

PRACTICUM/INTERNSHIP MANUAL

Department of Educational Studies, Leadership, & **Counseling**

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Questions about this manual may be directed to Dr. Rebecca Pender Practicum/Internship Coordinator (270) 809-6905, rpender@murraystate.edu

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Introduction

This handbook is a guide for the practicum, experience in school and clinical mental health counseling. The goal of this manual is to facilitate the planning, organization, and implementation of the practicum experience for the counseling student, the field supervisor, and the faculty supervisor.

Professional Identity

The intention of the Counseling Degree Programs at Murray State University is to cultivate in students an identity as a professional counselor. Historically, the counseling profession emerged from three different sources: vocational counseling, school counseling and mental health counseling. A professional counselor practices and adheres to the ACA 2005 Code of Ethics. The Preamble of the ACA Code of Ethics describes the ACA as an educational, scientific, and professional organization whose members are dedicated to the enhancement of human development throughout the life span. ACA members recognize diversity in society and embrace cross-cultural approaches in support of the worth, dignity, potential, and uniqueness of each individual.

The mission of ACA is to "enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity" (http://www.counseling.org). The ACA includes, but is not limited to, the following divisions: American School Counseling Association; American Rehabilitation Counseling Association; American Mental Health Counselor Association; Association for Multicultural Counseling and Development; Association for Gay, Lesbian, Bisexual and Transgender Issues in Counseling; Association for Specialists in Group Work; Association for Spiritual, Ethical, and Religious Values in Counseling; Association for Assessment in Counseling; American Career Development Association; International Association of Addiction and Offender Counselors; Association for Adult Development and Aging: International Association of Marriage and Family Counselors; American College Counseling Association; and Association for Counselor Education and Supervision.

The Counseling Program of Murray State University seeks to graduate professionals who demonstrate accountability to the profession by modeling the ACA philosophy, following the ACA 2005 Code of Ethics, and belonging to professional organizations. Students are encouraged to maintain the highest standards of the profession by seeking licensing on the LPCA and LPCC levels in the State of Kentucky and through professional credentialing at the national level. In addition, demonstration of professional identity as a counselor is encouraged beyond the graduate school program through maintaining ongoing supervision and/or consultation, participating in research, reading professional journals and books, and attending professional conferences.

The Practicum/Internship Experience: Definitions

The practicum/internship experience is a planned educational experience in which the student is expected to fully participate in the activities of a functional school or clinical mental health counseling program. The practicum/internship student will complete practicum/internship in a school or mental health agency, which provides a program of services designed to help individuals function to their optimal capability. The school counseling student should get experiences in facilitating and enhancing school learning through individual counseling sessions, group counseling sessions, class room presentations, and other appropriate school counseling activities. Clinical mental health counseling students should get experiences in facilitating individual counseling sessions, group counseling sessions, intake assessments, case management, and other appropriate mental health counseling activities.

In each school counseling setting, the practicum/internship student is supervised by a certified school counselor who has a minimum of two years counseling experience and has been appropriately trained at least at the Master's degree level in counseling or a closely related educational field. In each community agency setting, the practicum/internship student is supervised by a licensed professional counselor, social worker, or psychologist who has a minimum of two years of counseling experience and has been appropriately trained at least at the Master's degree level in counseling or a closely related educational field. The site supervisor oversees the total learning process of the practicum/internship student in the field setting. The site supervisor's evaluation of the practicum/internship student provides the University with an important measure of the student's level of competency as a counselor-in-training.

The evaluation of the practicum/internship student's performance is primarily based upon the practicum/internship contract. This includes a list of responsibilities, objectives, and activities required to complete those objectives, which the student will complete during the field practicum/internship experience. This is an agreement among the practicum/internship student, the site supervisor, and the faculty supervisor as to the goals, guidelines, and expectations of the practicum/internship experience.

The Practicum and Internship Coordinator is responsible for the approval and disapproval of the site for the practicum/internship experience. The faculty supervisor is responsible for weekly supervision and evaluation of the student in the practicum/internship experience. The faculty supervisor will contact the supervisor in the field setting during the practicum/internship experience. In addition, the faculty supervisor is available for consultation with the agency/school staff members in order to facilitate an effective practicum experience.

The Practicum Experience: Requirements and Goals

Three credit hours of CNS 790 – Practicum experience must be included in all programs in Counselor Education at Murray State University. Students are required to arrange for a practicum during the semester prior to the semester it is to be taken.

Students must complete a minimum of 150 on-site hours of practicum experience during a semester. The minimum requirements are:

- 150 on-site hours for 3 academic credits or an average of 10 hours per week for 15 weeks during a fall or spring semester, 40 hours of these must be in direct services, which includes individual or group counseling.
- A minimum of one hour a week of individual faculty supervision.
- A minimum of 1 ½ hours a week of group supervision.
- A minimum of one hour a week of on-site supervision.

The general goal of the field placement experience is the development of a counselor capable of assuming a professional role. Specific goals of the field placement experience include the following:

- 1. To utilize the variety of skills and techniques available to counselors in assisting the client.
- 2. To demonstrate in individual and group settings the necessary professional behaviors appropriate to the particular setting and its client population.
- 3. To gain knowledge of the administration and internal workings of agencies or schools.
- 4. To gain a working knowledge of community resources available for the coordination of services to clients as well as for the referral of clients.
- 5. To work with other personnel in a collaborative or consultative manner.
- 6. To gain self-knowledge and insight as it relates to clients and the process of counseling.

Special emphasis will be placed on critiquing counseling skills, either observed or video recorded. The practicum is primarily a tutorial form of instruction consisting of common core requirements yet is highly individualized. Practicum should symbolize the culmination of your program. It will allow you the opportunity to utilize your previous knowledge and course work by putting into practical application what you have learned. The emphasis will be on you as a helper who can provide the necessary conditions, skills, and knowledge to bring about better adjustment and functioning of those whom you serve. This will require a considerable amount of time and a true commitment on your part. Hopefully, you will participate not just on "tasks to be performed for a grade," but truly as learning experiences which will further help you in your own self-evaluation, exploration, and development.

The Internship Experience: Requirements and Goals

Three credit hours of CNS 794 - Internship I and three credit hours of CNS 795 - Internship II experience must be included in all programs in Counselor Education at Murray State University. Students are strongly advised to arrange for an internship during the semester prior to the semester it is to be taken.

Students must complete a minimum of 300 on-site hours of internship (per three credit hours) experience during a semester. The minimum requirements are:

- 300 on-site hours for 3 academic credits or an average of 20 hours per week for 15 weeks during a fall or spring semester, 120 hours of these must be in direct services, which includes individual or group counseling.
- A minimum of 1 ½ hours a week of group supervision.

• A minimum of one hour a week of on-site supervision.

