



Texas A&M University-Kingsville

College of Education and Human Performance

Department of Educational Leadership & Counseling

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# COUNSELING PROGRAM

## PRACTICUM AND INTERNSHIP HANDBOOK

**Counseling Practicum/Internship**

**Revised September 2025**

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## **INTRODUCTION TO PRACTICUM AND INTERNSHIP**

One of the primary experiences in the master's program in Counseling and Guidance is the clinical coursework embodied in practicum and internship. These courses require students to utilize the knowledge and skills gained in the courses as they provide services to clients, groups or students. The primary objective of these courses is to provide experiences, consultation, and supervision to help students become effective counselors.

Professional practice, which includes practicum and internship, provides opportunities for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. The Educational Leadership and Counseling faculty will make every effort to follow and adhere to the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

### **Purpose of This Manual**

This practicum and internship manual serves as a comprehensive resource for the field site experience. All forms required for practicum and internship are included. Students are responsible for familiarizing themselves with the information in this manual and for adhering to the requirements and policies set forth. Students' faculty advisors have the primary responsibility for assisting them in planning the completion of requirements for the Master's Degree in Counseling and Guidance.

**Note:** The Texas A&M University-Kingsville Graduate Catalog supersedes any information in this manual.

## **SITE AND SUPERVISOR REQUIREMENTS**

Schools, agencies, and other organizations that serve as practicum and internship sites for TAMUK counseling students represent a spectrum of counseling delivery programs and services. All sites must meet the requirements for appropriate placements as outlined by the Counseling and Guidance Program at TAMUK. These requirements are consistent with those of our accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

### **Site Requirements**

All approved sites must provide:

- 1. Learning Opportunities**
  - Availability of necessary learning experiences appropriate to the counseling profession
  - Sufficient client population for required direct service hours
- 2. Supervision Structure**
  - Availability of appropriate weekly supervision (minimum one hour per week)
  - Agency/organization support of the student's placement
  - Allowance for site supervisor to have sufficient time for student supervision
- 3. Non-Discrimination Policy**
  - Agency/organization non-discriminatory practices in hiring and acceptance of students or clients
- 4. Professional Development**
  - Site supervisor willingness to participate in meetings with practicum/internship instructor
  - Participation in supervisor training as provided by the university
- 5. Technology and Safety**
  - Relevant training for in-person and/or distance counseling supervision
  - Relevant training in technology utilized for supervision
  - Agency/organization provision of training and/or orientation designed to protect student safety as appropriate to the site
- 6. Communication Requirements**
  - Agency/organization agreement to inform student's practicum/internship instructor of any changes in the student's supervision as soon as possible

### **Site Supervisor Qualifications**

- a minimum of a master's degree, preferably in counseling or a related profession
- active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession

- a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled
- relevant training for in-person and/or distance counseling supervision
- relevant training in the technology utilized for supervision
- knowledge of the program's expectations, requirements, and evaluation procedures for students.
- Students may not see clients when their site supervisors are absent unless another qualified supervisor is on site
- Site supervisor and student are responsible for knowing the licensing requirements for their residing state
- **Emergency Coverage:** In cases of prolonged unavailability of the site supervisor, the student will likely need to seek a secondary site to complete direct hours

## **Additional Site Requirements**

1. **Student Safety**
  - Students must not work alone at the placement site
  - Students must have access to immediately available consultation services
2. **Service Delivery**
  - Students must deliver counseling in a variety of modalities (in-person and telehealth)
  - Telehealth must be conducted in a clinical setting, not in the student's home
3. **Financial Arrangements**
  - Supervisors cannot charge students for supervision
4. **Remediation Procedures**
  - If any performance issues arise, the site supervisor agrees to implement a remediation plan and contact the faculty supervisor
5. **Observation Requirements**
  - Evidence of session observation at least twice per semester
  - Site supervisor must meet with faculty at least once per semester to monitor student learning
  - If audio or video recording is not allowed at the site, please contact faculty for options (Session Observation)
6. **Group Leadership**
  - Opportunity for students to lead or co-lead a counseling or psychological group

## **Employment-Based Placements**

With permission and guidance from the university internship instructor, students may sometimes use their places of employment for internship placement. Students should be aware that internship is intended to broaden and strengthen both skills and experience; therefore, responsibilities beyond those regularly practiced in the job setting must be obtained. Additionally, the agency/organization must allow the student to obtain experiences appropriate for a master's-prepared employee.

## **School Counseling Placements**

Students in the school counseling specialization may use the campuses at which they teach as their practicum site, with the approval of appropriate school district personnel and designation of a site supervisor that meets the requirements outlined above, and approval from the university instructor. However, they may not counsel their own students due to ethical issues related to dual relationships.

**Important Note:** Students who work at sites that provide case management should be aware that case management activities do not constitute counseling hours and will not be counted toward direct service requirements, unless job duties align with services approved in the counseling handbook.

## **Emergency Contact Information**

In case of a student emergency, please contact:

- Dr. Fitzgerald: 281-785-6451 and/or [evelyne.fitzgerald@tamuk.edu](mailto:evelyne.fitzgerald@tamuk.edu)

# PROFESSIONAL STANDARDS AND EXPECTATIONS

## Professional Conduct

Students are expected to conduct themselves in a professional manner at all times. This includes but is not limited to:

- Following the field site's dress code
- Setting and maintaining a consistent schedule
- Being punctual for all appointments and responsibilities
- Providing adequate notice if unable to be on site as scheduled
- Maintaining a professional demeanor with all clients, colleagues, and supervisors
- Treating clients and peers as individuals deserving of respect
- Following all relevant ethical codes, including that of the American Counseling Association (ACA)

## Academic Consequences

Students are required to complete their arrangements with their sites and their clients regardless of whether they have completed the required hours for the particular course in which they are enrolled. Students who are asked to leave a site for unprofessional or unethical behavior may be dropped from the course or receive a failing grade. Such occurrences may trigger additional departmental proceedings such as a program remediation plan or removal from the program.

