



Clinical Experiences Handbook

Clinical Mental Health Counseling

and

School Counseling

Auburn Montgomery

Montgomery, Alabama

Required for

ECED 6914, 6924, 6925, 7926, 7927

Revised 2-2025

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Clinical Experiences Handbook for Counselor Education

Introduction

The Counselor Education program at Auburn Montgomery offers two levels of training; the Master's of Education and the Education Specialist. Both degree programs require clinical experiences.

Counseling is a specialized profession that requires the ability to effectively relate to others and demonstrate academic competence. Because of the special nature of this program, the counselor education faculty reserves the right to make binding decisions regarding the suitability of students enrolling in practicum and internships and to recommend to the Department Head, Associate Dean, and Dean regarding the exclusion of students from enrolling in the practicum and internships based on criteria other than scholarship. During the practicum and internships, students must adhere to the American Counseling Association (ACA) Code of Ethics at their site placements. Students will be evaluated in the areas of academic skills, clinical skills, ethical and professional behavior and personal characteristics before and during site placement. Failure to meet minimal criteria in any of these areas may result in remediation or dismissal from the program. Two handbooks are important for graduate students in Counselor Education. The *Counseling Student Handbook* addresses a variety of policy and benchmark elements of graduate study and is designed as a tandem reference for the *Clinical Experiences Handbook: School Counseling and Clinical Mental Health Counseling*. The clinical experiences handbook will provide information concerning the clinical experiences required for a counseling degree. This information will also be discussed in the prerequisite coursework for practicum and internships. The intent of this handbook is to

help students organize and integrate previous learning so that it will be useful in clinical experiences in ECED 6914, 6924, 6925, 7926, 7927 (See Appendix A: Syllabi).

Master of Education

There are two options at the Master's level in Counselor Education that include School Counseling (Pre K-12) and Clinical Mental Health Counseling. Both programs consist of a core of required courses and include flexibility in elective coursework. The Master of Education (M.Ed.) in Clinical Mental Health Counseling is a 60 semester credit hour program of study accommodating either full-time or part-time students. Students should be able to complete the program in 3 to 4 years and should pay close attention to all prerequisite courses for practicum to avoid delays as certain courses must be completed prior to enrolling in Practicum. Practicum (100 hours) and the two internships (300 hours each) require a total of 700 hours of counseling experience. The practicum and internships are offered consecutively and require at least a full year to complete. Students should complete practicum and internships in settings related to their career goals. All students who enroll in practicum and internships must provide proof of professional counseling liability insurance. Additional information concerning the Master's of Education degree is available in the *Counseling Student Handbook*.

School counseling program.

Individuals selecting the School Counseling track must meet one of two options for admission: the Traditional option or the CACREP option. The Traditional option is to meet teacher certification requirements at the "B" Level (undergraduate degree) and present evidence of at least two years of successful experience in schools. The second option is for those students lacking a teaching certificate and school experience. These

students may qualify for School Counseling certification by successful completion of the AUM program in School Counseling, obtaining a passing score on the PRAXIS exam, and a passing score on the National Counselor Exam (NCE). See the *Counseling Student Handbook* for details. This program is designed specifically to prepare K-12 school counselors. However, other employment options are available to school counseling majors. Students entering the School Counseling Program must have a foundation course in special education or an approved alternate class if these courses have been previously taken. This foundation course is part of the required 60 credit hours for the CACREP school counseling program. Additional information concerning the School Counseling program is available in the *Counseling Student Handbook*.

Clinical Mental Health Counseling program.

Individuals selecting Clinical Mental Health Counseling are those who plan to engage in counseling in agency, higher education, private practice or nontraditional settings. The Clinical Mental Health Counseling Program consists of 60 hours of counseling courses. Students who enroll in the Clinical Mental Health Counseling Program will find that this CACREP accredited program is satisfactory for licensure requirements to the Alabama Board of Examiners in Counseling (ABEC). For students who enroll in Clinical Mental Health Counseling classes in order to amend previous older coursework, ABEC has an approved a grid for licensure to assist in the selection of the needed classes. Additional information concerning the Clinical Mental Health Counseling program is available in the *Counseling Student Handbook*.

Education Specialist

The Education Specialist (Ed. S.) degrees in counseling are 30 semester credit hours of study and are designed for either school or clinical mental health counselors.

School counselors who meet the “A” level (Master’s) certification requirements of Auburn Montgomery and who desire advanced study may apply to the education specialist program. Students with a Master’s degree in clinical mental health counseling often enter the Ed.S. program to increase their competence and to help meet the supervision requirements for licensure in Alabama. The Ed.S. offers opportunities for specialty training in such areas as counselor supervision, play therapy, family therapy, addictions counseling and domestic abuse counseling. Coursework is also offered in counseling older persons, grieving children, special populations, and other areas of study. Additional information concerning the Educational Specialist programs is available in the *Counseling Student Handbook*.

Confidentiality & Clinical Procedures

Confidentiality

Faculty and students in the AUM Counseling program maintain the privacy and confidentiality of all protected health information of clients in compliance with applicable institutional, state, federal, international, and legal requirements. Protected health information is only discussed in a private setting with the university supervisor and is only retained for as long as is necessary for training purposes and then is destroyed.

Overview of Clinical Procedures

The clinical experience is designed to provide students with the highest quality of opportunities to develop counseling skills. Specifically, intake procedures, treatment plans, individual and group counseling, consultation, intervention, social advocacy, and case conceptualization will be applied and strengthened. Students will also increase their awareness of appropriate reactions to clients and the impact of human diversity on the helping relationship.

Procedures presented in this handbook:

- Outline of the sequence to be followed in selecting a site and placement.
- Requirements for practicum and internships.
- Outline of the student's, University's, and Site's responsibilities.
- Information concerning appropriate administration of counseling practice (e.g. documentation, 3rd party reimbursement, etc.).

The following individuals perform specific tasks with students as they complete their clinical experiences:

Faculty Advisor:

- Discusses specific requirements and guidelines for the program of study.
- Devises a plan for completing all program courses, including pre-practicum requirements.
- Checks student progress throughout the program and sends a progress report to students at the midpoint of their studies with regard to GPA, hours completed, hours remaining in program and any required corrective action (see Appendix F of the *Counseling Student Handbook* for additional information on this procedure).
- Approves student plans for coursework each school term after consulting with counseling area faculty.

Clinical Coordinator:

- Meets each fall and spring with students enrolled in the ECED Orientation to Clinical Experiences.
- Distributes applications for Practicum and Internship placements.

- Evaluates all practicum and internship sites and supervisors for suitability.
- Works with sites, students, and other faculty to obtain suitable student placements and resolves any difficulties that may arise.
- Communicates with practicum and internship instructors prior to the beginning of each semester concerning the status of field site placements.

Site Supervisor:

- Provides clinical experiences for the student in accordance with the guidelines required by the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP). (see Appendix D and E for more on CACREP requirements for site supervisors).
- Makes provisions for orientation of the student to the site buildings, philosophies and policies.
- Assigns clients to the student and supervises site-specific activities.
- Provides office space to the degree possible at the site, including a private space for seeing clients and space for group counseling.
- Assists in evaluating the student's clinical performance and notifies the university supervisor of any problems which may influence the student's successful completion of the placement.
- Assures that the student will be properly supervised at all times by a master's level counselor or equivalent for a total average of one hour weekly. Clinical Mental Health supervisors must have a minimum of two (2) years of counseling experience while those supervising School Counselors must have three (3) years of school counseling experience.

Faculty Instructor/Supervisor

- Provides supervision of students enrolled in practicum and internships.
- Conducts weekly group supervision sessions with practicum and internship students.
- Meets weekly with practicum students in individual or triad supervision.
- Maintains communication with on-site supervisors.
- Makes site visits as needed.
- Initiates resolution of any problem occurring on site.
- Secures site supervisor's evaluation of students.
- Assigns grade for course.
- Files logs and evaluations for all students.

General Procedures for Beginning Practicum (all Masters students)

Students must enroll in ECED Orientation to Clinical Experience in their first or second semester. During this orientation, the Clinical Coordinator will discuss detailed instructions for entering practicum. Complete instructions are given concerning contacting sites as well as explanations of all practicum and internship forms. All required forms are in the appendices.

Students must apply for professional counseling liability insurance prior to beginning their practicum. Students will also contact their university approved site for practicum and internships to schedule an interview. A list of potential sites and contact information will be available at the orientation class with the Clinical Coordinator for students (see Appendix L). Upon the initial visit with the site supervisor, all students should take with them:

- Site supervisor information (PowerPoint printout) (see Appendix D).
- Clinical Instructions for Site Supervisor (see Appendix E).
- 3 Copies of Practicum Agreement (see examples in Appendix F). (Keep a student copy, instructor copy, and leave a copy with site after it is signed)
- Identification.
- Proof of professional counseling liability insurance.
- Note: Enrollment in Practicum is contingent upon completing all pre-practicum requirements and clearance by the Faculty Advisor. Failure to do so will result in relinquishing a previously secured site.

General Procedures for Beginning Internships (all Masters students)

The supervised experience of the internship is a continuation of the supervised experience of the practicum. However, the site placement may or may not be the same for the practicum and internship. School counseling intern supervisors must hold a valid Alabama master's level professional education certificate in school counseling, have three (3) years of school counseling experience, and be currently employed as a school counselor. School counselor supervisors will be cleared through the College of Education Office of Student Services and Teacher Certification. School counseling students will divide both Internship I and II between elementary and high school settings. Middle school settings may be used for either elementary or high school internship requirements. Clinical Mental Health counseling students are not required to divide their placement for practicum or internship. Each internship requires a new placement contract between the site, the student, and the university. Students should follow the proscribed placement procedures for both internships.

Students are responsible for assuring they have professional counseling liability

insurance throughout the duration of any field-based experience. Many insurance policies have an annual renewal date.

