



**PRACTICUM/INTERNSHIP SITE
SUPERVISOR MANUAL**

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

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

Questions regarding a particular student may be directed to the student's faculty supervisor.

Dear Prospective Supervisor:

Thank you for considering one of our counselors-in-training for a practicum/internship experience in your professional setting. Your willingness to work with this candidate speaks to your interest in supporting the growth and development of a new professional.

The purpose of this manual is to familiarize you with the essential elements of a practicum/internship experience in counseling through Murray State University. This manual provides information regarding the standards for a practicum/internship experience for our students as required by the national accrediting organization, the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The manual also identifies the qualifications required of site supervisors. An orientation/training in supervision is required of all site supervisors and an on-line PowerPoint training is available on our website at <http://www.murraystate.edu/Academics/CollegesDepartments/CollegeOfEducation/EducationalStudiesLeadershipandCounseling/CounselingPrograms.aspx> under Field Experience and Supervision Materials. Finally, this document will provide information regarding logistical matters such as assessment of the practicum/internship student and the practicum/internship experience, liability insurance requirements, and the formal “memorandum of agreement” utilized by Murray State University.

Should you agree to supervise this counselor-in-training, he/she will contact you in the near future to discuss the university memorandum of agreement and other details regarding the practicum/internship. If you have any questions or desire additional information, please feel free to contact any member of the counseling faculty. Our specialization tracks and contact information are included in Section 1 of this manual.

Sincerely,

The Counseling Faculty at Murray State University

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Introduction to the Counseling Programs at Murray State University

Murray State University offers three counseling options: (a) Master of Arts in School Counseling, (b) Specialist in Education in School Counseling (requires completion of master's in school counseling), and (c) Specialist in Education in Clinical Mental Health Counseling. While the three programs have different requirements and emphases, administrative procedures for all programs are identical, except in the few cases noted in this manual. The information presented in this handbook is an attempt to communicate as clearly as possible the salient features and procedures of the Murray State University Counseling Program, Department of Educational Studies, Leadership and Counseling (ELC) and general Murray State University Policies.

NOTE: School Psychology is also available as an Education Specialist option.

Master of Arts in School Counseling

The Master of Arts in Education in School Counseling is a 48-hour program designed to prepare individuals to work in mental health, consultative, and leadership positions in P-12 school settings. Upon completion of coursework students will need to apply for school counseling certification via the COE Teaching Education Service Office.

Specialist in Education in School Counseling

Upon successful completion of the 48-hour Masters of Arts in School Counseling program, students can complete an additional 12 credit hours to earn the Specialist in Education Degree (Ed.S.) in School Counseling. Graduates of this program will be eligible for the Licensed Professional Counselor Associate status (LPCA) in the state of Kentucky. They may apply for the Licensed Professional Clinical Counselor (LPCC) after demonstrating 4,000 hours of supervised counseling as an LPCA.

Specialist in Education in Clinical Mental Health Counseling

The Specialist in Education Degree (Ed.S.) in Clinical Mental Health Counseling is a 60-hour program that leads allows graduates of this program to be eligible for the National Counselor Exam (NCE). In addition graduates will also become eligible for the Licensed Professional Counselor Associate status (LPCA) in the state of Kentucky. They may apply for the Licensed Professional Clinical Counselor (LPCC) after demonstrating 4,000 hours of post-graduate, supervised counseling as an LPCA.

CACREP Accreditation Standards

The Counseling Program at Murray State University is in the process of pursuing accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for the Master of Arts in School Counseling, the Specialist in Education in School Counseling, and the Specialist in Education in Clinical Mental Health Counseling. In accordance with CACREP requirements each option prepares students in the following core areas specified by CACREP:

1. Professional Identity
2. Social and Cultural Diversity

3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation

CACREP also defines the standards for Professional Practice within the program and the Practicum and Internship requirements.

Mission Statement

The mission of the Murray State University Counseling Program is to promote and advocate for mental health through the preparation of theoretically grounded, clinically skilled and culturally competent counselors. By applying these principles, graduates of our program will have a strong professional identity and be prepared for careers as professional counselors in school and/or mental health settings in western Kentucky and other regions.