## Confidentiality Standards

Students are expected to maintain confidentiality of all information related to clients and group members, as well as all information related to cases presented in practicum/internship classes. This responsibility exists regardless of procedures in place at the site.

### Key Confidentiality Requirements:

1. **Legal and Ethical Compliance**
  - Knowledge and adherence to legal and ethical confidentiality practices of the field placement site
  - Compliance with applicable codes of ethics
  - Understanding of HIPAA and/or FERPA requirements
2. **Documentation Protection**
  - No use of client identifying information in any practicum/internship documentation, including recordings
  - Secure storage of recordings and other client information in a manner that is secure, legal, and ethical
3. **Material Destruction**
  - Recordings, transcripts, case studies, or other client information used for class must be destroyed appropriately from all devices as soon as they have been evaluated
  - Exception: If it is the policy of the site to maintain and secure all recordings
4. **Consultation Requirements**
  - Any questions regarding confidentiality must be discussed with both the university instructor and the site supervisor



## **Professional Liability Coverage**

Students must obtain liability insurance to cover the practicum/internship experience. Verification of liability insurance is required on the first day of class and before practicum/internship direct services begin.

### **Acceptable Insurance Options:**

- American School Counselor Association (ASCA) membership
- Healthcare Providers Service Organization (HPSO)
- American Counseling Association (ACA) membership (includes acceptable professional liability coverage)

## **CLINICAL PLACEMENT SUPPORT**

The Clinical Coordinator provides comprehensive support to students seeking clinical placements through multiple ongoing initiatives designed to facilitate successful site matches. Each semester, the coordinator conducts clinical orientation sessions that guide students through the placement process, site requirements, and professional expectations. The coordinator maintains and regularly updates a comprehensive list of approved clinical sites, ensuring students have access to current opportunities that meet program standards. Through dedicated Teams channels, students receive real-time notifications when new sites become available or when existing sites have openings, enabling timely responses to placement opportunities. Additionally, the coordinator offers individualized consultation to help students identify sites that align with their specific interests and career goals, provides guidance on application materials and interview preparation, maintains relationships with site supervisors to ensure quality placements, and serves as a liaison to resolve any challenges that arise during the placement process. This multifaceted support system ensures students have the resources and guidance needed to secure meaningful clinical experiences that enhance their professional development.

## **HOUR REQUIREMENTS**

### **60-Hour Degree Plan**

#### **Practicum Requirements:**

- Total Hours: 100 clock hours minimum
- Direct Client Contact: 40 hours minimum

#### **Internship Requirements:**

- Total Hours: 600 hours (Internship I and II combined)
- Direct Client Contact: 240 hours minimum (120 hours per internship course)

## **PREREQUISITES**

Prerequisites for practicum and internship are subject to change as coursework requirements change. However, at minimum, students must have successfully completed the courses listed below prior to enrolling in practicum.

**Note:** Students should note that these courses may have prerequisites; therefore, careful academic planning is essential.

### **Required Prerequisite Courses:**

- EDCG 5310: Introduction to Counseling and Guidance
- EDCG 5311: Theories of Counseling
- EDCG 5312: Counseling Techniques
- EDCG 5315: Ethics and Legal Issues
- EDCG 5321: Abnormal Human Behavior
- EDCG 5323: Group Counseling
- EDCG 5339: Human Growth and Development
- EDCG 5347: Culturally Different

### **Practicum and Internship Coordinator Responsibilities**

The Coordinator has clearly defined responsibilities that include:

- Admissions to practicum and internships (checking prerequisites and academic/personal status)
- Overseeing practicum and internship policies, ethical practices, and adherence to CACREP standards
- Coordinating and approving practicum and internship site supervisors for students
- Coordinating and meeting with practicum and internship professors
- Providing orientation to new practicum students and professors
- Coordinating and providing supervision training to site supervisors

The Coordinator reports to the Department Chair regarding the responsibilities mentioned above.

## **FORMS AND DOCUMENTATION**

### **Required Documentation Checklist**

The following forms and documentation are required for all practicum and internship students:

#### **Pre-Placement Forms:**

- Professional Liability Insurance Verification
- Memorandum of Understanding
- Pre-Self-Assessment of Basic Helping Skills
- Completed Supervisor Training

#### **During Placement:**

- Weekly Direct Services Logs
- Weekly Indirect Services Logs
- Supervision Logs
- Midterm Supervisor Evaluation of Student
- Audio/Video Recording Consent Forms (as applicable)

#### **End of Placement:**

- Final Supervisor Evaluation of Student
- Evaluation of Site Supervisor by Student
- Evaluation of Placement Process
- Post-Self-Assessment of Basic Helping Skills
- End of Term Activity Summary
- Group Verification Log
- Group Supervision Log

## EVALUATION PROCEDURES

### Evaluation Schedule

#### Midterm Evaluation:

- Completed by site supervisor at the midpoint of the semester
- If a student receives a rating of 1 or 2, a remediation plan must be implemented
- Faculty must be notified immediately of any performance concerns

#### Final Evaluation:

- Completed by site supervisor at the end of the semester
- Used to determine final grade for practicum/internship course
- Includes comprehensive assessment of student competencies

### Rating Scale for Evaluations

#### Performance Levels:

- **1 - Poor:** Skill absent or performance has potential for harm
- **2 - Unsatisfactory:** Some evidence of beginning skill, but insufficient
- **3 - Adequate:** Evidence of beginning skill but inconsistent
- **4 - Good:** Skill generally well performed
- **5 - Excellent:** Skill consistently well performed

### Remediation Process

When a student receives ratings of 1 or 2 on the midterm evaluation, the following remediation process must be implemented:

1. **Immediate Notification:** Site supervisor contacts university faculty
2. **Remediation Plan Development:** Collaborative development of specific improvement goals
3. **Timeline Establishment:** Clear deadlines for improvement milestones
4. **Follow-up Meetings:** Regular check-ins to monitor progress
5. **Final Assessment:** Determination of successful remediation or further action needed