Education Specialist Advanced Internships

Supervised clinical experiences are an important aspect of growth as an advanced professional practitioner. The education specialist programs include two internships that provide students with opportunities to increase their skills under supervision. The first advanced internship is either an option or a requirement for Ed.S students. Students who completed a master's degree requiring a 700 hour practicum and internship field experience are not required to take advanced internships, but they may be taken as an option. Students who completed a master's degree that did not require a 700 hour practicum and internship field experience are required to take both advanced internships. The procedures for placement in advanced internships are coordinated by the Clinical Coordinator. When needed, the College of Education Office of Student Services and Teacher Certification will assist in the placement.

Summary of Practicum Requirements for School Counseling Students

Students must complete a total of 100 clock hours in practicum-related activities, 40 of which must include direct work with clients (students) and groups. The practicum experience must be comprised of a representative sample of both individual and group hours of direct client contact. Classroom guidance and psycho-educational groups count as group hours.

Individual supervision includes meeting with one's site supervisor and university supervisor to discuss client issues and individual or group counseling processes. Site supervisors help practicum and internship students learn site procedures, methods of keeping client records, and protocols for working with other counselors and supervisors

at the site. Site supervisors also help counseling students learn about client problems and how these problems are addressed.

Practicum students must receive 1.5 hours of group clinical supervision a week from the university supervisor. In addition to the group clinical supervision, each practicum student must receive an additional hour each week in individual or triadic clinical supervision from the university supervisor. School counseling practicum and internship hours differ from Clinical Mental Health counseling hours in that the school counseling students must gain experience in both elementary and secondary school settings, except when a middle school may meet the criteria for both.

Application & Placement Procedure for School Counseling Practicum & Internship

Attendance at the orientation meeting before enrolling in practicum is required. The experiential requirement comes from the ADOE and governs the certification process for graduates seeking to become certified as school counselors by ADOE. The process below must be followed by those seeking School Counseling placements:

- Students must register and complete ECED Orientation to Clinical Experiences either the first or second semester of their program.
- School counseling students must gain experience in both elementary and secondary school settings, except when a middle school may meet the criteria for both.
- The candidate will complete a School Internship Application distributed by the Clinical Coordinator of the School Counseling Program of Study.
- An application for Practicum, Internship I, and Internship II must be submitted to the AUM College of Education and the Office of Student Services and Teacher

Certification by the deadlines indicated by the Office of Student Services and Teacher Certification.

- Note: If either of the internships will not sequentially follow the practicum, indicate on the application which semesters the student will take the internships.
- After processing, a copy of the application for the three courses will be placed in the candidate's graduate folder.
- Candidates requesting the same placements for Internship I & II must complete The Counseling Continuation Application at the end of Internship I and submit it to the AUM College of Education Office of Student Services and Teacher Certification for processing. The continuation application is distributed by the Clinical Coordinator of the School Counseling Program of Study.

School Counseling Practicum Hourly Breakdown

The breakdown in hours for the elementary/high school counseling practicum is as follows:

40 direct hours (minimum)	Counseling students
<u>With both individual and group counseling or psychoeducation hours</u>	
40 hours total	Direct contact with students

41-60 hours	<u>Indirect counseling related activities</u>
100 hours total	

Supervision Requirements per Week

1 hour per week	Supervision with university supervisor
1.5 hours per week	Group supervision with university supervisor
1 hour weekly average	Supervision with site supervisor

Internships in School Counseling

The internship experience requires a total of six hundred hours (600) taken as two courses over two terms. In each internship 120 hours must be in direct contact with students. Direct contact hours in both individual counseling and group counseling

activities should be recorded. Internship students spend 1.5 hours each week in group clinical supervision with the university supervisor during the semester. Individual supervision in the internships differs from the individual supervision in the practicum. The site supervisor provides a weekly average of one hour of individual or triadic supervision throughout the internship. Students are expected to continue at the placement site and in class throughout the semester regardless of the number of hours accumulated.

Continuity of School Counseling Internships

Internships follow the practicum and may be continued at the same sites. School counselors must have two approved sites each term or a middle school placement. Sites must be approved by the Clinical Coordinator and the College of Education Certification Officer. For more detailed discussion of the supervised experiences in the practicum and internship, see the *Clinical Experiences Handbook: School Counseling and Clinical Mental Health Counseling*.

School Counseling Internship Hourly Breakdown

The breakdown in hours for each internship in school counseling is as follows*:

120 hours	Counseling students in group and individually
<u>Group and Individual counseling recorded separately for the total</u>	
120 total hours	Direct contact with students
1.5 hours per week	Group supervision with university supervisor
1 hour per week	Supervision with site supervisor
Up to 180 hours	<u>Indirect counseling related activities</u>
180 total hours	Supervision and indirect activities

This results in:

120 hours	Direct contact with students
<u>180 hours</u>	<u>Supervision and indirect activities</u>
300 hours	Total hours for the course

*Each student should have experiences in both elementary and secondary school settings. This may be accomplished in a variety of ways. Each student must consult with the university supervisor for the breakdown of hours between the two sites.

Summary of Practicum Requirements for Clinical Mental Health Students

Students must spend a total of 100 clock hours in practicum-related activities, 40 of which must include direct work with clients. The practicum experience must be comprised of a representative sample of both individual and group hours of direct client contact. Psychoeducational groups count as group hours.

Individual supervision includes meeting with one's site supervisor or university supervisor to discuss client issues and the individual or group counseling process. Site supervisors help the counseling student learn site procedures, methods of keeping client records and protocols for working with other counselors and supervisors at the site. Site supervisors also help students learn about client problems and how these problems are addressed.

Clinical Mental Health Counseling Practicum Hourly Breakdown

The breakdown in hours for the Clinical Mental Health counseling practicum is as follows:

40 direct hours (minimum)	Counseling clients
<u>With both individual and group counseling or psychoeducation hours</u>	
40 hours total	Direct contact with clients
1 hour per week	Supervision with university supervisor
1.5 hours per week	Group supervision with university supervisor
1 hour more or less	Supervision with site supervisor
41-60 hours	<u>Other counseling related activities</u>
60 hours total	Supervision and other activities

This results in:

40 hours	Direct contact
60 hours	<u>Supervision and indirect activities</u>
100 hours	Total hours for the course

Internships in Clinical Mental Health Counseling

Each of the two internships requires 300 hours of counseling activities, 120 of which must be in direct contact with clients. Direct contact hours in both individual counseling and group counseling activities should be recorded. Internship students

spend 1.5 hours each week in group clinical supervision with the university supervisor during the academic term. Individual supervision in the internships differs from the individual supervision in the practicum. The site supervisor provides the additional one hour of individual or triadic supervision throughout the internship. Individual supervision is provided by the site supervisor and group supervision is provided by the university supervisor. The internship experience requires a total of six hundred hours (600) and is taken as two courses over two terms. Change in placement requires the approval of the university supervisor who will consult with the Clinical Coordinator.

Continuity of Clinical Mental Health Counseling Internships

Internships follow the practicum and may be continued at the same sites. Clinical Mental Health counseling students must have sites approved by the Auburn Montgomery Counselor Education Area Clinical Coordinator. For more detailed discussion of the supervised experiences in the practicum and internship, see the *Clinical Experiences Handbook: School Counseling and Clinical Mental Health Counseling*.

Clinical Mental Health Counseling Internship Hourly Breakdown

The breakdown in hours for each internship for Clinical Mental Health counselors is as follows:

120 hours	Counseling clients in group and individually
<u>Group and Individual counseling recorded separately for the total</u>	
120 total hours	Direct contact with clients
1.5 hours per week	Group supervision with university supervisor
1 hour per week	Supervision with site supervisor
Up to 180 hours	Indirect counseling related activities
180 total hours	Supervision and indirect activities

This results in:

120 hours	Direct contact with clients
180 hours	Supervision and indirect activities
300 hours	Total hours for the course

Specific Procedures and Professional Issues in Clinical Experiences

Informed Consent

Before any student initiates a counseling relationship, the student must first inform the client of limits to confidentiality, the student's status as a counselor-in-training, and any site specific information. (See Appendix H).

Permission to Record

Before recording any sessions, the student must also obtain written permission to record the session, inform the client about how the recording will be used, and the disposition of the recording. The Auburn Montgomery *Statement of Understanding & Consent to Record Forms* is appropriate for all our sites, but some sites may have a preferred form. (See Appendix H).

Emergency Counseling Procedures

When students start their site placement, they must consult with their site supervisor about emergency procedures under which the site operates. Counselors-in-training are only allowed to see clients under supervision. Therefore, students are not available to clients off site or after hours. Students should not give home addresses or phone numbers to clients. If a student determines a client is at risk, the student should have an alternative number approved by the site to give the client.

Ethical Guidelines

The counselor-in-training's responsibility is to the client. When counselors-in-training enter a counseling agreement, they agree to provide for the client's welfare. Students agree to respect the client, provide appropriate treatment, not exceed their level of competence and make appropriate referrals. Students are expected to adhere to the American Counseling Association and American School Counselor Association ethical guidelines at all times (See Appendices N and O). Students must also follow site policies

and procedures.

Student Professional Counseling Liability Insurance

All students must provide proof of professional counseling liability insurance from an approved provider on the first day of class for the practicum and maintain liability insurance throughout the practicum and all internships. Education Specialist students must also provide proof of insurance on the first day of their advanced internships. Students must pay for their own insurance. Student membership in the American Counseling Association (ACA), American School Counselor Association (ASCA), and Alabama Education Association (AEA) include professional liability insurance. Other sources of professional counseling insurance may also be available.

Professional Behavior

The primary purpose of practicum and internship is to assist students in growth as professional counselors. However, during the site placement the student is an agent of the site, and is expected to operate under the norms of the site. Professional behavior at the site includes being punctual, dressing appropriately, presenting oneself professionally, and adhering to site regulations. Students are expected to develop a professional identity and be aware of current trends, issues and needs for advocacy. Membership in professional organizations and attendance at professional development workshops and seminars are excellent growth opportunities. Involvement in the profession is encouraged. For additional information on review of professional behavior, please consult the *Counseling Student Handbook* regarding “Student Progress Reviews.”

The Supervisory Relationship

Students will engage in clinical supervision with a senior member of the profession and peer supervision with classmates. The purpose of the supervision is to enhance professional competence and to monitor the quality of counseling services. The relationship is supportive and developmental so that an optimal learning environment is created. Ongoing evaluation is an integral function of the supervisory relationship.