The general goal of the field placement experience is the development of a counselor capable of assuming a professional role. Specific goals of the field placement experience include the following:

- 7. To gain a functional understanding of the Standards for Beginning Counselors by working with them in a school or agency setting to promote academic development, personal social development, and career development.
- 8. To utilize the variety of skills and techniques available to counselors in assisting the client.
- 9. To demonstrate in individual and group settings the necessary professional behaviors appropriate to the particular setting and its client population.
- 10. To gain knowledge of the administration and internal workings of agencies or schools.
- 11. To gain a working knowledge of community resources available for the coordination of services to clients as well as for the referral of clients.
- 12. To work with other personnel in a collaborative or consultative manner.
- 13. To gain self-knowledge and insight as it relates to clients and the process of counseling.

Special emphasis will be placed on critiquing counseling skills, either observed or video recorded. The internship is primarily a tutorial form of instruction consisting of common core requirements vet is highly individualized. Internship should symbolize the culmination of your program. It will allow you the opportunity to utilize your previous knowledge and course work by putting into practical application what you have learned. The emphasis will be on you as a helper who can provide the necessary conditions, skills, and knowledge to bring about better adjustment and functioning of those whom you serve. This will require a considerable amount of time and a true commitment on your part. Hopefully, you will participate not just on "tasks to be performed for a grade," but truly as learning experiences which will further help you in your own self-evaluation, exploration, and development.

Liability (Malpractice) Insurance

- 1. The student, through the American Counseling Association (ACA) Liability Insurance or through a private carrier, will obtain liability (Malpractice) insurance for the practicum student.
- 2. Liability (Malpractice) insurance for the faculty supervisor will be provided by the faculty supervisor having ACA Liability Insurance or through a private carrier.
- 3. Liability (Malpractice) insurance for the field supervisor will be provided by the employing agency.

Practicum/Internship Field Selection

The purpose of the counseling practicum/internship is to provide students with closely supervised counseling experiences that will facilitate their continued development as professional counselors. It is essential that students select field settings consistent with their professional goals and objectives and that a Memorandum of Agreement between MSU's Counseling Program and the field setting is in place (See Appendix A for forms). These forms must be submitted to the Practicum and Internship Coordinator prior to seeing clients in this setting. Students must meet with the Practicum and Internship Coordinator to discuss the practicum/internship field setting before initial contact is made with the field setting.

When selecting practicum and internship field settings, students are strongly encouraged to consider the following:

- What type of supervision is offered?
- Is the supervision provided by a qualified supervisor?
- Availability of clients.
- Type of clientele Clients should be similar to the student's career objectives and practicum or internship developmental sequence.
- The field setting should have the availability and the privacy of an office or other confidential setting.
- Number of positions available at the field setting.
- The field setting must allow videotaping of counseling sessions.
- The field setting should provide a clear description of its expectations for students placed in that setting.

Students will be evaluated by:

- 1. Regular attendance.
- 2. Maintenance of complete and accurate case records.
- 3. Professional behavior (including being on time, being prepared, and appropriate attire).
- 4. Case presentations.
- 5. Participation in observation, feedback, and consultation.
- 6. Adequately meeting their responsibilities in CNS 790.

Students are encouraged to select a field setting that will stretch their capabilities and not simply allow them to "get through" the experience. Students are expected to do such things as:

- 1. Come to understand some of the basic principles of human growth, development, and learning and how these principles facilitate learning and counseling processes.
- 2. Increase their understanding of the various counseling theories, techniques, and procedures.
- 3. Practice basic skills essential to counseling.
- 4. Increase their understanding of the dynamics of individual, couple and family behavior and the larger context in which these systems are embedded.
- 5. Foster an internally consistent approach to counseling.
- 6. Establish and maintain counseling relationships within the Code of Ethics of the American Counseling Association.
- 7. Increase their ability to discern clients' problems and implement appropriate intervention strategies.
- 8. Increase confidence in their ability to perform the counselor role.
- 9. Learn how to write effective case notes and reports.
- 10. Meet other objectives that are required by the faculty and field supervisor.

Practicum/Internship Responsibilities

Responsibilities of the Site Supervisor

The site supervisor is approved by the University and the cooperating agency, and is well versed in current theory, research, and practice in the field of counseling. The site supervisor must have a minimum of two years of counseling experience and hold certification/licensure. A Memorandum of Agreement must be on file with the Murray State University Counseling Program.

Orientation

- 1. Meet with the practicum student and sign the formal Memorandum of Agreement, Site Supervisor Profile, and Field Setting Approval Form guaranteeing 150 clock hours including 60 hours of direct client services for practicum or 600 clock hours including 240 direct client hours for internship.
- 2. Establish a supervision contract with the practicum/internship student.

- 3. Orient the practicum/internship student to the assigned agency; orientation should include identification of the various components of the program, layout of the agency, and organization.
- 4. Meet with the practicum/internship student at the beginning of the practicum to provide assistance in the development of the practicum/internship student's plan, to provide and discuss the agency, and to provide an overview of working relationships in the agency.
- 5. Encourage the practicum/internship student to seek information by asking questions of the field supervisor and other members of the staff, to schedule time for meeting with administrative staff, and for counseling supervision.

Planning

- 1. Provide opportunity for the practicum/internship student to engage in structured observation of counseling activities by counselors in the agency (if appropriate).
- 2. Explain how counseling activities are provided and how they relate to the counseling program and the agency.
- 3. Participate in the development, refinement, and implementation of the practicum student's plan for the semester.
- 4. Arrange regular times to meet with the practicum/internship students to provide supervision, to answer questions, to make suggestions, and to facilitate the execution of the practicum student's plan.
- 5. Plan with the faculty supervisor concerning the practicum/internship student's program and the evaluation of performance.
- 6. Act as a resource for the practicum/internship student concerning theory, techniques, and materials.

Counseling Activities

- 1. Provide opportunities for the practicum student to engage in individual counseling, group counseling, and consultation.
- 2. Provide the practicum/internship student with regular feedback regarding counseling.
- 3. Provide a positive environment in the agency so that the practicum/internship student can function as a counselor-in-training.

Methodology and Instruction

1. Participate actively in the carrying out of the practicum student's plan for the semester.

- 2. Support and facilitate the achievement of the expectations and goals which the University and the Counselor Education Program has for the practicum/internship student.
- 3. Plan time to contact the faculty supervisor to discuss the practicum/internship student's performance.

Evaluation / Supervision

- 1. Provide a minimum of one hour per week individual supervision.
- 2. Conduct at least two (mid-term and end-of-term) written appraisals of the practicum/internship student's performance.
- 3. Maintain regular contact with the faculty supervisor to discuss the practicum/internship student's performance and progress.

Responsibilities of the Practicum/Internship Student

The practicum student agrees to complete 150 clock hours, with a minimum of 40 hours being in direct client service. The internship student agrees to complete 600 clock hours, with a minimum of 240 being direct client services.

