MURRAY STATE UNIVERSITY

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PRACTICUM/INTERNSHIP MANUAL

Department of Educational Studies, Leadership, & Counseling

2021-2022 Edition

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Introduction

This manual is a guide for the practicum and internship experiences in school and clinical mental health counseling. The goal of this manual is to facilitate the planning, organization, and implementation of the practicum and internship experiences 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 Code of Ethics* (2014). The Preamble of the *ACA Code of Ethics* describes the ACA an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

The mission of ACA is to "The mission of the American Counseling Association 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 Rehabilitation Counseling 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 Code of Ethics* (2014), 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. Site supervisors must complete a supervision training (provided by the Practicum Coordinator or another qualified trainer) prior to students being approved to supervise.

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. Site and faculty supervisors will complete a formal written evaluation provided by the counseling program at midterm and end of semester. Both faculty and site supervisors are responsible for providing both summative and formative evaluations of students. (CACREP Section 3: C)

The Practicum and Internship Coordinator is responsible for the approval or disapproval of the site for the practicum/internship experience. The faculty supervisor is responsible for weekly group 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. The faculty supervisor should maintain consistent contact with site supervisor with a minimum of one in person, on site visit each semester. In addition, the faculty supervisor is available for consultation with the agency/school staff members in order to facilitate an effective practicum experience.

Per state standards, school counseling students are required to complete clinical hours at a minimum of two different locations. Typically, students will choose to complete practicum at one agency/school and then complete internships at a second. For school counseling students, who are also teachers, we recommend doing your practicum outside of your own school as there are far less hours to complete. School counseling students are required to work with two of the three grade levels (elementary, middle and/or high school) per EPSB requirements. Hours can be completed at more than one site in the same semester. Therefore, students can do all three clinical experiences at one location, but must add a secondary site. Hours at the secondary site shall be equivalent to those required in Practicum (150 total hours with 40 direct client hours). Mental health students are highly encouraged to complete clinical experiences at more than one location, however, IF the clinical site has a wide variety in client population (for example, children, adults, adolescents, and problem areas) they may stay at one clinical site. All students in practicum or internship must obtain professional liability insurance (CACREP Section 3: A).

Students are required to lead or co-lead a counseling or psychoeducational group during either practicum or internship. Students must submit the group verification of hours form that the site supervisor will sign off on. (CACREP Section 3: E)

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. Paperwork for the fall placements is due **no later than March 1st** and paperwork for the spring semester is due **no later than October 1st.** There are a limited number of openings for each section and students are assigned on a first come first serve basis. Each student should discuss with his/her placement site if there is a background check required and, if so, what type of background check.

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 three 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. (CACREP Section 3: F and G)

- A minimum of one hour a week of individual or triadic supervision provided by the site supervisor. (CACREP Section 3: H)

- A minimum of 1 ½ hours a week of group supervision (maximum group size of 12 students). (CACREP Section: I, T, U)

- Students must audio/video record (with client or guardian consent) sessions to present in group supervision or faculty must agree to conduct live supervision (CACREP Section 3: B)

- Must conduct a counseling or psychoeducational group during either practicum or internship (CACREP Section 3: E)

- Have ability to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. (CACREP Section 3: D)

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. 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. **Please note: completion of practicum is contingent upon completing all necessary requirements at the clinical/school site including but not limited to case notes, treatment plans, assessment reports etc. Students must pass the CESA during practicum and prior to moving in to internship.**

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 advised to arrange for an internship during the semester PRIOR to the semester it is to be taken. Paperwork for the fall placements is due **no later than March 1st** and paperwork for the spring semester is due **no later than October 1st.** There are a limited number of openings for each section and students are assigned on a first come first serve basis. Each student should discuss with their placement site if there is a background check required and, if so, what type of background check. All 600 hours of internship must be completed in your area of study (school or clinical mental health).

Students must complete a minimum of 600 on-site hours of internship (300 per three credit hours) experience during a semester. The minimum requirements are:

- 600 on-site hours (300 for each three academic credits) or an average of 20 hours per week for 15 weeks during a fall or spring semester, 240 total direct hours (120 hours per three credit hour course) of these must be in direct services, which includes individual or group counseling. (CACREP Section 3: J and K)

- A minimum of 1 ½ hours a week of group supervision provided by faculty supervisor (not to exceed 12 students per group). (CACREP Section 3: M, T, U)

- A minimum of one hour a week of on-site supervision. (CACREP Section 3: L)

- Students must audio/video record (with client or guardian consent) sessions to present in group supervision or faculty must agree to conduct live supervision (CACREP Section 3: B)

- Must conduct a counseling or psychoeducational group during either practicum or internship (CACREP Section 3: E)

- Have ability to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. (CACREP Section 3: D)

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 gain a functional understanding of the Standards for Beginning Counselors by working with them in a school or agency

2. Setting to promote academic development, personal social development, and career development.

3. To utilize the variety of skills and techniques available to counselors in assisting the client.

4. To demonstrate in individual and group settings the necessary professional behaviors appropriate to the particular setting and its client population.