The student will demonstrate mastery of competencies through review of recorded sessions, mid-term & final site reports, professor evaluation, documentation, and case reports. Areas of strengths and areas for improvement will be noted by the university and site supervisors. The supervisors will engage the roles and skills of consultant, teacher, counselor and mentor for the purpose of enhancing trainee competence. Students are expected to be prepared for all supervision sessions. This includes listening to records after they are recorded and before the supervision session, completing assignments given by the supervisor, and being prepared to discuss strengths and weaknesses at the current level of development. All parties are expected to adhere to ethical guidelines as they relate to supervision.

The site supervisor will provide similar assistance and leadership as that provided by the university supervisor. In addition to clinical supervision, the site supervision will include administrative supervision. The site supervisor will work with the counselor-in-training concerning the functioning of the site and the counselor-in-training's role while at the site.

Progress Reviews, Remediation, Retention, and Dismissal

Faculty members are committed to providing opportunities for students to progress in their development as counselors. To facilitate this process, students will participate in ongoing self-evaluation and the *Faculty Review of Student Performance Form* will be completed by counseling faculty members in the fall and spring semesters. Continued enrollment in counselor education will be based on satisfactory performance in the domains of academic skills, clinical skills, ethical and professional behavior, and personal characteristics. The Academic Advisor will be informed of any remediation items needed for advisement decisions.

Students in the Counselor Education Area are expected to meet certain minimum criteria in the above evaluation domains each semester. Failure to meet minimum standards may result in remediation or dismissal from the program. (See the Progress

Reviews, Remediation, Retention, and Dismissal Policy section in the *Counseling Student Handbook*).

Appendix A

Syllabi

**AUBURN UNIVERSITY MONTGOMERY
COLLEGE OF EDUCATION**

COURSE NUMBER & TITLE: ECED 6914: Practicum in Counseling

PREREQUISITES: All core courses & department approval.

SEMESTER:

COURSE INSTRUCTOR:

CONTACT INFORMATION:

Office Room Number:

Phone:

Email Address:

Office Hours:

CLASS LOCATION & TIME:

LAST DAYS TO DROP:

REQUIRED TEXT:

Herlihy, B., & Corey, G. (2015). *ACA Ethical Standards Casebook* (7th ed.). Alexandria, VA: American Counseling Association.

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Arlington, VA: American Psychiatric Association, 2013.

Additional readings will be provided.

FIELD EXPERIENCES MATERIALS: *Clinical Experiences Handbook* available in Blackboard.

REQUIRED SOFTWARE (for students enrolled in the College of Education)

Livertext activated (available at <https://www.livertext.com/misk5/c1/activate>) AUM Email acct activated

Instruction Methods: lecture, assignments, field experience, & research. *The instructor may assign additional readings, handouts, web-based activities throughout the semester.* Students will directly apply the course content and decision-making skills through the completion of individual & group assignments.

CATALOG DESCRIPTION: (3 hours).

Provides class and supervised on-site practice of individual and group counseling skills with applications of counseling theories and strategies. Direct client service, record keeping, information and referral, appraisal, consultation and evaluations are included.

LiveText Evaluation: At the end of this course you will be assessed on the indicators in this syllabus. A rubric will be used in LiveText, and you are encouraged to review how your instructor assessed you on that rubric. A video explaining how to access your rubric results is located at <http://aumsoetechnologyresources.weebly.com/livetext-tutorials.html> The student is encouraged to review this evaluation and to contact their professor if they have questions regarding it. **Livertext posting is required for all COE students: failure to do so may result in a reduced grade.**

APA Format Required: All written work will be completed in the format provided by the American Psychological Association (APA) through its *latest* publication manual. A review of several articles in counseling journals will help you understand the style. Keep in mind that the directions for typing a paper and for the way an article will look in a journal are different. Follow the directions for typing a paper in the APA manual., **All papers, at a minimum,** must have an APA compliant cover page complete with running head and page numbers (APA, 1.06), 1 inch margins, 12 pt Times New Roman font, avoid sexist or bias language (2.14-2.17), proper heading/levels (3.31 - 3.32); and correct *grammar*. Unless an assignment is a personal opinion paper, proper APA citations and references of professional and peer reviewed sources are also required (no internet references). Failure to use APA format will result in a reduced grade and may result in a failing grade.

ABEC Content Area: This course is identified as primarily addressing content from area 10 of ABEC 255-X-3.01(2) (b) 10. Practicum (or CACREP 2016: 3.A.-V.). Other areas may also be addressed.

CONTENT AREAS: CACREP Standards (2016) Addressed in Practicum in Counseling:

This class responds to CACREP counseling national standards listed in Section 2 (F), specialty areas listed in section 5, and professional practice section 3. These include (1) curricular experiences and demonstrated knowledge in the areas of ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships, the impact of technology on the counseling process, and processes for aiding students in developing a personal model of counseling (CACREP 2.F.5.d.e.n.). (2) Also included are procedures for assessing risk of aggression, or danger to others, self-inflicted harm, or suicide, and procedures for identifying trauma and abuse and for reporting abuse (CACREP 2.F.7.c.d.). (3) Student experiences will include an exploration of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning as well as record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CMHC 5.C.1.c) (5.C.2.m). (4) Additional experiences in practice will include intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management; and techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC 5.C.a.b.) (5) Techniques of personal/social counseling in school settings and skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (5.G.3.f.h.). (6) Students will also explore current issues facing professional counselors including legislation and government policy relevant to clinical mental health counseling (5.C.2.i).

Students will also engage in counseling activities as described in CACREP Section 3: Professional Practice: Practicum experiences that include the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

The following conditions will exist: students will be covered by individual professional counseling liability insurance policies while enrolled in practicum. (CACREP 3.a.). Supervision of practicum students will include program appropriate audio/video recordings and/or live supervision of students' interactions with clients (CACREP 3.b.) and formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge (CACREP 3.c.). Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources (CACREP 3.d.) In addition to the development of individual counseling skills, during the practicum, students will lead or co-lead a counseling or psychoeducational group (CACREP 3.e.).

Students will engage in the following activities: Students will complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks (CACREP 3.f.). Practicum students will complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills (CACREP 3.g.). Practicum students will have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement (CACREP 3.h.). Practicum students will participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member (CACREP 3.i.).

LEARNING OBJECTIVES AND ASSESSMENTS: The content and experiences of this course are sequenced such that students may accomplish the following:

1. **Demonstrate knowledge in the areas of ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships and the impact of technology on the counseling process, as well as current issues facing professional counselors including legislation and government policy relevant to clinical mental health counseling** as assessed by class discussion and discussion of journal article 1.
2. **Identify procedures for assessing risk of aggression, or danger to others, self-inflicted harm, or suicide, and procedures for identifying trauma and abuse and for reporting abuse** as assessed by discussion of journal article 2.
3. **Identify the considerations and processes for developing a personal model of counseling** as assessed by discussion of journal article 3.
4. **Explore principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning as well as record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. Additional experiences in practice will include intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management** as assessed by in class group activities as well as documentation submitted to Blackboard.
5. **Demonstrate knowledge of techniques and interventions for prevention and treatment of a broad range of mental health issues and/or techniques of personal/social counseling in school settings skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement** as assessed by client recordings and documentation submitted to Blackboard and Project.
6. **Students will submit:**
 - a. **Proof of coverage by individual professional counseling liability insurance policies while enrolled in Practicum** as assessed by professor and by inclusion in notebook.
 - b. **Four program appropriate audio/video recordings and/or live supervision of students' interactions with clients** as assessed by professor through Blackboard.
 - c. **Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum** as assessed by site supervisor's mid-term and final evaluations.
7. **Students will have the following experiential learning opportunities:**
 - d. **Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum** as assessed by class discussions and student's log of activities.
 - e. **In addition to the development of individual counseling skills, during either the practicum or the internship, students must lead or co-lead a counseling or psychoeducational group** as assessed by Practicum Log of Hours and Log of Activities.
 - f. **Practicum students complete at least 40 (total) clock hours of direct service** as assessed by

site and university supervisor.

g. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member as assessed by site and university supervisor.

h. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member as assessed by university supervisor.

Course Requirements (see above for additional information):

1. Completion of 100 hours at Practicum site including at least 40 hours of direct individual and group counseling, and at least 60 of indirect service.
2. Journal articles and in-class discussion 1, 2, 3 (100 points each, 300 points total)
3. Project: (100 points) Topics will be assigned in class.
4. Class Participation (100 points) will be assessed by student's participation in class discussions, providing feedback to peers, being engaged in group activities, etc.
5. Tapes 1, 2, 3, 4 (125 points each: 400 points total)
6. Notebook: **Submission of The Notebook including all items listed below is required to pass the course. The notebook is maintained in your academic file at AUM. Any student who does not submit their complete notebook by the scheduled exam date will receive a failing grade in the course.** The notebook includes all related materials for the course and should be brought to each class. The notebook must include all forms, signed logs, etc. as detailed below:

***The Notebook must include:**

- (a) **Proof of professional liability insurance** (Include printed copy)
- (b) **Site contract(s)** (one per site if multiple) (Contract provided Form A)
- (c) **Copy of mid-term evaluation of student by the site supervisor** (Evaluation provided Form B)
- (d) **Copy of final evaluation of student by the site supervisor** (Evaluation provided Form C)
- (e) **The student's evaluation of the site & Site Supervisor** (Evaluation provided Form D, pp. 1-2)
- (f) **The site's evaluation of AUM's counseling program** (Evaluation provided Form E)
- (g) **Signed/initialed Log of hours** (Log provided Form F)
- (h) **Log of Daily activities** (Summary provided Form G) description of all supervised experiences including direct and indirect service as well as the use of professional resources such as assessment instruments, technologies, trainings, etc.
- (i) **Summary of total hours form** (Form H)
- (j) **A copy of the student's Project** (also posted on LiveText)
- (k) **Professional development activities** (list created by student and labeled appropriately)

7. Required paperwork to accompany each taped session:

- (1) Signed Informed Consent for treatment and/or taping by client. (Form T1)
- (2) Signed consent to tape by parent if client is a child. High school students may sign their own consent to tape. (Form T2)
- (3) Progress Note (Form T3)
- (4) Session Process Questions (Form T4)
- (5) Treatment Plan (Form T5)

EVALUATION:	points each	total points
1. (3) Journal Articles and class discussion:		
x 100		300
2. Project		100
3. Class Participation		100
4. (4) Tapes and paperwork	x 125	500
Total:		1000

COURSE GRADING SCALE:	
<i>PERCENTAGE POINTS NEEDED</i>	<i>FINAL GRADE</i>
900-100 points	A
800 – 899	B
700 – 799	C
600 – 699	D
600 or less	F

AUM & Class Policies

Retention Policy: Your professor retains your class assignments for only as long as necessary to post your final grade for the class. Students wishing to obtain these papers must arrange to pick them up from the professor *prior* to their destruction. *Students are encouraged to retain original copies of all submitted work.*

STATEMENT OF DISABILITY ACCOMODATIONS:

Auburn University at Montgomery attempts to make reasonable accommodations to meet the special needs of its students with disabilities. Students requiring special services should notify their instructor as soon as possible and provide a copy of their accommodation memo and accommodation contract obtainable from the Center for Disability Services (CDS). CDS is located in 147 Taylor Center and by phone at 334-244-3631 or by email at cds@aum.edu.

