



TARLETON
STATE UNIVERSITY

Member of The Texas A&M University System

Department of Counseling

PRACTICUM & INTERNSHIP HANDBOOK

Clinical Mental Health Counseling
(CMHC)

2020-2021 Academic Year Edition

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Contact Information

Departmental Office

Department of Counseling
Tarleton State University

Physical:

Stephenville

Mail:

Department of Counseling
Tarleton State University Box T 0765
Stephenville, Texas 76402

Department Head

Dr. Julie Merriman

Email: merriman@tarleton.edu

Phone: 254-968-1692

Office: Nursing Building, Dean's Suit

Clinical Coordinator

Dr. Thomas Burdenski

Email: burdenski@tarleton.edu

Phone: 817-717-3320

Office: Room 111, Fort Worth campus

Administrative Associate

Teresa Sanders

Email: tsanders@tarleton.edu

Phone: 254-968-1687

Office:

Please Note:

The current American Counseling Association (2014) *Code of Ethics* should be downloaded by the trainee from <http://www.counseling.org/resources/aca-code-of-ethics.pdf> and added to the Practicum/Internship Handbook.

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

The CACREP standards (2009) include guidelines for implementing both the practicum and internship. Because Tarleton State University's counseling program is accredited by CACREP, it is essential that the practicum and internship sites and the overall practicum and internship experiences adhere to the following standards:

Practicum

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

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 ½ hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

Internship

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

At least 240 clock hours of direct service, including experience leading groups.

1. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
2. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
3. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
4. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
5. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

Field Placement Terminology

Counselor Trainee: Department of Counseling student seeking or fulfilling practicum and/or internship experiences.

Clinical Coordinator: Department of Counseling faculty member with responsibility for coordinating clinical courses, including field site placements for practicum and internship.

Clinical Mental Health Counseling (CMHC): Counselor trainees preparing to become Licensed Professional Counselors.

Professional School Counselor Option: Counselor trainees with a teaching certificate and two years teaching experience preparing to become Professional School Counselors.

Practicum: An *initial* supervised field experience course in which the counselor trainee develops basic counseling and conceptual skills and integrates professional knowledge under close supervision. Practicum includes a field placement site consistent with the student's selected emphasis area. During practicum the student engages in a broad range of clinical activities similar to those provided by a professional counselor. Practicum is completed in one semester and earns 3 credit hours.

Internship: An *advanced* supervised field experience course (following practicum) in which the counselor trainee refines and enhances counseling and conceptual skills and integrates professional knowledge under close supervision. Internship includes a field placement setting consistent with the student's selected emphasis area. Internship approximates a full-time counseling position and is considered the "capstone" experience in the Department of Counseling. Internship is completed over **two** semesters and earns 6 credit hours.

Field Placement Site: Setting where counselor trainee provides counseling and counseling-related services to clients under supervision of both the field site and the Department of Counseling University Supervisor.

- Solo private practice field sites (i.e., only one fully licensed professional) are unacceptable. A group private practice field site might be acceptable and must be evaluated on a case-by-case basis by the Clinical Coordinator for approval.
- Counselor trainees may use their work settings as a field placement site **ONLY** if they can demonstrate they will perform duties different from those currently performed (on the basis of a bachelor's degree) with a site supervisor who is different from the employment supervisor.

Field Experience Hours: The activities making up practicum and internship experiences are counted as hours in: direct service, indirect service, and supervision at the field placement site and on campus.

- **Direct Service** involves hours of actual client contact and consultation with other professionals or parents. Category examples:
 - Individual counseling
 - Couple counseling
 - Family counseling
 - Group counseling
 - Consultation (limit of 10 hours)
 - Intakes (limit of 10 hours)
 - Case presentations

- **Indirect Service** involves hours of preparation for client contact. Generally speaking, indirect service is anything that SUPPORTS the direct delivery of services to clients. Category examples:
 - Staffing
 - Record keeping and review
 - Supervision
 - Review of recordings
 - Attending staff meetings
 - Informal assessments
 - Program presentations
 - Observations
 - Professional reading or participation in professional training workshops or seminars

Supervision: A tutorial and mentoring form of instruction in which the supervisor monitors the counselor trainee's activities and facilitates learning and skill development. Supervision in practicum and internship courses is provided by:

- **Field Site Supervisor:** An experienced counselor familiar with the agency the counselor trainee is working. The field site supervisor must be accessible to the counselor trainee and, preferably, located in the same building. A qualified field site supervisor **MUST** have the following:
 - Hold a Texas LPC license, a Texas LMFT license, a Texas Psychologist license, a Texas Clinical Social Work license, or a Texas Licensed Master Social Worklicense (fully licensed)
 - Have a minimum of two years of pertinent professional experience (agency or school).
 - Knowledge of the program's expectations, requirements, and evaluation procedures for students.
 - Relevant training in counseling supervision.
 - Completed TSU Department of Counseling Field Site Supervisor Orientation.
 - Signed TSU Department of Counseling Field Site Supervisor Contract.
 - Supervisor for School Counseling hours, must be a Certified School Counselor
- **University Supervisor:** All faculty members hold appropriate licenses and certification for their relevant fields. The University Supervisor leads group supervision in class and may sometimes provide individual supervision.

Licensed Professional Counselor (LPC): An individual licensed by the state to practice as a professional counselor under state laws and regulations. Standards and qualifications for professional licensure vary by state but, usually, require a master's degree in counseling or a counseling-related field, specific topical training (e.g., ethics, addictions, and diagnosis), a period of post-master's degree work under supervision, and one or two examinations. Texas LPC licensure is regulated by the Texas State Board of Examiners (<http://www.dshs.state.tx.us/counselor/default.shtm>).

CACREP: *Council for Accreditation of Counseling and Counseling-Related Educational Programs.* CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's degree counseling programs. CACREP accreditation is a highly valued standard in the counseling profession (<http://www.cacrep.org/>). TSU Department of Counseling's policies and procedures for practicum and internship reflect CACREP standards.

General Guidelines and Policies for Practicum and Internship

All counselor trainees are expected to read these guidelines and policies prior to submitting an application for practicum or internship classes. All trainees are expected to follow these guidelines and policies.

Eligibility & Prerequisites for CNSL 5397 Practicum

The following criteria exist for enrollment in CNSL 5397 Practicum:

- Degree Plan on file
- Earn a grade of “B” or higher in CNSL 5357 Pre-Practicum
- Show proof of having registered for the Counselor Preparation Comprehensive Examination (CPCE)

Eligibility & Prerequisites for CNSL 5399A Internship

The following criteria exist for enrollment in CNSL 5399A Internship:

- Earn a “Pass” grade in CNSL 5397 Practicum
- Passing the CPCE
- If CPCE is not passed, faculty will determine if student has the necessary skills to move forward. This is considered on a case-by-case basis.

Eligibility & Prerequisites for CNSL 5399B Internship

The following criteria exist for enrollment in CNSL 5399A Internship:

- Earn a “Pass” grade in CNSL 5399A Internship

Attendance and Participation

Counselor trainees are expected to:

- Attend all class and supervision meetings (group, individual, on-site, and off-site)
- Be prompt and prepared
- Develop a schedule with field sites regarding attendance
- Arrive prepared to fully participate in the field site experience
- Practicum: Plan to spend approximately 10 hours a week at field site
- Internship: Plan to spend approximately 20 hours a week at field site

Supervisors and field sites must be notified in a timely manner if trainee will be delayed or will miss attendance. It is the responsibility of the counselor trainee to arrange make-up supervisions. Consistent failure to attend class or supervision meetings in a timely manner or prepare client cases (with recordings) for review may result in the trainee being dropped from the class or receiving a failing grade.

Home Visits

Counselor trainees are not permitted to make home visits during practicum and internship. A trainee may participate in a home visit if it is part of his or her paid employment, however, the hours will not count as direct hours. Direct hours must be completed in a clinic setting. Trainees must always have immediate access to a professional colleague or the site supervisor for consultation and support when at field sites. Trainees may not work alone in a building at field sites.

Private Practice

Solo private practice field sites (i.e., only one fully licensed professional) are unacceptable. A group private practice field site might be acceptable and must be evaluated on a case by case basis by the Clinical Coordinator for approval.

Professional Demeanor

Counselor trainees are expected to conduct themselves in a professional manner in dress and behavior at field sites. Trainees are to consult field site supervisors about appropriate dress. Professional demeanor must be consistent with the current ethical guidelines of the appropriate professional organization (ACA or ASCA).

Locations for Class and Supervision Meetings

Counselor trainees are assigned to practicum and internship classes at all campus locations. Individual supervision and class meetings with faculty supervisors/instructors may occur ONLY at assigned locations.

Documentation

It is important for counselor trainees to carefully manage the documentation required for practicum and internship. The numerous forms are designed to facilitate learning and verify information for program records, future CACREP review, Texas licensure and TEA certification. Many of the forms counselor trainees use remain in the student's program file for up to ten years as verification of field experience coursework. It is in the counselor trainee's best interest to complete all required documentation in a timely and efficient manner.

IMPORTANT: Counselor trainees should retain a copy of all completed forms they submit to the Program during Practicum and Internship.

Supervision

A critical element in practicum and internship experience is the extensive supervision received by counselor trainees. Counselor trainees are expected to present client cases for review and discussion in individual supervision with their faculty supervisor (individual supervision), their field site supervisor (site supervision), and their peers (group supervision during class). Case presentation typically includes recordings of counseling work. The specific format for supervision varies with the supervisor and is geared to meet the specific needs of the trainee. Triadic supervision (2 supervisees and one supervisor) may sometimes be used in place of individual supervision. Missing supervision meetings or being unprepared for supervision (e.g., no recordings to review) will result in a failing grade.

IMPORTANT: A defensive or non-receptive posture regarding supervision is unacceptable behavior. This sort of attitude will seriously impair the trainee's progress through the clinical sequence and could lead to dismissal from the program.

Confidentiality

Counselor trainees are responsible for knowing the Department of Counseling confidentiality policies, the professional Codes of Ethics, the LPC Board's Rules and Regulations, and the field placement's policies concerning confidentiality. Trainees must maintain the confidentiality of all information related to clients, including maintaining documentation and recordings in a secure manner.

- Do not identify clients by full name in practicum or internship documentation (e.g., recordings, notes, critiques), except for recording consent forms. Instead, use first and last initials **in reverse order**.
- NEVER fax anything with client names (e.g., consent forms).
- Do NOT discuss clients over unencrypted email.
- When supervision is needed, request a face-to-face, phone, or zoom supervision session.
- Do not discuss clients in a public place.

The maintenance of client confidentiality extends to classroom discussion and viewing recorded counseling sessions.

- Never discuss clients outside the classroom or with anyone other than:
 - Supervisors
 - Faculty members
 - Appropriate professionals at the field site

Respect for Clients

Clients who consent to receive counseling services from practicum and internship students are helping counselor trainees to become effective counselors. Treat them respectfully. Clients do not exist to serve the needs of trainees. It is inappropriate to keep seeing a client whose goals have been met simply to meet trainee's needs for recording or accumulating direct service hours.

Recording Counseling Sessions

Counselor trainees are expected to record many of their counseling activities during field placement courses. Trainees present portions of recorded sessions for review during weekly supervision meetings with faculty instructors

(practicum) and during group supervision (class). Recorded sessions are graded by the instructor in both practicum and internship. Trainees should record as many counseling activities as possible so they can select the best recording for grading. Trainees are encouraged to show both their best work and work that they would like to deepen their skills and get faculty/peer feedback on.

Individual instructors will give directions regarding how many recordings will be graded, session critique forms, and related matters. **Signed consent forms (provided in this Handbook) must be completed and turned in to the site supervisor before any recording is done. A “Site Supervisor Verification of Consent” form must accompany any recordings handed in for a grade or review.** (See section on Suggestions for Recordings.)

Crisis Procedures

Counselor trainees must know the appropriate procedures at field site regarding crisis situations (e.g., suicide, violent behavior). Trainees should notify their field site supervisors **immediately** of actual or potential crisis situations with clients and follow the supervisor’s directives. In the event of a death (esp. suicide or homicide) of a client, the counselor trainee must notify the practicum/internship faculty instructor or, in his or her absence, the Clinical Coordinator or the Counseling Department Head.

Professional Liability Coverage

Counselor trainees are required to have current professional liability coverage (insurance) throughout the duration of the program. If insurance is not current, the student will not be permitted to participate in field work. Must submit with practicum/internship application.

Background Checks & Criminal Records

Counselor trainees are advised some field site placements may require the applicant to secure background checks, especially regarding any history of legal or criminal difficulties, finger prints and immunizations – at the student’s expense. trainee may be denied a placement if he or she has a conviction record. Felony or misdemeanor convictions will impair, and quite possibly, prevent, licensure as a professional counselor in Texas. Please note the Texas LPC rules and regulations (681.164) regarding this matter: (<http://www.dshs.state.tx.us/counselor/default.shtm>).

Removal for Cause of Trainee from Field Site

The counselor trainee may be removed from a field site placement for the following reasons:

- Failure to follow Counseling Department’s policy and procedures
- Failure to obtain and show current proof of professional liability insurance
- Failure to function in a mature, responsible, and professional manner
- Failure to follow the ethical guidelines of the counseling profession
- Dishonesty regarding field placement log or contract, recording, or obtaining client consent
- Failure to maintain confidentiality of client records and/or client situations
- By request of the Clinical Coordinator/field site supervisor

Removal for Cause from practicum or internship will result in a failing grade in the course and a Goodness of Fit Evaluation (see Department of Counseling Student Handbook). The outcome of this evaluation could be a remediation plan or removal from the Department of Counseling.