5. To gain knowledge of the administration and internal workings of agencies or schools.

6. To gain a working knowledge of community resources available for the coordination of services to clients as well as for the referral of clients.

7. To work with other personnel in a collaborative or consultative manner.

8. 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 primari1y a tutorial form of instruction consisting of common core requirements yet 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. **Please note: completion of internship is contingent upon completing all necessary requirements at the clinical/school site including but not limited to case notes, treatment plans, assessment reports etc.**

Inclement Weather Policy

In the event of inclement weather causing the closing of your agency/school, faculty MAY consider extending group supervision in order to help you complete your clinical hours. The follow conditions must be met

- You have achieved 80% of your direct client contact hours
- You agree to attend group supervision

You will be permitted to continue to see clients per the amount of days your agency/school was closed due to weather, but not to extend past the end of May/December (holiday break). You will receive an incomplete in the course. Once the hours are completed, your grade will be changed. This will prohibit you from graduating that semester. If you still do not have your hours completed, you will stop seeing clients until the next semester. At that time, you will finish the incomplete. You have until October 10th (spring incomplete) and March 10 (fall incomplete). You cannot register for your next clinical experience until the following semester. If you have already registered, you must drop the course.

Incomplete Hours Policy

Practicum - If a student does not complete clinical hours in practicum, but completes all other requirements for the course, the student will receive an I. The student must complete all requirements for practicum in the following semester, inclusive of clinical hours, by the incomplete grade submission deadline, as established by University policy. If clinical hours are not completed by the deadline for incomplete grade submissions, as established by University policy, the student will receive a non-passing grade (i.e., C or lower), and she/he must enroll in practicum in a subsequent semester. Clinical hours from the non-passing semester can rollover into the subsequent semester. If clinical hours cannot be completed in that subsequent semester of practicum, then the student will be dismissed from the program, as CNS 790 can only be repeated for a maximum of six credit hours.

Internship - If clinical hours are not completed in Internship I, and if a student received a passing grade, the student can enroll in Internship II (3 credit hours). Obtained clinical hours from Internship I will rollover into Internship II. If the student does not complete total required Internship I and II hours, in Internship II, but completes all other requirements with a passing grade, then the student can register for Internship II (1 credit hour) in subsequent semesters until hours are completed.

Advanced Internship - If clinical hours are not completed in Advanced Internship I, and if a student received a passing grade, the student can enroll in Advanced Internship II (3 credit hours). Obtained clinical hours from Advanced Internship I will rollover into Advanced Internship II. If the student does not complete total required Advanced Internship I and II hours,

in Advanced Internship II, but completes all other requirements with a passing grade, then the

student can register for Advanced Internship II (1 credit hour) in subsequent semesters until hours are completed.

Liability (Malpractice) Insurance

(CACREP Section 3: A)

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. Students MUST present a copy of their liability insurance to their faculty supervisor prior to each clinical experience. School counseling students may obtain liability insurance through the American School Counseling Association (ASCA).

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 site supervisor will be provided by the employing agency or site supervisor. Site supervisors must have liability insurance.

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 (CACREP Section 3: R) 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. Note: Your entire internship MUST be completed in your specialization area (School counseling students must work in a school setting and mental health students must work in an agency setting). For school counselors seeking licensure, you are eligible to complete additional coursework and will have to complete a 600-hour internship in an agency setting. *Please Note: If you have previously been a client at a clinical site, you may not be eligible to complete clinical experiences at that site.*

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, CNS 794, CNS 795, CNS 796, and CNS 797.

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 Application/Approval Process

Students are required to submit all of their paperwork the semester PRIOR to the semester in which they plan to complete practicum or internship. The deadline for submission of paperwork is October 1st for the spring semester and March 1st for the fall semester. Admission is based on a first come first serve basis. Practicum sections cannot exceed SIX students and internship cannot exceed 12 students (combined Internship I and Internship II). NOTE: Practicum students must

complete CNS 619- Foundational Skills and CNS 624-Theories of Counseling PRIOR to enrolling in Practicum.