Policy on Academic Dishonesty: Auburn University at Montgomery does not tolerate academic dishonesty. You must familiarize yourself with Section II of the “Student Academic Honesty Code” in the AUM Student Handbook, which details those acts that violate the university’s standards of academic integrity. **Violations:** Violations of the honesty code may result in the assignment of a failing grade on the assignment (or test) or failure for the course at the instructors discretion. When an instructor determines that **blatant and deliberate** academic dishonesty has occurred, he or she may pursue the maximum sanctions outlined in the Student Academic Honesty Code, Section III. That is, students accused of violations will be formally notified that they have received a grade of “F” for the entire course on the grounds of academic dishonesty, and notification of this penalty will be sent to the Office of the Provost and the Registrar’s Office. Unless overturned in a hearing before the Academic Honesty Committee, this will become part of the student’s permanent academic file. Students who fail a course due to academic dishonesty may not withdraw from the course; they will receive a failing grade. Failing grades received due to academic dishonesty are not eligible for AUM’s grade forgiveness policy.

Attendance & Professional Conduct Policy: All students are expected to conduct themselves as professionals with regard to class attendance, punctuality, and participation. Punctual attendance and participation are expected of all students. Students absent (or not participating online) in the first three classes will be reported to the university office in charge of federal financial aide. If a student must be tardy or miss a class anytime during the course, every effort should be made to notify the professor in

advance or as soon after the class as possible. Persistent tardiness (i.e. tardy 3 times) will be counted as an absence. More than three unexcused absences (or 3 weeks of online inactivity) may result in a grade of “FA”. Arrangements to make up work missed because of the absence or tardiness should be initiated by the student. Also, if a student misses a special or final examination, a grade of “FA” may be assigned.

Policy on Cell Phones: Cell phones must be turned off before coming to class. If an emergency exists, the student must get permission from the professor before class to leave the cell phone on. The professor reserves the right to take whatever action he/she considers appropriate for phones ringing during class without prior permission. This includes but is not limited to deducting 10 points from the final grade.

Free Academic Support: All students have the opportunity to receive free academic support at AUM. Visit the Learning Center (LC) in the WASC on second floor Library or the Instructional Support Lab (ISL) in 203 Goodwyn Hall. The LC/ISL offers writing consulting as well as tutoring in almost every class through graduate school. The LC may be reached at 244-3470 (call or walk-in for a session), and the ISL may be reached at 244-3265. ISL tutoring is first-come-first served. Current operating hours can be found at www.aum.edu/learningcenter.

Hybrid or Online courses, or any courses using Blackboard: Students may seek technology assistance from the ITS Help Desk located in the computer lab on the first floor of the Taylor Center. You may also call 334-244-3500 or email helpdesk@aum.edu.

Late Work: All work must be turned in on time. Work turned in late may result in the loss of a letter grade per day that it is late.

Syllabus for Internship I and II

**AUBURN UNIVERSITY MONTGOMERY
COLLEGE OF EDUCATION**

COURSE NUMBER & TITLE: ECED 6924/6925: Counseling Internship I & II

PREREQUISITES: ECED 6914 and departmental approval.

SEMESTER:

COURSE INSTRUCTOR:

CONTACT INFORMATION Office

Room Number:

Phone:

Email Address:

Office Hours:

CLASS LOCATION & TIME:

LAST DAYS TO DROP:

REQUIRED TEXT:

Herlihy, B., & Corey, G. (2015). *ACA Ethical Standards Casebook* (7th ed.). Alexandria, VA: American Counseling Association.

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Arlington, VA: American Psychiatric Association, 2013.

Additional readings will be provided.

FIELD EXPERIENCES MATERIALS: *Clinical Experiences Handbook* available in Blackboard.

REQUIRED SOFTWARE (for students enrolled in the College of Education)

Livertext activated (available at <https://www.livertext.com/misk5/c1/activate>) AUM Email acct activated

Instruction Methods: lecture, assignments, field experience, & research. *The instructor may assign additional readings, handouts, web-based activities throughout the semester.* Students will directly apply the course content and decision-making skills through the completion of individual & group assignments.

CATALOG DESCRIPTION: (3 hours).

Advanced training and supervised individual and group counseling experiences in community or school counseling settings. Students have opportunities to become proficient in using several theoretical approaches and developing a personal style of counseling.

LiveText Evaluation: At the end of this course you will be assessed on the indicators in this syllabus. A rubric will be used in LiveText, and you are encouraged to review how your instructor assessed you on that rubric. A video explaining how to access your rubric results is located at <http://aumsoetechnologyresources.weebly.com/livetext-tutorials.html> The student is encouraged to review this evaluation and to contact their professor if they have questions regarding it. **Livetext posting is required for all COE students: failure to do so may result in a reduced grade.**

APA Format Required: All written work will be completed in the format provided by the American Psychological Association (APA) through its *latest* publication manual. A review of several articles in counseling journals will help you understand the style. Keep in mind that the directions for typing a paper and for the way an article will look in a journal are different. Follow the directions for typing a paper in the APA manual., **All papers, at a minimum,** must have an APA compliant cover page complete with running head and page numbers (APA, 1.06), 1 inch margins, 12 pt Times New Roman font, avoid sexist or bias language (2.14-2.17), proper heading/levels (3.31 -3.32); and correct *grammar*. Unless an assignment is a personal opinion paper, proper APA citations and references of professional and peer reviewed sources are also required (no internet references). Failure to use APA format will result in a reduced grade and may result in a failing grade.

ABEC Content Area: This course is identified as primarily addressing content from area 11 of ABEC 255-X-3.01(2) (b) 11. Internship (or CACREP 2016: 3.A.-V.). Other areas may also be addressed.

CONTENT AREAS: CACREP Standards (2016) Addressed in Counseling Internship II:

This class responds to CACREP counseling national standards listed in Section 2 (F), specialty areas listed in section 5, and professional practice section 3. These include (1) curricular experiences and demonstrated knowledge in the areas of ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships, the impact of technology on the counseling process, and processes for aiding students in developing a personal model of counseling (CACREP 2.F.5.d.e.n.). (2) Also included are procedures for assessing risk of aggression, or danger to others, self-inflicted harm, or suicide, and procedures for identifying trauma and abuse and for reporting abuse (CACREP 2.F.7.c.d.). (3) Student experiences will include an exploration of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning as well as record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CMHC 5.C.1.c) (5.C.2.m). (4) Additional experiences in practice will include intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management; and techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC 5.C.a.b.) (5) Techniques of personal/social counseling in school settings and skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (5.G.3.f.h.). (6) Students will also explore current issues facing professional counselors including legislation and government policy relevant to clinical mental health counseling (5.C.2.i).

Students will also engage in counseling activities as described in CACREP Section 3: Professional Practice: Internship experiences that includes the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

The following conditions will exist: students will be covered by individual professional counseling liability insurance policies while enrolled in internship (CACREP 3.a.). Supervision of internship students will include program appropriate audio/video recordings and/or live supervision of students' interactions with clients (CACREP 3.b.) and formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge (CACREP 3.c.). Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources (CACREP 3.d.) In addition to the development of individual counseling skills, during either the practicum or internship, students will lead or co-lead a counseling or psychoeducational group (CACREP 3.e.).

Students will engage in the following activities: After successful completion of the practicum, students complete 600 (total) clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area (CACREP 3.j.). Internship students complete at least 240 clock hours of direct service (CACREP 3.k.). Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member (CACREP 3.l.). Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. (CACREP 3.j.k.l.m.)

LEARNING OBJECTIVES AND ASSESSMENTS: The content and experiences of this course are sequenced such that students may accomplish the following:

1. **Demonstrate knowledge in the areas of ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships and the impact of technology on the counseling process, as well as current issues facing professional counselors including legislation and government policy relevant to clinical mental health counseling** as assessed by class discussion and discussion of journal article 1.as assessed by discussion of journal article 1.
2. **Identify procedures for assessing risk of aggression, or danger to others, self-inflicted harm, or suicide, and procedures for identifying trauma and abuse and for reporting abuse** as assessed by discussion of journal article 2.
3. **Identify the considerations and processes for developing a personal model of counseling** as assessed by discussion of journal article 3.
4. **Explore principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning as well as record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. Additional experiences in practice will include intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management** as assessed by in class group activities as well as documentation submitted to Blackboard.
5. **Demonstrate knowledge of techniques and interventions for prevention and treatment of a broad range of mental health issues and/or techniques of personal/social counseling in school settings skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement** as assessed by client recordings and documentation submitted to Blackboard and Project.
7. **Students will submit:**
 - a. **Proof of coverage by individual professional counseling liability insurance policies while enrolled in Internship II** as assessed by professor and by inclusion in notebook.
 - b. **Four program appropriate audio/video recordings and/or live supervision of students' interactions with clients** as assessed by professor through Blackboard.
 - c. **Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's internship** as assessed by site supervisor's mid-term and final evaluations.
8. **Students will have the following experiential learning opportunities:**
 - d. **Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their internship** as assessed by class discussions and student's log of activities.
 - e. **In addition to the development of individual counseling skills, during either the practicum or internships, students must lead or co-lead a counseling or psychoeducational group** as assessed by Internship Log of Hours and Log of Activities.
 - f. **Internship students complete at least 240 (total) clock hours of direct service** as assessed by site and university supervisor.
 - g. **Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program**

faculty member as assessed by site and university supervisor.

h. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member as assessed by university supervisor.