Texas License Professional Counselor (LPC)

The Texas State Board of Examiners of Professional Counselors requires a minimum of 300 hours of supervised experience that is “primarily counseling in nature” during the degree program. Students who wish to become LPCs in Texas should refer to the LPC Board Rules (Title 22, Texas Administrative Code, Subchapter B, §681.31, effective September 1, 2003) in regard to which, if any, of their internship experiences may apply to LPC requirements.

The Department of Counseling Comprehensive Exam

Students in CNSL 5397 Practicum will register and take the comps. Faculty will staff a student not passing the comes. A student cannot register for CNSL 5399A until they learn the outcome of this staffing. All students in this situation are

considered on a case-by-case basis. Please see Student Handbook for complete details.

Field Placement Policies

1. Counselor trainees must take and pass the CPCE before being allowed to be enrolled in CNSL 5399A. Faculty will staff a student not passing the CPCE. A student cannot register for CNSL 5399A until he or she learns the outcome of this staffing. All students in this situation are considered on a case-by-case basis. Please see Student Handbook for complete details.
2. Counselor trainees must make a separate application to the Department of Counseling for **EACH** semester of field placement and provide all requested documentation in a timely manner. Current deadlines and procedures are posted on the department website and via listserv emailed **ONLY** to a student's go.tarleton.edu account (See Application document in this Handbook.)
3. Counselor trainees must meet **ALL** course requirements, including documentation, as required by the Department of Counseling and faculty.
4. Counselor trainees must enroll in practicum/internship **UNTIL** the required number of hours has been completed. Any re-enrollment requires a **FULL** semester commitment.
5. Trainees must complete their practicum and internship experiences in an approved setting. The setting must provide a wide range of opportunities appropriate to the role of a professional counselor.
6. Trainees are responsible for making the initial contact and arrangements with potential field site placements.
 - All field site contact information **MUST** be provided to the Clinical Coordinator.
 - All field placement sites **MUST** be pre-approved by the Program (contact the Clinical Coordinator).
7. Clinical Mental Health Counseling Trainees may use their regular employment as a field placement site only under the following conditions:
 - The setting is an agency
 - Trainee will perform duties different from those currently performed on the basis of a bachelor's degree
 - Field site supervisor is different from current worksupervisor
 - A letter from field site supervisor is on file with Clinical Coordinator to verify how these conditions will be met. (Receipt of letter must meet application deadlines.)
8. Internship students going from A to B might be able to accumulate up to 30 hours between semesters (see Between-Semester procedures in this Handbook).

Counselor trainees should be aware of the following:

- The Department of Counseling cannot guarantee a trainee will be accepted by a field placement site.
- The Department of Counseling cannot guarantee a trainee will complete the required hours in a semester.



BE AWARE: All counselor trainees enrolling in a field placement course **MUST** attend a face-to-face Orientation prior to the first class meeting.

- Orientation times and dates emailed once university supervisor is assigned.
- Trainees who have not completed the Orientation will not be allowed to collect direct service hours and may be dropped from the class.

Desirable Experiences in Practicum/Internship

Orientation to Field Site

The counselor trainee should become familiar with:

1. Characteristics of the community served.
2. Organization of the agency/institution, including physical plant, staff, and administrative structure.
3. Nature of the client population.
4. Written statements of policy, purpose, and philosophy of the agency/institution.
5. Background and qualifications of the staff.
6. Services offered by the agency/institution.

Agency/institution Policies and Procedures

The counselor trainee should:

1. Become familiar with record keeping, intake evaluations, case notes, case studies, correspondence, and other documentation procedures.
2. Participate and attend staff meetings and case conferences.
3. Cooperate with other professionals in the use and exchange of information concerning clients.
4. Participate in in-service opportunities offered by the agency/institution.

Counseling and Therapy

The counselor trainee should:

1. Provide individual and group counseling.
2. Work with clients of different races, religious convictions, color, gender, sexual preference, and national origin.
3. Carry out the referral process.
4. Establish and maintain a counseling relationship from initial intake to termination or through referral if further care is needed, and carry out follow-up.

Assessment and Records

The counselor trainee should gain experience related to:

1. Administering, scoring, and interpreting group and individual assessment instruments of various types.
2. Reviewing background information and assessment information and preparing for a counseling interview.
3. Developing awareness of specialties, skills, and services offered by other helping professionals in the community, agency/institution.

Consultation

The counselor trainee should be involved in:

1. Maintaining a current list of community agency resources and personnel for referral and personally meet and establish contact with such personnel.
2. Participate in research concerning counseling-related activities.

Professionalism

The counselor trainee is expected to:

1. Adhere to ACA or ASCA and other appropriate ethical standards.
2. Participate in professional development activities including in-service as well as external professional development activities.
3. Demonstrate human relations skills with agency employees and clients.
4. Demonstrate responsibility with regard to established laws, rules, and regulations.
5. Show respect for cultural differences and values of all ethnic groups.

Application for Practicum & Internship Courses

All counselor trainees should read this information before considering application for practicum and internship classes. Remember that procedures change – check the department website and watch for listserv updates (go Tarleton account) for the most current information.

Practicum and Internship classes present special circumstances regarding enrollment procedures because of limitation on class size (~~6 trainees per class~~), multiple class locations, availability of faculty instructors for supervision, and the general requirements of the University. Using diverse field placement sites and checking the qualifications of field site supervisors necessitates a great deal of coordination. Also, there are legal and ethical matters involved with field placements that demand careful attention and documentation. In order to manage these circumstances, the Department of Counseling requires counselor trainees to make a formal application for practicum and internship classes **EACH SEMESTER**. Once application deadlines have passed, counselor trainees are assigned to specific course sections **prior to University registration**.

The following items will guide the counselor trainee in his or her application process:

1. Counselor trainees must submit a separate application **EACH** semester for practicum or internship. It is very important the trainee provides accurate and complete information on applications since this will be the contact information utilized to contact trainee regarding application.
2. Trainees submit applications for practicum or internship in the semester **BEFORE** they wish to take the class. Applications are posted on the Department website early in the semester – simply check to see if the applications are posted.
3. Every effort is made to honor trainee preferences regarding campus location (i.e., Fort Worth, Stephenville, Waco) **however, the Department cannot guarantee that counselor trainees will get the location requested**. ~~Applications that receive preference in class assignment are those that are complete and received prior to published deadlines.~~
4. Waiting lists are developed as appropriate (this is especially common for practicum). Applications that receive preference in class assignment are those that are complete and received prior to published deadlines.
5. Trainees will be assigned to specific course sections for their practicum or internship. Trainees will be notified via email as to their section assignments. At that point, the trainee will officially enroll in the class. **Trainees will only be allowed to enroll in the specific course section for which they have been assigned.**
6. Trainees will receive an email regarding assigned course section and outlining procedures to follow. The trainee will be asked to provide specific information regarding field placement site and sitesupervisor.
7. **All counselor trainees enrolling in a field placement course MUST attend a face-to-face Orientation prior to the first class meeting EACH semester.** The orientation times and dates communicated by email once the university supervisor has been assigned. Trainees who have not completed the Orientation will not be allowed to collect direct service hours and may be dropped from theclass.
8. Questions regarding the application process for practicum and internship should be directed to the Clinical Coordinator (email works best) or to the Department office (see contact information in this Handbook).

NOTE: The primary means for communicating with trainees regarding practicum/internship application is email. Be sure you check your go.tarleton.edu email **DAILY**.

CNSL 5397 Practicum Requirements and Preparation for First Class Meeting

Review *General Guidelines and Policies for Practicum and Internship* in this Handbook.

During CNSL 5397 Practicum, a counselor trainee should expect to spend 8-10 hours weekly at their field site, attend class weekly for group supervision and classroom instruction, meet weekly with their site supervisor, and meet weekly with their faculty instructor/supervisor.

Minimum Practicum Requirements (completed in one semester):

100 total hours of counseling & counseling-related services, composed of:

- 40 hours *direct service* at field site
- 60 hours remainder inclusive of indirect service hours and:
 - 1 hour weekly supervision with qualified site supervisor at field site
 - 2.5 hours weekly group supervision & classroom instruction (weekly class meeting)

Liability Coverage

Trainees in Practicum *must have current proof of liability coverage* (insurance). Trainees should retain the original documentation (e.g., letter from insurer) and submit a copy. Trainees will not be allowed to collect direct service hours until liability coverage is proven.

Direct & Indirect Service Hours

Direct Service involves the application of counseling, consultation, or human development skills to actual client contact and consultation with professionals/other pertinent persons. Examples:

- Individual counseling
- Couple counseling
- Family counseling
- Group counseling
- Consultation (limit of 10 hours)
- Intakes (limit of 10 hours)
- Case presentation

Indirect Service generally involves anything that supports the direct delivery of counseling services to clients. Examples:

- Staffing
- Record keeping and review
- Supervision
- Review of recordings
- Attending staff meetings
- Informal assessments
- Program presentation
- Observations
- Professional reading or participation in professional training workshops or seminars

Regular Recordings

Trainees must arrange to *regularly record* much of their direct service activities for review and assessment. These recordings are the basis for individual and group supervision. Some recorded sessions will be graded. **All recordings must be destroyed by the end of the semester.**

Weekly Field Site Supervision	Trainees in practicum meet at least one hour weekly (usually more) with <i>the field site supervisor</i> to review and discuss work at the field site. Field site supervisors are responsible for facilitating an appropriate client caseload and professional experiences for the practicum trainees. formally
Group Supervision & Instruction	Trainees in practicum attend weekly <i>class meetings (3 hours) for group supervision and instruction</i> . During group supervision, trainees review issues and present client cases for discussion with the entire class. Often this includes playing sections of recorded counseling sessions. Classroom instruction is aimed at developing conceptualization and technical skills, enhancing professional development, increasing self-awareness, and acquiring theoretical knowledge.
Additional University Supervisor Requirements	University supervisor may have specific requirements beyond the basics outlined here. These might include journal article reviews, case studies, or technique demonstrations.

Between Semester Hours Field site supervisors may require practicum students to continue to see clients after the last official day of the semester to maintain continuity of care for clients at the site. Students must log these activities on a separate Weekly Activity Log (WAL), because these hours cannot be counted toward their practicum or internship hours.

CACREP considers practicum and internship to be separate courses and hours accrued after the practicum course ends and before the internship semester begins cannot be counted toward either course. For a detailed explanation, see the sections *Practicum and Internship Between-Semester Hours Policy* (p. 58); *Earning Hours "Between Semesters" Agreement* (p. 59); and *Practicum/Internship Between-Semesters Log Form* (p. 60)

Study Abroad Program Participation The demands of earning direct and indirect hours during the shortened summer session make participation in Study Abroad programs unfeasible for completing Tarleton's Clinical Mental Health Counseling fieldwork course requirements. Exceptions to this policy may be made on a case-by-case basis if a written petition is submitted for consideration to the Clinical Coordinator thirty days prior to the start of the proposed Study Abroad program.

CNSL 5399 A&B Internship Requirements and Preparation for First Class Meeting

Review *General Guidelines for Practicum and Internship* in this Handbook.

CNSL 5399 A&B Internship is spread over two semesters to meet the CACREP requirement of 600 total hours in internship. The two internships occur independently, receive separate grades, and each should total about 300 hours of the field site experience. Direct hours greater than 120 and indirect hours greater than 180 will carry over from Internship A to Internship B.

Some counselor trainees continue to use their practicum field site during internship. A few field sites will require this commitment when they accept student for practicum and internship. However, trainees may change to another field site if they desire different experiences.

During Internship, counselor trainees should expect to spend approximately 20 hours weekly at field site, meet weekly with site supervisor and attend class for group supervision and classroom instruction.

Minimum Internship Requirements (for each semester of Internship):

300 total hours

275 hours of counseling & counseling-related services, composed of:

120 hours direct service at field site

15 hours supervision with qualified site supervisor at field site (1 hour weekly)

140 hours remainder to equal 275 hours (indirect service, other supervision)

25 hours group supervision arranged w/ faculty instructor (usually weekly class meeting)

300 hrs + 300 hrs = 600 hours for 2 Internship semesters

Liability Coverage

Trainees in Internship *must have proof of current liability coverage* (insurance). Trainees should retain the original documentation (e.g., letter from insurer) and hand in a copy. Trainees will not be allowed to collect direct service hours until liability coverage is proven.

Direct & Indirect Service Hours

Direct Service involves the application of counseling, consultation, or human development skills to actual client contact and consultation with professionals/other pertinent persons. Examples:

- Individual counseling
- Couple counseling
- Family counseling
- Group counseling
- Consultation (limit of 10 hours)
- Intakes (limit of 10 hours)
- Case presentation

Indirect Service generally involves anything that supports the direct delivery of counseling services to clients. Examples:

- Staffing
- Record keeping and review
- Supervision
- Review of recordings
- Attending staff meetings
- Informal assessments
- Program presentation
- Observations
- Professional reading or participation in professional trainings/workshops

- Regular Recordings** Trainees must arrange to *regularly record* much of their direct service activities for review and assessment. These recordings are the basis for individual and group supervision. Some recorded sessions will be graded. **All recordings must be destroyed by the end of the semester.**
- Weekly Field Site Supervision** Trainees in Internship meet at least one hour weekly (usually more) with the *field site supervisor* to review and discuss work at the field site. Field site supervisors are responsible for facilitating an appropriate client caseload and professional experiences for the internship trainees.
- Group Supervision & Instruction** Trainees in Internship attend weekly class *meetings (2 ½ hours) for group supervision and instruction*. During group supervision trainees review issues and present client cases for discussion with the entire class. Often this includes playing sections of recorded counseling sessions. Classroom instruction is aimed at developing conceptualization and technical skills, enhancing professional development, increasing self-awareness, and acquiring theoretical knowledge.
- Additional University Supervisor Requirements** University supervisor may have specific requirements beyond the basics outlined here. These might include a journal article reviews, case studies, technique demonstrations, or theory of change paper.