After the completed paperwork is submitted, the Practicum/Internship Coordinator will contact each site supervisor and verify he/she meets the appropriate requirements and completes the site supervision training. If the site is new, the Practicum/Internship Coordinator will visit the site to ensure it has the appropriate space etc. Once this process is completed, the Practicum/Internship Coordinator will contact the appropriate faculty supervisor and the faculty supervisor will provide the necessary course override.

Practicum/Internship Responsibilities

(CACREP Section 3: R)

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 40 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 aid in the development of the practicum/internship student's p1an, 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.

6. The field setting can provide opportunities to become familiar with variety of professional activities and resources, including technological resources, during their practicum and internship. (CACREP Section 3: D)

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 (CACREP Section 3: G). These hours must be completed over a full academic term that is a minimum of 10 weeks. (CACREP Section 3: F). The internship student agrees to complete 600 clock hours, with a minimum of 240 being direct client services. **Please Note:** Students are not permitted to sign a non-compete clause or contract that limits the scope of practice of counseling. In addition, no more than 20% of hours may be conducted in activities that are not billable as a licensed professional counselor in Kentucky.

Orientation

1. The student is responsible for planning 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 2014 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.

Supervisor Qualifications

(CACREP Section 3: N-R)

Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have

- relevant experience,
- professional credentials, and
- counseling supervision training and experience (CACREP Section 3: N)

Site supervisors have

- minimum of a master's degree, preferably in counseling, or a related profession,
- relevant certifications and/or licenses,
- a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled,
- knowledge of the program's expectations requirements, and evaluation procedures for students, and
- relevant training in counseling supervision. (CACREP Section 3: P)

Site supervisors will be provided with a supervision training and consultation opportunities with faculty. (CACREP Section 3: Q)

Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. (CACREP Section 3: R)

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

(CACREP Section 3: C)

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

(CACREP Section 3: B)

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 face-to-face supervision.**

Equipment: Students must purchase a video recording camera. 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.

- **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.

- **Headphones:** Students need to have headphones to ensure private screening during Zoom supervision.

- **USB Drive**: You are required to purchase a USB jump drive that is password protected.

- **SD/XD Card**: Students are required to purchase a password protected card to record videos on.

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)

This agreement, entered into this _____ day of _____, 20___, 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 require that each student provide evidence of immunization(s) or screening(s) 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 prior to assignment of the student to 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.

E. University will ensure counseling students have completed a background check (if necessary) consistent with District/Agency policy.

ARTICLE II – CLINICAL FACILITY RESPONSIBILITIES

A. The Clinical Facility 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, accreditation or other 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.

ARTICLE III – JOINT RESPONSBILITIES

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: Dr. Rebecca Pender
Position: Associate Professor/Practicum/Internship Coordinator
Address: 3217 Alexander Hall, Murray State University, Murray, KY 42071 Phone: 270-809-6095

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 all applicable 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.

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.

G. 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.

H. 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.

I. 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 an internship or practicum at the Clinical Facility.

J. This agreement may only be amended upon mutual approval, in writing, by both parties.

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

L. This Agreement shall be governed by and construed in accordance with the laws of the Commonwealth of Kentucky without reference to its choice of law provisions; and, in accordance with KRS 45A.245, any action in connection with or arising out of this Agreement shall be filed and prosecuted in the Franklin Circuit Court, Commonwealth of Kentucky or as may otherwise be provided in accordance with Kentucky law.

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

MURRAY STATE UNIVERSITY FACILITY/DISTRICT NAME AND ADDRESS

_____

_____

_____

_____ Name: _____ MSU President Title: _____

MURRAY STATE UNIVERSITY COUNSELING PROGRAM
PRACTICUM/INTERNSHIP FIELD SETTING APPROVAL FORM STUDENT

NAME: _____ SEMESTER

AND YEAR: _____ **CNS 790 _____**

CNS 794_____ CNS 795_____ CNS 796*____ CNS 797*_____

PREVIOUS SETTING:_____

FIELD SETTING: _____

FIELD SUPERVISOR: _____

TITLE, DEGREE, CERTIFICATES, LICENSES: _____

CHECKLIST: **Please initial**

___ 1. The field setting provides an appropriate private setting for counseling with videotaping capabilities. (CACREP Section 3: B)

___2. The field setting provides s sufficient number of client hours to meet the departmental requirements for practicum (150 total and 40 direct) (CACREP Section 3: F/G)and internship (300 total and 120 direct for each internship) (CACREP 3: J/K).

