_

**Strength:**

**Growth area:**

**Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Thank you!

CAS-5

3



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

Name of Supervisor: \_\_\_\_\_ Student: \_\_\_\_\_

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

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

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_



***Master of Arts in Counseling  
Professional Practice Form***  
FACULTY GROUP Supervisor Evaluation by Student

Student: \_\_\_\_\_  
Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_

The following fifteen statements serve as a list of the expectations of supervisors within the counseling program as well as a format for students' evaluation of their supervisors at the end of their practicum and internship experiences. After each item, please comment about your supervisor.

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



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

**INDIVIDUAL SITE SUPERVISOR FINAL  
RECOMMENDATION**

Student Name: \_\_\_\_\_

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

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

Individual Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please place form in your PPF**

**Name:**

Internship  
Session Background Form

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

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

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

*Master of Arts in Counseling  
Professional Practice Form*  
INTERNSHIP Hours Summary Form

Student: \_\_\_\_\_

Site: \_\_\_\_\_

Activity	Summer ____	Fall ____	Spring ____	GRAND TOTAL
FACE TO FACE CLIENT CONTACT HOURS	# hours	# hours	# hours	
Individual Hours				
Coordinated Care - Individual Hours				
Co-located Care - Individual Hours				
Integrated Care - Individual Hours				
Counseling/Preprofessional Group				
Coordinated Care - Group Hours				
Co-located Care - Group Hours				
Integrated Care - Group Hours				
Couples and/or Family Counseling				
Substance Abuse - Specific				
<b>Total Face To Face Client Contact Hours:</b>				

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

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

**GRAND TOTAL OF ALL INTERNSHIP HOURS:** \_\_\_\_\_

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

Site Supervisor – Sign and Date

Faculty Supervisor – Sign and Date

Sign End of Internship

## Program Evaluation for Supervisors

*Please provide some feedback for our faculty about students from our program that you have had an opportunity to observe in your role. Please return this form in the self-addressed prepaid envelop provided. Thank you for your time.*

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1. How many graduates of the EMU MA in Counseling program have you had the opportunity to observe?
2. Please list two or three common traits and strengths you have noticed in the EMU students you have had the opportunity to work with.
3. What thoughts or recommendations do you have for us to better prepare our students for work in the field?
4. On a scale from 1 – 5 how prepared do you feel our students are to meet the needs of their clients? – *Please circle*  
(Ill prepared)   1        2        3        4        5   (Very Prepared)  
Comments:
5. On a scale from 1 – 5 how prepared do you feel our students are to meet the standards of professional engagement within your organization? – *Please circle*  
(Ill prepared)   1        2        3        4        5   (Very Prepared)  
Comments:
6. Would you recommend EMU to prospective students?

Thank you!

We greatly appreciate the time and dedication you give to our students and hope that your experience is enriching and fulfilling. Please let us know how we can better meet your needs as we collaborate together.

With sincere gratitude,

MAC faculty