Finding a Field Placement Site

Good field placement sites and field site supervisors are critical ingredients in successful practicum and internship experiences. Counselor trainees need to approach the decision about a field site pragmatically, regarding career goals, work, family, and special interest areas. Trainees should consult with faculty advisors, professional counselors, and the Clinical Coordinator regarding appropriate field sites and field site experiences that would be a good “fit.”

Counselor trainees should be forewarned that practicum and internship courses require a significant commitment of time and energy. Trainees are expected to put in a minimum of 8-10 hours weekly at their field site during practicum and 20 hours weekly at their field site during internship.

IMPORTANT: Counselor trainees must realize that it is VERY DIFFICULT to work a full-time job while completing internship (and a struggle to complete practicum) unless their job is used as the field site placement. While some agencies have evening and weekend hours, the majority do not, therefore most prefer counselor trainees be available during weekday hours.

Finding a field site placement is the responsibility of the counselor trainee.

All counselor trainees **MUST** complete a practicum in an agency under supervision of a qualified field site supervisor. Small private practice operations are not appropriate field placement sites. During internship, counselor trainees must be in an agency or school setting. Consult your faculty advisor if you have questions.

Some field placement sites are not appropriate because:

- Adequate and qualified supervision is not provided
- Recording of counseling sessions is not allowed
- Inappropriate in another manner determined by the Clinical Coordinator.

An appropriate field placement site provides the following:

- Opportunity to participate in a range of counseling and counseling-related activities appropriate to the role of a full-time professional counselor
- Permission to record counseling sessions (with client/parental consent)
- Referral of a sufficient number of clients to generate the required hours of direct client contact necessary for practicum or internship (this cannot be guaranteed by the site or by the Department)
- Qualified field site supervisor who oversees and evaluates the trainees work and meets regularly for supervision of the client caseload

Counseling Trainees may use their regular employment as a field placement site only under the following conditions:

- The setting is an agency
- Trainee will perform duties **DIFFERENT** from those currently performed on the basis of a bachelor’s degree
- Field site supervisor is different from current work supervisor
- A letter from field site supervisor is on file with the Clinical Coordinator to verify how these conditions will be met. (Receipt of letter must meet application deadlines.)

Steps to Secure Field Placement Site

Step One

During CNSL 5357 Pre-Practicum trainees should review the *Practicum & Internship Handbook* to be well informed about all practicum and internship requirements. Trainees should talk to faculty advisors and Clinical Coordinator for information on approved sites. Remember the following:

- Counselor trainees may **NOT** use case management home visits as part of their field site placement
- A qualified field site supervisor **MUST** have the following:
 - Hold a Texas LPC license, a Texas LMFT license, a Texas Psychologist license, a Texas Clinical Social Work License, or a Texas Master Social Work License
 - Have a minimum of two years of pertinent professional experience (agency or school).

Some counselor trainees complete both practicum and internship at the same field placement site. A few field sites may require the trainee to commit to two or three semesters.

- Knowledge of the program's expectations, requirements, and evaluation procedures for students.
 - Relevant training in counseling supervision.
 - Completed TSU Department of Counseling Field Site Supervisor Orientation.
 - Signed TSU Department of Counseling Field Site Supervisor Contract.
- A potential field site must deliver counseling services as a major focus and meet other requirements outlined in this handbook
 - Be aware that hospital settings require extensive paperwork and background checks, at the student's expense
 - The Clinical Coordinator has the final say in the appropriateness of a site.

If a trainee is interested in obtaining approval for a site, contact the Clinical Coordinator with contact information so the potential site can be screened.

Step Two

Contact field sites for interview:

- Select at least three sites
- Call or email to learn if they are accepting students for field placement during the semester you plan to register
- Send a resume and cover letter to the site director or clinical director, then follow up with a phone call
- Cover letter should be brief, specific, and indicate interest in the site as a field placement

NOTE: *Some sites may call counselor trainees "interns" regardless of practicum status.*

Counselor trainees need to approach this task as professional job search and interview. It is important to make a good impression (organized, informed, motivated, and professional). Sites vary in requirements and policies. For some, a phone interview will be sufficient; others will require a face-to-face interview. Be sure to get appropriate contact information from the site.

Suggestions for Recording

It is the responsibility of counselor trainees enrolled in practicum and internship to supply appropriate equipment for recording counseling sessions. In most cases this means digital movie files.

These recordings are the basis of individual supervision, group supervision, and evaluation leading to the final course grade. The Department has recording equipment available and field site placements may have recording equipment.

Be Aware: Recordings must be clearly audible and have clear a view of both counselor trainee and client.

Steps to Take to Assure Good Recordings:

1. **DO NOT** use handheld, mini-recorders because they do not have the power and range necessary. Video recorders that utilize digital movie files are acceptable as long as the faculty instructor or field site supervisor is willing to accept them. **DO NOT** use cell phones or tablets to record because these are not secure ways of storing videos.
2. It is highly recommended to use a video recorder that will accept a separate microphone plug and purchase the separate microphone. The microphone embedded in the video recorder usually cannot pick up all voices and/or allows too much interference (e.g., recording itself, recording the air conditioner). **An “omni-directional” microphone is highly recommended since it picks up sounds coming from different directions.**
3. Always check equipment before a session to be sure it is working adequately. Place the microphone away from air conditioning/heating vents, clocks, and fluorescent lights. Sometimes it helps to place the recorder on a book or towel to reduce table vibrations that can impair sound quality. Video cameras should be aimed so as to include both counselor trainee and the client, not just the client. Remember that the further away a video camera is the less effective the microphone mounted in the camera will be. Therefore, it is best to attach an external microphone or use a camera with a good external microphone.
4. All consent forms for recording must be signed before a recorder is turned on. Never record a session without signed permission. Provide copies of the consent forms to your site supervisor and a “Site Supervisor Verification of Informed Consent” form to your university supervisor when submitting recording.
5. Label and store digital files securely. Never use a client name to label a recording; instead use some sort of code. The only people who should ever hear/see a counseling session recording are: trainee, course instructor, site supervisor, and class. Do not review recordings where family members or friends can hear or see them. Do not carry recordings around – keep them secure.
6. **Remember:** Counselor trainees **MUST** dispose of all recordings by the end of the semester. There is no reason to save recordings. Once reviewed for supervision/grade, dispose of them. ~~Trainees are required to dispose them by the end of the semester.~~

FIELD PLACEMENT FORMS

Emergency/Crisis Management: Clinical Mental Health Counseling

Tarleton State University - Department of Counseling

5397 Practicum

5399A Internship

5399B Internship

Semester/Year _____

This form must be completed for each semester of field placement and handed in on the first night of class. Trainees must retain a copy. Please attach a copy of any agency emergency/crisis response documents.

Any situation involving a client that is of a serious nature requiring immediate medical or psychotherapeutic attention constitutes an emergency; for example,

1. Imminent suicide attempt
2. Drug overdose
3. Aggressive reaction (present or imminent)
4. Physical illness or adverse physical reactions requiring immediate medical attention
5. Psychotic reaction or other serious psychological disturbance
6. Report of child abuse
7. Severe depression, anxiety, etc.

AGENCY POLICY: What is the agency policy about counselor trainees managing a client crisis such as those listed above?

EMERGENCY/CRISIS PROCEDURES:

During Field Placement Hours

Who is the counselor trainee to contact in case of an emergency/crises situation?

Name: _____ Phone: _____

If this person is not available, who else can the counselor trainee contact?

Name: _____ Phone: _____

Outside of Field Placement Hours: If the counselor trainee is concerned about clients and need to contact a supervisor outside of regular field placement hours, what procedures should be followed?

Practicum/Internship Ethics Agreement

Tarleton State University - Department of Counseling

5397 Practicum

5399A Internship

5399B Internship

Semester/Year _____

Counselor Trainees should read and sign this form for every practicum and internship class. The original is to be returned to the instructor, and the student should retain a copy. This signed document is due on the first night of class.

- 1. I hereby attest that I have read and understood the current Code of Ethics of the American Counseling Association, American School Counselor Association (if applicable) and the Texas LPC Code of Ethics and will practice my counseling in accordance with these standards and with Texas state laws.

NOTE: Counselor Trainees are to download document and keep it with Practicum/Internship Handbook.

- 2. I hereby attest that I have read and understood the Retention Policy of the Department of Counseling and agree to abide by its provisions (Retention Policy is in this Handbook and the Program Handbook).
- 3. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship class and site.
- 4. I understand that my responsibilities include keeping my faculty supervisor(s) informed regarding my training experiences.
- 5. I understand that I will not be issued a passing grade in practicum or internship unless I demonstrate the specified minimal level of counseling skill, knowledge, competence, and complete course requirements as outlined by my faculty instructor.
- 6. I understand that I may be required to become familiar with additional codes of ethics from related professional disciplines.

Counselor Trainee Printed Name

Counselor Trainee Signature & Date

Counselor Trainee UIN

Trainee Consent for Recording

Tarleton State University - Department of Counseling

5397 Practicum

5399A Internship

5399B Internship

Semester/Year _____

This document may be used in either practicum or internship classes. It should be signed by the trainee and the original included in the application packet. The trainee should retain a copy.

Trainee: _____
(Printed name)

I agree to allow recording of counseling during my practicum or internship training. I understand that these recordings are strictly confidential and will be used for limited supervisory purposes only. I also understand that any of the recordings that are played during class, or any interviews that are conducted for demonstration/supervision purposes, even though I am not an active participant in the interview, are to be treated in accordance with the current American Counseling Association Code of Ethics, the American School Counselor Association Code of Ethics (if applicable), the Texas LPC Code of Ethics, and Texas state laws.

Counselor Trainee Signature Date

Counselor Trainee UIN

University Supervisor Signature Date

Summary of Hours

Tarleton State University - Department of Counseling

5397 Practicum

5399A Internship

5399B Internship

Semester/Year _____

This Summary must be completed by the counselor trainee for each field experience course at the end of the semester. It is used by the Department to provide documentation of supervised experience for accreditation, certification, LPC licensure review, and TEA requirements. Refer to your Practicum or Internship Log for data.

Counselor trainee _____

Counselor trainee UIN _____

Field site name (school/agency) _____

Field Site address _____

Dates effective from ____/____/____ through ____/____/____ (from original Contract).

Total clock hours earned during this course (get this from practicum or internship Log)

Total Field Site hours: _____

Total Campus hours: + _____

= _____ TOTAL CLOCK HOURS for semester

Total clock-hours of direct client counseling contact (from LPC box on Practicum or Internship Log) = _____

Type(s) of counseling provided during this course (check all that apply):

- Marriage & Family Group Individual Drug & Alcohol Abuse
- Career & Vocational Rehabilitation Academic Child & Adolescent
- Other, specify _____

Setting(s) of counseling provided during this course (check all that apply):

- School Hospital Univ Counseling Center Nonprofit organization
- MHMR Student Affairs setting Other, specify _____

Trainee _____

Signature & Date

University Supervisor: _____

Signature & Date

Trainee Evaluation of Field Site & Supervisor

Tarleton State University - Department of Counseling

5397 Practicum

5399A Internship

5399B Internship

All practicum and internship trainees must complete the following evaluation of their field placement site. This will enable the Department of Counseling to review and update procedures in providing field placement, supervision, and training opportunities for subsequent students. Thank you.

Name _____ Semester/Year _____

Student UIN _____

Field Site: _____

Field Supervisor _____

Please check and comment.