___ 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). (CACREP Section 3: P)

___5. Site Supervisor has/will complete a supervision training (either through the state or regionally). ___6.

The field supervisor will provide one hour per week of 1/1 supervision. (CACREP Section 3: H)

___7. The field setting provides an opportunity to facilitate a counseling or psychoeducational group. (CACREP Section 3: E)

___8. The field setting can provide opportunities to become familiar with variety of professional activities and resources, including technological resources, during their practicum and internship. (CACREP Section 3: D)

___9. Affiliation Agreement between MSU's Department of Educational Studies, Leadership, and Counseling and field setting is in place. (CACREP Section 3: R)

.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)**

*Advanced Internship I and II for MA School to EdS CMHC

For Department Use Only

Date received _____

Clinical Coordinator Initials: _____

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. Or ___ 1 crd

_____ CNS 796, Advanced Internship I* 3 crs.

_____ CNS 797, Advanced Internship II* 3 crs.

Faculty Supervisor:
_____

Field Supervisor: _____Phone and email: _____

Field Placement:

_____ (Include school

district No. if applicable)

Address:

_____ Street

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

_____ *Note to Student: Attach Signed Practicum/Internship Field Setting Approval Form

*Advanced Internship I and II for MA School to EdS CMHC

For Department Use Only

Date received _____

Clinical Coordinator Initials: _____

CNS 790 - PRACTICUM APPLICATION

This form must be completed and submitted by October 1st for Spring Practicum or by March 1st for Fall 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 Baum, Murray State University, 3217Alexander Hall, Murray, KY 42071 or fax to (270) 809-3799*

Name_____Date _____ Program:

_____Expected Graduation_____

Address:_____ Phone

#:_____ E-mail: _____

Intended Semester and year for practicum: FALL SPRING Year _____ Type of Settings:

Elementary Middle Secondary Agency Private Prac. Name of Intended Practicum Site:

_____ Address of Practicum Site:

_____

Name of Potential Site Supervisor:_____ **Eligibility for Practicum**

Please check all of the courses you will have completed by the time you start your Practicum. You should have completed a minimum of **three of the following classes including CNS 619, Foundational Counseling Skills and CNS 624 Theories of Counseling** before you begin your practicum.

___ CNS 618, Issues in Mental Health Counseling **Date Complete _____** ___ CNS 619, Foundational Counseling Skills *(required)* **Date Complete _____** ___ CNS 624, Theories of Counseling Skills*(required)* **Date Complete _____** ___ CNS 635, Human Development **Date Complete _____** ___ CNS 676, Diagnosis and Treatment Planning **Date Complete _____** ___ CNS 671, Multicultural Counseling **Date Complete** _____ ___ CNS 692, Group Counseling **Date Complete _____** ___ Other _____ **Date Complete _____**

Student Signature: _____

For Department Use Only

Date received _____

Clinical Coordinator Initials:_____

Murray State University Counseling Program
PRACTICUM/INTERNSHIP LOG SHEET

Please see your Canvas Site or the Field Experience and Supervision Materials page for the Log Sheet

Verification of Group Hours

(to be completed by student clinician and verified by site supervisor)

Each counseling student is required to complete group counseling hours during practicum or internship. The group counseling hours should consist of conducting or co-facilitating a counseling or psychoeducational group at their clinical site. Please submit the completed form to your faculty supervisor.

Student name:

_____ School or

Agency: _____

Semester/Year: _____

Course number and title: _____

Student completed (please check appropriate line):
_____ counseling group _____ psychoeducational group

Name and goal of group:
_____
_____

Number of sessions:

_____ Number of group

members: _____

Describe screening (planning) procedures:
_____
_____
_____

Describe session layout and goals (performing):
_____
_____
_____

Describe evaluation (processing) procedures:
_____
_____
_____

_____ _____

Student Signature/Date Site Supervisor Signature/Date

SUPERVISION WEEKLY AGENDA

Name: _____ Dates for the Week: _____

CONTENT (new and old cases; administrative issues; personal awareness; ethical/legal issues; professional development; etc.):

PROCESS (counseling skills; client issues; case-conceptualization skills; treatment planning; etc.):

PRIORITIZING (things to bring into supervision; most important needs that you want met during supervision; etc.):