Orientation

- 1. The student is responsible for making arrangements necessary to insure appropriate placement. The practicum/internship student will meet with the field supervisor prior to the beginning of the practicum/internship and formally sign practicum/internship agreements. If the site does not currently have a Memorandum of Agreement with the Counseling Program, the Practicum and Internship Coordinator will meet with the site to make sure the necessary requirements are in place and will complete the Memorandum of Agreement with the Site.
- 2. The practicum/internship should prepare a tentative plan with the faculty supervisor and the field supervisor preceding the practicum experience.
- 3. Prior to beginning the practicum/internship, the student should become familiar with this Practicum/Internship Manual, and with relevant agency materials.
- 4. The student should be available for all orientation sessions arranged by the faculty supervisor and the field supervisor.
- 5. The student is expected to arrange for reliable and regular transportation to and from the assigned agency.
- 6. The student should become familiar with the procedures, expectations, guidelines, and evaluations, which your practicum and the program have in place.

7. The student will maintain the acceptable level of liability insurance while engaging in clinical experiences

Planning

- 1. Present the working plan for the semester's experience at the end of the second week of the practicum/internship to the faculty supervisor during supervision. The plan will include the student's goals, the methods to achieve those goals.
- 2. Discuss and develop the proposed plan with the site supervisor and the faculty supervisor. Both the site supervisor and the faculty supervisor must endorse the proposed plan.
- 3. Arrange to meet weekly with the site supervisor to discuss both the proposed plan and counseling activities.
- 4. Inform the site supervisor if you will be absent from your practicum/internship for any reason.
- 5. Plan to meet with your faculty supervisor on a weekly basis and be prepared to present a recent videotape of your counseling for supervision.
- 6. Fulfill the final plan for the semester.

Counseling Activities

- 1. Use the practicum/internship experience to enhance skills in individual and group counseling.
- 2. Organize the necessary materials for counseling activities.
- 3. Consult with the field supervisor and the faculty supervisor on a regular basis to discuss planned activities and to receive feedback on completed work. For practicum this is a minimum of one hour a week for individual supervision with your field supervisor, one hour a week for individual supervision with your faculty supervisor and 1 ½ hours for group supervision with your faculty supervisor. For internship, this is a minimum of one hour a week for individual supervision with the field supervisor and 1 ½ hours for group supervision with you faculty supervisor.

Instruction and Methodology

- 1. Spend some time at the beginning of the practicum/internship observing the counselor, other counselors if appropriate, and selected agency situations/operations.
- 2. Attend orientations, seminars, and course meeting related to the practicum/internship course.
- 3. Submit to the faculty supervisor all projects to be completed during the practicum/internship.
- 4. Submit to the faculty supervisor a log of practicum/internship activities as part of the ongoing and final practicum/internship materials.

Professionalism

- 1. The practicum/internship student will discharge all responsibilities at the cooperating agency in a professional manner and in accord with the ACA 2005 Code of Ethics. The student must adhere to all conduct rules applicable to the agency's or school's employees.
- 2. As a practicum/internship student, you are expected to follow the agency or school calendar rather than the University calendar for holidays and semester breaks.
- 3. As a practicum/internship student, sufficient time should be made available so that the full range of activities typical of counseling in an agency or school may be experienced.
- 4. As a practicum/internship student, you are expected to perform your duties in the same manner as a counselor under contract. It is essential that you become familiar with the policies, practices, and procedures related to the agency or school to which you have been assigned.

Responsibilities of the Faculty Supervisor

- 1. The faculty supervisor will help coordinate student placement with the agency or school setting.
- 2. The faculty supervisor will contact the site supervisor at the beginning, during, and the end of the practicum/internship.
- 3. The faculty supervisor will arrange regular contact with the site supervisor to share expectations for the practicum/internship student and for the experience in the agency or school setting.
- 4. The faculty supervisor will observe and evaluate the activities of the practicum student by way of group supervision no less than 1 ½ hours per week and individual/triadic supervision no less than 1 hour per week. The faculty supervisor will observe and evaluate the activities of the internship student by way of group supervision no less than 1 ½ hours.
- 5. The faculty supervisor will endorse and continually evaluate the practicum/internship student's plan for the semester.
- 6. The faculty supervisor will suggest seminars, activities, projects, and conferences for practicum/internship students.
- 7. The faculty supervisor will assign course grades after consultation with the site supervisor.

Confidentiality Policy

The MSU Counseling Program prohibits the unlawful or unauthorized access, use or disclosure of confidential information obtained during the course of student Practicum/Internship. As a condition of

being a student, MSU Counseling students shall be required to sign the MSU Counseling Program Confidentiality Agreement. The MSU Counseling program provides education and training for each of its student members on the importance of maintaining confidentiality and the specific requirements of the ACA Code of Ethics, ASCA Code of Ethics and state and federal laws protecting the privacy of students and clients.

For purposes of this policy, "Confidential Information" includes information concerning MSU Counseling Program Practicum/Internship students, and confidential client information. Confidential Information includes the following examples of information about a client: name, address, telephone numbers, email address, date of birth, reason for counseling referral, therapeutic goals, medical diagnosis or health condition, photographs or video media.

This policy applies to information maintained or transmitted in any form, including verbally, in writing, or in any electronic form.

Procedures

1. Confidentiality Agreement.

As a condition of being a student, or a relationship with MSU Counseling Program, the Counseling Program will require such individuals to sign the Counseling Program Confidentiality Agreement. The Confidentiality Agreement shall include an agreement that the signing party will abide by the MSU Counseling Program policies and procedures, with ACA/ASCA Code of Ethics and with federal and state laws governing the confidentiality and privacy of information.

All MSU Counseling Practicum/Internship students must have a current Confidentiality Agreement on file in the Counseling Program.

2. Restriction on Access, Use and Disclosure of Confidential Information.

The MSU Counseling Program limits and restricts the use of Confidential Information based upon the specific requirements of the Practicum/Internship student and their Counseling Supervisors.

The MSU Counseling Program Faculty will have the responsibility of educating their students about this Policy and the use and disclosure of Confidential Information, and will monitor compliance with this Policy.

3. Violation of Confidentiality Policy.

Individuals shall not use, or disclose Confidential Information in violation of the law or contrary to MSU Counseling Program policies or Ethical Guidelines. Each individual Practicum/Internship student must maintain and protect against the unauthorized access, use or disclosure of Confidential Information. Any access, use or disclosure of Confidential Information in any form – verbal, written, audio/videotaped or electronic – which is inconsistent with or in violation of this Policy may result in disciplinary action, including but not limited to, immediate removal from the academic program.

All MSU Counseling Program Faculty and others subject to this Policy must report any known or suspected incidents to use or disclose Confidential Information in violation of this Policy or in violation of the law.

Background Checks and Drug Testing

Many field settings now require background checks and random drug testing. A background check is mandatory for practicum or internship placement in most school settings. To be best prepared for beginning practicum/internship on time, the department encourages you to get a background check during your first semester. The background check takes approximately 6-8 weeks to complete. Contact your site administration for more information on the procedures for background checks.

Practicum/Internship Evaluation

Detailed evaluation of the practicum/internship is an important part of the practicum/internship student's learning experience. The general criteria for evaluation are: (1) quality of on-job performance, including evidence of need for less supervision as the internship progresses; (2) estimate of ability to carry out increasingly complex responsibilities; (3) demonstrated awareness by student of her/his effect on others; and (4) scope and depth of professional insights gained through the internship.