1. **Orientation to procedures:** very good good average fair poor
Comments:

2. **Staff cooperation and support:** very good good average fair poor
Comments:

3. **Staff meetings (general, in-service, etc.):** very good good average fair poor
Comments:

4. **Assigned activities:** very good good average fair poor
Comments:

5. **Case load:** very good good average fair poor
Comments:

6. **Development of professional skills:** very good good average fair poor
Comments:

7. How would you rate the quality of supervision you received?

- very good good average fair poor

Comments:

8. To what extent has the supervision met your needs?

- Almost all of my needs have been met
 Most of my needs have been met
 Only a few of my needs have been met
 Almost none of my needs have been met

Comments:

9. How satisfied are you with the amount of supervision you have received?

- Very satisfied Mostly satisfied Indifferent or mild dissatisfied Quite dissatisfied

Comments:

10. How available was your supervisor for consultation/supervision when needed?

- Almost always Often Sometimes Hardly Ever

Comments:

11. Did your supervisor help you become more effective in your role as a counselor?

- Yes, definitely Yes, generally No, not really No, definitely not

Comments:

Additional comments and recommendations:

Field Site Supervisor’s Evaluation of Trainee
Professional Counseling Performance Evaluation
 Tarleton State University - Department of Counseling

5397 Practicum **5399A Internship** **5399B Internship**
 Mid-term Evaluation **End of Semester Evaluation**

PLEASE PRINT

Student _____ UIN _____

Fall/Spring/Summer 20____ Supervisor _____

Rating Scale

N – No Opportunity to observe
 0 – Does not meet criteria for program level 2 – Meets criteria inconsistently for program level
 1 – Meets criteria minimally for program level 3 – Meets criteria consistently for program level

Communication Skills and Abilities					
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.	N	0	1	2	3
2. The student demonstrates effective communication skills including:					
a. Creating appropriate structure – setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2	3
b. Understanding content – understanding the salient elements of the client’s story.	N	0	1	2	3
c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings.	N	0	1	2	3
d. Responding to feelings – identifying affect and addressing those feelings in a therapeutic manner.	N	0	1	2	3
e. Congruence – genuineness, external behavior consistent with internal affect.	N	0	1	2	3
f. Establishing and communicating empathy – taking the perspective of the individual, without over identifying, and communicating this experience to the individual.	N	0	1	2	3
g. Non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2	3
h. Immediacy – communicating by staying in the here and now.	N	0	1	2	3
i. Timing – responding at the optimal moment.	N	0	1	2	3
j. Intentionality – responding with a clear understanding of the therapist’s therapeutic intention.	N	0	1	2	3
k. Self-disclosure – skillful and carefully – considered for a specific strategic purpose.	N	0	1	2	3
3. The student demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively.	N	0	1	2	3
4. The student collaborates with an individual to establish clear therapeutic goals.	N	0	1	2	3
5. The student facilitates movement toward the individual’s goals.	N	0	1	2	3
6. The student conceptualizes in a theoretically consistent manner.	N	0	1	2	3
7. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a theoretically consistent manner.	N	0	1	2	3
8. The student creates a safe clinical environment.	N	0	1	2	3
9. The student demonstrates the ability to analyze and resolve ethical dilemmas.	N	0	1	2	3
Professional Responsibility					
1. The student presents and conducts self in a manner so as to promote confidence in the counseling profession.	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	N	0	1	2	3
4. The student demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1	2	3
Competence					
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2	3
3. The student takes responsibility for assuring the welfare of other’s when encountering the boundaries of her/his expertise.	N	0	1	2	3
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.	N	0	1	2	3

5. The student demonstrates basic cognitive, affective, sensory, and motor capacities needed to respond to others.	N	0	1	2	3
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PLEASE PRINT

Student _____

UIN _____

Fall/Spring/Summer 20____ Supervisor _____

Rating Scale

N – No Opportunity to observe

0 – Does not meet criteria for program level

2 – Meets criteria inconsistently for program level

1 – Meets criteria minimally for program level

3 – Meets criteria consistently for program level

Maturity					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2	3
2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2	3
3. The student demonstrates awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.	N	0	1	2	3
4. The student demonstrates the ability to receive, integrate and/or utilize feedback from peers, instructors, and supervisors.	N	0	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2	3
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2	3
Integrity					
1. The student refrains from making statements which are false, misleading, or deceptive.	N	0	1	2	3
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2	3
3. The student respects the fundamental rights, dignity, and worth of all people.	N	0	1	2	3
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2	3
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3

_____ I have supervised this student and can attest that all student recordings have been destroyed.

COMMENTS:

Student Signature _____ Date _____

Field Site Supervisor Signature _____ Date _____

Adapted from Ladany, Hill, Corbett, & Nutt, 1996. Used with permission (01/13/2016)
 Professional Counseling Performance Evaluation, created by the Professional Counseling Program of the Department of Counseling, Leadership, Adult Education & School Psychology, Texas State University-San Marcos

University Supervisor's Evaluation of Trainee

Professional Counseling Performance Evaluation

Tarleton State University - Department of Counseling

5397 Practicum 5399A Internship 5399B Internship
 Mid-term Evaluation End of Semester Evaluation

PLEASE PRINT

Student _____ UIN _____

Fall/Spring/Summer 20_____ Supervisor _____

Rating Scale

N – No Opportunity to observe
 0 – Does not meet criteria for program level 2 – Meets criteria inconsistently for program level
 1 – Meets criteria minimally for program level 3 – Meets criteria consistently for program level

Communication Skills and Abilities					
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.	N	0	1	2	3
2. The student demonstrates effective communication skills including:					
a. Creating appropriate structure – setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2	3
b. Understanding content – understanding the salient elements of the client's story.	N	0	1	2	3
c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings.	N	0	1	2	3
d. Responding to feelings – identifying affect and addressing those feelings in a therapeutic manner.	N	0	1	2	3
e. Congruence – genuineness, external behavior consistent with internal affect.	N	0	1	2	3
f. Establishing and communicating empathy – taking the perspective of the individual, without over identifying, and communicating this experience to the individual.	N	0	1	2	3
g. Non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2	3
h. Immediacy – communicating by staying in the here and now.	N	0	1	2	3
i. Timing – responding at the optimal moment.	N	0	1	2	3
j. Intentionality – responding with a clear understanding of the therapist's therapeutic intention.	N	0	1	2	3
k. Self-disclosure – skillful and carefully – considered for a specific strategic purpose.	N	0	1	2	3
3. The student demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively.	N	0	1	2	3
4. The student collaborates with an individual to establish clear therapeutic goals.	N	0	1	2	3
5. The student facilitates movement toward the individual's goals.	N	0	1	2	3
6. The student conceptualizes in a theoretically consistent manner.	N	0	1	2	3
7. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a theoretically consistent manner.	N	0	1	2	3
8. The student creates a safe clinical environment.	N	0	1	2	3
9. The student demonstrates the ability to analyze and resolve ethical dilemmas.	N	0	1	2	3
Professional Responsibility					
1. The student presents and conducts self in a manner so as to promote confidence in the counseling profession.	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	N	0	1	2	3
4. The student demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1	2	3
Competence					
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2	3
3. The student takes responsibility for assuring the welfare of other's when encountering the boundaries of her/his expertise.	N	0	1	2	3
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.	N	0	1	2	3

5. The student demonstrates basic cognitive, affective, sensory, and motor capacities needed to respond to others.	N	0	1	2	3
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PLEASE PRINT

Student _____

UIN _____

Fall/Spring/Summer 20____ Supervisor _____

Rating Scale

N – No Opportunity to observe

0 – Does not meet criteria for program level

2 – Meets criteria inconsistently for program level

1 – Meets criteria minimally for program level

3 – Meets criteria consistently for program level

Maturity					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2	3
2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2	3
3. The student demonstrates awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.	N	0	1	2	3
4. The student demonstrates the ability to receive, integrate and/or utilize feedback from peers, instructors, and supervisors.	N	0	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2	3
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2	3
Integrity					
1. The student refrains from making statements which are false, misleading, or deceptive.	N	0	1	2	3
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2	3
3. The student respects the fundamental rights, dignity, and worth of all people.	N	0	1	2	3
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2	3
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3

_____ I have supervised this student and can attest that all student recordings have been destroyed.

COMMENTS:

Student Signature _____ Date _____

University Supervisor Signature _____ Date _____

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 Professional Counseling Performance Evaluation, created by the Professional Counseling Program of the Department of Counseling, Leadership, Adult Education & School Psychology, Texas State University-San Marcos

Trainee's Self-Evaluation

Professional Counseling Performance Evaluation

Tarleton State University - Department of Counseling

- 5397 Practicum 5399A Internship 5399B Internship
 Mid-term Evaluation End of Semester Evaluation

PLEASE PRINT

Student _____ UIN _____

Fall/Spring/Summer 20_____ Supervisor _____

Rating Scale

- N – No Opportunity to observe
 0 – Does not meet criteria for program level 2 – Meets criteria inconsistently for program level
 1 – Meets criteria minimally for program level 3 – Meets criteria consistently for program level

Communication Skills and Abilities					
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.	N	0	1	2	3
2. The student demonstrates effective communication skills including:					
a. Creating appropriate structure – setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2	3
b. Understanding content – understanding the salient elements of the client's story.	N	0	1	2	3
c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings.	N	0	1	2	3
d. Responding to feelings – identifying affect and addressing those feelings in a therapeutic manner.	N	0	1	2	3
e. Congruence – genuineness, external behavior consistent with internal affect.	N	0	1	2	3
f. Establishing and communicating empathy – taking the perspective of the individual, without over identifying, and communicating this experience to the individual.	N	0	1	2	3
g. Non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2	3
h. Immediacy – communicating by staying in the here and now.	N	0	1	2	3
i. Timing – responding at the optimal moment.	N	0	1	2	3
j. Intentionality – responding with a clear understanding of the therapist's therapeutic intention.	N	0	1	2	3
k. Self-disclosure – skillful and carefully – considered for a specific strategic purpose.	N	0	1	2	3
3. The student demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively.	N	0	1	2	3
4. The student collaborates with an individual to establish clear therapeutic goals.	N	0	1	2	3
5. The student facilitates movement toward the individual's goals.	N	0	1	2	3
6. The student conceptualizes in a theoretically consistent manner.	N	0	1	2	3
7. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a theoretically consistent manner.	N	0	1	2	3
8. The student creates a safe clinical environment.	N	0	1	2	3
9. The student demonstrates the ability to analyze and resolve ethical dilemmas.	N	0	1	2	3
Professional Responsibility					
1. The student presents and conducts self in a manner so as to promote confidence in the counseling profession.	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	N	0	1	2	3
4. The student demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1	2	3
Competence					
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2	3
3. The student takes responsibility for assuring the welfare of other's when encountering the boundaries of her/his expertise.	N	0	1	2	3
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.	N	0	1	2	3

5. The student demonstrates basic cognitive, affective, sensory, and motor capacities needed to respond to others.	N	0	1	2	3
--	---	---	---	---	---

PLEASE PRINT

Student _____

UIN _____

Fall/Spring/Summer 20____ Supervisor _____

Rating Scale

N – No Opportunity to observe

0 – Does not meet criteria for program level

2 – Meets criteria inconsistently for program level

1 – Meets criteria minimally for program level

3 – Meets criteria consistently for program level

Maturity					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2	3
2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2	3
3. The student demonstrates awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.	N	0	1	2	3
4. The student demonstrates the ability to receive, integrate and/or utilize feedback from peers, instructors, and supervisors.	N	0	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2	3
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2	3
Integrity					
1. The student refrains from making statements which are false, misleading, or deceptive.	N	0	1	2	3
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2	3
3. The student respects the fundamental rights, dignity, and worth of all people.	N	0	1	2	3
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2	3
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3

_____ I can attest that all student recordings have been destroyed.

COMMENTS:

Student Signature Date

Adapted from Ladany, Hill, Corbett, & Nutt, 1996. Used with permission (01/13/2016)
Professional Counseling Performance Evaluation, created by the Professional Counseling Program of the Department of Counseling, Leadership, Adult Education & School Psychology, Texas State University-San Marcos

Client or Parental Consent Form
Tarleton State University - Department of Counseling

5397 Practicum

5399A Internship

5399B Internship

Semester/Year _____

Client: _____

Client age: _____

Parent/Guardian: _____

Field Site: _____

Please review and check boxes.

- I agree to be counseled by a counselor trainee in the master’s degree professional counseling program at Tarleton State University. The counselor trainee is a graduate student who has completed advanced coursework in counseling and is supervised by a faculty instructor and a field site supervisor.
- I further consent to the recording of these counseling sessions for the purpose of supervision and evaluation of my counselor trainee’s work. The sole purpose of these recordings is to improve my counselor trainee’s skills. I understand these recordings may be reviewed during individual or group supervision meetings directed by my counselor trainee’s faculty instructor, faculty supervisor, and/or field site supervisor.

All recordings are considered confidential material and will be treated with professional respect and courtesy according to the Code of Ethics of the American Counseling Association, American School Counseling Association (if applicable), the Texas LPC Code of Ethics, as well as Texas state laws. Recordings will be erased/destroyed after review. Absolutely no recordings will be maintained after the current university semester is completed.

NOTE: As a client or parent, you may request a copy of this form. *Thank you for your willingness to participate in the training of competent professional counselors.*

Signatures:

Client (or Parent/Guardian if client is under 18 yrs of age) Date

Counselor Trainee Date

Site/Agency Supervisor Date

Site Supervisor Verification of Client or Parental Consent Form

Tarleton State University - Department of Counseling

5397 Practicum

5399A Internship

5399B Internship

Semester/Year _____

Counselor-in-Training's Name: _____

Client's Initials (in reverse order) : _____ Client's age: _____ Client's Gender Identity: _____

Field Site: _____

Field Site Supervisor: _____

"As the field site supervisor for the counselor trainee identified above, I am verifying that a "Client or Parental Consent Form" was completed prior to any recording being made of this client and that I am not identifying the full name of the client to the university supervisor to protect the confidentiality of the client."

Signatures:

Site Supervisor Date

Counselor Trainee Date

Univ Supervisor Date

Tarleton State University- Department of Counseling
GROUP LEADERSHIP EVALUATION

5397 Practicum 5399A Internship 5399B Internship Semester/Year

Intern - Group Leader or Co-Leader: _____ Date: _____
 Code: **3/strongly agree...to...1/strongly disagree** **0/unable to observe**

THE GROUP LEADER...

- | | | | | |
|---|---|---|---|---|
| 1. Appropriately encouraged participation | 0 | 1 | 2 | 3 |
| 2. Listened actively | 0 | 1 | 2 | 3 |
| 3. Communicated empathy/understanding | 0 | 1 | 2 | 3 |
| 4. Provided a safe environment | 0 | 1 | 2 | 3 |
| 5. Placed responsibility of group work on members | 0 | 1 | 2 | 3 |
| 6. Showed respect for each group member | 0 | 1 | 2 | 3 |
| 7. Was genuine, honest, and open | 0 | 1 | 2 | 3 |
| 8. Used a variety of leader skills | 0 | 1 | 2 | 3 |

List leadership and group counseling strategies:

- | | | | | |
|--|---|---|---|---|
| 9. Focus on theory and strategies associated with theory | 0 | 1 | 2 | 3 |
|--|---|---|---|---|

List theory-based strategies used by leader and comment on their effectiveness

- | | | | | |
|--------------------------------------|---|---|---|---|
| 10. Used leader skills appropriately | 0 | 1 | 2 | 3 |
|--------------------------------------|---|---|---|---|

List any skills the leader might have used inappropriately and explain

- | | | | | |
|--|---|---|---|---|
| 11. Keep the group on track | 0 | 1 | 2 | 3 |
| 12. Reflected thoughts/feelings well | 0 | 1 | 2 | 3 |
| 13. Was creative | 0 | 1 | 2 | 3 |
| 14. Helped group members work together – use group dynamic | 0 | 1 | 2 | 3 |
| 15. Was sensitive to different values, beliefs, etc. | 0 | 1 | 2 | 3 |

Overall rating of group leadership (0 to 5)	0	1	2	3	4	5
---	---	---	---	---	---	---

Total Points: _____

Supervisor Signature: _____

Date: _____

Intern Signature: _____

Date: _____

Tarleton State University- Department of Counseling

Case Presentation Recording Report

5397 Practicum 5399A Internship 5399B Internship Semester/Year

Counselor Name:

Recording Number:

Date:

Remember to choose a 20-minute segment.