## **RESOURCES AND REFERENCES**

### **Guidelines for Direct and Indirect Services**

#### **Direct Services (Recommended percentages)**

##### **Individual Counseling (45-55%)**

- Practicum: 18-22 hours
- Internship: 54-66 hours
- Includes individual client counseling, treatment planning, co-counseling
- Includes intakes/interviews and family/parent consultation (client must be present)

##### **Group Counseling (25-30%)**

- Practicum: 10-12 hours
- Internship: 30-36 hours
- Application of knowledge and skills in group facilitation
- **Guidance Curriculum/Psychoeducation (20-30%)**
- Practicum: 8-12 hours
- Internship: 24-36 hours
- Counseling and/or guidance lessons to multiple students/clients

##### **Testing/Assessment (5-10%)**

- Practicum: 2-4 hours
- Internship: 6-12 hours
- Administering and interpreting counseling-related assessments with appropriate training

##### **Outreach/Advocacy (5-10%)**

- Practicum: 2-4 hours
- Internship: 6-12 hours
- Providing counseling education to community/school and helping clients address external barriers

**Indirect Services**

**Required Activities:**

- Individual Supervision (required - minimum 1 hour weekly)
  - Group Supervision (required - 24 hours total)
  - Case consultation
  - Recordkeeping and case management
  - Training/workshops/research
  - Staff meetings
  - Creating client activities
-



## **APPENDICES**

### **Appendix A: Consent Forms**

- Audio/Video Recording Consent Forms (English and Spanish)

### **Appendix B: Evaluation Forms**

- Supervisor's Evaluation of Student (Midterm and Final)
- Pre and Post Self-Assessment of Basic Helping Skills
- Evaluation of Site Supervisor by Student
- Counseling Session Rating Scale

### **Appendix C: Log Forms**

- Direct Services Log
- Indirect Services Log
- Class Supervision Log
- School/Community Supervision Log
- Site Supervision Log

### **Appendix D: Remediation Documentation**

- Supervisee Remediation Plan Template

### **Appendix E: Resources**

- Spanish Translations for Counseling
- Emergency Contact Information
- Professional Organizations and Resources

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**This handbook serves as the official guide for practicum and internship requirements. Students are responsible for understanding and following all policies and procedures outlined herein. Questions should be directed to the appropriate faculty supervisor or the Clinical Coordinator.**

**Last Updated:** August 2025 **Next Review Date:** August 2026

## MEMORANDUM OF UNDERSTANDING

### MEMORANDUM OF UNDERSTANDING FOR TAMUK PRACTICUM EXPERIENCE

Texas A&M University-Kingsville  
Department of Education Leadership & Counseling

### AGREEMENT INFORMATION

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

**Field Site:** \_\_\_\_\_

**University Program:** Texas A&M University-Kingsville, Department of Educational Leadership & Counseling

**Effective Period:** From \_\_\_\_\_ to \_\_\_\_\_

**Weekly Hours:** \_\_\_\_\_ hours per week

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

### PURPOSE

This agreement establishes the terms and conditions for the off-site practicum/internship experience in the field of counseling for the student named above. This partnership between Texas A&M University-Kingsville and the field placement site ensures quality educational experiences while maintaining professional standards and ethical practices.

### UNIVERSITY RESPONSIBILITIES

The Department of Educational Leadership & Counseling at Texas A&M University-Kingsville agrees to:

#### Academic Preparation and Oversight

1. **Student Qualification:** Provide counselor trainees who have successfully completed all required prerequisites for practicum/internship.
2. **Faculty Coordination:** Assign a qualified faculty instructor to coordinate the practicum/internship experience and serve as the primary university contact.
3. **Supervision Consultation:** Ensure faculty instructor availability for consultation with the onsite supervisor regarding trainee progress. Faculty will conduct two documented contacts per semester:
  - Initial contact (may be conducted via email)
  - Mid-semester or final contact (must be conducted via Zoom or phone)
  - All site visits must be documented and submitted to the Clinical Coordinator
4. **Group Supervision:** Provide monthly group supervision totaling 24 hours of classroom instruction throughout the semester. Students are allowed to make-up only one group supervision class per semester. If you cannot make-up or attend all group supervision classes, then you must withdraw from the course.

### **Program Support and Communication**

5. **Site Collaboration:** Maintain ongoing collaboration with field placement sites regarding placement procedures and concerns. The Clinical Coordinator serves as the designated contact person.
  6. **Professional Development:** Facilitate student participation in professional development opportunities relevant to their training.
  7. **Supervisor Training:** Provide comprehensive orientation and training for site supervisors, including ongoing support as needed.
  8. **Insurance Requirement:** Require all counselor trainees to maintain current professional liability insurance throughout their placement.
- 

## **FIELD SITE RESPONSIBILITIES**

The field placement site agrees to:

### **Regulatory Compliance**

9. **State Regulations:** For practicum or internship sites located outside Texas, both the student and supervisor are responsible for adhering to the licensing and regulatory requirements of the respective state.

### **Hour Requirements and Experiences**

#### **For Practicum Students:**

10. **Experience Hours:** Provide sufficient opportunities for trainees to complete a minimum of 100 clock hours of counseling-related experience, with 40 hours designated as direct client contact (individual, family, and group counseling).

#### **For School Counseling Track:**

- Minimum 160 hours of counseling-related experience to meet Texas Education Agency (TEA) standards
- 60 of the 160 total hours must be direct client contact hours
- Onsite supervisor will assist in generating appropriate direct client contact opportunities

#### **For Internship Students:**

11. **Experience Hours:** Provide 300 hours of counseling-related experience with 120 hours designated as direct client contact.

### **Recording and Documentation**

12. **Session Recording:** Provide opportunities for trainees to regularly record counseling sessions (audio/video) with appropriate informed consent. Requirements include:
  - Recordings used solely for supervision and evaluation purposes
  - Recordings remain in possession of trainee and/or faculty instructor
  - All recordings must be destroyed by semester end
  - Use of HIPAA-compliant recording software (such as Doxy.me)
  - If the site does not allow audio or video recording, please see faculty for options such as live session observation.