Site supervisors are requested to conduct evaluation sessions with each student halfway through the practicum/internship and a final evaluation at the end of the semester. The student's practicum/internship contract, including as it does, goals, objectives, and an expected list of activities to be completed, should serve as the basis for discussion. If it is necessary to alter the projections in the learning contract, such changes should be reported to the university supervisor for consultation and approval.

The syllabus distributed by your faculty supervisor will provide a specific summary of requirements on which evaluation will be made and grades assigned.

Evaluation forms completed by the field supervisor should be reviewed with the practicum/internship student, and both parties must sign the form before being sent to the faculty supervisor.

Recording Equipment and Procedures

This section is designed as an overview of videotape recording and equipment considerations. It offers general guidelines, which will serve to facilitate the practicum experience by improving the quality of the recording. Presenting a quality reproduction of the counseling session to the individual/triadic and group supervisor will allow the meeting to take place. If the tape is inaudible, time spent with supervisor will not count as one hour of faceto-face supervision.

Equipment: The proper equipment will, in many instances, make up for less than optimal conditions. Price is not necessarily the most important factor to consider when purchasing recording equipment. There are also a limited number of cameras available from the Practicum and Internship Coordinator. It is the student's responsibility to inform the faculty supervisor that a camera is needed

Microphones. Listen to determine if the microphone picks up the internal noises of the recording equipment. This will interfere with your recordings. Also, any external noises from the location (i.e. ac units, bathroom and hallway noises, etc. will interfere with your recordings. It is your responsibility to ensure that you have an adequate recording to share in supervision that is free from disturbances. An external microphone or lapel microphone can significantly enhance the quality of the recording. Test the equipment at your setting.

Recording Procedures: Following are some basic guidelines for producing quality recordings:

- 1. If possible, pick a quiet room, free from background noise and echo disturbance.
- 2. Eliminate background noise by placing the video equipment two to three feet from the recording source.
- 3. In many settings a wide-angle lens is also necessary.
- 4. Before buying, try the cameras to see the quality of both the picture and the sound.

Recorded Sessions. Recorded sessions can be problematic regarding confidentiality. Be sure that client names are not written on the tape or box. Supervisors may have their own policy when it comes to keeping recordings. Generally speaking, recordings should not be kept any longer than necessary, usually until the next supervision session. Recording over the previous sessions should erase recordings.

Recordings that are being held for review should be clearly marked as confidential (if recorded on tape) with the student's name, address, phone number, program, and date. The client's name should be protected (e.g., by the use of initials). Regard recordings as being as confidential as the session itself.

Record Keeping

All records concerning the counselor-client relationship must be treated with maximum concern for confidentiality. Records should include: interview notes, any correspondence (including notations of telephone conversations), recordings, electronic data files, test results, and all other information pertinent to the case. Each practicum/internship field setting may have its own policies and procedures regarding the handling of these records, and following such policy is usually a condition of the practicum/internship experience. The following general guidelines are provided to supplement existing directives and/or provide information for the student who is lacking direction regarding case (interview) notes.

Case Notes:

More and more emphasis is necessarily put on the form that case notes should take. The impetus for this emphasis should be a concern for providing the client the best possible service. Unfortunately, fear of litigation is playing an increasing role. This driving force has inspired the

creation of models for note taking designed to alleviate this threat. Still, from a counseling standpoint, note taking should aid the counselor in focusing on the important issues of the previous session. This section will delineate two models which may be useful for the student: (1) D.A.P., and (2) S.O.A.P.

The D.A.P. Model for case notes. This acronym stands for description, assessment, and plan. The general model follows this form: following each session, the counselor's entry into the case notes should include a description of the session (including important issues regarding the client's presenting problem), an assessment of the situation (including thematic material regarding the client's situation), and a plan (including possible directions of future counseling), and any assignments given to the client to do between sessions. Include also a report of completed or uncompleted assignments from the previous session.

The S.O.A.P. Model for case notes. This acronym stands for subjective, objective, assessment, and plan. Essentially, the same information is gathered with the S.O.A.P. Model as is with the D.A.P. Model. The difference is that the description portion of the D.A.P. Model is split in two. The assessment and plan remain the same, but the description is written in a separate subjective and an objective form. An example of the objective portion might be, "the client manifests depression expressed in tearfulness and a flat affect." While the subjective portion would continue, "the divorce has had a devastating effect on the client."

Client Assessment

The initial interview must necessarily start with the gathering of information pertinent to the client's background. Many field settings will have their own forms; but if not, this section delineates a model, which can be utilized by counselors to gather information in an intake or initial session. It is important to note that counselor-client relationships must take precedent; this process does not necessarily have to be a sterile procedure. Rather the counselor must fit this gathering of information into his/her own interpersonal style while allowing the client to feel comfortable and at ease about telling counselors their concerns.

The Bio-Psycho-Social-Assessment Model

The gathering of information pertinent to clients and their problems falls under three general categories, that is, biological, psychological, and social, hence the Bio-Psycho-Social-Assessment Model.

Biological. Design the questions to address issues regarding the client's history of both mental and physical well-being, history of hospitalization and previous treatment, medications, familial history of genetic and/or developmental disorders.

Psychological. Design questions to address issues regarding the psychological well-being of the client specifically (i.e. previous counseling and/or treatment history, and recurring patterns of maladaptive behavior, the client's perceptions of his/her strengths and weaknesses, suicide ideation, etc).

Social. These questions should elicit information regarding the client's social conditions for past

and present (i.e. family of origin, nuclear and extended familial relationships, employment, church activities and spiritual values, social stressors, financial condition, military service, hobbies, likes, dislikes, leisure activities, etc).

Additional Considerations

Field Setting Requirements. In addition to this initial information, each field setting may or may not have specific requirements. Consult with the field supervisor regarding particular requirements.

Counselor Comments. Comments regarding clients may be recorded in clients' charts; however, at the time of intake, there may not be a chart worked up for a particular client. If this is the case, counselors will want to record a summary of their impressions of clients along with this intake information (e.g., the client's appearance and affect, and the counselor's assessment of major treatment issues at the time of intake).

Referral and Termination of Clients

It is the practicum/internship student's responsibility to become familiar with and follow accepted agency procedure for terminating the client/counselor relationship or the referral of clients to another counselor within the agency/school or to another individual or agency/school.

Referrals

Referral of a case is in order when the client's problem(s) and/or needs do not seem appropriate or amenable to the services provided at the practicum field setting. Referral may also be appropriate when it is evident that it is the ethical and legal responsibility of the staff and counselors to report specific information.

Referrals may be necessary for any one of several reasons. These would include situations where clients are experiencing such extreme emotionality that they cannot function enough to care for their basic needs, clients taking medications that appear to have an adverse effect on emotions or to which clients appear to have toxic reactions, or it is necessary to terminate the relationship prematurely because of a change of field setting for the counselor.

Students should be knowledgeable about resources so that a satisfactory referral can be initiated. However, students should check with their faculty/departmental supervisor or field supervisor prior to making any referral.