WELLNESS/PROFESSIONAL DEVELOPMENT (how are you doing personally; movement towards learning goals; etc.):

EVALUATION OF COUNSELING STUDENT
MURRAY STATE UNIVERSITY

PERSON CONDUCTING EVALUATION:
(CIRCLE ONE)

SITE SUPERVISOR **FACULTY SUPERVISOR**

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

(CIRCLE ONE)

PRACTICUM **INTERNSHIP I** **INTERNSHIP II**

(CIRCLE ONE)

MIDTERM EVALUATION **FINAL EVALUATION**

Please rate the supervisee on each of the following items from *Does not Meet Standard* to *Exceeds Standard.* It is also important for you to review your ratings with the supervisee after you have completed this evaluation. 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.

FOUNDATIONS AND LEADERSHIP

	Item	**Does not Meet**	**Developing Standard**	**Meets Standard**	**Exceeds Standard**	**NA**
1	Embraces the role of a professional counselor at the clinical site.	0	1	2	3	*
2	Understands the role of a counselor in relation to other professionals at the site.	0	1	2	3	*
3	Understands the professional issues relevant to the practice of counseling at the site	0	1	2	3	*
4	Demonstrates an understanding of the professional credentials required to practice at the site.	0	1	2	3	*
5	Understands the relationship between professional organizations (e.g., ACA, AMHCA, ASCA, etc.) and the site.	0	1	2	3	*
6	Adheres to the mission of the clinical site.	0	1	2	3	*
7	Demonstrates a willingness to advocate for the counseling profession.	0	1	2	3	*

COUNSELING, PREVENTION, & INTERVENTION

	Item	Does not Meet [illegible]	Developing Standard	Meets Standard	Exceeds Standard	NA
8	Effectively establishes a therapeutic alliance with the client.	0	1	2	3	*
9	Demonstrates self-awareness and empathy to connect with clients.	0	1	2	3	*
10	Effectively addresses and reflects the emotional content provided by the client during the session.	0	1	2	3	*
11	Clearly utilizes a counseling theory to promote the wellness and development of clients during individual, family, and group counseling sessions.	0	1	2	3	*
12*	Implements differentiated and individualized strategies to promote client achievement (e.g., school counselors drawing on pedagogical knowledge to improve student achievement or clinical mental health counselors drawing upon addictions knowledge to determine level of care). [SC L3]	0	1	2	3	*
13*	Incorporates systemic strategies to promote holistic improvement at and beyond the clinical site. [SC N1]	0	1	2	3	*
14	Clearly differentiates the distinction between health and dysfunction when intervening with clients.	0	1	2	3	*
15	Demonstrates knowledge and understanding of human developmental stages with regards to treatment strategies.	0	1	2	3	*
16	Understands, conducts, and adheres to the policies associated with the site and site procedures (e.g., intakes, biopsychosocials, diagnoses, treatment plans, ARCs, transition programs, college admissions, etc.).	0	1	2	3	*
17	Demonstrates the ability to assess for and manage suicide risk.	0	1	2	3	*
18	Understands the role of the counselor during crisis, disasters, or other trauma-causing events.	0	1	2	3	*
19*	Demonstrates and adheres to ethical and legal considerations as a professional counselor. [CMHC B1; SC B1]	0	1	2	3	*

DIVERSITY & ADVOCACY

	Item	Does not Meet	Developing Standard	Meets Standard	Exceeds Standard	NA
20	Conveys a nonjudgmental view toward individuals of differing backgrounds.	0	1	2	3	*
21	Demonstrates appropriate use of culturally responsive counseling during the therapeutic relationship.	0	1	2	3	*
22*	Demonstrates multicultural competencies in relation to diversity, equity, and opportunity with regards to client access and development. [SC F1]	0	1	2	3	*
23*	Discusses issues of diversity objectively and seeks input from client to understand client's point of view and adjust treatment accordingly. [CMHC F3]	0	1	2	3	*
24*	Applies effective strategies to promote client understanding of and access to a variety of community resources. [CMHC D4]	0	1	2	3	*