Start time:

End time:

Client Background Information Pertinent to the Session (4-5 sentences):

What I did well (2-3 sentences):

What I need to work on (2-3 sentences):

Practicum and Internship “Between-Semesters” Policy

Tarleton State University – Department of Counseling

It is possible for counselor trainees to continue to work at their practicum sites after the practicum semester officially ends and before Semester A of Internship begins OR after A semester ends and before the B semester begins in order to maintain “continuity of care” with clients. This in fact may be required as a condition of placement at some sites by the site director or site supervisor so that clients needing services are not left without support between academic terms. These hours are referred to as “between semester” hours.

CACREP considers practicum and internship to be separate courses and hours accrued after the practicum course ends and before the internship semester begins cannot be counted toward either course. Furthermore, CACREP does not allow students to count hours accrued between semesters because hours can only be earned when the university is officially in session.



BE AWARE: Field site administrators **MUST** understand the Department of Counseling has no legal/supervisory responsibility for the trainee during this time (when trainee is not enrolled in an internship class).

Procedures:

1. Trainee should discuss the arrangements for scheduling between-semester hours with the field site supervisor and receive permission from the field site administrator by having the “Earning Hours Between Semesters Agreement” form (see next page) completed, signed, and turned in to the Clinical Coordinator BEFORE the end of your first semester of practicum or internship for your permanent student file.
2. Hours logged should be entered on a Weekly Activity Log (WAL) separate from the Practicum and Internship Logs since these hours cannot be counted toward hours accrued with either course.
3. Keep careful record of the direct and indirect hours earned at field site using the *Between-Semesters Log* form in the Practicum/Internship Handbook. Have field site supervisor verify this record by signing and dating the form. **Trainee must keep a copy of Log for personal records.**
4. Practicum students continuing to work at the Practicum site should provide the signed and dated *Between Semesters Log* Form to their 5399-A instructor on their first night of class in Internship A.
5. Internship A students continuing to work at the Internship site should provide the signed and dated *Between Semesters Log* Form to their 5399-B instructor on their first night of class in Internship B.
6. Record these hours in the space provided on the Internship Record of Hours that trainee is using for the 5399-B semester. The *Between-Semester Log* will be placed in trainee’s program file.

“Between Semesters” Agreement

_____ agrees to allow
(Name of Field Site)

_____ to work under
(Name of Counselor Trainee)

supervision at the internship site during the period between semesters. It is understood that the Department of Counseling and Tarleton State University has no legal connection to the counselor trainee during this period and will provide no supervision services.

This period covered in this agreement is: _____ / _____ / **TO** _____ / _____ / _____

Counselor Trainee (print) Trainee signature & date

Field Site Supervisor (print) Field Site Supervisor signature & date

Clinical Coordinator (print) Clinical Coordinator signature & date

This form must be completed and submitted to Clinical Coordinator as per Between-Semester Hours Policy.

Practicum/Internship Between-Semesters Log Form

Tarleton State University – Department of Counseling

Trainee: _____ **Semester/Yr:** _____

Trainee UIN: _____

Record covers: _____ (month/date/year) to _____ (month/date/year)

Field Site: _____

DIRECT SERVICE					INDIRECT SERVICE			
Client Counseling Contact				Other Direct	On Site			
Week Dates	Indiv	Group	Consult	Activity	/ Hrs	Field Site Supv	Group Supv	Misc
					/			
					/			
					/			
					/			
					/			
					/			
					/			
					/			
					/			
					/			
					/			
					/			
					/			

Insert final totals here. Transfer totals to Internship B Log and attach to Internship B Log.

TOTAL DIRECT SERVICE					TOTAL INDIRECT SERVICE			
Client Counseling Contact				Other Direct	On Site			
Indiv	Group	Consult	Activity	/ Hrs	Field Site Superv	Group Superv	Misc	
				/				

_____ **Supervisor Signature & Date** _____ **Field Site**

CNSL 5397 PRACTICUM FORMS

CNSL 5397 Practicum Field Placement Contract
Tarleton State University - Department of Counseling

The counselor trainee is responsible for distributing copies of this contract to the field site supervisor and retaining a copy. The original document is included with the application for practicum.

Trainee: _____ Semester/Year: _____

Trainee UIN: _____

Trainee Email: _____

Trainee Address: _____

Field Site (Agency): _____

Site Address: _____

Site Phone: _____ Agency Director: _____

Agency Director Email: _____

Field Site Supervisor: _____

Supervisor Email: _____ Phone: _____

Practicum Contract effective from ___/___/___ through ___/___/___ for 8-10 hours per week.

NOTE: Counselor trainees in the Clinical Mental Health Counseling program may use their work settings as a field placement only if they can demonstrate that they will perform duties different from those currently performed (on the basis of a bachelor’s degree) and with a different site supervisor.

Responsibilities of the Counseling Department, the counselor trainee, and the field site placement:

The Counseling Department agrees to:

1. Provide counselor trainees who have completed the required pre-requisites for practicum.
2. Identify a qualified faculty instructor to coordinate the practicum experience. The faculty instructor will be available for consultation with the field site supervisor regarding trainee progress.
3. Provide weekly group supervision (class) facilitated by the faculty supervisor and individual supervision as needed.
4. Collaborate with the field placement site regarding placement procedures and concerns. The designated contact person in the counseling program is the Clinical Coordinator.
5. Require the counselor trainee to provide liability insurance.

The field placement site agrees to:

1. Provide sufficient opportunities for the trainee to fulfill during the semester a minimum of 40 hours of direct client contact (individual, family, and group counseling). The field site supervisor will assist the counselor trainee in generating direct client contact opportunities.
2. Provide opportunities for trainee to regularly audio or video record counseling sessions with informed consent. Recordings are used for supervision and evaluation purposes. Recordings remain in the possession of the trainee and/or faculty supervisor at all times, and all recordings are erased by the end of the semester.
3. Provide a range of experiences to acquaint the trainee with the various duties and responsibilities of a professional counselor and provide oversight of the trainee’s work *including* an orientation to the field site and its policies and procedures.

4. Develop a weekly attendance and activity schedule with the counselor trainee based on a minimum of 8-10 hours weekly spent at the field site.
5. Provide a safe location and appropriate space to work with adequate supplies and staff support to conduct professional counseling activities. Counselor trainees are not permitted to do home visits unless accompanied by their field site supervisor, work alone in a building, or be without immediately accessible consultation services.
6. Provide a qualified field site supervisor who will oversee the trainee's field site experience and provide a minimum 1 hour weekly of individual supervision of the trainee's work. **A qualified field site supervisor is an LPC (TX), LMFT (TX), LP (TX), LCSW (TX), or LMSW (TX) who has at least 2 years of experience, and holds a master's degree in a counseling-related field.** If the trainee uses her or his work setting for practicum, the field site supervisor must be different from the employment supervisor.
7. Provide a written evaluation of the counselor trainee's progress at the midpoint and end of practicum.
8. Collaborate with the designated faculty supervisor for practicum and the Clinical Coordinator regarding placement procedures and concerns.

The counselor trainee agrees to:

1. Be consistent and prompt in attendance at the field site. Dress and behave in a professional manner consistent with the practices of the field site placement.
2. Develop a weekly attendance and activity schedule with the field site supervisor based on spending a minimum of 8-10 hours weekly at the field site during practicum.
3. Provide counseling and counseling-related services consistent with the trainee's level of training and supervision and the professional counseling role.
4. Make regular recordings of counseling work throughout the semester for review and evaluation. Recordings are the basis for individual and group supervision meetings. The trainee will follow established guidelines to insure the security of recordings and will destroy all recordings by the end of the semester.
5. Be acquainted with and follow field site policies and procedures and the directives of field site supervisors.
6. Purchase current liability insurance and adhere to the current ethical guidelines of the American Counseling Association, American School Counselor Association (if applicable), Texas LPC Codes, and Texas state laws.
7. Maintain documentation in good order and follow guidelines for maintaining the confidentiality of client-related records for both campus and field site placement.
8. Provide the Department of Counseling with a renegotiated field placement contract if there is a change of field site supervisor or field site.

Termination: It is understood and agreed upon by all parties to this contract that the field site placement may terminate the TSU practicum experience of the counselor trainee if, in the opinion of the field site supervisor, the trainee's behavior is detrimental to the operation of the field site and/or client care. The field site supervisor will notify the faculty supervisor or Clinical Coordinator of a termination action. A TSU practicum termination action is separate from any employment relationship the trainee may have at the field site.

The parties below agree to the terms of this contract:

_____	_____
Counselor Trainee (print)	Trainee signature & date
_____	_____
Field Site Supervisor (print)	Field Site Supervisor signature & date
_____	_____
Practicum Faculty Supervisor (print)	Practicum Faculty Supervisor signature & date

Field Experience Plan
Tarleton State University - Department of Counseling

Practicum

This document must accompany the field placement contract and included with the practicum application packet.

Counselor Trainee _____ Semester/Yr _____

Counselor Trainee UIN: _____

Field Site Placement: _____

Proposed schedule for counselor trainee at field site placement:

	Times trainee is expected to be at field site (e.g., 8am-2pm)	# hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Total weekly hours for practicum = 8-10 hrs		

Please specify & describe activities likely to be undertaken by the counselor trainee during this placement experience.

NOTE: The majority of trainee direct service hours MUST be in individual, group, or family counseling.

- Individual counseling/psychotherapy: adults adolescents children
 Intake interviewing:
 Group counseling (leading or co-leading); please specify focus of group:
 Marriage, family, & relationship counseling:
 Consultation w/ other professionals regarding client services:
 Psychoeducational activities relevant to the field site:
 Record keeping (e.g., diagnosis, reports, treatment plans):
 Outreach (e.g., program presentation):
 Receiving supervision (individual or group at the site); please specify which type:
 Career counseling:
 Case conferences or staff meetings:
 Other (describe):

Counselor Trainee(print)

Trainee signature & date

Field Site Supervisor (print)

Field Site Supervisor signature & date

Field Site Supervisor Registration
Tarleton State University - Department of Counseling

Practicum

PLEASE PRINT ALL INFORMATION. *This document must accompany the field placement contract in the application packet.*

Counselor Trainee: _____ Semester/Yr: _____

Counselor Trainee UIN: _____

Effective from ____ / ____ / ____ through ____ / ____ / ____

SITE INFORMATION

Placement

Site (Agency): _____

Address: _____

Name of Agency Director: _____

Office phone: _____ **Email:** _____

FIELD SITE SUPERVISOR INFORMATION

Name: _____

Agency: _____

Address: _____

Office phone: _____ **Email:** _____

Highest degree earned: EdD PhD MS MEd Other (specify) _____

Year degree earned: _____ **Discipline** (e.g., counseling, psychology) _____

Supervisor Credentials:

Texas LPC, license # _____ Texas LPC-S, license # _____ NCC, certification #: _____

Other? _____

Supervisor's years of experience appropriate to this setting? _____

****Please include a copy of your license with this form.***

NOTE: A qualified Field Site Supervisor must have a master's degree in counseling or a counseling-related field, be licensed as a Texas Licensed Professional Counselor (LPC), a Texas Licensed Marriage and Family Therapist (LMFT), a Licensed Psychologist, a Texas Licensed Master of Social Work (LMSW), or a Texas Licensed Clinical Social Worker (LCSW), and have a minimum 2 years of experience (post-master's).

Directions for Keeping the Practicum Weekly Activity Log

Tarleton State University – Department of Counseling

It is important to carefully, accurately, and legibly record information on the Practicum Log. This document verifies the hours accumulated during practicum, thus, is valuable when the counselor trainee seeks certification or licensure. The forms are also reviewed as part of the Department's CACREP accreditation. Logs are kept on file for up to ten years in the Department office. Your instructor may have additional directives for your Practicum Log.

Completion of all hours: Students should keep an electronic log of all activities completed related to Practicum using the Excel file provided on Blackboard for this course. Students who are unable to complete a significant portion of the required hours may be asked to repeat the course.

Direct Client Contact Categories (clinic or field placement)

1. Individual Counseling
2. Group Counseling
Most direct hours must come from either #1 or #2 or a combination of individual and group.
3. Developmental/Preventive Group Guidance
4. Career and/or Educational Planning on an Individual Basis
5. Student or Client Appraisal (No more than 5 hours of test administration or interpretation)
6. Consultation (limit to 10 hours)
7. Intake (limit to 10 hours)

Indirect Hours Categories (for all)

1. Planning, maintaining and evaluating the school guidance program or the agency program.
2. **Supervision**, both individual and group, in the clinic and with your site supervisor. You must meet on the average of one hour per week with your site supervisor. You must also meet with your university supervisor 2.5 hours weekly for group supervision.
Supervision Documentation: Provide an entry specifying that you have completed the discussion mentioned. Include the following:
 - a. Client ID (no name, just the client's initials)
 - b. Supervision recommendations.
3. Referral—contacting referral resource, making the referral, follow-up, etc.
4. Orientation/Record Keeping - familiarization with general record-keeping system, available materials, learning policies and procedures.
5. Professional Growth—attendance at approved professional conferences such as those sponsored by TCA, TSCA, ACA, or TEA, special workshops, etc. Those activities approved for NBCC or LPC credit will automatically count—others need to be approved in advance by the university supervisor. Attendance at school district or ESC workshops for counselor training will also count.