Referral is necessary when clients' problems and needs are not effectively met by the providing agency/school.

Community resources that can assist counselors in the provision of effective services or intervening on behalf of clients or others are provided by the field setting or faculty/departmental supervisors.

Termination:

Either the client or the counselor may terminate the relationship, or the relationship may be terminated by mutual agreement. The latter form is most desirable; however, the other two may take place in very acceptable situations. A client may terminate, however, because the counselor has been ineffective or offended the client. If this appears to be the case, the counselor should consult with the faculty/departmental supervisor and field supervisor as to what, if any, remedial action should be taken, in addition to reviewing what may have been done inappropriately and how to avoid the same mistakes in the future.

The termination of counseling is a very important part of the counseling process and may have either a positive or negative effect on clients' continued progress. In counseling, a special relationship is built with the client and if the relationship is terminated abruptly and without careful processing, the client is likely to be left with very poor perceptions of counseling at the very least, and at worst, the client may feel devastated.

Termination is acceptable if the termination is done for the right reasons. Ideally, termination takes place because the clients have reached their goals in the counseling process. In this case the client would initiate and the counselor would agree. It may be desirable or even necessary for the counselor to terminate the counseling relationship. This is appropriate if it is no longer physically possible for the counselor to continue seeing clients because of completion of the program or the counselor will, for some other reason, be leaving the agency or area. It is also appropriate for the counselor to terminate when they determine that it is in the best interest of the client, that is, no further progress is being made, the client is becoming dependent on the counselor, or the counselor believes the client is no longer benefiting from counseling.

Care is necessary in terminating and it is recommended you consult with the faculty and field supervisors before terminating a client during the practicum or internship experience.

APPENDIX A PRACTICUM/INTERNSHIP FORMS

MEMORANDUM OF AGREEMENT **BETWEEN** MURRAY STATE UNIVERSITY AND (NAME OF SITE HERE)

This agreement, entered into this	day of	, 2012, between
Murray State University (Educational Studies	s, Leadership and	l Counseling) Murray, Kentucky
hereinafter referred to as the "University", ar	nd	
hereinafter referred to as the "Clinical Facilit	y", shall govern t	the use of its facilities by the
faculty and students enrolled in Murray State	University.	

WHEREAS, the University has students desirous of clinical experience for its student internships and student practicum in Counseling [hereinafter collectively referred to as "Clinical Experience"]; and

WHEREAS, it is to the mutual benefit of the Clinical Facility and the University to cooperate in educational programs; and

WHEREAS, it is in the best interest of the parties hereto to jointly plan for the organization, administration, and operation of the educational program;

NOW THEREFORE, in consideration of the mutual covenants of each party to be kept and performed, it is agreed as follows:

ARTICLE I – UNIVERSITY RESPONSIBILITIES

- The University shall warrant that each student has on file or can provide evidence of immunization or screening in accordance with the Clinical Facility's standards or requirements for employees, if any there be. It shall be the responsibility of the Clinical Facility to advise the University, in writing, of any immunization or screening requirements of the Clinical Facility.
- The standards and philosophy of education, the instruction, and preparation of all B. instructional schedules and plans, including hours of clinical experience, shall be the responsibility of the University. These standards and plans shall be made available to authorized Clinical Facility personnel.
- The University shall provide, if requested, copies of insurance policy of professional liability coverage for students involved in the Clinical Experience with minimum coverage of one million dollars (\$1,000,000.00) per incident and three million dollars (\$3,000,000.00) aggregate, said policy of insurance to be purchased by each individual student.
- Supervision of students shall be in such numbers and at such times as the parties D. hereto agree.

ARTICLE II – CLINICAL FACILITY RESPONSIBILITIES

- Shall be responsible for and retain absolute control over the organization, administration, operation, and financing of its services and including ultimate responsibility for patient/client care and welfare.
- The University shall be informed regarding additional research or educational programs and changes in the Clinical Facility that may affect the University.

- No reduction of staff may be made by the Clinical Facility due to the presence of students and/or University faculty. The Clinical Facility shall retain full responsibility for the care of patients/clients.
- Available space in the building(s) specified by the Clinical Facility may be established and made accessible to the University faculty and students for classroom instruction, conferences, and library purposes undertaken pursuant to this agreement.
- The Clinical Facility shall provide a licensed Facility Preceptor/Site Supervisor to provide supervision for the students. The University shall have the opportunity to review the resume' of potential preceptors for input regarding their suitability for a particular assignment. Clinical Facility will provide University with the license status of the Facility Preceptor/Site Supervisor prior to the commencement of the clinical assignment. The Facility Preceptor is not an employee of the University but shall at all times be deemed an employee of Clinical Facility.
- The Clinical Facility shall maintain professional liability insurance with minimum limits of one million dollars (\$1,000,000.00) per incident and three million dollars (\$3,000,000.00) aggregate. Clinical Facility shall provide the University with a copy of same if so requested by the University.
- Clinical Facility shall obtain written permission from each patient/client authorizing clinical observations and interactions with University students, including videorecording and review of same by University faculty and designated student counseling groups for supervision/evaluation purposes. Copies of said authorizations will be supplied to University.

ARTICLE III – JOINT RESPONSBILITIES

- The Clinical Facility and the University shall provide liaison for services and educational staffs for regular meetings to assure systematic planning and the exchange of information regarding policy changes, problems, and new developments. The Clinical Facility shall evaluate the student's clinical performance in consultation with University. The final decision as to grades will be that of the faculty of the University.
 - For Practicum Students: Each student must complete 150 hours with the Clinical 1. Facility, of which 40 hours must be direct contact with patients/clients (individual or group counseling).
 - 2. For Internship Students: Each student must complete 300 hours of which 120 hours must be direct contact with patients/clients (individual or group counseling).
- В. The Clinical Facility shall retain the right to control access to its facilities by students and faculty members. In the event the behavior of student(s) or faculty should become disruptive to Clinical Facility, is a violation of Clinical Facility's Policy or Procedure or its standing in the community, the action shall be reported immediately, in writing, to the appropriate individual of the University as follows:

Point of Contact Name:	
Position:	
Address:	
Phone:	

The Clinical Facility may immediately remove any student. However, prior to dismissal of any student from the Clinical Experience the student shall be given an opportunity to be heard.

- Each party agrees to cooperate in the other party's investigation of any incident or accident arising out of the educational program conducted pursuant to this agreement.
- The maximum number of students per clinical placement shall be agreed upon by the parties, in writing, prior to the first day of clinical experience. The number of students shall be determined by the availability of adequate clinical experience and resources for the students' learning.
- The University and Clinical Facility shall carry out the responsibility and obligations under the agreement at all times in compliance with Federal, State, and local laws, rules, and regulations.
- F. Both the University and the Clinical Facility represent that they will comply with all applicable federal and state laws prohibiting discrimination. Each represents that it will not discriminate against any person on the basis of race, color, age, religion, gender, sexual orientation, national origin, handicap, or veteran's status.
- G. The agreement shall become effective on the date shown and shall remain in full force and effect unless terminated pursuant to paragraph III.H. Unless otherwise terminated, extensions of one (1) year shall be automatic as of each successive calendar date.
- The contract may be terminated at the will of either party (without cause) upon H. giving no less than sixty (60) days written notice of the party's intention to so terminate. It may be canceled at any time upon mutual written agreement. Termination shall be such as to have no negative impact on any student presently involved in a graduate practicum/internship at the Clinical Facility.
- I. This agreement may only be amended upon mutual approval, in writing, by both parties.
- Both parties, by execution of this agreement, do hereby certify that they have the authority to bind their respective institutions.