Philosophy

The general philosophy of the counseling program at Murray State University is based upon the following beliefs:

- People have the ability to change.
- The counseling relationship is instrumental to empower clients to change.
- All individuals should be treated with respect, dignity, and worth.
- Through counseling, clients can gain personal awareness.
- Counselors should base their professional practice within the framework of a conceptualized theoretical perspective.

Counselors recognize the significance of clients' environments and cultures in the counseling process.

Valuing Diversity

The counseling profession is bound to the values of its governing organization (the American Counseling Association). These values include the importance of creating an interpersonal environment that is safe and accepting, with emphasis on the importance of counseling students and professionals being non-discriminatory and respectful of diverse people.

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

Professional Ethics

The counseling faculty at Murray State University has adopted the ethical standards set forth by the American Counseling Association (ACA) and the American School Counselor Association (ASCA) as the ethical codes governing the professional behavior of students and faculty members. It is acknowledged that students are in preparation to become helping professionals; nevertheless, the faculty expects students, particularly in their client contacts, field practice assignments, research activities and other experiences involving contact with the public, to conduct their work in accordance with these ethical standards.

Professional Affiliations

Helping professionals must continue to seek opportunities for professional development. One avenue for pursuing professional development is involvement in professional organizations at both the national and state levels. Following is a partial list of relevant professional organizations.

American Counseling Association

www.counseling.org

Kentucky Counseling Association

www.kyca.org

American Mental Health Counselors Association

www.amhca.org

Kentucky Mental Health Counselors Association

www.kmhca.com

West Kentucky Mental Health Counselors Association

www.yahoo.com/group/WKMHCA

American School Counselor Association

www.schoolcounselor.org

Kentucky School Counselor Association

www.kyschoolcounselor.org

West Kentucky Counseling Association

www.kyca.org/displaycommon.cfm?an=1&subarticlenbr=16

Kentucky Board of Licensed Professional Counselors

www.lpc.ky.gov

Chi Sigma Iota

www.csi-net.org

**Council for the Accreditation of Counseling and Related Educational Programs
(CACREP)**

www.cacrep.org

Faculty

Program Coordinator

Dr. Alan Bakes (abakes@murraystate.edu, 270-809-5313)

School Counseling Coordinator

Dr. Susana Bloomdahl (sbloomdahl@murraystate.edu, 270-809-6968)

Clinical Mental Health Counseling Coordinator

Dr. Samir Patel (Spatel4@murraystate.edu, 270-809-6123)

Practicum and Internship Coordinator

Dr. Rebecca Pender (rpender@murraystate.edu, 270-809-6905)

CACREP Standards for Practicum and Internship

Practicum

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

2. Weekly interaction that averages one hour per week of individual and one and a half hours of triadic supervision throughout the practicum by a program faculty member or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal midterm evaluation and final evaluation after the student completes the practicum.

Internship

The program requires completion of a 600 hour supervised internship, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

1. At least 240 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual or one and a half hour per week of triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. 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 training, and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision and/or to receive live supervision of his or her interactions with clients.
6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal midterm evaluation and final evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

Criteria for Site Supervisors

All Counseling students enrolled in practicum or internship must have an appropriately credentialed Site Supervisor. According to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards, Site Supervisors for students engaged in counseling clinical preparatory experiences must meet the following qualifications:

- Hold a minimum of a master's degree in counseling or a related profession with equivalent qualifications.
- Hold appropriate professional licenses and/or certifications.
- Have a minimum of two years of professional experience in the program area in which the student is enrolled.
- Demonstrate knowledge of the Counseling Program's expectations, requirements and evaluation procedures for clinical experiences.
- Have appropriate training in counseling supervision.

The MSU Counseling Program has made a commitment to have all practicum/internship Site Supervisors trained in counseling supervision. For individuals who have not experienced such training, we offer an annual three-hour workshop on counseling supervision for which attendees can earn 3 CEUs. The date, time, and location for this workshop will be published on our website and provided to potential Site Supervisors via E-mail announcements. Site Supervisors whose schedules do not allow attendance at these events will be provided with materials including a PowerPoint presentation, handbooks, and any needed additional information for their review on an individual basis. All site supervisors must undergo either the in person training or the online training prior to supervising practicum or internship students. This is a requirement set forth by CACREP.