Course Requirements (see above for additional information):

1. Completion of 300 hours at Internship site including at least 120 hours of direct individual and group counseling, and at least 180 of indirect service.
2. Journal articles and in-class discussion 1, 2, 3 (100 points each, 300 points total)
3. Project: (100 points) Topics will be assigned in class.
4. Class Participation (100 points) will be assessed by student’s participation in class discussions, providing feedback to peers, being engaged in group activities, etc.
5. Tapes 1, 2, 3, 4 (125 points each: 400 points total)
6. Notebook: **Submission of The Notebook including all items listed below is required to pass the course. The notebook is maintained in your academic file at AUM. Any student who does not submit their complete notebook by the scheduled exam date will receive a failing grade in the course.** The notebook includes all related materials for the course and should be brought to each class. The notebook must include all forms, signed logs, etc. as detailed below:

***The Notebook must include:**

- (a) **Proof of professional liability insurance** (Include printed copy)
 - (b) **Site contract(s)** (one per site if multiple) (Contract provided Form A)
 - (c) **Copy of mid-term evaluation of student by the site supervisor** (Evaluation provided Form B)
 - (d) **Copy of final evaluation of student by the site supervisor** (Evaluation provided Form C)
 - (e) **The student’s evaluation of the site & Site Supervisor** (Evaluation provided Form D, pp. 1-2)
 - (f) **The site’s evaluation of AUM’s counseling program** (Evaluation provided Form E)
 - (g) **Signed/initialed Log of hours** (Log provided Form F)
 - (h) **Log of Daily activities** (Summary provided Form G) description of all supervised experiences including direct and indirect service as well as the use of professional resources such as assessment instruments, technologies, trainings, etc.
 - (i) **Summary of total hours form** (Form H)
 - (j) **A copy of the student’s Project** (also posted on LiveText)
 - (k) **Professional development activities** (list created by student and labeled appropriately)
7. **Required paperwork to accompany each taped session:**
 - (1) Signed Informed Consent for treatment and/or taping by client. (Form T1)
 - (2) Signed consent to tape by parent if client is a child. High school students may sign their own consent to tape. (Form T2)
 - (3) Progress Note (Form T3)
 - (4) Session Process Questions (Form T4)
 - (5) Treatment Plan (Form T5)

EVALUATION: points each total points

1. (3) Journal Articles and class discussion:		
x 100	300	
2. Project		100
3. Class Participation		100
4. (4) Tapes and paperwork	x 125	500
Total:		1000

COURSE GRADING SCALE:	
PERCENTAGE POINTS NEEDED FINAL GRADE	
900-100 points	A
800 – 899	B
700 – 799	C
600 – 699	D
600 or less	F

AUM & Class Policies

Retention Policy: Your professor retains your class assignments for only as long as necessary to post your final grade for the class. Students wishing to obtain these papers must arrange to pick them up from the professor *prior* to their destruction. *Students are encouraged to retain original copies of **all** submitted work.*

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Attendance & Professional Conduct Policy: All students are expected to conduct themselves as professionals with regard to class attendance, punctuality, and participation. Punctual attendance and participation are expected of all students. Students absent (or not participating online) in the first three classes will be reported to the university office in charge of federal financial aid. If a student must be tardy or miss a class anytime during the course, every effort should be made to notify the professor in advance or as soon after the class as possible. Persistent tardiness (i.e. tardy 3 times) will be counted as an absence. More than three unexcused absences (or 3 weeks of online inactivity) may result in a grade of “FA”. Arrangements to make up work missed because of the absence or tardiness should be initiated by the student. Also, if a student misses a special or final examination, a grade of “FA” may be assigned.

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Free Academic Support: All students have the opportunity to receive free academic support at AUM. Visit the Learning Center (LC) in the WASC on second floor Library or the Instructional Support Lab (ISL) in 203 Goodwyn Hall. The LC/ISL offers writing consulting as well as tutoring in almost every class through graduate school. The LC may be reached at 244-3470 (call or walk-in for a session), and the ISL may be reached at 244-3265. ISL tutoring is first-come-first served. Current operating hours can be found at www.aum.edu/learningcenter.

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Late Work: All work must be turned in on time. Work turned in late may result in the loss of a letter grade per day that it is late.

ECED 7926/7927
Advanced Internship in Counseling I & II
AUBURN UNIVERSITY MONTGOMERY
COLLEGE OF EDUCATION

COURSE NUMBER & TITLE: ECED 7926/7927 Advanced Internship in Counseling I & II

PREREQUISITES: Post-Graduate standing

COURSE INSTRUCTOR:

SEMESTER:

CONTACT INFORMATION

Office Room Number:

Phone:

Email Address:

Office Hours:

CLASS LOCATION & TIME:

Required Text: Cormier, S., & Nurius, P.S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioral interventions* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Readings assigned by professor.

Field experience materials: *Clinical Experiences Handbook* available on CD from your instructor.

REQUIRED SOFTWARE (for students enrolled in the College of Education)

Livertext activated (available at <https://www.livertext.com/misk5/c1/activate>) AUM Email account activated

Instruction Methods: lecture, assignments, field experience, & research. The instructor may assign additional readings, handouts, web-based activities throughout the semester. Students will directly apply the course content and decision-making skills through the completion of individual and group assignments.

Catalog Descriptions:

Pr. Ed.S. standing, ECED 6914, 6924 and 6925 or equivalent. Provides supervised experiences in group and individual counseling, program development, consultation and supervision. Further Description:

LiveText Evaluation: At the end of this course you will be assessed on the indicators in this syllabus. A rubric will be used in LiveText, and you are encouraged to review how your instructor assessed you on that rubric. A video explaining how to access your rubric results is located at <http://aumsoetechnologyresources.weebly.com/livertext-tutorials.html> The student is encouraged to review this evaluation and to contact their professor if they have questions regarding it. Livertext posting is required for all COE students: failure to do so may result in a reduced grade.

APA Format Required: All written work will be completed in the format provided by the American Psychological Association (APA) through its latest publication manual. A review of several articles in counseling journals will help you understand the style. Keep in mind that the directions for typing a paper and

for the way an article will look in a journal are different. Follow the directions for typing a paper in the APA manual., All papers, at a minimum, must have an APA compliant cover page complete with running head and page numbers (APA, 1.06), 1 inch margins, 12 pt Times New Roman font, avoid sexist or bias language (2.14-2.17), proper heading/levels (3.31 -3.32); and correct grammar. Unless an assignment is a personal opinion paper, proper APA citations and references of professional and peer reviewed sources are also required (no internet references). Failure to use APA format will result in a reduced grade and may result in a failing grade.

ABEC Content Area: This course is identified as primarily addressing content from area 11 of ABEC 255-X-3.01(2) (b) 11. Internship (or CACREP 2016: 3.A.-V.). Other areas may also be addressed.

Clinical Requirements:

Clinical requirements for this internship meet the requirements of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Alabama Board of Examiners in Counseling (ABEC). Before beginning Advanced Internship I students should have completed all requirements for Practicum and Master's level internships.

For the clinical requirements of Advanced Internship I, students must complete a minimum of:

1. 300 clock hours in a counseling setting similar to the environment in which the student intends to work,
2. 120 clock hours in direct contact with clients,
3. 30 clock hours in group counseling,
4. An average of one and one-half hours a week of group supervision from the university clinical supervisor and one hour a week of face to face supervision from the site supervisor, who should have a master's degree in counseling or a related field and two years of counseling experience.

Content Areas: CACREP 2016 – CACREP III. A. – D., L.& M.

Course objectives: This internship is designed to provide a process through which students have an opportunity to perform at a more advanced level of proficiency than in previous courses and under appropriate supervision, a variety of activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. **(CACREP 3.P.)**

Through the internship the student will:

1. Complete a minimum of 600 clock hours of internship in the student's designated program area and in a setting appropriate to the area of study. School Counselors will gain experience in elementary and secondary school settings. **(CACREP 3.J.)**
2. Provide 240 hours of direct service to clients appropriate to their areas of study **(CACREP 3.K.)**
3. Be supervised on site for an average of one hour per week and attend group supervision on campus for at least 1 ½ hours per week **(CACREP 3.L. & M.)**
4. Become familiar with a variety of professional activities other than direct service (i.e. recordkeeping, supervision, information and referral, in-service and staff meetings, etc.) **(CACREP 3.D.)**
5. Demonstrate skills and the ability to apply counseling theories through submitting audio tapes of counseling sessions with individuals as well as the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
6. Learn to use a variety of professional resources appropriate to the site. These include, but are not limited to

assessment instruments, technologies, print and non-print media, professional literature, and research.
(CACREP 3.D.)

7. Demonstrate maturity in the supervision relationship *as evidenced by a favorable performance evaluation by both the university and site-supervisor* **(CACREP 3.C.)**

8. Demonstrate an understanding of the counselor's roles in social justice and recognize discrimination and culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.