IN WITNESS WHEREOF, we h	ave hereunto set our hands this day of
MURRAY STATE UNIVERSITY	NAME OF CLINICAL FACILITY HERE
Randy J. Dunn, MSU President	Title:

MURRAY STATE UNIVERSITY COUNSELING PROGRAM

PRACTICUM/INTERNSHIP

FIELD SETTING APPROVAL FORM

Student will obtain the information to complete this	form from the proposed field setting supervisor.
STUDENT NAME:	
SEMESTER AND YEAR:	
(Check	Applicable Course)
CNS 790 C	CNS 794 CNS 795
FIELD SETTING:	
FIELD SUPERVISOR:	
TITLE, CERTIFICATES, LICENSES:	
CHECKLIST:	
1. The field setting provides an appropriate privi	ate setting for counseling with videotaping capabilities.
2. The field setting provides s sufficient numbe practicum (150 total and 60 direct) and internship (6	r of client hours to meet the departmental requirements for 00 total and 120 direct).
3. The field setting provides the type of clients co	onsistent with my present level of training.
4. The field supervisor meets departmental requi	rements (e.g. experience, degree, major, certificates, license).
5. The field supervisor will provide one hour per	week of 1/1 supervision.
6. Affiliation Agreement between MSU's Depar field setting is in place. <i>I certify that the above requ</i>	tment of Educational Studies, Leadership, and Counseling and irrements are met for the above field setting.
Student Signature	Date
Field Supervisor Signature	Date
Faculty/Practicum-Internship Supervisor/Advisor (signed form w	Date ill be filed in student's file)

MURRAY STATE UNIVERSITY COUNSELING PROGRAM

PRACTICUM/INTERNSHIP

FIELD SETTING INFORMATION FORM

The information you provide on this form will help to ensure that MSU has an affiliation agreement with your field setting; if not the process of an affiliation agreement will be initiated by the department. It is your responsibility to follow this process to ensure that an affiliation agreement is in place. In addition, a letter will be sent to your field supervisor transmitting pages from the Program Handbook and thanking him/her for their cooperation.

Please include **complete** address.

Please print the following information.

			Date
Student:			
Course No.		_ CNS 790, Practicum in Counseling	3 crs.
		_ CNS 794, Internship I	3 crs.
		_ CNS 795, Internship II	3 crs.
Faculty Supervisor	r:		
Field Supervisor:		_Phone/email:	
Field Placement: _			
		(Include school district No. if applicable)	
Address:			
	Street Address	City/State	Zip Code
Field Setting:	Start Date:	End D	ate:
*Note t	to Student: Attach	Signed Practicum/Internship Field Setting Approv	val Form, Site Supervisor Profile

And

Signed Memorandum of Agreement

PRACTICUM APPLICATION

This form must be completed and Submitted by the third week of the semester before you intend to do a practicum. Completion of this form does not guarantee admittance to a practicum section. Once this application has been received and accepted and the section is still open, faculty supervisors will e-mail you to let you know that the registration hold has been removed and you will be allowed to register for practicum. Return to: Dr. Pender, Murray State University, Alexander Hall, Murray, KY 42071 or fax to (270) 809-3799

Name	Date
Program:Ex	spected Graduation
Address:	
Phone #: E-1	mail:
Intended Semester and year for practicum:	FALL □ SPRING □ Year
Type of Settings: Elementary ☐ Middle [Prac.	□ Secondary □ Agency □ Privat□
Name of Intended Practicum Site:	
Address of Practicum Site:	
	ee of the following classes including CNS 619, egin your practicum. It is recommended that you
CNS 617, Intro to School Counseling CNS 618, Issues in Mental Health Counsel CNS 619, Foundational Counseling Skills CNS 624, Theories of Counseling Skills CNS 635, Human Development CNS 671, Multicultural Counseling CNS 692, Group Counseling Other	
Student Signature:	For Department Use Only Date received Advisor's Initials

Murray State University Counseling Program PRACTICUM/INTERNSHIP WEEKLY LOG SHEET

(CIRCLE ONE)

NAME		SITE				
		Direct Ser	Direct Service Hours	Indi	Indirect Service Hours	ours
Date and Time Spent	Activity	Individual Counseling	Group Counseling	Individual Supervision	Group Supervision	Other Indirect
Site supervisor's Signature	or's Signature Date	Direct Hours this page	s page	Indirect Hours this page	his page	
		Previous Dir. Hours	ours	Previous Indir. Hours	Hours	
Internship Fac	Internship Faculty's Signature Date	Total Direct Hours	Irs	Total Indir. Hours	IIS	

Murray State University Counseling Program **SUMMARY OF HOURS**

PRACT	ICUM/INTERNSHIP ST	ΓUDENT'S NAME:		
PLACE	MENT SITE:			
SITE SU	JPERVISOR:			
must be Practicu by accre	ions: Students are responturned in to the Practicum. The log will be kept in editation, certification, are ICUM/INTERNSHIP LO	m Course Instructor upon the Student's files and licensing organization	on completion of d creates a record ns.	each semester of that may be requested
Month	Individual Counseling	Group Counseling	Supervision	Other Indirect
Total				
Hours in	n Individual Counseling	Но	ours in Supervisi	on
Hours in	n Group Counseling	Но	ours in Other Ind	irect
Total Di	irect	To	otal Indirect	
Intern's	Signature			Date
Site Sup	pervisor's Signature			Date
Faculty'	s Signature			Date
Students s	should keep a copy for record	s.		

SUPERVISION WEEKLY PROGRESS

Name:	Dates for the Week:
Summary of Week's Activ	vities (what did you do, how often, and when):
Progress Toward Stated I conceptualization skills, and	Learning Goals (counseling skills, self-awareness, cased professional awareness):
Concerns or Questions An	rising from this Week's Activities (things to bring into supervision):
How are you doing person	nally (wellness/self-care)?:

COUNSELING EVALUATION

MURRAY STATE UNIVERSITY

SITE-SUPERVISOR'S EVALUATION OF SUPERVISEE

SUPERVISEE:	DATE:			
PRACTICUM	INTERNSHIP I (<u>CIRCLE ONE)</u>	INTERNSHIP II		
MIDTERM EVALUATION	(CIRCLE ONE)	FINAL EVALUATION		

Please fill out this evaluation. It is also important for you to sit down with the supervisee/counselor in-training and go over your ratings with them. If you are unsure how to rate an item or if the item was not observed then you can use the not applicable (NA) response.