Role of the Site Supervisor

As the cooperating counseling professional who will have direct responsibility for this practicum or internship student, I will be responsible for:

Assistance in Developing the Practicum or Internship Agreement

I will meet with the practicum or internship student to discuss and complete the practicum or internship agreement. During this meeting, I will collaborate with the student in developing their goals for the clinical experience (i.e. what they want to learn, strengthen, gain, etc). I will provide suggestions and guidance in terms of realistic goals and activities that can be completed within the time constraints of this clinical experience. Examples of the expected activities may include a variety of:

1-Individual Counseling
2-Group Counseling
3-Intake Interviewing

8-Career Counseling
9-Individual Supervision
10-Group/Peer Supervision

4-Testing
5-Report Writing
6-Consultation
7-Psycheducation

11-Case Conferences and/or Staff Meeting

The student will be provided with adequate workspace, telephone, office supplies, and staff to conduct professional activities

Orientation

I will provide an orientation to the practicum or internship site/position. This orientation will include general information about the site, an overview of the administrative structure, and the role of the counseling office within the overall helping community. I will also make sure to introduce the practicum or internship student to other staff at the site and individuals in other areas with whom the student will interact.

Supervision

I hold the appropriate credentials necessary for providing supervision, including a Master's level degree and appropriate licensing or certification. I will spend a minimum of one hour a week per 3 credit hours of internship or practicum in direct supervision of the practicum or internship student. Initially, sessions may cover such topics as review of the practicum or internship agreement, orientation to the workplace, and start-up work on outlined activities. As the clinical experience progresses, I will spend time reviewing the student's progress in meeting the specific requirements of the agreement, consultation concerning on-going caseload, discussion of professional concerns as they affect the workings of the site, or other relevant topics. I will provide the practicum or internship student with constructive feedback on his or her performance and share insights and experience with the student for the practicing professional.

Role Modeling

I will serve as a professional role model for the practicum or internship student in job performance, personal growth, and professional and ethical behavior. As a site supervisor it is expected that I possess appropriate training, knowledge, and experience in a recognized helping profession, preferably counseling.

Taping

I will assist in facilitating the practicum or internship students need to tape as part of their clinical training. I understand that this process facilitates the professional development of students and assists in quality control of services delivered to clients. I will help students identify clients that will be amenable to videotaping of sessions for training and university supervision purposes. I will review videotapes as is appropriate and needed during our weekly one-hour individual supervision sessions.

Contact

I recognize that communication with the University is required regarding all practicum/internship students. I will meet with the instructor to review student performance and any concerns. As a practicum or internship site, I realize contact may be by phone or a site visit, to be determined, based on need, by the university course instructor. I may contact the University Supervisor if there is any need to discuss the student's performance.

Evaluation

I will provide on-going feedback to the student concerning his or her performance of agreed upon duties, as well as his or her overall performance and behavior at the practicum or internship site. I will participate in the practicum or internship student's written mid-semester evaluation. I will set-up a conference with the student to assess his or her work toward the goals that were established at the beginning of the semester. I will conduct a formal final evaluation with the student at the end of the semester and submit to the practicum/internship instructor at MSU a copy of this final evaluation after reviewing it with the student.

Verification of Practicum/Internship Hours

I understand the Counseling Program's need for my signature on all Practicum and Internship forms filed by students. This is a CACREP requirement that was put into effect in Spring, 2012. The faculty cannot accept Weekly Activity logs without the Site Supervisor's signature. I agree to cooperate in this very important step to strengthen the Counseling Program.

Guidelines for Supervision of Students in a Professional Setting

Listed below are key points for on-site supervisors supervising students through practicum or internship. Your cooperation in providing these experiences for the student will be appreciated.

- Please allow the student to observe you in your role as a counselor, including your counseling with clients, if possible, prior to his/her beginning to provide services. This is an ethical and effective teaching technique, and if the client's permission is obtained, the counseling is rarely, if ever, impeded.
- Please provide guidance to the student for developing a realistic, well-balanced plan or learning contract, which will meet the course requirements as closely as possible. She/he will share the course syllabus describing those requirements. After you and the university supervisor have approved the student's contract, a copy will be provided to you.