## Professional Development and Oversight

13. **Professional Exposure:** Provide diverse experiences to familiarize trainees with professional counselor duties and responsibilities, including comprehensive orientation to site policies and procedures.
14. **Scheduling:** Collaborate with trainees to develop weekly attendance and activity schedules based on minimum 8-10 hours weekly onsite presence.
15. **Safe Environment:** Ensure provision of:
  - Safe location and appropriate workspace
  - Adequate supplies and staff support for professional counseling activities
  - Immediate consultation services accessibility
  - **Safety Restrictions:** Trainees may not conduct home visits unless accompanied by onsite supervisor, work alone in buildings, or operate without accessible consultation

## Supervision Requirements

16. **Qualified Supervision:** Provide qualified onsite supervisor meeting the following criteria:
  - Master's degree in counseling or closely related field
  - Minimum 2 years of professional counseling experience
  - Current appropriate licensure or certification (preferably LPC in Texas)
  - **Note:** If trainee uses employment setting for practicum, onsite supervisor must be different from employment supervisor
  - Minimum 1 hour weekly individual supervision of trainee's work
  - Meet the requirements for online supervision and counseling
17. **Training Completion:** Complete required supervisor training and submit documentation to students within the first 30 days of the semester.

## Evaluation and Communication

18. **Collaborative Evaluation:** Work with designated faculty instructor and Clinical Coordinator regarding placement procedures and concerns, providing written evaluations of trainee progress at midpoint and conclusion of practicum/internship.
19. **Financial Policy:** Students cannot be charged fees for supervision services.
20. **Technology Integration:** Provide opportunities for students to become familiar with various professional activities and resources, including technology applications relevant to counseling practice.
21. **Telehealth Standards:** Ensure telehealth services are conducted in appropriate clinical settings with proper supervision.
22. **Remediation Protocol:** If a student receives ratings of 1 or 2 on midterm evaluation, implement remediation plan and notify faculty immediately.
23. **Session Observation:** Provide evidence of direct session observation at least twice per semester (midterm and final evaluation periods).
24. **Group Leadership:** Provide opportunities for students to lead or co-lead counseling or psychoeducational groups.
25. **Emergency Contact:** In case of student emergency, contact Dr. Fitzgerald at 281-785-6451 and/or evelyne.fitzgerald@tamuk.edu.

## STUDENT RESPONSIBILITIES

The counselor trainee agrees to:

### Professional Conduct

26. **Professional Standards:** Maintain consistent and prompt attendance onsite while dressing and behaving in a manner consistent with professional practices of the placement site.
27. **Schedule Adherence:** Collaborate with onsite supervisor to develop and maintain weekly attendance and activity schedule requiring minimum 8-10 hours weekly onsite during practicum.
28. **Group Leadership:** Lead or co-lead a counseling or psychoeducational group during Practicum, Internship 1, or Internship 2, as determined in consultation with supervisor.

### Service Delivery

29. **Scope of Practice:** Provide counseling and counseling-related services consistent with current level of training, supervision, and professional counseling role requirements.
30. **Recording Requirements:** Complete two audio or video recordings of counseling sessions throughout the semester for review and evaluation purposes. Recordings serve as basis for individual and group supervision meetings. Trainee must follow established security guidelines and ensure all recordings are destroyed at semester end.

### Compliance and Documentation

31. **Policy Adherence:** Become familiar with and follow all onsite policies, procedures, and supervisor directives.
32. **Insurance and Ethics:** Maintain current professional liability insurance and adhere to American Counseling Association ethical guidelines.
33. **Record Maintenance:** Maintain documentation in proper order and follow confidentiality guidelines for client-related records for both campus and onsite placements.
34. **Change Notification:** Immediately notify TAMUK Department of Counseling and provide renegotiated field placement contract if changes occur in onsite supervisor or placement site.
35. **Evaluation Completion:** Complete and submit Evaluation of Placement Process form
36. **Ethical Standards Compliance** I have read and understood the ethical standards set forth by the American Counseling Association, the American School Counselor Association, the Texas State Board of Examiners of Licensed Professional Counselors, the American Association of Marriage and Family Therapists, the Association for Specialists in Group Work, Texas Education Agency, and any other ethical codes pertaining to counseling and/or therapy. I will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part may result in my removal from practicum/internship and a failing grade, and documentation of

such behavior will become part of my permanent record. Disciplinary action for violation of ethical conduct in practicum/internship will be determined by the TAMUK Counseling and Guidance faculty.

37. **Site Policy Adherence** I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship site. If I am asked to leave my practicum/internship site due to a breach of ethics or any unethical behavior, it could result in being dropped from the course and receiving a failing grade.
38. **Supervision Communication** I understand that my responsibilities include keeping my practicum/internship supervisor(s) informed regarding my practicum/internship experiences.
39. **Performance Standards** I understand that I will not receive a passing grade in practicum/internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as required.

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## **PRACTICUM/INTERNSHIP ACTIVITIES**

**Site Supervisor Instructions:** Please initial next to each activity to indicate which activities the student will engage in under your supervision. Individual supervision is required for all students.

### **Direct Service Hours**

☐ **Individual Counseling** \_\_\_\_\_ (Supervisor Initials) ☐ **Group Counseling** \_\_\_\_\_ (Required; Supervisor Initials) ☐ **Family Counseling** \_\_\_\_\_ (Supervisor Initials) ☐ **Assessment/Intake** \_\_\_\_\_ (Supervisor Initials) ☐ **Consultation** \_\_\_\_\_ (Supervisor Initials) ☐ **Psychoeducation** \_\_\_\_\_ (Supervisor Initials)

**Other Direct Services:** \_\_\_\_\_

### **Indirect Service Hours**

☐ **Record Keeping** \_\_\_\_\_ (Supervisor Initials) ☐ **Individual Supervision (REQUIRED)** \_\_\_\_\_ (Supervisor Initials) ☐ **Group Supervision (REQUIRED – 24 hours)** \_\_\_\_\_ (Supervisor Initials) ☐ **Staff Meetings** \_\_\_\_\_ (Supervisor Initials) ☐ **Training/Workshops** \_\_\_\_\_ (Supervisor Initials) ☐ **Research Activities** \_\_\_\_\_ (Supervisor Initials)

**Other Indirect Services:** \_\_\_\_\_

## **TERMINATION CLAUSE**

It is understood and agreed upon by all parties that the onsite placement may terminate the TAMUK practicum/internship experience if, in the professional judgment of the onsite supervisor, the trainee's behavior is detrimental to site operations and/or client care. The onsite supervisor must notify the faculty instructor or Clinical Coordinator immediately of any termination action. TAMUK practicum/internship termination is separate from any employment relationship the trainee may have at the site.