More on Individual Progress (DAP) Notes and Log entries in Excel File:

To provide adequate documentation, please provide a note for each counseling session, supervision meeting, and any other direct service entry in your log. The note should include the following:

- **Counseling modality** (individual counseling (I-C), group counseling (G-C), family counseling (F-C), or meeting identification. (supervision, parent meeting, etc.)
- **Name of client** (first and last initials only **in reverse**. Gender identity and age also),
- **Data Specific, FACTUAL information:**
 - What was said (Counselor and Client)*
 - Focus of the session (be specific)*
 - Report on client's experience/reaction(s) to the activities presented in this session*
- **Assessment**
 - Counselor's perception of how the Client presented him/herself*
 - How did the session go?*
 - How does this particular session relate to the overall goals?*
 - Assessment of the Client's situation*

- **Plan** (*Plan of Action between this session and next*)
 - **Strategies** that the Counselor plans to use to support client during next session and with regards to behavior change
 - What was the goal identified by the client?
 - What will the Counselor do between now and next session?
 - Referrals
- **Supervisory needs.** (Indicate cases that you know you need to discuss w your on-site supervisor by writing “S” at the end of the note.)

All information should be presented objectively (e.g., “by client report,” “by observation.” Please do not say, “In my opinion” for example. A sample is provided using the Progress Notes/Log in Excel format.

Writing Progress Notes for Group Counseling

- **Data** (what took place in group, if there was a formal topic for the group session, what that topic was, if there was no set topic, then what two or three major topics came up in the group session (no need to identify who said what)
- **Assessment** (how well the group session went— your interventions, observations, and concerns)
- **Plan** (the plan is based on the information in the Assessment section—the counselor asks him/herself, “based on how this group session went, what will I do next group session to meet the treatment plan objectives or to promote growth in individual group members?” Examples include: encouraging input from quiet members, addressing group members who seem to dominate discussion, following up with an individual from the last group session, going back to a person who didn’t have a chance to share in the last group meeting, upcoming interventions; the next session or series of sessions; changes in strategies, etc.

Writing Progress Notes for Guidance

- **topic/objective of lesson** (brief description of lesson objective and type of educational strategies used, e.g., bibliotherapy, experiential activities, etc.)
- **guidance resolution** (how well the lessons went, if students were engaged and demonstrated understanding of concepts learned, applied concepts—your observations and concerns)
- **counseling plan** (how well the lesson fit into overall guidance unit and comprehensive developmental guidance and counseling program—determining strategies revisions for next guidance lessons.

IMPORTANT: Keep one master copy of the log for maintaining a running total. Begin each week on a Sunday and end on a Saturday. Upload the up-to-date Excel file into the “Weekly Activity Log” link in your section of Blackboard by 11:59 pm on the Sunday night of each week of internship. Your professor may also provide a location in Blackboard for you to submit your running total of direct and indirect hours each week to quickly determine whether or not you are on track to complete your hours for the semester.

Progress Notes: How will I know if they are too long or too brief?

First, let's check out the **Data** section:

Long Version: *Client arrived five minutes late to session. She looked really stressed and was in her workout clothes. I offered her water and had her sit down. Reminded her of the mindfulness exercises we reviewed last week and asked how she did with practicing them over the last week. She talked about difficulty concentrating and about how her son kept interrupting her so he could get help with homework. She asked her mother to help him but she was busy as well. Client spent much of the session making excuses for why she probably won't be able to implement the exercises at home. She then started talking about wanting to go on a “girls’ retreat” for the weekend with some friends and how it's the only thing that helps her feel better these days. She was reluctant to leave the session at the end and said, “This is so helpful. Thank you for being here for me. I don't know what I'd do without this.” Then left immediately.*

You may notice a LOT of extraneous information. There are also lots of details that aren't necessary. This is just a matter of sticking to the most *important* facts and taking out our really specific language. Here is how we can make this note a bit better (and shorter):

Short Version: *Client arrived late and appeared flustered. Reported feeling stressed and having difficulty implementing mindfulness based exercises previously reviewed in sessions. I assisted her in practicing the techniques and problem-solving ways to implement at home.*

See? The details about difficulty making a decision on whether or not to attend a girls' retreat and exactly how she attempted the mindfulness exercises are irrelevant. We still get a good sense of how she is progressing and what happened during the session without having a total play-by-play.

Now, let's look at the **Assessment** section:

Long Version: *The client seems resistant to implementing practices discussed in session and continues to be stuck in a recurring cycle of promoting her anxiety. She appears to prefer excuses to trying to work on her goals. She continues to use her son as an excuse so she does not have to focus on her own needs or working through her own issues with guilt and anxiety. However, also presents as somewhat codependent, declaring how helpful therapy is even though she doesn't follow through.*

Okay, for this section we have some quality concerns... namely, the very subjective language. How do you think Maya would feel if she read that? Probably not great. I'm not saying our goal with notes is to appease our clients, but we should be respectful and as objective as possible, even during a more interpretive section like the Assessment. So how could we word this differently and also make this shorter? Let's see:

Short Version: *Client is having difficulty managing her needs with family demands. Remains committed to therapy.*

Did that just blow your mind right now? It's so short! But really, considering this session, there's not much more we need. We already discussed her difficulty implementing techniques in the Data section and there's no need to harp on that point. Instead, we focus on what all the stuff in the Data section *means* as far as what we really need to be working on. We also kept things very objective while adding something positive about her treatment thus far.

Okay, now let's look at the final section, the **Plan**:

Long Version: *Client will try using meditation and journaling again over the next week. She will update me on her progress with mother and son. We'll meet again on 06/02/16.*

This section is pretty easy to keep short, regardless, so I didn't make as much of a change here. But I did take out the extraneous information and simplify things...

Short Version: *Client will practice exercises reviewed in session. Next session is 06/02/16.*

And there you have it... a great, simple note! I want to summarize a few pointers based on the differences between these long and short versions:

- Remove extraneous information that's irrelevant to treatment or progress.
- Remove the "gory" details and use more general language.
- Keep the general focus of the session as the focus of the note (*without* letting other things distract you!).
- Leave out subjective language and consider how your client would feel reading the note
- Leave in client quotes if they're relevant. They often say more than any interpretation you could create.

KEEP A COPY OF THE LOG FOR YOUR OWN FILES

Practicum Log Instructions

It is important to carefully, accurately, and legibly record information on the Practicum Log. This document verifies the hours accumulated during practicum, thus, is valuable when the counselor trainee seeks certification or licensure. The forms are also reviewed as part of the Program’s application for CACREP accreditation. Logs are kept on file for up to ten years in the Department office.

Your instructor may have additional directives for the Practicum Log.

1. Make one “working copy” of the Log for each of your practicum sites. Students with two or more practicum sites need to keep a separate log for each site so that site supervisors have access only to the log entries made for their respective site. Enter each week’s activities/hours as the semester progresses. Transfer these activities/hours from the EXCEL spreadsheet weekly. **Begin each week on a Sunday and end on a Saturday.** Therefore, at the midpoint of the semester the Log should show 8 weeks of activities and, at the end of the semester, the Log should show 15 or 16 weeks of activities.
2. Complete the information requested at the top: Practicum section number (e.g., 551-401); semester dates – first date through last date of semester (e.g., 08/26/05 through 12/10/05); check which semester and the year for practicum; print name and provide UIN; print the name of field site; check correct counseling track.
3. Enter the month/day for each week of the semester in the DATES column (year not necessary).
4. Consider total practicum experience as having two locations: campus and the field site. Record the number of hours fulfilled in that activity each week. **Record time in terms of hours and minutes (not decimals).**

Campus	Field Site
Classroom Instruction = 1 hour weekly Group Supervision = 1.5 hours weekly	<u>Direct Service</u> Client Counseling Contact individual, family, group counseling; consultation w/ other professional or parent (up to ten hours); case presentation; program presentation
	<u>Other Direct:</u> e.g., psycho-educational group, recovery group
	<u>Indirect Service</u> Site Supervision = 1 hour weekly w/field site supervisor Misc: e.g., staff meeting, tape preparation, recordkeeping, observations, program coordination, attending workshops, professional reading, etc.

5. Near the bottom of the Log are places to record the totals for each category. Add together the total hours accumulated thus far in practicum each week and record them where indicated.
6. At the end of the semester add and record final totals in all the areas indicated. In the Total Direct Client Couns Contact (FOR LPC FORM) box record the total of individual+group+consult columns. This total will be used for licensure application after graduation.
7. At the end of the semester, review the Log with field site supervisor and have them sign the “working copy” Log as verification of the hours accumulated. Trainee signs Log then submits it with other documentation at the last class meeting. The practicum professor will sign it before adding it to the Department of Counseling file.

KEEP A COPY OF THE LOG FOR YOUR OWN FILES.

Department of Counseling				Tarleton State University				Practicum Log			
CNSL 5397, Sect:		Dates: / / through / /				Semester/Year:					
Trainee:						UIN:					
Field Site:											
		CAMPUS			FIELD SITE						
		Clstrm		Group Suprv	DIRECT SERVICE				INDIRECT SERVICE		
Week	DATES		1 hr/wk	≥1.5 hr/wk	Client Couns Contact			Other Direct		at field site	
	start	end			Indiv	Group	Consult	Activity	Hrs	Site Supv	Misc
1	to							/			
2	to							/			
3	to							/			
4	to							/			
5	to							/			
6	to							/			
7	to							/			
8	to							/			
9	to							/			
10	to							/			
11	to							/			
12	to							/			
13	to							/			
14	to							/			
15	to							/			
16	to							/			
		Total Clstrm (≥11)		Total Group Suprv (≥16.5)	Total Indiv	Total Group	Total Consult	Total Other Direct.		Total Site Supv	Total Misc
					Total Direct Client Counseling Contact (FOR LPC FORM)						
					Total DIRECT Contact (≥40)				Total INDIRECT		
		TOTAL CAMPUS (≥27.5)			TOTAL FIELD SITE (indirect + direct)						

Trainee: _____ Date: _____

Field Site Supervisor(s): _____ Date: _____

Univ. Supervisor: _____ Date: _____

End of Semester Documentation - CNSL 5397 Practicum
 Tarleton State University - Department of Counseling

Student: _____ UIN: _____

Semester and Year _____

University Supervisor: _____

Item	Verification or Grade
-------------	------------------------------

To be included in student file and submitted to Clinical Coordinator by University Supervisor:

- | | |
|--|-------|
| Practicum Log | _____ |
| Practicum Summary of Hours Form | _____ |
| Student’s End of Semester Self-PCPE | _____ |
| Site Supervisor’s End of Semester PCPE | _____ |
| University Supervisor’s End of Semester PCPE | _____ |
| Group Leader Evaluation by Site Co-Leader (if applicable) | _____ |
| Trainee’s Evaluation of Field Site & Supervisor | _____ |
| Clinical Site Visit Form (by Univ. Supervisor) | _____ |
| Site Supervisor Bi-weekly Check-in Log (by Univ. Supervisor) | _____ |

To be verified as complete and grade indicated but not submitted to Clinical Coordinator:

- | | |
|--|-------|
| 1st Counseling Skills Rubric with Recording Analysis Paper | _____ |
| 2nd Counseling Skills Rubric with Recording Analysis Paper | _____ |
| 3rd Counseling Skills Rubric with Recording Analysis Paper | _____ |
| Biopsychosocial-Spiritual Case Conceptualization Grade | _____ |
| Personal Beliefs Paper Grade | _____ |

Grade for CNSL 5397 (Pass/Fail): _____

 University Supervisor & Date

 Practicum Student & Date

CNSL 5399-A or B INTERNSHIP FORMS

Internship Field Placement Contract

Tarleton State University - Department of Counseling
 5399A Internship **5399B Internship**

The counselor trainee is responsible for distributing copies of this contract to the field site supervisor and retaining a copy. The original document is filed with the faculty instructor on the first night of class.

Trainee: _____ **Semester/Year:** _____

Trainee UIN: _____

Trainee Emails: _____

Trainee Address: _____

Field Site (Agency or School): _____

Site Address: _____

Site Phone: _____ **Agency Director or School Principal:**

_____ **Agency Director or School Principal Email:** _____

Field Site Supervisor: _____

Supervisor Email: _____ **Phone:** _____

Internship Contract effective from ___/___/___ **through** ___/___/___ **for 20 hours per week.**

NOTE: Counselor trainees in the Clinical Mental Health Counseling program may use their work settings as a field placement only if they can demonstrate that they will perform duties different from those currently performed (on the basis of a bachelor's degree) and with a different site supervisor.

Responsibilities of the Counseling Department, the counselor trainee, and the field site placement:
--

The Counseling Department agrees to:

1. Provide counselor trainees who have completed the required pre-requisites for internship.
2. Identify a qualified faculty supervisor to coordinate the internship experience. The faculty instructor will be available for consultation with the field site supervisor regarding trainee progress.
3. Provide weekly group supervision (class) facilitated by the faculty supervisor and individual supervision as needed.
4. Collaborate with the field placement site regarding placement procedures and concerns. The designated contact person in the counseling program is the Clinical Coordinator.
5. Require the counselor trainee to provide liability insurance.

