



Opportunity afforded

PRACTICUM/INTERNSHIP SITE SUPERVISOR MANUAL

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

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Dear Prospective Supervisor:

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

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

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

Sincerely,

The Counseling Faculty at Murray State University

Introduction to the Counseling Programs at Murray State University

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

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

Master of Arts in School Counseling

The Master of Arts in Education in School Counseling is a 42-hour program designed to prepare individuals to work in mental health, consultative, and leadership positions in P-12 school settings. Upon completion of coursework students will need to apply for school counseling certification via the COEHS Teaching Education Service Office.

Specialist in Education in School Counseling

Upon successful completion of the 48-hour Masters of Arts in School Counseling program, students can complete an additional 12 credit hours to earn the Specialist in Education Degree (Ed.S.) in School Counseling. Graduates of this program are not eligible for licensure, but could receive a rank change. If students would like to obtain licensure, they should apply for the Ed.S. in Clinical Mental Health Counseling.

Specialist in Education in Clinical Mental Health Counseling

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

CACREP Accreditation Standards

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

1. Professional Identity
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development

5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation

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

Mission Statement

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

Philosophy

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

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

Valuing Diversity

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

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in

employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

Professional Ethics

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

Professional Affiliations

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

American Counseling Association

www.counseling.org

Kentucky Counseling Association

www.kyca.org

American Mental Health Counselors Association

www.amhca.org

Kentucky Mental Health Counselors Association

www.kmhca.com

West Kentucky Mental Health Counselors Association

www.yahoo.com/group/WKMHCA

American School Counselor Association

www.schoolcounselor.org

Kentucky School Counselor Association

www.kyschoolcounselor.org

West Kentucky Counseling Association

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

Kentucky Board of Licensed Professional Counselors

www.lpc.ky.gov

Chi Sigma Iota

www.csi-net.org

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

www.cacrep.org

Faculty

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**Council for Accreditation of Counseling and Related Educational Programs
(CACREP) Standards for Practicum and Internship**

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 III F and G)
- A minimum of one hour a week of individual or triadic supervision provided by the site supervisor.

(CACREP Section III H)

- A minimum of 1 ½ hours a week of group supervision (maximum group size of 12 students). (CACREP Section III 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 III B)
- Must conduct a counseling or psychoeducational group during either practicum or internship (CACREP Section III E)
- Have ability to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. (CACREP Section III 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 III 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 III M, T, U)
- A minimum of one hour a week of on-site supervision. (CACREP Section III 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 III B)
- Must conduct a counseling or psychoeducational group during either practicum or internship (CACREP Section III E)
- Have ability to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. (CACREP Section III 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 primarily 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.**

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 III 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 III 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 provide assistance in the development of the practicum/internship student's plan, to provide and discuss the agency, and to provide an overview of working relationships in the agency.
5. Encourage the practicum/internship student to seek information by asking questions of the field supervisor and other members of the staff, to schedule time for meeting with administrative staff, and for counseling supervision.

Planning

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

Counseling Activities

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

Methodology and Instruction

1. Participate actively in the carrying out of the practicum student's plan for the semester.
2. Support and facilitate the achievement of the expectations and goals which the University and the Counselor Education Program has for the practicum/internship student.
3. Plan time to contact the faculty supervisor to discuss the practicum/internship student's performance.

Evaluation / Supervision

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

Responsibilities of the Practicum/Internship Student

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

Orientation

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

Planning

1. Present the working plan for the semester's experience at the end of the second week of the practicum/internship to the faculty supervisor during supervision. The plan will include the student's goals, the methods to achieve those goals.
2. Discuss and develop the proposed plan with the site supervisor and the faculty supervisor. Both the site

supervisor and the faculty supervisor must endorse the proposed plan.

3. Arrange to meet weekly with the site supervisor to discuss both the proposed plan and counseling activities.
4. Inform the site supervisor if you will be absent from your practicum/internship for any reason.
5. Plan to meet with your faculty supervisor on a weekly basis and be prepared to present a recent videotape of your counseling for supervision.
6. Fulfill the final plan for the semester.

Counseling Activities

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

Instruction and Methodology

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

Professionalism

1. The practicum/internship student will discharge all responsibilities at the cooperating agency in a professional manner and in accord with the ACA 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.

Supervisor Qualifications

(CACREP Section III 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 III 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 III P)

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

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

Role of the Site Supervisor

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

Assistance in Developing the Practicum or Internship Agreement

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

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

- 8-Career Counseling
- 9-Individual Supervision
- 10-Group/Peer Supervision
- 11-Case Conferences and/or Staff Meeting

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

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

Orientation

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

Supervision

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

Role Modeling

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

Taping

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

Contact

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

Practicum/Internship Evaluation (CACREP Section III 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.

Verification of Practicum/Internship Hours

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

Guidelines for Supervision of Students in a Professional Setting

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

- Please allow the student to observe you in your role as a counselor, including your counseling with clients, if possible, prior to his/her beginning to provide services. This is

an ethical and effective teaching technique, and if the client's permission is obtained, the counseling is rarely, if ever, impeded.

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

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

Role of the MSU Counseling Faculty

The Faculty as a Whole

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

Group Supervision

During practicum and internship, students are required to meet for dyadic and/or group supervision class at one of the MSU campuses. A member of the counseling program faculty conducts this supervision. The practicum and internship courses require that students meet in dyadic and/or group supervision for a minimum of one and one half hours per week, scheduled weekly throughout the semester. Students receive credit for hours attended in group supervision towards their required clock hours.