**AGREEMENT SIGNATURES**

By signing below, all parties acknowledge they have read, understood, and agree to comply with the terms and conditions outlined in this agreement.

**STUDENT:** Print Name: \_\_\_\_\_

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

**ONSITE SUPERVISOR:** Print Name: \_\_\_\_\_

Title: \_\_\_\_\_

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

**UNIVERSITY FACULTY INSTRUCTOR:**

Print Name: \_\_\_\_\_

Title: \_\_\_\_\_

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

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**Agreement Effective Date:** \_\_\_\_\_

**Agreement Expiration Date:** \_\_\_\_\_

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*This agreement may be renewed or modified only through written consent of all parties. Any questions regarding this agreement should be directed to the Clinical Coordinator at Texas A&M University-Kingsville.*

## **Appendix A-Consent Forms**

### **OFF-SITE INFORMED CONSENT FOR AUDIO / VIDEO RECORDING**

#### **COUNSELING STUDENT INFORMATION**

Intern Name: \_\_\_\_\_ Practicum / Internship Site: \_\_\_\_\_

#### **SITE SUPERVISOR INFORMATION**

Site Supervisor Name: \_\_\_\_\_ Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

#### **UNIVERSITY SUPERVISOR INFORMATION**

University Supervisor Name: \_\_\_\_\_ Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

### **INFORMED CONSENT FOR AUDIO / VIDEO RECORDING**

As a graduate student, I am required to be under the direct supervision of qualified clinical supervisors. My supervisors review all aspects of the services that I am providing to you. You have the right to know the name of my supervisors and how to contact her or him.

This information is listed above. Your signature below confirms that this form has been explained to you, and that you understand the following:

- I am not required and I am under no obligation to have this session recorded.
- Recordings will be conducted on a HIPPA compliant platform.
- I may withdraw my permission at any time during or after the recording session. My care will not change by my decision to be recorded.
- I have the right to review my recording with my student counselor during a counseling session.
- My student counselor receives supervision both at this location and by the faculty at Texas A&M University-Kingsville.
- The contents of this recording will remain confidential within the supervision setting at TAMUK.
- This recording will be destroyed upon completion of the supervisory review of the session.
- This consent expires 180 days from the date of my signature below. I may revoke this consent at any time prior to the expiration date by submitting to the student counselor a request to withdraw my permission.
- The original copy of this consent form will be kept in my records with this agency.
- This recording will only be used as a tool to help my student counselor in assisting me or my family.
- I may contact the counseling program at TAMUK with questions or concerns at 361- 593-2889.

#### **SIGNATURES**

Client's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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



## Appendix B Evaluation Forms

*SUPERVISOR'S EVALUATION OF STUDENT (MID and FINAL)*

## Student Counselor's Performance

Name of Student Counselor \_\_\_\_\_

Period of Supervision From \_\_\_\_\_ to \_\_\_\_\_

**Directions for Site Supervisor:** Please circle the number that best evaluates the student counselor on each performance over the entire supervision period. If you did not observe the student on a particular performance please indicate using N/A. Please implement a Remediation Plan if a student receives a 1 or 2 for the Midterm Evaluation (see page 28).

General Supervision Comments		Poor	Adequate	Excellent
1.	Demonstrates a personal commitment in developing professional competencies.	1 2	3 4	5 6
2.	Invests time and energy in becoming a counselor.	1 2	3 4	5 6
3.	Accepts and uses constructive criticism to enhance self-development and counseling skills.	1 2	3 4	5 6
4.	Engages in open, comfortable, and clear communication with peers and supervisors.	1 2	3 4	5 6
5.	Recognizes own competencies and skills and shares these with peers and supervisors.	1 2	3 4	5 6
6.	Recognizes own deficiencies and actively works to overcome them with peers and supervisors.	1 2	3 4	5 6
7.	Completes case reports and records punctually and conscientiously.	1 2	3 4	5 6
8.	Actively seeks supervision and feedback from faculty and Clinical Supervisor.	1 2	3 4	5 6
<b>The Counseling Process</b>				
9.	Researches the referral prior to the first session.	1 2	3 4	5 6
10.	Keeps appointments on time.	1 2	3 4	5 6
11.	Begins interviews smoothly.	1 2	3 4	5 6
12.	Explains the nature and objectives of counseling when appropriate.	1 2	3 4	5 6
13.	Is relaxed and comfortable in session.	1 2	3 4	5 6
14.	Communicates interest in and acceptance of clients.	1 2	3 4	5 6
15.	Facilitates clients' expression of concerns and feelings.	1 2	3 4	5 6
16.	Focuses on the content of the clients' problems.	1 2	3 4	5 6
17.	Recognizes and resists manipulation by clients.	1 2	3 4	5 6
18.	Recognizes and deals with positive affect of clients.	1 2	3 4	5 6
19.	Recognizes and deals with negative affect of clients.	1 2	3 4	5 6
20.	Is flexible and adaptable to client's needs in session.	1 2	3 4	5 6
21.	Uses silence effectively in session.	1 2	3 4	5 6
22.	Is aware of own feelings during the counseling sessions.	1 2	3 4	5 6
23.	Communicates own feelings to clients when appropriate.	1 2	3 4	5 6

	Poor	Adequate	Excellent	
24. Recognizes and skillfully interprets clients' covert messages.		1 2	3 4	5 6
25. Facilitates realistic goal setting with clients.		1 2	3 4	5 6
26. Encourages appropriate action-step planning with clients.		1 2	3 4	5 6
27. Employs judgment in the timing and use of different techniques.		1 2	3 4	5 6
28. Initiates periodic evaluation of goals, action-steps, and process during counseling.	1	2	3 4	5 6
29. Explains, administers, and interprets tests correctly, including the Outcome Questionnaire.	2		3 4	5 6
30. Terminates the interview smoothly.		1 2	3 4	5 6