9. Interact with clients and peers professionally and ethically.

10. Demonstrate counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.

Course Requirements: The student intern will complete the following:

1) Keep a file or notebook of all related materials for the course and bring it to class. The notebook must include notes from the class, all forms, log, and description of supervised experiences in the use of professional resources such as assessment instruments, technologies, as well as a journal **(All Objectives)** as detailed below:

a) Students will keep a log of hours for the internships which will have a total of 600 hours for both internships. **(Objective 1)**

b) The log must consist of a minimum of 120 hours of direct service with clients, at an approved site, appropriate to the program of study in each internship for a total of 240 **(Objective 2)**

c) The log will include a minimum of 1 hour weekly individual supervision, during the internship, usually performed by the on-site supervisor **(Objective 3)**

d) The log will also include a minimum of one and one-half hours per week of group supervision, throughout the internships performed by a faculty supervisor. **(Objective 3)**

e) One paper or PowerPoint researched by the student which will be posted on Livetext and be documented in the notebook. **(Objective 6)**

f) An annotated listing in APA style of professional readings from print and non-print resources, professional literature and research. **(Objective 6)**

g) A journal of internship experiences: his or her pilgrimage through the course – feelings, ideas, concerns, leanings, etc.

h) Documentation of attendance at professional meetings as options present themselves. **(Objective 6)**

2) The student should be prepared to lead 2 class discussions on topic(s) (see 1.e. above). **(Objective 6)**

3) The student will develop and submit audio/video recordings (a minimum of 4 of which will be graded) of the student interacting with clients. The recordings must be of quality that is acceptable to the instructor. Each recording must demonstrate identifiable theories of counseling. Students must critique recordings from the identified theoretical point of view. **(Objective 5)**

4) Students will insure that the site supervisor does a mid-term and final evaluation and that the form is

provided to the university supervisor who will also evaluate the student. **(Objective 7 - 10)**

5) Students will submit evaluation of their internship site and supervisors at the end of the semester.

Grading

4 Graded Tapes	50 each = 200
Site performance	200
PowerPoint & Livetext entry	25
Class conduct & discussions	25
Readings	25
Notebook* see detail	25
Total	500

A = 500 - 450
B = 449 - 400
C = 399 - 350

Confidentiality: Students must maintain confidentiality of all case discussions. The discussion of cases outside of the group setting with persons other than those in the agency of placement, the client, or instructor are grounds for being dismissed from the class with a failing grade.

Audio/Video recordings: Each student will complete a minimum of 4 audio recordings of an individual client session. These may be in cassette, micro cassette, mp3, CD, or other formats depending upon your professor's requirement. You may also use video tapes. These recordings will be turned in with the required documentation on time at the individual supervision sessions. The professor's evaluation of recordings allows the student to correct issues and demonstrate this in subsequent recordings. Therefore, spacing recordings out across the semester is in the student's interest. No more than one recording per week should be turned in. ***Under no circumstances*** will a student be allowed to turn in multiple recordings at the end of the course.

Note on recording quality: The student will review their recordings prior to submission to review their clinical skills and *to insure recording quality*. If the recording cannot be understood then the session cannot be evaluated and must be done over. *It is the student's responsibility to insure that their recording equipment is working properly and that the recording quality is adequate.*

Destruction of Recordings: The student will insure that recordings are erased or destroyed at the close of the semester to insure client confidentiality. **Recommendation:** Since a recording may be accidentally damaged or lost, it is recommended that the student *retain a copy* until the work is evaluated to insure the assessment of their work. In the event that another player device damages a recording to the extent that it cannot be evaluated, it is recommended that the student retain a copy.

***The Notebook must include at a minimum:**

- (1) Internship contract(s) (one per site if multiple); (2) proof of professional liability insurance;
- (3) copies of mid-term & final evaluation of student by the site supervisor;
- (4) the student's evaluation of the site;
- (5) Summary of all hours with the actual Logs of hours included;
- (6) a copy of the student's class presentation (also posted on LiveText); &
- (7) class notes.

Class Outline and Topics for Discussion

This schedule is subject to change.

1. Counseling techniques and theories as appropriate
2. Presentations on assigned readings and text
3. Wellness and self-knowledge
4. Presentations on assigned readings and text
5. Influences on counselor values, behaviors, and theoretical orientation influences the counseling process
6. Presentations on assigned readings and text
7. Ethical and legal issues
8. Presentations on assigned readings and text
9. Personality dynamics in understanding clients
10. Presentations on assigned readings and text
11. Proficiency in counseling
12. Presentations on assigned readings and text
13. Use appropriate counseling techniques in group and individual sessions and conduct large-group guidance activities in school counseling
14. Presentations on assigned readings and text
15. (School counselor) provide in-service activities related to test administration and interpretation; developmental needs of students; implementation of guidance interventions; early identification, remediation, and referral of children with developmental deficiencies; and curriculum strategies that emphasize relationships between education choices and life-style/career choices. [SDE (2)(b)4]
Clinical Mental Health Counselors – outreach and advocacy

AUM & Class Policies

Retention Policy: Your professor retains your class assignments for only as long as necessary to post your final grade for the class. Students wishing to obtain these papers must arrange to pick them up from the professor *prior* to their destruction. *Students are encouraged to retain original copies of all submitted work.*

STATEMENT OF DISABILITY ACCOMMODATIONS: Auburn University at Montgomery attempts to make reasonable accommodations to meet the special needs of its students with disabilities. Students requiring special services should notify their instructor as soon as possible and provide a copy of their accommodation memo and accommodation contract obtainable from the Center for Disability Services (CDS). CDS is located in 147 Taylor Center and by phone at 334-244-3631 or by email at cds@aum.edu.

Policy on Academic Dishonesty: Auburn University at Montgomery does not tolerate academic dishonesty. You must familiarize yourself with Section II of the “Student Academic Honesty Code” in the AUM Student Handbook, which details those acts that violate the university’s standards of academic integrity. **Violations:** Violations of the honesty code may result in the assignment of a failing grade on the assignment (or test) or failure for the course at the instructor’s discretion. When an instructor determines that **blatant and deliberate** academic dishonesty has occurred, he or she may pursue the maximum sanctions outlined in the Student Academic Honesty Code, Section III. That is, students accused of violations will be formally notified that they have received a grade of “F” for the entire course on the grounds of academic dishonesty, and notification of this penalty will be sent to the Office of the Provost and the Registrar’s Office. Unless overturned in a hearing before the Academic Honesty Committee, this will become part of the student’s permanent academic file. Students who fail a course due to academic dishonesty may not withdraw from the course; they will receive a failing grade. Failing grades received due to academic dishonesty are not eligible for AUM’s grade forgiveness policy.

Attendance & Professional Conduct Policy: All students are expected to conduct themselves as professionals with regard to class attendance, punctuality, and participation. Punctual attendance and participation are expected of all students. Students absent (or not participating online) in the first three classes will be reported to the university office in charge of federal financial aid. If a student must be tardy or miss a class anytime during the course, every effort should be made to notify the professor in advance or as soon after the class as possible. Persistent tardiness (i.e. tardy 3 times) will be counted as an absence. More than three unexcused absences (or 3 weeks of online inactivity) may result in a grade of “FA”. Arrangements to make up work missed because of the absence or tardiness should be initiated by the student. Also, if a student misses a special or final examination, a grade of “FA” may be assigned.

Policy on Cell Phones: Cell phones must be turned off before coming to class. If an emergency exists, the student must get permission from the professor before class to leave the cell phone on. The professor reserves the right to take whatever action he/she considers appropriate for phones ringing during class without prior permission. This includes but is not limited to deducting 10 points from the final grade.

Free Academic Support: All students have the opportunity to receive free academic support at AUM. Visit the Learning Center (LC) in the WASC on second floor Library or the Instructional Support Lab (ISL) in 203 Goodwyn Hall. The LC/ISL offers writing consulting as well as tutoring in almost every class through graduate school. The LC may be reached at 244-3470 (call or walk-in for a session), and the ISL may be reached at 244-3265. ISL tutoring is first-come-first served. Current operating hours can be found at www.aum.edu/learningcenter.

Hybrid or Online courses, or any courses using Blackboard: Students may seek technology assistance from the ITS Help Desk located in the computer lab on the first floor of the Taylor Center. You may also call 334-244-3500 or email helpdesk@aum.edu.

Late Work: All work must be turned in on time. Work turned in late may result in the loss of a letter grade per

day that it is late.

Appendix B

Instructions for Practicum Registration

INSTRUCTIONS FOR PRACTICUM REGISTRATION

In order to be eligible to enroll in practicum (ECED 6914), all students must meet the following criteria:

Fulfill all the necessary course prerequisites prior to starting the practicum.

- ECED 6220 – Professional Orientation to School Counseling or
- ECED 6240 – Professional Orientation to Clinical Mental Health Counseling
- ECED 6260 – Career Development and Vocational Assessment (school counseling students)
- ECED 6230 – Ethical & Legal Issues in Counseling
- ECED 6270 – Counseling Diverse Populations
- ECED 6280 – Helping Relationships: Counseling Theory and Practice I
- ECED 6290 – Counseling Theory and Practice II
- ECED 6300 – Group Dynamics and Procedures In Counseling (school counseling students)
- ECED 6320 – School Counseling Consultation and Program Planning* (school counseling students)
(*Note: ECED 6320 must be taken prior to the Praxis II exam)
- ECED 6330 – Individual and Group Appraisal (school counseling students)
- ECED 6360 – Assessment and Diagnosis of Abnormal Behavior (this course is *strongly recommended* but not required prior to Practicum for clinical mental health students)
- ECED 6410 Systemic Couples & Family Counseling (clinical mental health students)

Core courses that may be taken during practicum but must be taken prior to Internship I

- ECED 6300- Group Dynamics and Procedures in Counseling (clinical mental health students)

With approval from the Graduate Advisor the following core courses may be taken prior to or during Internship I

- ECED 6260 – Career Development and Vocational Assessment (clinical mental health students)

Electives and Foundation courses may be taken during practicum and internship.

- ECED 6310 – Clinical Consultation, Supervision, & Program Planning (clinical mental health students)
- ESPE 6100/6350/6800 (for school counselor unless previously taken)
- ECED 6330 – Individual and Group Appraisal (mental health counseling students)
- ECED 6350 Human Growth & Development
- ECED 6370 Addictions Counseling
- ECED 6380 Disaster & Crisis Intervention
- ECED 6560 Research & Evaluation in Counseling Programs OR FNDS 6610 Research in Education
- ESPE 6100 or its equivalent (for school counselor unless previously taken)

The electives you select may be taken in any semester. School Counselors must have ESPE 6100 or its equivalent before graduation and it may be counted as one of the electives.

B. Obtain professional liability insurance. Students will be required to supply proof of insurance at the first practicum class meeting. ACA and ASCA provide free insurance to student members.