The field placement site agrees to:

1. Provide sufficient opportunities for the trainee to fulfill during the semester a minimum of 120 hours of direct client contact (individual, family, and group counseling). The field site supervisor will assist the counselor trainee in generating direct client contact opportunities.
2. Provide opportunities for trainee to regularly audio or video record counseling sessions with informed consent. Recordings are used for supervision and evaluation purposes. Recordings remain in the possession of the trainee and/or faculty supervisor at all times, and all recordings are erased by the end of the semester.
3. Provide a range of experiences to acquaint the trainee with the various duties and responsibilities of a professional

counselor and provide oversight of the trainee's work *including* an orientation to the field site and its policies and procedures.

4. Develop a weekly attendance and activity schedule with the counselor trainee based on a minimum of 20 hours weekly spent at the field site.
5. Provide a safe location and appropriate space to work with adequate supplies and staff support to conduct professional counseling activities. Counselor trainees are not permitted to do home visits unless accompanied by their field site supervisor, to work alone in a building, or be without immediately accessible consultation services.
6. Provide a qualified field site supervisor who will oversee the trainee's field site experience and provide a minimum 1 hour weekly of individual supervision of the trainee's work. **A qualified field site supervisor is an LPC (TX), LMFT (TX), LP (TX), LCSW (TX), or LMSW (TX) who has at least 2 years of experience, and holds a master's degree in a counseling-related field.** If the trainee uses her or his work setting for internship, the field site supervisor must be different from the employment supervisor.
7. Provide a written evaluation of the counselor trainee's progress at the midpoint and end of internship.
8. Collaborate with the designated faculty supervisor for internship and the Clinical Coordinator regarding placement procedures and concerns.

The counselor trainee agrees to:

1. Be consistent and prompt in attendance at the field site. Dress and behave in a professional manner consistent with the practices of the field site placement.
2. Develop a weekly attendance and activity schedule with the field site supervisor based on spending a minimum of 20 hours weekly at the field site during internship.
3. Provide counseling and counseling-related services consistent with the trainee's level of training and supervision and the professional counseling role.
4. Make regular recordings of counseling work throughout the semester for review and evaluation. Recordings are the basis for individual and group supervision meetings. The trainee will follow established guidelines to insure the security of recordings and will destroy all recordings by the end of the semester.
5. Be acquainted with and follow field site policies and procedures and the directives of field site supervisors.
6. Purchase current liability insurance and adhere to the current ethical guidelines of the American Counseling Association, American School Counselor Association (if applicable), and the Texas LPC Codes.
7. Maintain documentation in good order and follow guidelines for maintaining the confidentiality of client-related records for both campus and field site placement.
8. Provide the Department of Counseling with a renegotiated field placement contract if there is a change of field site supervisor or field site.

Termination: It is understood and agreed upon by all parties to this contract that the field site placement may terminate the TSU practicum experience of the counselor trainee if, in the opinion of the field site supervisor, the trainee's behavior is detrimental to the operation of the field site and/or client care. The field site supervisor will notify the faculty supervisor or Clinical Coordinator of a termination action. A TSU internship termination action is separate from any employment relationship the trainee may have at the field site.

The parties below agree to the terms of this contract:

Counselor Trainee (print)

Trainee signature & date

Field Site Supervisor (print)

Field Site Supervisor signature & date

Internship Faculty Supervisor (print)

Internship Faculty Supervisor signature & date

Field Experience Plan

Tarleton State University - Department of Counseling

5399A Internship

5399B Internship

This document must accompany the field placement contract and be filed with the instructor at the first class meeting.

Counselor Trainee: _____ Semester/Yr: _____

Counselor Trainee UIN _____

Field Site Placement _____

Proposed schedule for counselor trainee at field site placement:

	Times trainee is expected to be at field site (e.g., 8am-2pm)	# hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Total weekly hours for internship = 20 hrs		

Please specify & describe activities likely to be undertaken by the counselor trainee during this placement experience.

NOTE: the majority of trainee direct service hours MUST be in individual, group, or family counseling.

Individual counseling/psychotherapy: adults adolescents children

Intake interviewing:

Group counseling (leading or co-leading); please specify focus of group:

Marriage, family, & relationship counseling:

Consultation w/ other professionals regarding client services:

Psychoeducational activities relevant to the field site:

Record keeping (e.g., diagnosis, reports, treatment plans):

Outreach (e.g., program presentation):

Receiving supervision (individual or group at the site); please specify which type:

Career counseling:

Case conferences or staff meetings:

Other (describe):

Counselor Trainee (print)

Trainee signature & date

Field Site Supervisor (print)

Field Site Supervisor signature & date

Field Site Supervisor Registration
Tarleton State University - Department of Counseling

5399A Internship

5399B Internship

*****PLEASE ATTACH A COPY OF YOUR CURRENT TEXAS MENTAL HEALTH LICENSE TO THIS FORM.*****

PLEASE PRINT ALL INFORMATION. *This document must accompany the field placement contract and be filed with the instructor at the first class meeting.*

Counselor Trainee: _____ Semester/Yr: _____

Counselor Trainee UIN: _____

Effective from _____ / _____ / _____ through _____ / _____ / _____

SITE INFORMATION

Placement

Site (Agency or School): _____

Address: _____

Name of Agency Director or School Principal: _____

Office phone: _____ **Email:** _____

FIELD SITE SUPERVISOR INFORMATION

Name: _____

Agency: _____

Address: _____

Office phone: _____ **Emails:** _____

Highest degree earned: EdD PhD MS MEd Other (specify) _____

Year degree earned: _____ **Discipline** (e.g., counseling, psychology) _____

Supervisor Credentials:

Texas LPC, license # _____ Texas LPC-S, license # _____ NCC, certification #: _____

Other? _____

Supervisor's years of experience appropriate to this setting? _____

***Please include a copy of your license with this form.**

NOTE: A qualified Field Site Supervisor must have a master's degree in counseling or a counseling-related field, be licensed as a Texas Licensed Professional Counselor (LPC), a Texas Licensed Marriage and Family Therapist (LMFT), a Licensed Psychologist, a Texas Licensed Master of Social Work (LMSW), or a Texas Licensed Clinical Social Worker (LCSW), and have a minimum 2 years of experience (post-master's).

Directions for Keeping the Internship A & B Weekly Activity Log

Tarleton State University – Department of Counseling

It is important to carefully, accurately, and legibly record information on the Internship Log. This document verifies the hours accumulated during practicum, thus, is valuable when the counselor trainee seeks certification or licensure. The forms are also reviewed as part of the Department's application for CACREP accreditation. Logs are kept on file for up to ten years in the Department office. Your instructor may have additional directives for your Internship Log.

Completion of all hours: Students should keep an electronic log of all activities completed related to internship using the Excel file provided on Blackboard for this course. Students with two or more internship sites need to keep a separate log for each site so that site supervisors have access only to the log entries made for their respective site. Students who are unable to complete a significant portion of the required hours may be asked to repeat the course.

Direct Client Contact Categories (clinic or field placement)

1. Individual Counseling
2. Group Counseling
Most direct hours must come from either #1 or #2 or a combination of individual and group.
3. Developmental/Preventive Group Guidance
4. Career and/or Educational Planning on an Individual Basis
5. Student Appraisal (No more than 5 hours of test administration or interpretation)
6. Consultation (limit to 10 hours)
7. Intake (limit to 10 hours)
8. Case Presentations

Indirect Hours Categories (for all)

1. Planning, maintaining and evaluating the school guidance program or the agency program.
2. **Supervision**, both individual and group, on campus and with your site supervisor. You must meet on the average of one hour per week with your site supervisor. You must also meet one hour per week with your university supervisor for 2.5 hours weekly for group supervision.
Supervision Documentation: Provide an entry specifying that you have completed the discussion mentioned. Include the following:
 - c. Client ID (no name, just the identifying comments)
 - d. Supervision recommendations.
3. Referral—contacting referral resource, making the referral, follow-up, etc.
4. Orientation/Record Keeping - familiarization with general record-keeping system, available materials, learning policies and procedures.
5. Professional Growth—attendance at approved professional conferences such as those sponsored by TCA, TSCA, ACA, or TEA, special workshops, etc. Those activities approved for NBCC or LPC credit will automatically count—others need to be approved in advance by the university supervisor. Attendance at school district or ESC workshops for counselor training will also count.

More on Individual Progress (DAP) Notes and Log entries in Excel File:

To provide adequate documentation, please provide a note for each counseling session, supervision meeting, and any other direct service entry in your log. The note should include the following:

- **Counseling modality** (individual counseling (I-C), group counseling (G-C), family counseling (F-C), or meeting identification. (supervision, parent meeting, etc.)
- **Name of client** (first and last initials only **in reverse**. Gender identity and age also),
- **Data Specific, FACTUAL information:**
 - What was said (Counselor and Client)*
 - Focus of the session (be specific)*
 - Report on client's experience/reaction(s) to the activities presented in this session*
- **Assessment**
 - Counselor's perception of how the Client presented him/herself*
 - How did the session go?*
 - How does this particular session relate to the overall goals?*
 - Assessment of the Client's situation*

Plan (*Plan of Action between this session and next*)

Strategies that the Counselor plans to use to support client during next session and with regards to behavior change

What was the goal identified by the client?

What will the Counselor do between now and next session?

Referrals

- **Supervisory needs.** (Indicate cases that you know you need to discuss w your on-site supervisor by writing “S” at the end of the note.)

All information should be presented objectively (e.g., “by client report,” “by observation.” Please do not say, “In my opinion” for example. A sample is provided using the Progress Notes/Log in Excel format.

Writing Progress Notes for Group Counseling

- **Data** (what took place in group, if there was a formal topic for the group session, what that topic was, if there was no set topic, then what two or three major topics came up in the group session (no need to identify who said what)
- **Assessment** (how well the group session went— your interventions, observations, and concerns)
- **Plan** (the plan is based on the information in the Assessment section—the counselor asks him/herself, “based on how this group session went, what will I do next group session to meet the treatment plan objectives or to promote growth in individual group members?” Examples include: encouraging input from quiet members, addressing group members who seem to dominate discussion, following up with an individual from the last group session, going back to a person who didn’t have a chance to share in the last group meeting, upcoming interventions; the next session or series of sessions; changes in strategies, etc.

Writing Progress Notes for Guidance

- **topic/objective of lesson** (brief description of lesson objective and type of educational strategies used, e.g., bibliotherapy, experiential activities, etc.)
- **guidance resolution** (how well the lessons went, if students were engaged and demonstrated understanding of concepts learned, applied concepts—your observations and concerns)
- **counseling plan** (how well the lesson fit into overall guidance unit and comprehensive developmental guidance and counseling program—determining strategies revisions for next guidance lessons.

IMPORTANT: Keep one master copy of the log for maintaining a running total. Begin each week on a Sunday and end on a Saturday. Upload the up-to-date Excel file into the “Weekly Activity Log” link in your section of Blackboard by 11:59 pm on the Sunday night of each week of internship. Your professor may also provide a location in Blackboard for you to submit your running total of direct and indirect hours each week to quickly determine whether or not you are on track to complete your hours for the semester.

Progress Notes: How will I know if they are too long or too brief?

First, let's check out the **Data** section:

Long Version: *Client arrived five minutes late to session. She looked really stressed and was in her workout clothes. I offered her water and had her sit down. Reminded her of the mindfulness exercises we reviewed last week and asked how she did with practicing them over the last week. She talked about difficulty concentrating and about how her son kept interrupting her so he could get help with homework. She asked her mother to help him but she was busy as well. Client spent much of the session making excuses for why she probably won't be able to implement the exercises at home. She then started talking about wanting to go on a “girls’ retreat” for the weekend with some friends and how it's the only thing that helps her feel better these days. She was reluctant to leave the session at the end and said, “This is so helpful. Thank you for being here for me. I don't know what I'd do without this.” Then left immediately.*

You may notice a LOT of extraneous information. There are also lots of details that aren't necessary. This is just a matter of sticking to the most *important* facts and taking out our really specific language. Here is how we can make this note a bit better (and shorter):

Short Version: *Client arrived late and appeared flustered. Reported feeling stressed and having difficulty implementing mindfulness based exercises previously reviewed in sessions. I assisted her in practicing the techniques and problem-solving ways to implement at home.*

See? The details about difficulty making a decision on whether or not to attend a girls' retreat and exactly how she attempted the mindfulness exercises are irrelevant. We still get a good sense of how she is progressing and what happened during the session without having a total play-by-play.

Now, let's look at the **Assessment** section:

Long Version: *The client seems resistant to implementing practices discussed in session and continues to be stuck in a recurring cycle of promoting her anxiety. She appears to prefer excuses to trying to work on her goals. She continues to use her son as an excuse so she does not have to focus on her own needs or working through her own issues with guilt and anxiety. However, also presents as somewhat codependent, declaring how helpful therapy is even though she doesn't follow through.*

Okay, for this section we have some quality concerns... namely, the very subjective language. How do you think Maya would feel if she read that? Probably not great. I'm not saying our goal with notes is to appease our clients, but we should be respectful and as objective as possible, even during a more interpretive section like the Assessment. So how could we word this differently and also make this shorter? Let's see:

Short Version: *Client is having difficulty managing her needs with family demands. Remains committed to therapy.*

Did that just blow your mind right now? It's so short! But really, considering this session, there's not much more we need. We already discussed her difficulty implementing techniques in the Data section and there's no need to harp on that point. Instead, we focus on what all the stuff in the Data section *means* as far as what we really need to be working on. We also kept things very objective while adding something positive about her treatment thus far.