#### The Conceptualization Process

31. Focuses on specific behaviors and their consequences, implications and contingencies.	1	2	3 4	5 6
32. Recognizes and pursues discrepancies and meaning of inconsistent information.		1 2	3 4	5 6
33. Uses relevant case data in planning both immediate and long-range goals.		1 2	3 4	5 6
34. Uses relevant case data in considering various strategies and their implications.		1 2	3 4	5 6
35. Uses relevant research from peer-reviewed scholarly journals when planning treatment.	1	2	3 4	5 6
36. Bases decisions on a theoretically sound and consistent rationale of human behavior.	1	2	3 4	5 6
37. Is perceptive in evaluating the effects of own counseling rationale of human behavior.	1	2	3 4	5 6
38. Demonstrates ethical behavior in counseling activities and case management.		1 2	3 4	5 6

#### Personal and Professional Behavior

39. Displays commitment to profession.		1 2	3 4	5 6
40. Practices ethical behavior.		1 2	3 4	5 6
41. Maintains client confidentiality when working with individual, couples, families, and groups.	1	2	3 4	5 6
42. Engages in positive working relationship with staff.		1 2	3 4	5 6
43. Consults with administrator/supervisor regarding concerns.		1 2	3 4	5 6
44. Demonstrates acceptance of supervision.		1 2	3 4	5 6
45. Demonstrates good judgment.		1 2	3 4	5 6
46. Takes initiative in learning new skills.		1 2	3 4	5 6
47. Is punctual arriving at site and with clients.		1 2	3 4	5 6
48. Recognizes own competencies and skills and shares them with peers and supervisors.	1	2	3 4	5 6
49. Communicates in an open, clear, comfortable way.		1 2	3 4	5 6
50. Recognizes own deficiencies and works to overcome them.		1 2	3 4	5 6
51. Demonstrates responsible and conscientious behavior.		1 2	3 4	5 6
52. Demonstrates professional attitude with clients/students, colleagues, and supervisors.	1	2	3 4	5 6
53. Uses appropriate and current record-keeping standards in accordance with ethical and legal requirements and standards of site and program.		1 2	3 4	5 6
54. Demonstrates ability to recognize personal limitations and seek consultation and/or supervision as appropriate.		1 2	3 4	5 6

School Counseling Emphasis Only				Poor		Adequat		Excellent	
e									
55.	Performs Appropriate documentation in student records, including computer-assisted record keeping	1	2	3	4	5	6		
56.	Has knowledge of resources available to schools via district and community and makes appropriate referrals	1	2	3	4	5	6		
57.	Consults appropriately with teachers, parents, and administrators.	1	2	3	4	5	6		
58.	Conducts programs designed to eliminate barriers and enhance student academic development.	1	2	3	4	5	6		
59.	Implement strategies and activities to prepare students for a full range of postsecondary options and opportunities.	1	2	3	4	5	6		
60.	Conducts classroom guidance activities utilizing differential instructional strategies appropriate for students.	1	2	3	4	5	6		
61.	Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	1	2	3	4	5	6		
62.	Ability to administer and interpret educational tests.	1	2	3	4	5	6		
63.	Utilizes counseling theories effective in school settings.	1	2	3	4	5	6		
64.	Follows school policies and procedures.	1	2	3	4	5	6		
65.	Assesses barriers impeding student academic, career, and personal/social development.	1	2	3	4	5	6		

Additional comments and/or suggestions:

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Strengths:

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Areas Needing Development:

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Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

My signature indicates that I have read the above report and have discussed the content with my site supervisor:

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Pre-Self-Assessment of Basic Helping Skills and Procedural Skills

### Purpose:

1. To provide a student with an opportunity to review levels of competency in the performance skills areas of basic helping and procedural skills.
2. To provide student with a basis for identifying area of emphasis within supervision.

### Directions:

Circle a number next to each item to indicate your perceived level of competence

### Basic Helping Skills

	Poor		Average		Good
1. Ability to demonstrate active attending behavior	1	2	3	4	5
2. Ability to listen to and understand nonverbal behavior	1	2	3	4	5
3. Ability to listen to what a client says verbally, noticing mix of experiences, behaviors, and feelings	1	2	3	4	5
4. Ability to understand accurately the client's point of view	1	2	3	4	5
5. Ability to identify themes in client's story	1	2	3	4	5
6. Ability to identify inconsistencies between client's story and reality	1	2	3	4	5
7. Ability to respond with accurate empathy	1	2	3	4	5
8. Ability to ask open-ended questions	1	2	3	4	5
9. Ability to help clients clarify and focus	1	2	3	4	5
10. Ability to balance empathetic response, clarification, and probing	1	2	3	4	5
11. Ability to assess accurately severity of client's problems	1	2	3	4	5
12. Ability to establish a collaborative working relationship with client	1	2	3	4	5
13. Ability to assess and activate client's strengths and resources in problem solving	1	2	3	4	5
14. Ability to identify and challenge unhealthy or distorted thinking and behaving	1	2	3	4	5
15. Ability to use advanced empathy to deepen client's understanding of problems and solutions	1	2	3	4	5

16. Ability to explore the counselor-client relationship	1	2	3	5
17. Ability to share constructively some of own experiences, behaviors, and feelings with client	1	2	3	5
18. Ability to summarize	1	2	3	5
19. Ability to share information appropriately	1	2	3	5
20. Ability to understand and facilitate decision making	1	2	3	5
21. Ability to help clients set goals and move toward action in problem solving	1	2	3	5
22. Ability to recognize and manage client reluctance and resistance	1	2	3	5
23. Ability to help clients explore consequences of the goals they set	1	2	3	5
24. Ability to help clients sustain actions in direction of goals	1	2	3	5
25. Ability to help clients review and revise or recommit to goals based on new experiences	1	2	3	5

**Procedural Skills**

	Poor		Average		Good
26. Ability to open the session smoothly	1	2	3	4	5
27. Ability to collaborate with client to identify important concerns for the session	1	2	3	4	5
28. Ability to establish continuity from session to session	1	2	3	4	5
29. Knowledge of policy and procedures of educational or agency setting regarding harm to self and others, substance abuse, and child abuse	1	2	3	4	5
30. Ability to keep appropriate records related to counseling process	1	2	3	4	5
31. Ability to end the session smoothly	1	2	3	4	5

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

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

Date\_\_\_\_\_

## Post-Self-Assessment of Basic Helping Skills and Procedural Skills

### Purpose:

1. To provide a student with an opportunity to review levels of competency in the performance skills areas of basic helping and procedural skills.
2. To provide student with a basis for identifying area of emphasis within supervision.