C. Meet with the Clinical Director before you plan to do your practicum. A meeting date and time will be emailed to your AUM email each spring and fall term. All students are expected to attend this meeting before practicum. Failure to attend this meeting and/or contact the Clinical Director could delay starting the practicum hours and impact the grade for the course. Failure to attend will not exempt any student from the regulations regarding practicum and internships.

D. Complete a Request for Professional Practicum Placement. The form may be obtained from the Clinical Director at the time of your meeting with her. School counselors will turn in their requests to the Certification office. This is due the within the first two weeks before starting the practicum. School Counselors follow the same procedure for each internship.

E. Meet with the Graduate Advisor and get approval to register for practicum.

F. In addition to these required procedures you may, with the consent of the University Supervisor, contact a site to obtain permission to complete your practicum at that site. Students may contact the site one year before starting practicum. However, throughout your coursework at AUM, you may become familiar with the sites and services in the general geographical location and specialty area of counseling in which you wish to work. You must not confirm or imply that you have permission to do your practicum at any site before you clear it with your practicum instructor. 8/2014

Appendix C

Information Form for Practicum & Internship

INFORMATION FORM FOR PRACTICUM & INTERNSHIP
(IF YOU HAVE MORE THAN 1 SITE USE A PAGE FOR EACH SITE. YOU MAY OMIT
THE PERSONAL INFORMATION EXCEPT YOUR NAME ON PAGE 2.)

Page _____ of _____

YOUR NAME: _____
YOUR CURRENT ADDRESS: _____

YOUR CURRENT HOME PHONE: _____
YOUR CURRENT WORK PHONE: _____ YOUR
E-MAIL: _____
YOUR FAX: _____ YOUR
SITE NAME: _____ YOUR
SITE ADDRESS: _____

DIRECTIONS TO YOUR SITE IF NOT ON GPS OR IF SPECIAL INFORMATION IS
NEEDED SUCH AS A CERTAIN PARKING SPACE OR DOOR TO ENTER: _____

YOUR SITE SUPERVISOR: _____ HOW
TO CONTACT YOUR SITE SUPERVISOR:
PHONE: _____ EMAIL:
MAILING ADDRESS IF DIFFERENT FROM THE SITE ADDRESS: _____

OTHER INFORMATION YOU THINK I SHOULD KNOW FOR YOU
TO SUCCESSFULLY COMPLETE THE PRACTICUM OR INTERNSHIP. _____

Appendix D Information for Site Supervisor

AUM COUNSELING DEPARTMENT SITE SUPERVISOR DATA SHEET

Semester and year: _____

Check which applies: ECED 6914 Practicum; ECED 6924 Internship I;
 ECED 6925 Internship II; ECED 7926 Advanced Internship I;
 ECED 7927 Advanced Internship II

AUM Student Name: _____

Supervisor's Name: _____

Place of Employment: _____

Current Position: School Counselor; Agency Counselor; Private Practice

Counselor Other specify: _____

Graduate Degree in: School Counseling; Community Counseling; Clinical
Mental Health Counseling; Rehabilitation Counseling; Other specify: _____

Year Graduated: _____ College/University: _____

Certifications and/or Licenses: Certified School Counselor; LPC; NCC; Other
specify _____

Years of pertinent professional experience: 1 2 3 4 5+

Site Supervisor Employment History:

Place of Employment	Dates of Employment	Job Title

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Honors: _____

Professional/Community Involvement: _____

Training in supervision (Coursework, Continuing Education, Workshops, etc.): _____

Return completed form to the Counseling Clinical Coordinator,
Auburn University Montgomery, College of Education, P.O. Box 244023, Montgomery,
AL 36124-4023 chemmin1@aum.edu

Approved

Not Approved

Clinical Coordinator Signature: _____ Date: _____

Appendix E

Clinical Instruction CACREP 2016 Section 3

Appendix F

Agreements

Counseling Practicum Agreement ECED 6914 (3 semester hours)

This agreement is made between the (name of the site/organization) _____, the Counselor Education Program at Auburn University Montgomery, and (student) _____, for the purpose of defining their separate and mutual responsibilities when the student, enrolled in a practicum class, provides services to clients and/or students at (site where services will be provided) _____ as part of the class requirements.

This agreement is voluntary and may be terminated by either party at any time, although both parties agree that, except in unusual circumstances, reasonable efforts will be made to resolve any problems prior to termination of the agreement.

Section A. University Department agrees to:

1. Provide adequate university supervision in accordance with the Program's Practicum Guidelines which include one (1) hour of individual (practicum students) and one and one-half (1-½) hours of group supervision per week.
2. Provide a copy of the Practicum Guidelines to the site.
3. Indicate to the practicum student that the Counselor Education Program expects the student to abide by the policies of the site.
4. Initiate, as indicated, conferences with the Treatment Coordinator and/or Site Supervisor for the purpose of discussing the student's performance.
5. Emphasize to the student his or her professional responsibilities to clients.
6. Require the student to purchase liability insurance from a reputable company prior to the beginning of Practicum.

Section B. The site agrees to:

1. Provide clinical experience for the practicum student in accordance with Practicum Guidelines. A total of one hundred (100) clock hours at the site and in university supervision during the semester is required. At least forty (40) of those hours must be spent in direct contact with clients and/or students, providing individual and group counseling.
 - * School counselors may need two site placements because they must complete one-half (1/2) of the above hours with elementary students and one-half (1/2) with secondary students. The practicum student may be able to complete the practicum in a middle school that serves both groups of students.
2. Make provisions for orientation of the practicum student to the site and inform the Counselor Education Faculty Supervisor regarding the building, philosophies, and policies of the site. Included in the orientation should be the procedures for assigning clients to the student, emergency procedures of the site, any site-specific limits to confidentiality, and other orientation information as required by the site.
3. Attempt, within site philosophy and administrative guidelines, to help the student meet university requirements pertaining to CACREP, ALSDE, Alabama Board of Examiners in Counseling and other regulatory entities requirements. Including, but not limited to, providing on average one hour of supervision weekly by the Site Supervisor and assisting students with securing clients and taped sessions as required.
4. Provide office space for the practicum student to the extent feasible. Minimally, a private space, free from interruptions, will be provided while the student is seeing clients and/or students
5. Assist in the evaluation of the practicum student's clinical performance. The site will notify the Counselor Education Faculty Supervisor of any problems that may influence the student's successful completion of the placement.

6. Assure that the student’s supervisor has a Master’s degree or higher in counseling (or relevant clinical majors) and a minimum of two (2) years post-graduate professional experience. The school counseling site supervisor has to be a current school counselor in the school system.
7. The site supervisor has to agree to attend the regular consultation with the Counselor Education Faculty Supervisor. The consultation will be scheduled regularly with a minimum of monthly in-person or virtual consultation meetings (and/or on-demand meetings when applicable) throughout the entire academic semester.

Section C. The Practicum Student agrees to:

1. Follow the administrative policies, standards, and practices of the site.
2. Report to the site on time and follow all established regulations of the site.
3. Conform to the standards and practices of the University while training at the site.
4. Keep in confidence all medical and health information pertaining to particular clients.
5. Adhere to the Code of Ethics and Standards of Practice of the American Counseling Association.

Section D. It is agreed and understood that:

1. Placement will be made by mutual cooperation of the site and the Counselor Education Program at Auburn University Montgomery.
2. No representative of either party will discriminate against a representative of the other party on the basis of race, color, gender, creed, national origin, disability, or sexual orientation. Reasonable accommodations will be made for individuals with disabilities.
3. This agreement may be modified by mutual consent, provided that such modifications will be in writing and signed by a representative of each party.
4. The site does not assume liability for any injury that the student may receive during his/her experience at the site, but will make reasonable efforts to provide a safe working environment.

This agreement is entered into on the date when all individuals listed below have signed.

AUM Supervisor

Date

AUM Student

Date

Site Supervisor

Date

Site Supervisor Email Address

Site Supervisor Phone Number

AGREEMENT FOR SCHOOL COUNSELORS**Internship in Counseling: I and II**

ECED 6924 or 6925 (3 semester hours per course)

This agreement is made between the (name of the site organization) _____, the Counselor Education Program at Auburn University Montgomery, and (student) _____ for the purpose of defining their separate and mutual responsibilities when the student, enrolled in an Internship class, provides services to clients (students) at the (site where services will be provided) _____ as part of the class requirements.

This agreement is voluntary and may be terminated by either party at any time, although all parties agree that, except in unusual circumstances, reasonable efforts will be made to solve problems prior to termination of the agreement.

Section A. University Department agrees to:

1. Assure through the certification office that candidates interning in P-12 schools are supervised by individuals who hold a valid master's level professional educator certificate in school counseling and are employed as a counselor.
2. Provide adequate university supervision in accordance with the Program's Internship Guidelines which includes one-half (1-½) hours of group supervision per week.
3. Indicate to the internship student that the Counselor Education Program expects the student to abide by the policies of the site.
4. Initiate, as indicated, conferences with the Treatment Coordinator and/or Site Supervisor for the purpose of discussing the student's performance.
5. Emphasize to the student his or her professional responsibilities to clients (students and care-givers) and stress conduct according to the ASCA and ACA Code of Ethics.
6. Require the student to provide proof of liability insurance from a reputable company prior to the beginning of the term.

Section B. The site agrees to:

1. Provide clinical experience for the student in accordance with Internship Guidelines, which require a total of three hundred (300) clock hours at the site and in university supervision for the course. At least part of those hours (about 40% or 120 hours) must be spent in direct contact with clients in individual and/or group counseling and/or classroom guidance. School Counselors are required by CACREP and ALSDE standards to complete these hours in elementary and secondary school settings, therefore part of the total internship should be in an elementary school and part of it in a secondary school, with the exception of middle schools. Certain middle school settings will meet the requirement for both elementary and secondary school.
2. If this is a new placement, make provisions for orientation of the internship student and inform the Counselor Education Faculty Supervisor regarding the building, philosophies, and policies of the site. Included in the orientation should be the procedures for assigning clients (students) to the intern, emergency procedures of the site, any site-specific limits to confidentiality, and other orientation as required by the site.
3. Attempt, within site philosophy and administrative guidelines, to help the student meet university requirements pertaining to CACREP, Alabama Department of Education, Alabama Board of Examiners in Counseling, and other regulatory bodies' regulations. Including, but not limited to, providing one hour of supervision, on average and assisting students in securing clients (students) and taped sessions.
4. Provide office space for the student to the extent feasible. Minimally, a private space will be provided while the student is seeing clients (students), free from interruptions.