- Please observe the student at regular intervals as he/she counsels with clients individually and in groups, and performs the various other counselor functions. In addition, please provide feedback and suggestions to the student for improving her/his professional knowledge and skills.
- Please set aside time to meet weekly with your student to review and critique videotapes of individual and group counseling sessions he/she has conducted. Your feedback in this activity will be highly beneficial.
- Please expect the student to conduct her/himself in a highly professional, ethical manner. Should any problems arise regarding this or any other aspect of the practicum or internship, discuss the issue with the student. If the issue of concern to you is not satisfactorily resolved, please feel free to contact the university supervisor as soon as possible so that we may work together to settle the problem.
- Please encourage the student to take advantage of professional development activities for counselors of which you may be aware, such as meetings of professional associations, conferences, workshops, and seminars.
- Please be sure that co-workers and clients (in agencies) or principal, teachers, staff, students, and parents (in schools) are informed that you are supervising a practicum student / intern and are aware that he/she will be providing counseling and related services under your supervision and that of the university supervisor.

Your help as a facilitator in providing the student with access to clients, facilities, and materials is essential and will be appreciated.

Role of the MSU Counseling Faculty

The Faculty as a Whole

Prior to seeking a practicum or internship placement, the counseling program faculty will consider each student's application, with attention to successful completion of prerequisite coursework and overall readiness to begin the field experience. A member of the faculty will explain to student the requirements for practicum and internship sites and site supervisors, the types of activities in which practicum and internship students should participate, and the application procedure. Ultimately, the faculty must approve the site and site supervisor for each student prior to registration for practicum and internship. The overall goal of the faculty is to support the counselor-in-training and facilitate a positive practicum/internship experience.

Group Supervision

During practicum and internship, students are required to meet for dyadic and/or group supervision class at one of the MSU campuses. A member of the counseling program faculty conducts this supervision. The practicum and internship courses require that

students meet in dyadic and/or group supervision for a minimum of one and one half hours per week, scheduled weekly throughout the semester. Students receive credit for hours attended in group supervision towards their required clock hours.

The faculty supervisor will be in contact with the site supervisor on a regular basis through email or by phone. In the event that the site supervisor has concerns about the performance or behavior of a practicum or internship student, the faculty supervisor should be contacted immediately. Faculty contact information is included on page seven of this handbook.

Internship Site Visits

A university faculty member will visit each student's practicum or internship site at least one time. The faculty member will meet with the site supervisor to discuss the student's experiences and any concerns that may exist. The visits will be scheduled at a mutually convenient time for the site supervisor and faculty member.

Practicum and 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, Leadership and Counseling) Murray, Kentucky, hereinafter referred to as the “University”, and _____, hereinafter referred to as the “Clinical Facility”, shall govern 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

A. 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.

B. The standards and philosophy of education, the instruction, and preparation of all 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.

C. 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.

D. Supervision of students shall be in such numbers and at such times as the parties hereto agree.

ARTICLE II – CLINICAL FACILITY RESPONSIBILITIES

A. 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.

B. The University shall be informed regarding additional research or educational programs and changes in the Clinical Facility that may affect the University.

C. 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.

D. 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.

E. 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.

F. 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.

G. Clinical Facility shall obtain written permission from each patient/client authorizing clinical observations and interactions with University students, including video-recording 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 RESPONSIBILITIES

A. 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.

1. For Practicum Students: Each student must complete 150 hours with the Clinical 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).

B. 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.

C. 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.

D. 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.

E. 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.

H. The contract may be terminated at the will of either party (without cause) upon 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.

J. Both parties, by execution of this agreement, do hereby certify that they have the authority to bind their respective institutions.

IN WITNESS WHEREOF, we have hereunto set our hands this _____ day of _____, 20_____.

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 _____ CNS 794 _____ CNS 795 _____

FIELD SETTING: _____

FIELD SUPERVISOR: _____

TITLE, CERTIFICATES, LICENSES: _____

CHECKLIST:

- ___ 1. The field setting provides an appropriate private setting for counseling with videotaping capabilities.
- ___ 2. The field setting provides s sufficient number of client hours to meet the departmental requirements for practicum (150 total and 60 direct) and internship (600 total and 120 direct).
- ___ 3. The field setting provides the type of clients consistent with my present level of training.
- ___ 4. The field supervisor meets departmental requirements (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 Department of Educational Studies, Leadership, and Counseling and field setting is in place.

I certify that the above requirements are met for the above field setting.