### Directions:

Circle a number next to each item to indicate your perceived level of competence

#### Basic Helping Skills

	Poor	Average			Good
1. Ability to demonstrate active attending behavior	1	2	3	4	5
2. Ability to listen to and understand nonverbal behavior	1	2	3	4	5
3. Ability to listen to what a client says verbally, noticing mix of experiences, behaviors, and feelings	1	2	3	4	5
4. Ability to understand accurately the client's point of view	1	2	3	4	5
5. Ability to identify themes in client's story	1	2	3	4	5
6. Ability to identify inconsistencies between client's story and reality	1	2	3	4	5
7. Ability to respond with accurate empathy	1	2	3	4	5
8. Ability to ask open-ended questions	1	2	3	4	5
9. Ability to help clients clarify and focus	1	2	3	4	5
10. Ability to balance empathetic response, clarification, and probing	1	2	3	4	5
11. Ability to assess accurately severity of client's problems	1	2	3	4	5
12. Ability to establish a collaborative working relationship with client	1	2	3	4	5
13. Ability to assess and activate client's strengths and resources in problem solving	1	2	3	4	5
14. Ability to identify and challenge unhealthy or distorted thinking and behaving	1	2	3	4	5
15. Ability to use advanced empathy to deepen client's understanding of problems and solutions	1	2	3	4	5

16. Ability to explore the counselor-client relationship	1	2	3	4	5
17. Ability to share constructively some of own experiences, behaviors, and feelings with client	1	2	3	4	5
18. Ability to summarize	1	2	3	4	5
19. Ability to share information appropriately	1	2	3	4	5
20. Ability to understand and facilitate decision making	1	2	3	4	5
21. Ability to help clients set goals and move toward action in problem solving	1	2	3	4	5
22. Ability to recognize and manage client reluctance and resistance	1	2	3	4	5
23. Ability to help clients explore consequences of the goals they set	1	2	3	4	5
24. Ability to help clients sustain actions in direction of goals	1	2	3	4	5
25. Ability to help clients review and revise or recommit to goals based on new experiences	1	2	3	4	5

**Procedural Skills**

	Poor		Average		Good
26. Ability to open the session smoothly	1	2	3	4	5
27. Ability to collaborate with client to identify important concerns for the session	1	2	3	4	5
28. Ability to establish continuity from session to session	1	2	3	4	5
29. Knowledge of policy and procedures of educational or agency setting regarding harm to self and others, substance abuse, and child abuse	1	2	3	4	5
30. Ability to keep appropriate records related to counseling process	1	2	3	4	5
31. Ability to end the session smoothly	1	2	3	4	5

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

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

Date\_\_\_\_\_

## EVALUATION OF SITE SUPERVISOR BY PRACTICUM/INTERNSHIP STUDENT

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

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

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

E-Mail: \_\_\_\_\_

Each internship student should complete this form and RETURN IT TO THE SITE SUPERVISOR. Please give feedback for the supervisor and site by circling the appropriate rating (1) poor, (2) fair, (3) good, (4) very good, (5) excellent, or (N/A) not applicable.

### A. SUPERVISION SKILLS

1.	Performs supervisory functions as teacher, counselor, or consultant as appropriate.	1	2	3	4	5	N/A
2.	Raises questions that encourage supervisee to explore alternatives of problem solving, seeking solutions, and responding to clients.	1	2	3	4	5	N/A
3.	Establishes good rapport with supervisee.	1	2	3	4	5	N/A
4.	Supports supervisee's professional development.	1	2	3	4	5	N/A
5.	Provides clear and useful suggestions.	1	2	3	4	5	N/A
6.	Is sensitive to individual differences and demonstrates flexibility in the supervisory relationship.	1	2	3	4	5	N/A
7.	Assists supervisee in conceptualizing cases when shared by students.	1	2	3	4	5	N/A
8.	Gives appropriate feedback to supervisee.	1	2	3	4	5	N/A
9.	Confronts supervisee when appropriate.	1	2	3	4	5	N/A
10.	Helps supervisee assess own strengths.	1	2	3	4	5	N/A



- |     |   |   |   |   |   |   |     |
|-----|---|---|---|---|---|---|-----|
| 11. | Assists supervisee in planning effective client goals and objectives when cases are shared. | 1 | 2 | 3 | 4 | 5 | N/A |
| 12. | Has knowledge of supervisee's professional and personal strengths and weaknesses.           | 1 | 2 | 3 | 4 | 5 | N/A |

**B. SUPERVISOR EFFECTIVENESS**

- |    |  |   |   |   |   |   |     |
|----|--|---|---|---|---|---|-----|
| 1. | Your overall satisfaction with supervisor.   | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. | Interactions with supervisor contributed to improving your counseling ability.                 | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. | Interactions with supervisor contributed to increasing your self – confidence as a counselor . | 1 | 2 | 3 | 4 | 5 | N/A |