SUPERVISORY WORKING ALLIANCE

	Item	Poor	Average	Good	NA
1	Supervisee demonstrates commitment and dedication to becoming a counselor.	1 2	3 4 5	6 7	*
2	Supervisee effectively uses supervision to further their development as a professional counselor.	1 2	3 4 5	6 7	*
3	Supervisee is accessible and open to feedback.	1 2	3 4 5	6 7	*
4	Supervisee openly discusses his/her deficiencies and weaknesses with the supervisor.	1 2	3 4 5	6 7	*
5	Supervisor and supervisee developed a strong supervisory working alliance.	1 2	3 4 5	6 7	*
6	Supervisee demonstrates interest in social justice and leadership in advocating for the needs of clients.	1 2	3 4 5	6 7	*

PROFESSIONAL IDENTITY

	Item	Poor	Average	Good	NA
7	Supervisee understands and abides by the ACA Code of Ethics.	1 2	3 4 5	6 7	*
8	Supervisee demonstrates the identity of a professional counselor.	1 2	3 4 5	6 7	*
9	Supervisee demonstrates willingness to advocate for the profession.	1 2	3 4 5	6 7	*

SOCIAL & CULTURAL DIVERSITY

	Item	Poor	Average	Good	NA
10	Supervisee conveys a nonjudgmental view toward individuals of differing backgrounds.	1 2	3 4 5	6 7	*
11	Supervisee demonstrates willingness and ability to address issues that revolve around diversity.	1 2	3 4 5	6 7	*
12	Supervisee discusses issues of diversity objectively and seeks input from client to understand client's point of view.	1 2	3 4 5	6 7	*

HUMAN GROWTH & DEVELOPMENT

	Item	Poor	Average	Good	NA
13	Supervisee employs developmentally appropriate strategies when working with clients.	1 2	3 4 5	6 7	*
14	Supervisee incorporates a client's developmental stage into consideration when conceptualizing underlying issues.	1 2	3 4 5	6 7	*
15	Supervisee demonstrates knowledge and understanding of human developmental stages.	1 2	3 4 5	6 7	*

CAREER DEVELOPMENT

	Questions	Poor	Average	Good	NA
16	Supervisee demonstrates an understanding of client's career/vocational needs.	1 2	3 4 5	6 7	*
17	Supervisee demonstrates knowledge and familiarity with career development materials and information.	1 2	3 4 5	6 7	*
18	Supervisee utilizes assessment instruments and techniques relevant to career planning	1 2	3 4 5	6 7	*

GROUP WORK

	Questions	Poor	Average	Good	NA
19	Supervisee demonstrates appropriate theoretical knowledge and understanding of group work.	1 2	3 4 5	6 7	*
20	Supervisee demonstrates effective group leadership skills.	1 2	3 4 5	6 7	*

HELPING RELATIONSHIPS

	Questions	Poor	Average	Good	NA
21	Supervisee appropriately addresses the parameters and limitations of confidentiality through informed consent.	1 2	3 4 5	6 7	*
22	2 Supervisee effectively communicates empathy and understanding in a nonjudgmental manner.		3 4 5	6 7	*
23	Supervisee effectively establishes a working alliance with the client.	1 2	3 4 5	6 7	*
24	Supervisee focuses on the client's need without imposing an external agenda.	1 2	3 4 5	6 7	*
25	Supervisee conducts concrete and brief interventions without being wordy.	1 2	3 4 5	6 7	*

26	Supervisee effectively addresses and reflects emotional content.	1 2	3 4 5	6 7	*	
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ASSESSMENT

	Questions		Average	Good	NA
27	Supervisee appropriately uses assessment results to plan interventions.		3 4 5	6 7	*
28	Supervisee utilizes referrals effectively.	1 2	3 4 5	6 7	*
29	Supervisee demonstrates the ability to acquire and use needs assessment data.	1 2	3 4 5	6 7	*
30	Supervisee demonstrates the necessary skills to administer, score, and interpret assessments.	1 2	3 4 5	6 7	*

RESEARCH & PROGRAM EVALUATIONS

	Questions	Poor	Average	Good	NA	
31	Supervisee demonstrates an understanding of principles, models, and applications of assessments and evaluations to effectively modify programs.	1 2	3 4 5	6 7	*	
32	Supervisee demonstrates the use of research to inform evidence-based practices.	Form 1 2 3 4 5		6 7	*	
33	Supervisee demonstrates effective use of technology.	1 2	3 4 5	6 7	*	
34	Supervisee demonstrates understanding and ability to conduct appropriate needs assessments.	1 2	3 4 5	6 7	*	
35	Supervisee demonstrates an understanding for the value of research in counseling.	1 2	3 4 5	6 7	*	

STUDENT ACCOMPLISHMENTS			
ADDITIONAL AREAS TO WORK ON			
Signature of Supervisee	Date		
Signature of Site-Supervisor	Date		

MURRAY STATE UNIVERSITY COUNSELING PROGRAM COUNSELING SUPERVISEE'S EVALUATION OF PLACEMENT SITE

Name of Supervisee:
Name of Placement Site:
Name of Site Supervisor:
Period of Site Placement:
Please respond with a "Y" for "yes" or an "N" for "no" to the following statements regarding the placement site.
There was a formal orientation or introduction to training at this site.
I received adequate introduction to the site's policies and procedures and my duties at this site.
I received adequate physical space to provide counseling with appropriate confidentiality at this site.
I was regularly assigned clients at this site.
I had difficulty getting sufficient clients at this site to complete my direct hours requirement.
I had difficulty getting opportunities to participate as a co-leader or a leader of counseling groups at this site.
I had difficulty getting the necessary equipment and physical arrangements to video tape at this site.
I was made a member of the regular staff at this site.
I was treated with professional respect by all staff members at this site.
I received adequate management and supervision at this site so I never felt unsupported in my decision making
This site provided me with adequate resources to continue my professional development.
This site provided me opportunities to learn about applying various counseling theories and techniques.
This site provided me opportunities to work with persons representing diversity in our community.
I would recommend this site for other interns of the Murray State University Counseling Program.
Other comments I would like to make about this site include:
Signature of Student Date

MURRAY STATE UNIVERSITY COUNSELING PROGRAM COUNSELING SUPERVISEE'S EVALUATION OF SITE-SUPERVISOR

Name of Supervisee:								
Name of Placement Site	:							
Name of Site Supervisor	r <u>:</u>							
Period of Site Placemen	t <u>:</u>							
Please use the following	scale to respond to	the statement	ts below:					
Highly Unsatisfactory	Unsatisfactory	Adequate	Satisfactory	Highly Satisfactory				
(unethical or illegal) 1	2	3	4	(good) 5				
This supervisor me	et with me in a time	ely manner wh	en I requested it	-				
This supervisor ke	pt regularly schedu	ıled weekly su	pervision appoin	atments with me.				
	1 2 1		~ ~	y clinical experience. ld be open about challenges I				
This supervisor pro	ovided helpful info	rmation about	specific techniq	ues.				
This supervisor wa	as open to my tryin	g different the	oretical approach	hes.				
I felt confident of	I felt confident of this supervisor's level of skills.							
Other comments I would	d like to make abou	at this site incl	ude:					
Signature of Student								

MURRAY STATE UNIVERSITY

COUNSELING PROGRAM

CONFIDENTIALITY AGREEMENT

I, the undersigned, acknowledge that I received a copy of and read the MSU Counseling Program Confidentiality Policy.