Student Signature

Date

Field Supervisor Signature

Date

Faculty/Practicum-Internship Supervisor/Advisor

Date

(signed form will 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: _____

Semester and Year: _____

Course No.	_____ CNS 790, Practicum in Counseling	3 crs.
	_____ CNS 794, Internship I	3 crs.
	_____ CNS 795, Internship II	3 crs.

Faculty Supervisor: _____

Field Supervisor: _____ Phone/email: _____

Field Placement: _____

(Include school district No. if applicable)

Address: _____

Street Address	City/State	Zip Code
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Field Setting: Start Date: _____ End Date: _____

*Note to Student: Attach Signed Practicum/Internship Field Setting Approval Form, Site Supervisor Profile

And

Signed Memorandum of Agreement

COUNSELING EVALUATION

MURRAY STATE UNIVERSITY

SITE-SUPERVISOR'S EVALUATION OF SUPERVISEE

NAME OF SUPERVISEE: _____ **DATE:** _____

PRACTICUM

**INTERNSHIP I
(CIRCLE ONE)**

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	Supervisee effectively communicates empathy and understanding in a nonjudgmental manner.	1 2	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	*

ASSESSMENT

	Questions	Poor	Average	Good	NA
27	Supervisee appropriately uses assessment results to plan interventions.	1 2	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.	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
SUMMARY OF HOURS**

PRACTICUM/INTERNSHIP STUDENT'S NAME: _____

PLACEMENT SITE: _____

SITE SUPERVISOR: _____

Instructions: Students are responsible for maintaining the currency and accuracy of this form. It must be turned in to the Course Instructor upon completion of each semester of Practicum or Internship. The log will be kept in the Student's file and creates a record that may be requested by accreditation, certification, and licensing organizations.

PRACTICUM/INTERNSHIP LOG SUMMARY FOR THE PERIOD: _____

Month	Individual Counseling	Group Counseling	Supervision	Other Indirect
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Total	_____	_____	_____	_____

Hours in Individual Counseling _____ Hours in Supervision _____

Hours in Group Counseling _____ Hours in Other Indirect _____

Total Direct _____ Total Indirect _____

Supervisee's Signature _____ Date _____

Site Supervisor's Signature _____ Date _____

Faculty's Signature _____ Date _____

Students should keep a copy for records.

MURRAY STATE UNIVERSITY COUNSELING PROGRAM

INFORMED CONSENT TO VIDEOTAPE COUNSELING SESSIONS

_____ (name of the practicum/internship agency or setting) provides a variety of services to individuals and their families. It also supports the teaching and training mission of the counseling programs at the Murray State University. Because the agency provides a teaching-training function, permission is frequently requested of its clients to videotape the interviews that are conducted by the professionals-in-training. Video recording the sessions is a significant component of counselor training. However, no recording is ever completed unless the client has given permission to do so. Therefore, we use this consent form to obtain your permission to videotape. Feel free to ask your counselor any questions about the purpose of taping and use of the tapes.

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 sessions provided to my child, _____
(First & Last Name) by his/her counselor trainee, _____
(First & Last Name) will be recorded via video tape in order to supervise and evaluate the
counselor trainee. I further understand that confidentiality of all recorded sessions will be
maintained. Only the counselor trainee and his/her supervisor and/or faculty instructor
will have access to the recorded sessions. I understand that other counselor trainees may
review the recorded sessions for instruction purposes only. My signature below indicates
my understanding of and consents for recording sessions with my child:

1. My child, or 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.

Parent/Guardian's Signature Date

Client's Assent/ Consent Date

Counselor Trainee's Signature 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: _____

Period of Site Placement: _____

Please use the following scale to respond to the statements below:

Highly Unsatisfactory (unethical or illegal)	Unsatisfactory	Adequate	Satisfactory	Highly Satisfactory (good)
1	2	3	4	5

____ This supervisor met with me in a timely manner when I requested it.

____ This supervisor kept regularly scheduled weekly supervision appointments with me.

____ This supervisor helped me identify appropriate learning goals for my clinical experience.

____ This supervisor provided a supportive atmosphere where I felt I could be open about challenges I faced.

____ This supervisor provided helpful information about specific techniques.

____ This supervisor was open to my trying different theoretical approaches.

____ I felt confident of this supervisor's level of skills.

Other comments I would like to make about this site include:

Signature of Student

Date