**C. SITE EVALUATION**

- |     |  |   |   |   |   |   |     |
|-----|--|---|---|---|---|---|-----|
| 1.  | Appropriateness of the site to your orientation within the counseling program. | 1 | 2 | 3 | 4 | 5 | N/A |
|     |  |   | 2 |   |   |   |     |
| 2.  | Adequacy of the physical facilities.   | 1 |   | 3 | 4 | 5 | N/A |
| 3.  | Receptivity of staff toward you as an internship student.                      | 1 | 2 | 3 | 4 | 5 | N/A |
| 4.  | Availability of clients for counseling sessions.                               | 1 | 2 | 3 | 4 | 5 | N/A |
| 5.  | Receptivity of clients to you as an internship student.                        | 1 | 2 | 3 | 4 | 5 | N/A |
| 6.  | Provided a variety of professional tasks and activities.                       | 1 | 2 | 3 | 4 | 5 | N/A |
| 7.  | Availability of needed resources.  | 1 | 2 | 3 | 4 | 5 | N/A |
| 8.  | Staff support for consultation.  | 1 | 2 | 3 | 4 | 5 | N/A |
| 9.  | Provided with appropriate orientation to site and training.                    | 1 | 2 | 3 | 4 | 5 | N/A |
| 10. | Overall rating of this site for future internship students.                    | 1 | 2 | 3 | 4 | 5 | N/A |

**D. COMMENTS**



### Counseling Session Rating Scale

This rating scale is based on factors demonstrated to be important in establishing a therapeutic alliance with clients. Therapeutic alliance has been demonstrated to be perhaps the most important contributor to positive outcomes in counseling apart from factors outside of counseling. Practicum/Internship students are expected to progress toward “good” or “very good” ratings in each of the skill areas shown.

-2	-1	0	1	2
Poor: Skill absent or performance has potential for harm	Unsatisfactory: Some evidence of beginning skill, but insufficient	Adequate: Evidence of beginning skill but inconsistent	Good: Skill generally well performed	Very Good: Skill consistently well performed

Opening/greeting	-2	-1	0	1	2
Eye contact	-2	-1	0	1	2
Attentive body language	-2	-1	0	1	2
Vocal style	-2	-1	0	1	2
Use of questions	-2	-1	0	1	2
Minimal encouragers	-2	-1	0	1	2
Strategic/appropriate silence	-2	-1	0	1	2
Restatement/paraphrase	-2	-1	0	1	2
Reflection of feeling	-2	-1	0	1	2
Being “present” with the client	-2	-1	0	1	2
Appropriate and collaborative goal setting	-2	-1	0	1	2
Immediacy	-2	-1	0	1	2
Awareness and attention to meaning	-2	-1	0	1	2

Comments

# Appendix C – Logs

Student may use electronic logs

Please see faculty for the link

## PRACTICUM/INTERNSHIP DIRECT SERVICES LOG

Intern Name: \_\_\_\_\_ Practicum/Internship Site: \_\_\_\_\_

Date	#Hrs	Ind	Fam	Grp	Activity	Total

Student Signature \_\_\_\_\_ Total Hours: \_\_\_\_\_ (This Sheet)

Supervisor Signature \_\_\_\_\_ Cumulative Total: \_\_\_\_\_ (Overall-last sheet only)

Intern Name: \_\_\_\_\_ Site: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Total Hours: \_\_\_\_\_ (This Sheet)

37

Intern Name: \_\_\_\_\_ Site: \_\_\_\_\_

[illegible]

Cumulative Total: \_\_\_\_\_(Overall)

Intern Name: \_\_\_\_\_ Site: \_\_\_\_\_

[illegible]

Supervisee Signature: \_\_\_\_\_ Total Hours: \_\_\_\_\_ (This Sheet)

Cumulative Total: \_\_\_\_\_(Overall)

## Supervision Log

Intern Name: \_\_\_\_\_ Site: \_\_\_\_\_

Date	#Hrs	Focus of Discussion	Supervisor Signature

Supervisee Signature: \_\_\_\_\_ Total Hours: \_\_\_\_\_ (This Sheet)

Cumulative Total: \_\_\_\_\_ (Overall)



**Group Facilitation Verification Log**

Term: Student:

Topic(s) of Group:

Print name of supervisor (with credentials) who can verify your hours:

**1. Group Counseling Activities:** Each student will participate as a leader/co-leader of a group in a professional counseling setting. This will provide a field experience that enhances: effective group leadership style and skills; skilled perceptions of group dynamics; and understanding of group processing at a higher level. Students will use self-reflection/assessment as a means for the development of personal counseling identity and values. The type of group and setting can vary depending on the interest of each student but must be supervised by a licensed mental health professional. **Type of group and location must be approved by professor prior to beginning the group experience.**

***Documentation log:***

- **Maintain your group hours in the weekly log under the group category.**
- **Submit this document with hours logs by the end of the semester you complete leading/co-leading a group for counseling. You must complete this by the end of your second semester of Internship.**

Print Student's Name	Total Group Hours	Signature of supervisor

## **Appendix D Remediation Plan**

### **SUPERVISEE REMEDIATION PLAN**

**Date of Remediation Plan Meeting:** \_\_\_\_\_

**Name of Student:** \_\_\_\_\_

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

**Date for Follow-up Meeting:** \_\_\_\_\_

Description of the problem:

**Professional problems:** (Examples Below) Not receptive to feedback from supervisor Not open to self- examination

Exhibits inappropriate boundaries with clients, peers, colleagues, supervisor, and faculty

Not able to retain clients

**Procedural Compliance:** (Examples Below)

Not following policies and procedures of counseling setting or the licensing board

**Professional Identity:**

Does not demonstrate ethical behavior

**Counseling Skills problems:** (Examples Below) Does not demonstrate basic counseling skills

Does not show advanced counseling skills

Does not demonstrate a theory orientation Unable to diagnose or conceptualize client cases

**Documentation:** (Examples Below) Does not submit logs on time

Is not documenting treatment plans or notes for client sessions

Is not documenting termination forms

Steps already taken by the supervisor:

(Examples: verbal warning on what dates?)

Tasks/Expectations for Acceptable Performance:

(These should be the opposite of the examples above. They need to be clearly defined and specific.)

Consequences for Unsuccessful Remediation (or next steps if not completed):

I, \_\_\_\_\_, have reviewed the above remediation plan with my supervisor. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are below.

\_\_\_\_\_  
Supervisee Name

\_\_\_\_\_  
Supervisor Name