As a condition of continuing as a student of the MSU Counseling Program, I agree to abide by the requirements of the MSU Confidentiality Policy, with ACA/ASCA Code of Ethics and with federal and state laws governing confidentiality of a client's information, and I agree to the terms of this Confidentiality Agreement.

I understand and agree that if I access, use or disclose Confidential Information in any form – verbal, written, audio/videotaped or electronic – in a manner that is inconsistent with or in violation of the Confidentiality Policy, the MSU Counseling Program may impose disciplinary action, including but not limited to, immediate removal from the academic program.

I understand that all information, including notes, audiotapes and videotapes, are to be seen as case notes and to be kept absolutely confidential and stored in a location not accessible to individuals outside of the Practicum/Internship process.

Signed:			
Print Full Name:			
Date:			

I acknowledge that I have read the terms of this Confidentiality Agreement.

APPENDIX B PRESENTATION FORMS

SELF ASSESSMENT AND REFLECTION FORM

TAPE CRITIQUE

Name:	Session Date:
Name:	Session Number with Client:
` `	ef client description, demographics (including age, gender, ern; use client's initials throughout):
to accomplish this goal? What actu	goal(s) for the session? How were you intentionally attempting nally happened in the session (summarize the session)? Any ient demonstrate any incongruities, etc.?)]:
	skills (What skills were predominantly used in this session? ng and issues being discussed? Be specific.)
* ·	s interpretation of what was "happening" with the client (i.e. liscussed); identify the client's primary presentation (feeling, ou know?

5. Relevant Research:
6. Culturally Relevant issues/challenges:
7. Counselor's reaction to session [YOUR thoughts and feelings about what happened in the session, what went well (or didn't go well) in the session, and why. Be specific in relation to the counseling skills applied or not applied in this counseling interview]:
8. What counselor would have done differently and why : (What were some different counseling skills, responses, and interventions that you might have used instead and why?):
9. How does this assignment relate to your future work as a counselor or helping professional? In other words, how (cite examples) will you be able to use and apply the knowledge, skills, and dispositions learned in this assignment in your future work as a helping professional at your site of employment?
10. Rate your overall performance in this session based on the criteria delineated in the scoring rubric:

On Target	Acceptable	Not Acceptable	
10a. Why did y	ou choose to rate your	r performance at this level?	
	ional supervision and pe the feedback is sou	feedback do you feel you need (be spec	ific and note

THEORETICAL CASE PRESENTATION FORM CNS 794/795 - Internship I/II

Your theoretical presentation will include your personal view of counseling as related to:

- 1. View of human nature.
- 2. Model of mental health.
- 3. Model of emotional disturbance.
- 4. The counseling process (the steps counselors take to move a client from a state of "emotional disturbance" to "mental health").
- 5. The role of the counselor
- 6. Theory-based process and outcome research.
- 7. Applicability to diverse clients/students and issues.
- 8. Reference list.

APPENDIX C

PERMISSION TO VIDEOTAPE (Consent Form)

MURRAY STATE UNIVERSITY COUNSELING PROGRAM

INFORMED CONSENT TO VIDEOTAPE COUNSELING SESSIONS

Your signature below indicates that you give (name of your counselor-in-training) permission to videotape your session and that you understand the following:				
1. I can request that the recording device be turned off at any time and may request that the tape or any portion thereof be erased. I may terminate this permission to tape at any time.				
2. The purpose of taping is for use in training and supervision. This will allow the above referenced counselor-in-training to consult with his or her assigned supervisor(s) in an individual or group supervision format, who may watch the tape alone or in the presence of other counselors-in-training involved in direct supervision.				
3. The contents of these taped sessions are confidential and the information will not be shared outside the context of individual and group supervision.				
4. The tapes will be stored in a secure location and will not be used for any other purpose without my explicit written permission.				
5. The tapes will be erased after they have served their purpose.				
Name of Client (Please print)				
Signature Date				
Witness Date				

MURRAY STATE UNIVERSITY COUNSELING PROGRAM

VIDEOTAPE RECORDING CONSENT FORM MINOR

I understand that the counseling sessi	ons provided to my chil	d, (First
& Last Name) by his/her counselor tr Name) will be recorded via video tap further understand that confidentiality	e in order to supervise a y of all recorded session	s will be maintained. Only the
counselor trainee and his/her supervises sessions. I understand that other coun instruction purposes only. My signature recording sessions with my child:	selor trainees may revie	w the recorded sessions for
1. My child, or I can request that t request that the tape or any portion th any time.	_	•
2. The purpose of taping is for use referenced counselor-in-training to coor group supervision format, who ma counselors-in-training involved in directions.	onsult with his or her ass y watch the tape alone o	signed supervisor(s) in an individual
3. The contents of these taped sess outside the context of individual and		d the information will not be shared
4. The tapes will be stored in a sec without my explicit written permission		ot be used for any other purpose
5. The tapes will be erased after the	ney have served their pu	rpose.
Parent/Guardian's Signature	Date	
Client's Assent/ Consent	Date	
Counselor Trainee's Signature	Date	

SAMPLE LETTER TO PARENTS

(needs to be adapted to student's needs)

Dear Parents,

My name is	I am the	at
	ntly working toward a	at
Murray State Univ	ersity and plan to graduate in	. To finish my degree I will be
completing a pract	icum/internship in	counseling at
school/agency. Un	der the supervision of	, our school counselor, I will be
spending at least 4	0 hours counseling students in our school	and would like permission to work
with your child. Th	nis would be a great opportunity for addit	ional one-on-one contact. Counseling
sessions may focus	s on a variety a variety of topics and issue	es of personal concern to your child.
During some of the	e counseling sessions, I will be recording, and my faculty supervisor a	,
give me feedback s confidentiality will	so that I can provide the best counseling s	
Before recording tl	ne counseling sessions, I will need your p	permission. If you are interested in
having me work or	ne-on-one with your child, please comple	te, sign and return the attached form
by	If you have any further questions feel fr	ree to contact either my site
supervisor at	or myself at	

APPENDIX D

PROOF OF LIABILITY (MALPRACTICE) **COVERAGE**

MURRAY STATE UNIVERSITY COUNSELING PROGRAM PROOF OF LIABILITY (MALPRACTICE) COVERAGE

I hereby certify that I have purchased liability insurance for my protection in the event that I should be sued for malpractice and have attached a copy of coverage.

Student Signature	Date
Printed Name	
Effective Dates	

(Signed form will be filed in the student record along with a copy of certificate of coverage)

APPENDIX E CODE OF ETHICS

http://www.counseling.org (Resources, Ethics)