Okay, now let's look at the final section, the **Plan**:

Long Version: *Client will try using meditation and journaling again over the next week. She will update me on her progress with mother and son. We'll meet again on 06/02/16.*

This section is pretty easy to keep short, regardless, so I didn't make as much of a change here. But I did take out the extraneous information and simplify things...

Short Version: *Client will practice exercises reviewed in session. Next session is 06/02/16.*

And there you have it... a great, simple note! I want to summarize a few pointers based on the differences between these long and short versions:

- Remove extraneous information that's irrelevant to treatment or progress.
- Remove the "gory" details and use more general language.
- Keep the general focus of the session as the focus of the note (*without* letting other things distract you!).
- Leave out subjective language and consider how your client would feel reading the note
- Leave in client quotes if they're relevant. They often say more than any interpretation you could create.

KEEP A COPY OF THE LOG FOR YOUR OWN FILES

Internship A&B Log Instructions

Tarleton State University - Department of Counseling

It is important to carefully, accurately, and legibly record information on the Internship Log. This document verifies the hours accumulated during practicum, thus, is valuable when the counselor trainee seeks certification or licensure. The forms are also reviewed as part of the Department’s application for CACREP accreditation. Logs are kept on file for up to ten years in the Department office.

Your instructor may have additional directives for the Internship Log.

1. Make one “working copy” of the Log for each of your internship sites. Students with two or more internship sites need to keep a separate log for each site so that site supervisors have access only to the log entries made for their respective site. Enter each week’s activities/hours as the semester progresses. Transfer these activities/hours from the Excel spreadsheet weekly. **Begin each week on a Sunday and end on a Saturday.** Therefore, at the midpoint of the semester the Log should show 8 weeks of activities and, at the end of the semester, the Log should show 15 or 16 weeks of activities.
2. Complete the information requested at the top: Internship section number (e.g., 551-401); semester dates – first date through last date of semester (e.g., 08/26/05 through 12/10/05); check which semester and the year for practicum; print name and provide UIN; print the name of field site; check correct counseling track.
3. Enter the month/day for each week of the semester in the DATES column (year not necessary).
4. Consider total internship experience as having two locations: campus and the field site. Record the number of hours fulfilled in that activity each week. **Record time in terms of hours and minutes (not decimals).**

Campus	Field Site
Group Supervision = 2 hrs weekly	<u>Direct Service</u> Client Counseling Contact individual, family, group counseling; consultation w/ other professional or parent (up to ten hours); case presentation, program presentation
	<u>Other Direct:</u> e.g., psycho-educational group, recovery group
	<u>Indirect Service</u> Site Supervision = 1 hour weekly w/field site supervisor Misc: e.g. staff meeting, tape preparation, recordkeeping, observations; program coordination; attending workshops, professional reading, etc.

5. Near the bottom of the Log are places to record the totals for each category. Add together the total hours accumulated thus far in internship each week and record them where indicated.
6. At the end of the semester add and record final totals in all the areas indicated. In the Total Direct ClientCouns Contact (FOR LPC FORM) box record the total of individual+group+consult columns. This total will be used for licensure application after graduation.
7. At the end of the semester, review the Log with field site supervisor and have them sign the “working copy” Log as verification of the hours accumulated. Trainee signs Log then submits it with other documentation at the last class meeting. The internship professor will sign it before adding it to the Counseling Department file.

KEEP A COPY OF THE LOG FOR YOUR OWN FILES.

Department of Counseling		Tarleton State University		Internship Log					
CNSL 5399 A or B (circle)		Dates: / / through / /		Semester/Year:					
Trainee:				UIN:					
Field Site:									
		CAMPUS Group supervision (class)	FIELD SITE						
			DIRECT SERVICE				INDIRECT SERVICE		
			Client Counseling Contact		Other Direct		at field site		
WEEK	DATES Start End		Indiv	Group	Consult	Activity/ Hrs	Site Supv	Group Supv	Misc
1	to					/			
2	to					/			
3	to					/			
4	to					/			
5	to					/			
6	to					/			
7	to					/			
8	to					/			
9	to					/			
10	to					/			
11	to					/			
12	to					/			
13	to					/			
14	to					/			
15	to					/			
16	to					/			
BETWEEN SEMESTER HOURS < 30 Direct < 30 Indirect						/			
SUBTOTALS		→	(≥40)			Total Other Direct		(≥15)	
		Total CAMPUS (≥25)	Total Direct Client Counseling Contact (FOR LPC FORM)			Total INDIRECT			
			Total DIRECT _____						
Signatures:									
Trainee:								Date:	
Field Site Supervisor:								Date:	
University Supervisor:								Date:	

End of Semester Documentation - CNSL 5399A Internship

Tarleton State University - Department of Counseling

Student: _____ UIN: _____

Semester and Year _____

University Supervisor: _____

Item	Verification or Grade
<i>To be included in student file and submitted to Clinical Coordinator by University Supervisor:</i>	
Site Supervisor's Mid-term PCPE	_____
Internship Log	_____
Internship Summary of Hours Form	_____
Student's End of Semester Self-PCPE	_____
Site Supervisor's End of Semester PCPE	_____
University Supervisor's End of Semester PCPE	_____
Group Leader Evaluation by Site Co-Leader (if applicable)	_____
Trainee's Evaluation of Field Site & Supervisor	_____
Clinical Site Visit Form (by Univ. Supervisor)	_____
<i>To be verified as complete and grade indicated but <u>not</u> submitted to Clinical Coordinator:</i>	
Weekly Activity Logs Grade (total)	_____
1st Counseling Skills Rubric with Recording Analysis Paper	_____
2nd Counseling Skills Rubric with Recording Analysis Paper	_____
3rd Counseling Skills Rubric with Recording Analysis Paper	_____
Initial Signature Theme Paper Grade	_____
Using POTT for Better Joining, Assessment, and Intervention Paper Grade	_____
Weekly Journal Reflections Grade (total)	_____
Theoretical Case Conceptualization Presentation Grade	_____
Grade for CNSL 5399A (Pass/Fail):	_____

University Supervisor & Date

Internship Student & Date

End of Semester Documentation - CNSL 5399B Internship
Tarleton State University - Department of Counseling

Student: _____ UIN: _____

Semester and Year _____

University Supervisor: _____

Item	Verification or Grade
<i>To be included in student file and submitted to Clinical Coordinator by University Supervisor:</i>	
Site Supervisor’s Mid-term PCPE	_____
Internship Log	_____
Practicum or Internship Summary of Hours Form	_____
Student’s End of Semester Self-PCPE	_____
Site Supervisor’s End of Semester PCPE	_____
University Supervisor’s End of Semester PCPE	_____
Group Leader Evaluation by Site Co-Leader (if applicable)	_____
Trainee’s Evaluation of Field Site & Supervisor	_____
Clinical Site Visit Form (by Univ. Supervisor)	_____
<i>To be verified as complete and grade indicated but <u>not</u> submitted to Clinical Coordinator:</i>	
1st Counseling Skills Rubric with Recording Analysis Paper	_____
2nd Counseling Skills Rubric with Recording Analysis Paper	_____
3rd Counseling Skills Rubric with Recording Analysis Paper	_____
Weekly Activity Logs Grade (total)	_____
Site Review, Prevention, Advocacy, and Referral Paper Grade	_____
Biopsychosocial-Spiritual-Theoretical Case Concept. & Treatment Plan Grade	_____
LPC Application and Process Paper Grade	_____
Grade for CNSL 5399-B (Pass/Fail):	_____

University Supervisor & Date

Internship Student & Date

OTHER FORMS and POLICIES

This document should be given to potential field site placement administrators/site supervisors.

**Department of Counseling
Tarleton State University**

Responsibilities of Field Site Placements

Thank you for your interest in providing a field placement to an advanced student in the Department of Counseling at Tarleton State University. Counselor trainees are responsible for making the initial contact with potential field sites to discuss practicum and/or internship placement. The field site selects counselor trainees based on its own criteria. This document briefly outlines the requirements and policies established by the Department of Counseling for field site placements.

Our program is a 60-hour master's degree program offering Clinical Mental Health Counseling. We are a CACREP Accredited program, thus, our program adheres to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) guidelines for field site experiences. The clinical sequence of the Department of Counseling includes 10 courses: 7 skills-based counseling courses (Introduction, Group Counseling, Crisis Intervention, Substance Abuse and Addictions, Diagnosis and Treatment Planning, Intro to Family Counseling, and Pre-Practicum) followed by 3 field site placements in which counselor trainees work directly with clients: Practicum, Internship A, and Internship B.

Field Site Responsibilities during Practicum and Internship

Practicum is an *initial* supervised clinical experience in which the counselor trainee develops basic counseling and conceptual skills and integrates professional knowledge under close supervision. During practicum the counselor trainee engages in a broad range of clinical activities similar to those provided by a professional counselor. Practicum must be completed in one semester and earns 3 credit hours.

Internship is an *advanced* supervised clinical experience (following practicum) in which the counselor trainee refines and enhances counseling and conceptual skills and integrates professional knowledge under close supervision. Internship approximates a full-time counseling position and is considered the "capstone" experience in the Department of Counseling. Internship is completed over two semesters and earns 6 semester hours. Internship A and B trainees often continue at the same field placement site used for practicum but are not required to do so. The field site supervisor and the counselor trainee should consult regarding continuation of field site placement from practicum to internship.

During Practicum and Internship, the Field Site is expected to:

- Provide a consistent **client case load** so trainees can reasonably expect to generate a minimum **40 hours** of direct client contact during Practicum and **120 hours** of direct client contact during each of two Internships. Direct contact means the trainee provides face-to-face individual, family or group counseling services, outreach services, and consultation.
- Provide opportunities for trainee to regularly **audio or video record counseling work** with informed consent. A substantial number of counseling sessions must be recorded for supervision & evaluation purposes. Use of recordings in supervision is a standard of the counselor preparation field. Recordings remain in the possession of the trainee and/or faculty instructor and all recordings are erased by the end of the semester.
- Provide a **range of experiences** to acquaint the trainee with the various duties and responsibilities of a professional counselor and provide oversight of the trainee's work including orientation to the field site and its policies and procedures. Practicum trainees are expected to work 8-10 hrs per week at their field site placement. Internship trainees are expected to work 20 hours per week at their field site placement.
- Provide a **safe location and appropriate space to work**. Counselor trainees are not permitted to do home visits. Counselor trainees are not permitted to work alone in a building or without consultation services. Trainees who are use their work setting as a field site placement must demonstrate they will perform duties different from those currently performed (on the basis of a bachelor's degree) and with a different site supervisor.
- Provide a **qualified field site supervisor** who will oversee the trainee's field site experience *and provide a minimum 1 hour weekly of individual supervision* of the trainee's work. **A qualified field site supervisor holds a master's degree in a counseling-related field, has at least 2 years of post-master's experience, and is a Texas LPC, Texas LMFT, Texas LP, Texas LCSW, or Texas LMSW.** The field site supervisor also provides

formal evaluation of counselor trainee progress at the midpoint and end of semester. Supervisions must take place on agency property.

- Collaborate with the university instructor, the Clinical Coordinator, and Department of Counseling regarding placement procedures and concerns.

Counselor Trainee Responsibilities at Field Sites during Practicum and Internship

- Be consistent and prompt in attendance at the field site following a regular schedule worked out with the field site supervisor.
- Provide counseling and counseling-related services consistent with the trainee's level of training and supervision and the duties of a full-time professional counselor.
- Follow the field site's policies and procedures and the directives of field site supervisors.
- Be consistent and prompt in attendance at campus and site supervisions.
- Dress and behave in a professional manner consistent with the practices of the field site placement.
- Adhere to the ethical guidelines of the American Counseling Association, American School Counselor Association (if applicable), and the LPC Codes.
- Maintain documentation in good order for campus and/or field site.

Tarleton State University Department of Counseling Responsibilities during Practicum and Internship

- Provide a qualified course instructor available for consultation with the field site supervisor regarding trainee progress.
- *Practicum:* Provide weekly group supervision with faculty supervisor. Supervision is mainly focused on review and discussion of counseling session recordings provided by the counselor trainee.
- *Internship:* Provide weekly group supervision with faculty supervisor. Supervision is mainly focused on review and discussion of counseling session recordings provided by the counselor trainee.
- Collaborate with the field placement site regarding placement procedures and concerns. The designated contact person in the counseling program is the Clinical Coordinator.

The Department of Counseling hopes this document provides sufficient introduction to the guidelines for field placement sites used by the Department of Counseling. We look forward to working with you to provide future professional counselors with superior training opportunities.

Please contact the Clinical Coordinator for more information or to discuss concerns:

Thomas Burdenski, Ph.D., Clinical Coordinator
 Department of Counseling
 Room 111
 Tarleton State University Fort Worth
 10850 Texan Rider Dr
 Fort Worth, TX 76036

Email: Burdenski@tarleton.edu

Phone: 817.717.3320

CACREP: www.cacrep.org

American Counseling Association: www.counseling.org

Retention/Dismissal Procedure

Tarleton State University – Department of Counseling

Students are to refer to the Department of Counseling Student Handbook for complete information pertaining to student retention and dismissal procedure.

Students need to be aware that the Department of Counseling faculty is obligated by professional ethics, Program policies, and University procedure to assess students as to their potential for meeting the expectations of the professional counseling field. The *Code of Ethics of the American Counseling Association* (2014) includes the following:

F.5. Student and Supervisee Responsibilities

F.5.a. Ethical Responsibilities

Students and supervisees have a responsibility to understand and follow the *ACA Code of Ethics*. Students and supervisees have the same obligation to clients as those required of professional counselors.

F.5.b. Impairment

Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

F.9.b. Limitations

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:

1. Assist students in securing remedial assistance when needed.
Seek professional consultation and document their decision to dismiss or refer students for assistance.
2. Ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.