`DIAGNOSIS, ASSESSMENT, & EVALUATION

	Item	Does not Meet	Developing Standard	Meets Standard	Exceeds Standard	NA
25	Appropriately utilizes current diagnostic tools to inform practice and collaborate with other professionals.	0	1	2	3	*
26	Appropriately selects assessments based on client concerns, needs, development and so forth.	0	1	2	3	*
27*	Appropriately analyzes and interprets data to inform and increase the efficacy of counseling interventions and/or programs. [CMHC J3]	0	1	2	3	*
28	Demonstrates skill in thoroughly assessing for client strengths, needs, and barriers.	0	1	2	3	*
29	Demonstrates skill in designing treatment plans to enhance client development beyond the clinical site (e.g., social development, academic development, career development, etc.).	0	1	2	3	*
30*	Demonstrates skill in screening for critical mental health issues such as addiction, aggression, and danger to self and/or others. [CMHC H3]	0	1	2	3	*

PROFESSIONALISM, COLLABORATION, CONSULTATION, & RESEARCH

	Item	Does not Meet	Developing Standard	Meets Standard	Exceeds Standard	NA
31	Applies and adheres to the record-keeping standards of the site.	0	1	2	3	*
32	Actively seeks supervision to address his/her own limitations	0	1	2	3	*
33	Demonstrates openness to feedback and supervision.	0	1	2	3	*
34	Demonstrates the use of research to inform evidence-based practices.	0	1	2	3	*
35	Effectively collaborates with other professionals at the clinical site.	0	1	2	3	*
36*	Ethically collaborates with community resources when necessary to secure assistance for clients and/or their families. [SC N5]	0	1	2	3	*
37*	Makes appropriate referrals. [SC H4]	0	1	2	3	*
38	Demonstrates a general understanding of consultation.	0	1	2	3	*

39. Supervisee accomplishments:

40. Additional areas for growth:

Signature of Supervisee **Date**

Signature of Supervisor **Date**

For Faculty Supervisor Use:

Total points earned _____ /
Total possible points _____ * 100 =
Percentage quotient _____

Grading Rubric for Supervisor Evaluation of Supervisee

(for faculty supervisor use)

Evaluation grades will be assessed given several criteria: (a) percentage quotient from total points earned and total points possible; (b) clinical level of supervisee (i.e., Practicum, Internship I; Internship II); and (c) supervisor setting (i.e., site supervisor, faculty supervisor).

Supervision Setting	**Site Supervisor Evaluation of Supervisee**				**Faculty Supervisor Evaluation of Supervisee**			
Point Distribution	Exceeds Standards (10 points)	Meets Standards (8 – 9 points)	Developing Standards (6 – 7 points)	Does Not Meet Standards (0 – 5 points)	Exceeds Standards (19 – 20 points)	Meets Standards (16 – 18 points)	Developing Standards (13 – 15 points)	Does Not Meet Standards (0 – 12 points)
Practicum Evaluation Quotient	68% - 100%	50% - 67%	38% - 49%	0% - 37%	68% - 100%	50% - 67%	38% - 49%	0% - 37%
Internship I Evaluation Quotient	75% - 100%	57% - 74%	45% - 56%	0% - 44%	75% - 100%	57% - 74%	45% - 56%	0% - 44%
Internship II Evaluation Quotient	80% - 100%	60% - 79%	45% - 59%	0% - 44%	80% - 100%	60% - 79%	45% - 59%	0% - 44%

MURRAY STATE UNIVERSITY COUNSELING PROGRAM
COUNSELING SUPERVISEE'S EVALUATION OF PLACEMENT SITE TO BE COMPLETED ONLINE

(CACREP Section 4: K)

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 TO BE COMPLETED ONLINE
(CACREP Section 4: K)

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:

1 Highly Unsatisfactory 2 Unsatisfactory 3 Adequate 4 Satisfactory 5 Highly Satisfactory

(unethical or illegal) (good) (great)

____ 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

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

Based on your experience with a student from the Murray State University Counseling Program, please indicate the extent to which our program prepares students for their field experiences. Please use the following scale.

0= Unable to Evaluate, 1= Unprepared, 2= Poorly Prepared, 3= Adequately Prepared, 4= Well

Prepared Student exhibits:

1. personal and professional growth 0 1 2 3 4

2. a professional counseling identity 0 1 2 3 4

3. collegiality 0 1 2 3 4

4. accountability 0 1 2 3 4

5. professional leadership 0 1 2 3 4

6. contact with a professional organization 0 1 2 3 4

7. high ethical standards 0 1 2 3 4

8. ongoing professional development 0 1 2 3 4

9. openness to supervision and/or feedback 0 1 2 3 4

Student exhibits skill and knowledge in:

10. individual and group counseling theories 0 1 2 3 4

11. assessment/appraisal processes 0 1 2 3 4

12. career/lifestyle development theories 0 1 2 3 4

13. establishing effective counseling relationships 0 1 2 3 4

14. consultation processes 0 1 2 3 4

15. human growth and development 0 1 2 3 4

16. multicultural/pluralistic characteristics of diverse cultural groups 0 1 2 3 4

What would you most like us to know about the students of our program and/or your experiences with them (please use the back if more space is needed)?