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

Internship Site Visits

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

**PRACTICUM
&
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 RESPONSIBILITIES

A. The Clinical Facility and the University shall provide liaison for services and educational staffs for regular meetings to assure systematic planning and the exchange of information regarding policy changes, problems, and new developments. The Clinical Facility shall evaluate the student's clinical performance in consultation with University. The final decision as to grades will be that of the faculty of the University.

1. For Practicum Students: Each student must complete 150 hours with the Clinical Facility, of which 40 hours must be direct contact with patients/clients (individual or group counseling).

2. For Internship Students: Each student must complete 300 hours of which 120 hours must be direct contact with patients/clients (individual or group counseling).

B. The Clinical Facility shall retain the right to control access to its facilities by students and faculty members. In the event the behavior of student(s) or faculty should become disruptive to Clinical Facility, is a violation of Clinical Facility's Policy or Procedure or its standing in the community, the action shall be reported immediately, in writing, to the appropriate individual of the University as follows:

Point of Contact Name: 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

MSU President

Name: _____
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.

___ 2. The field setting provides a sufficient number of client hours to meet the departmental requirements for practicum (150 total and 40 direct) and internship (300 total and 120 direct for each internship).

___ 3. The field setting provides the type of clients consistent with my present level of training.

___ 4. The field supervisor meets departmental requirements (e.g. experience, degree, major, certificates, license).

___ 5. 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.

___ 7. The field setting provides an opportunity to facilitate a counseling or psychoeducational group.

___ 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.

___ 9. Affiliation Agreement between MSU's Department of Educational Studies, Leadership, and Counseling and field setting is in place.

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

Student Signature

Date

Field Supervisor Signature

Date

Faculty/Practicum-Internship Supervisor/Advisor

Date

(signed form will be filed in student's file)

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

<u>For Department Use Only</u>
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.
	_____ 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, Murray State University, Alexander 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 617, Introduction to Counseling | Date Complete _____ |
| ___ CNS 618, Issues in Mental Health Counseling | Date Complete _____ |
| ___ CNS 619, Foundational Counseling Skills (<i>required</i>) | Date Complete _____ |
| ___ CNS 624, Theories of Counseling Skills (<i>required</i>) | Date Complete _____ |
| ___ CNS 635, Human Development | Date Complete _____ |
| ___ CNS 671, Multicultural Counseling | Date Complete _____ |
| ___ CNS 692, Group Counseling | Date Complete _____ |
| ___ Other _____ | Date Complete _____ |

Student Signature: _____

<p><u>For Department Use Only</u></p> <p>Date received _____</p> <p>Clinical Coordinator</p> <p>Initials: _____</p>

**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	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	0	1	2	3	*

	plans, ARCs, transition programs, college admissions, etc.).					
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 Standard	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			
	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%

PRACTICUM/INTERNSHIP LOG SHEET

Please see your Canvas Site or the [Field Work and Supervision Materials](#) page for the Log Sheet.

MURRAY STATE UNIVERSITY COUNSELING PROGRAM

INFORMED CONSENT TO VIDEOTAPE COUNSELING SESSIONS

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

Your signature below indicates that you give _____ (name of your counselor-in-training) permission to videotape your session and that you understand the following:

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

Name of Client (Please print)

Signature

Date

Witness

Date

MURRAY STATE UNIVERSITY COUNSELING PROGRAM

VIDEOTAPE RECORDING CONSENT FORM MINOR

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

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

Parent/Guardian's Signature Date

Client's Assent/ Consent Date

Counselor Trainee's Signature Date

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

Name of Supervisee: _____

Name of Placement Site: _____

Name of Site Supervisor: _____

Period of Site Placement: _____

Please respond with a "Y" for "yes" or an "N" for "no" to the following statements regarding the placement site.

- There was a formal orientation or introduction to training at this site.
- I received adequate introduction to the site's policies and procedures and my duties at this site.
- I received adequate physical space to provide counseling with appropriate confidentiality at this site.
- I was regularly assigned clients at this site.
- I had difficulty getting sufficient clients at this site to complete my direct hours requirement.
- I had difficulty getting opportunities to participate as a co-leader or a leader of counseling groups at this site.
- I had difficulty getting the necessary equipment and physical arrangements to video tape at this site.
- I was made a member of the regular staff at this site.
- I was treated with professional respect by all staff members at this site.
- I received adequate management and supervision at this site so I never felt unsupported in my decision making.
- This site provided me with adequate resources to continue my professional development.
- This site provided me opportunities to learn about applying various counseling theories and techniques.
- This site provided me opportunities to work with persons representing diversity in our community.
- I would recommend this site for other interns of the Murray State University Counseling Program.

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

Signature of Student

Date

MURRAY STATE UNIVERSITY COUNSELING PROGRAM

COUNSELING SUPERVISEE'S EVALUATION OF SITE-SUPERVISOR

Name of Supervisee: _____

Name of Placement Site: _____

Name of Site Supervisor: _____

Period of Site Placement: _____

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

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

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

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

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

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

____ This supervisor provided helpful information about specific techniques.

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

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

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

Signature of Student

Date

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 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

Student exhibits skill in:

17. individual and group counseling theories	0	1	2	3	4
18. assessment/appraisal processes	0	1	2	3	4
19. career/lifestyle development theories	0	1	2	3	4
20. establishing effective counseling relationships	0	1	2	3	4
21. consultation processes	0	1	2	3	4
22. human growth and development	0	1	2	3	4
23. 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)?