CONFIDENTIALITY ACKNOWLEDGEMENT
RE: PROTECTED HEALTH/PROPRIETARY INFORMATION
AND
AGREEMENT RE: STUDENT CLINICAL EXPERIENCE AND
RELEASE OF EDUCATION RECORDS

I understand that by virtue of my participation and/or enrollment in Course No(s). _____at Murray State University, I will be assigned to the following facility(s): _____.

In connection with such assignment, I hereby authorize Murray State University to provide such education records concerning me as may be required by the facility, including but not limited to, documents containing grade information and classification status, criminal background check and drug test information and information as to immunizations and such other medical documentation as may be required.

In connection with such assignment(s), I also agree to adhere to the following:
In connection with my clinical training/internship/practicum [hereinafter referred to as "clinical experience"], I recognize that I may have access to oral information and review of records and charts of patients, whether by paper copy or computer/electronic files, which may contain protected health information, the unauthorized disclosure of which is prohibited by the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as well as other proprietary/confidential information of the clinical experience facility(s) including but not limited to policies, procedures, trade secrets, trade information, business practices, information systems, security passwords, financial information, and other proprietary information. I further acknowledge that in certain facilities I may also have access to student information/documents (whether oral, paper/hard copy or electronic) which constitutes confidential information under the Family Education Rights and Privacy Act (FERPA) and other state laws. I hereby acknowledge that all such patient information, student information and proprietary facility information as set forth above is confidential information and hereby agree to maintain the confidentiality of same [hereinafter referred to collectively as "confidential/proprietary information"]. I further agree and acknowledge that I will not remove any documents, papers, electronic files or data from the facility(s) at

which I am engaging in my clinical experience, nor will I copy any such documents or electronic files/data for use or disclosure other than as directed by appropriate staff at the clinical experience facility(s) and will only access information on a "need to know" basis. I further agree to abide by all

policies of MSU and the facility(s) to which I am assigned. I understand that the confidential/proprietary information to which I am privy shall remain confidential after completion of the course(s). I understand that any disclosure by me of such confidential/proprietary information, at any time, whether orally, hard copy/paper or electronically, including removal of same, could subject me to substantial civil as well as criminal penalties imposed by law. I further acknowledge and fully understand that the disclosure by me of confidential/proprietary information to any unauthorized person is also a violation of Murray State University's policy and could subject me to academic discipline and other disciplinary action by Murray State University. It is hereby acknowledged that my responsibility to maintain the confidentiality of such confidential/proprietary information shall apply to any facility in which I am placed for clinical training/instruction/observation during my tenure as a student at Murray State University regardless of whether or not said facility is specifically listed above.

I further agree that should confidential/proprietary information be disclosed by me in any manner or form or copies made or distributed (paper or electronic) by me in violation of this agreement, FERPA, or any rules or policies of MSU or the facility to which I am/have been assigned, HIPAA, or any other applicable laws or regulations, I will immediately notify the faculty person assigned to me/my clinical experience or the Department Chair. In such event (as well as any situation where Murray State University becomes aware of a breach or allegation of a breach of confidentiality by any other means which involves me or is alleged to involve me), I hereby authorize Murray State University to inform the clinical facility whose confidential/proprietary information has been or may have been breached and provide to that facility any information/records, including education records, regarding myself and said breach of confidentiality or allegation thereof as may be deemed appropriate by Murray State University in its sole discretion and I hereby specifically waive any and all rights regarding such disclosure under the Family Education Rights and Privacy Act (FERPA).

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.

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.

By signature below, I hereby acknowledge that I am 18 years of age or older and that I agree to the terms and obligations as set forth above.

_____ _____ Print
Student's Name. Student's Signature

_____
Date Signed

Practicum and Internship Manual Acknowledgement Form

MURRAY STATE UNIVERSITY

Opportunity *afforded*

By my signature below, I, _____, acknowledge the following:

❖ I have/will read the Murray State University Counseling Program Practicum and Internship Manual. I understand that the manual is updated prior to the start of each academic year and that it is available for download on the MSU Counseling webpage, and that it is my responsibility to read the manual prior to the start of each academic year. I understand and agree to abide by all standards, policies and guidelines specified on the website and in this manual:

- An overview of Practicum and Internship Requirements
- Background checks
- Evaluation procedures
- Recording equipment and procedures
- Record keeping procedures and
- Related Professional Organizations and Liability Insurance (Section 3: A)

❖ The Counseling Program faculty have informed me of the material contained in the Manual and answered my questions regarding the standards, policies and guidelines of the Counseling Program regarding Practicum and Internship Procedures. I understand that I may retrieve a copy of the Practicum and Internship Manual from the Counseling Program webpage or the Practicum/Internship Coordinator.

❖ I understand that no client information can be provided electronically via email, Canvas, or other means outside of the permitted recording procedures.

❖ I agree that I will obtain a video camera with a password, encrypted SD or equivalent card and a password/encrypted USB drive to save ALL session recordings and documentation that must leave the clinical site for the purposes of faculty supervision.

❖ I understand that client transcripts, video recordings, case conceptualizations and anything that may have client information on it will only be saved on the password protected SD and USB drives and that necessary copies printed for faculty supervision will be printed and provided to class. It is my responsibility to ensure the security of these documents and to have no identifiable client data on the printed documents. Upon the completion of supervision, I am required to collect all documents from peers and shred them.

❖ I understand that students are assessed at midterm and end of every semester by both the site and faculty supervisor. If students are deemed in need of improvement, they will be contacted by their professor and/or advisor and develop a plan that encourages professional growth.

❖ I understand that failure to abide by these standards is a violation of the American Counseling Association *Code of Ethics* (2014) and can be grounds for termination from the program.

Student Signature: _____ Date: _____

Faculty/Advisor Signature: _____ Date: _____

APPENDIX B
PRESENTATION FORMS

SELF ASSESSMENT AND REFLECTION FORM

VIDEO CRITIQUE

Name: _____ Session Date: _____ Client's Initials: _____
Session Length: _____ Session Number with Client: _____

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1. Background information (Brief client description, demographics, & presenting issue/concern; use client's initials throughout):

2. Session notes [What was your goal(s) for the session? How were you intentionally attempting to accomplish this goal? What actually happened in the session (summarize the session)? Any behavioral observations (did the client demonstrate any incongruities, etc.?)]:

3. Demonstration of counseling skills [What skills were predominantly used in this session (foundational and advanced)? Were these appropriate to the timing and issues being discussed? be specific]:

4. Conceptualization [In the language of your theory (i.e., foundational constructs) provide an explanation of what is happening with the client]:

5. Relevant research [Identify research on theory, techniques, and so forth relevant to this case, population, issue, and so forth]:

6. Culturally relevant issues/challenges [What challenges were experienced when working with this client; what have you become aware of regarding your bias, values, limitations, and so forth]:

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. Rate your overall performance in this session based on the criteria delineated in the scoring rubric:

On Target _____ Acceptable _____ Not Acceptable _____

Why did you choose to rate your performance at this level?

10. What additional supervision and feedback do you feel you need from your

supervisor/peers on this assignment (be specific / note where in session feedback is sought)?

THEORETICAL CASE PRESENTATION FORM
FOR 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

_____ (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

SAMPLE LETTER TO PARENTS

(needs to be adapted to student's needs)

Dear Parents,

My name is _____. I am the _____ at _____ school. I am currently working toward a _____ at Murray State University and plan to graduate in _____. To finish my degree I will be completing a practicum/internship in _____ counseling at _____ school/agency. Under the supervision of _____, our school counselor, I will be spending at least 40 hours counseling students in our school and would like permission to work with your child. This would be a great opportunity for additional one-on-one contact. Counseling sessions may focus on a variety a variety of topics and issues of personal concern to your child.

During some of the counseling sessions, I will be recording myself so that my site supervisor, _____, and my faculty supervisor at Murray State University, _____, can observe my counseling skills and give me feedback so that I can provide the best counseling services to your child. Your child's confidentiality will be protected.

Before recording the counseling sessions, I will need your permission. If you are interested in having me work one-on-one with your child, please complete, sign and return the attached form by _____. If you have any further questions feel free to contact either my site supervisor at _____ or myself at _____.

APPENDIX D
PROOF OF LIABILITY (MALPRACTICE) COVERAGE (CACREP Section 3: A)

MURRAY STATE UNIVERSITY COUNSELING PROGRAM

PROOF OF LIABILITY (MALPRACTICE) COVERAGE

(CACREP Section 3: A)

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)