5. Assist in the evaluation of the student's clinical performance. The site will notify the Counselor Education Faculty Supervisor of any problems that may influence the student's successful completion of the placement.
6. Assure that the student's supervisor has a Master's degree or higher in counseling, currently serves as a school counselor, and has a minimum of two (2) years post-graduate professional experience.
7. The site supervisor has to agree to attend the regular consultation with the Counselor Education Faculty Supervisor. The consultation will be scheduled regularly with a minimum of monthly in-person or virtual consultation meetings (and/or on-demand meetings when applicable) throughout the entire academic semester.

Section C. The Internship Student agrees to:

1. Follow the administrative policies, standards, and practices of the site.
2. Report to the Site on time and follow all established regulations of the site.
3. Conform to the standards and practices of the University while training at the site.
4. Keep in confidence all medical and health information pertaining to clients (students).
5. Adhere to the Code of Ethics and Standards of Practice of the American Counseling Association.

Section D. It is agreed and understood that:

1. Placement will be made by mutual cooperation of the site and the Counselor Education Program at Auburn University Montgomery.
2. No representative of either party will discriminate against a representative of the other party on the basis of race, color, gender, creed, national origin, disability, sexual identity, or sexual orientation. Reasonable accommodations will be made for individuals with disabilities.
3. This agreement may be modified by mutual consent, provided that such modifications will be in writing and signed by a representative of each party.
4. The site does not assume liability for any injury that the student may receive during his/her experience at the site, but will make reasonable efforts to provide a safe working environment.

This agreement is entered into on the date when all individuals listed below have signed.

AUM Supervisor

Date

AUM Student

Date

Site Supervisor

Date

Site Supervisor Email

Site Supervisor Phone number

AGREEMENT FOR CLINICAL MENTAL HEALTH COUNSELORS**Internship in Counseling: I and II**

ECED 6924 or 6925 (3 semester hours per course)

This agreement is made between the (name of the site/organization) _____, the Counselor Education Program at Auburn University Montgomery, and (student) _____, for the purpose of defining their separate and mutual responsibilities when the student, enrolled in an Internship class, provides services to clients at the (site where services will be provided) _____ as part of the class requirements.

This agreement is voluntary and may be terminated by either party at any time, although all parties agree that, except in unusual circumstances, reasonable efforts will be made to solve problems prior to termination of the agreement.

Section A. University Department agrees to:

1. Provide adequate university supervision in accordance with the Program's Internship Guidelines which includes one-half (1-½) hours of group supervision per week.
2. Indicate to the internship student that the Counselor Education Program expects the student to abide by the policies of the site.
3. Initiate, as indicated, conferences with the Treatment Coordinator and/or Site Supervisor for the purpose of discussing the student's performance.
4. Emphasize to the student his or her professional responsibilities to clients and stress conduct according to the ACA Code of Ethics.
5. Require the student to purchase liability insurance from a reputable company prior to the beginning of the term.

Section B. The site agrees to:

1. Provide clinical experience for the student in accordance with Internship Guidelines which require a total of three hundred (300) clock hours at the site and in university supervision for the course. At least part of those hours (about 40% or 120 hours) must be spent in direct contact with clients in individual and/or group counseling.
2. If this is a new placement, make provisions for orientation of the internship student and inform the Counselor Education Faculty Supervisor regarding the building, philosophies, and policies of the site. Included in the orientation should be the procedures for assigning clients to the student, emergency procedures of the site, any site-specific limits to confidentiality, and other orientation as required by the site.
3. Attempt, within site philosophy and administrative guidelines, to help the student meet university requirements pertaining to CACREP and Alabama Board of Examiners in Counseling regulations. Including, but not limited to, providing an average of one hour of supervision weekly by the Site Supervisor and assisting students with securing clients and audio/video taping sessions as required.
4. Provide office space for the student to the extent feasible. Minimally, a private space will be provided while the student is seeing clients free from interruptions.
5. Assist in the evaluation of the student's clinical performance. The site will notify the Counselor Education Faculty Supervisor of any problems that may influence the student's successful completion

of the placement.

6. Assure that the student's supervisor has a Master's degree or higher in counseling (or relevant clinical majors) and a minimum of two (2) years post-graduate professional experience.
7. The site supervisor has to agree to attend the regular consultation with the Counselor Education Faculty Supervisor. The consultation will be scheduled regularly with a minimum of monthly in-person or virtual consultation meetings (and/or on-demand meetings when applicable) throughout the entire academic semester.

Section C. The Internship Student agrees to:

1. Follow the administrative policies, standards, and practices of the site.
2. Report to the site on time and follow all established regulations of the site.
3. Conform to the standards and practices of the University while training at the site.
4. Keep in confidence all medical and health information pertaining to particular clients.
5. Adhere to the Code of Ethics and Standards of Practice of the American Counseling Association.

Section D. It is agreed and understood that:

1. Placement will be made by mutual cooperation of the site and the Counselor Education Program at Auburn University Montgomery.
2. No representative of either party will discriminate against a representative of the other party on the basis of race, color, gender, creed, national origin, disability, or sexual orientation. Reasonable accommodations will be made for individuals with disabilities.
3. This agreement may be modified by mutual consent, provided that such modifications will be in writing and signed by a representative of each party.
4. The site does not assume liability for any injury that the student may receive during his/her experience at the site, but will make reasonable efforts to provide a safe working environment.

This agreement is entered into on the date when all individuals listed below have signed.

AUM Supervisor

Date

AUM Student

Date

Site Supervisor

Date

Site Supervisor email

Site Supervisor Phone Number

AUM COUNSELOR EDUCATION PROGRAM SITE SUPERVISOR DATA SHEET

Year: _____ Semester: _____ AUM Student Name: _____

Student's Enrollment: ECED6914 Practicum; ECED6924 Internship I; ECED6925 Internship II
 ECED7926 Advanced Internship I; ECED7927 Advanced Internship II

Supervisor's Name: _____ (Print)

Place of Employment/Site Name: _____

Email: _____ Phone: _____

Position/Role: School Counselor
 Mental Health Counselor
 Other (specify): _____

Graduate Degree in: [please check the degree(s) you held for license and clinical practice]

- | | | |
|--|--|---|
| <input type="checkbox"/> School Counseling | <input type="checkbox"/> Clinical Mental Health Counseling | <input type="checkbox"/> Community Counseling |
| <input type="checkbox"/> Rehabilitation Counseling | <input type="checkbox"/> Clinical Social Work | <input type="checkbox"/> Family Therapy |
| <input type="checkbox"/> Counseling Psychology | <input type="checkbox"/> Clinical Psychology | <input type="checkbox"/> Psychiatry |
| <input type="checkbox"/> Other (specify): _____ | | |

Year Graduated: _____ College/University: _____

Certifications/Licenses/Certificates: (please check all that apply)

- | | | |
|---|--------------------------------|---------------------------------|
| <input type="checkbox"/> Certified School Counselor | <input type="checkbox"/> LPC | <input type="checkbox"/> LPC-S |
| <input type="checkbox"/> NCC | <input type="checkbox"/> CRC | <input type="checkbox"/> SB-RPT |
| <input type="checkbox"/> RPT | <input type="checkbox"/> RPT-S | <input type="checkbox"/> LICSW |
| <input type="checkbox"/> LMFT | <input type="checkbox"/> LP | <input type="checkbox"/> MD |
| <input type="checkbox"/> Other (specify) _____ | | |

Years of post-graduate professional experience (must be 2 years or more): _____

* Please provide a brief employment history and the relevant trainings for supervision. Start from the most recent year(s). Enter as many as you can with the essential details. Use additional pages if necessary. Thank you very much for your cooperation!

A Brief Employment History of Site Supervisor

Dates of Employment	Job Title	Name of Workplace

Dates of Employment	Job Title	Name of Workplace

Honors received: _____

Professional/Community Involvement: _____

Relevant training for in-person and/or distance counseling supervision & the technology utilized for supervision (e.g., coursework, continuing education, conference, workshops, etc.):

Please provide relevant trainings for supervision (topics include those that can assist your supervision practice – e.g., topics in supervision, counselor development, theories/modalities, ethics, diversity, telemental health, in-service training on computer software, etc.)

Year	A Brief Description of Training Title or the Content

Please return this form to the student’s course instructor (also the university supervisor) for approval.

Approved

Not Approved

University Supervisor Signature: _____

Date: _____

Appendix G

Practicum/Internship Log of Hours

Summary of all Hours for
 Practicum; Internship I; Internship II

_____ (student's name)

TERM: Spring; Summer; Fall _____ (year)

	Direct Service Hours	Indirect Service Hours	Totals
Group Hours			
Individual Hours			
Total			
	Total Direct +	Total Indirect =	Grand Total

I confirm that the hours indicated above are an accurate reflection of the practicum/internship hours performed this semester.

Student's Signature

Date

Instructor's Signature

Date

Complete and attach to front of Log of Hours when turned in.

Rev. 3/18/2017

Appendix H

Statement of Understanding & Consent to Record Form

Statement of Understanding & Consent to Treat and/or Tape Form
Auburn University Montgomery

Client's Identification Code: _____

I understand that the counselor listed below is a student at Auburn Montgomery and that she/he is under the supervision of the faculty at Auburn Montgomery. Notes and tapes of our session will be accessible to the university supervisor and to the site supervisor. Cases may also be discussed in supervised peer consultations. During these times, the American Counseling Association Code of Ethics regarding confidentiality will be strictly followed.

I understand that I will not be identified by name and all reasonable efforts will be made to protect my confidentiality. After the tape has been used for supervision purposes, the tape will be destroyed. Only the counselor and supervisors will have access to this form.

I may accept or refuse the terms listed above with no effect on the care and treatment I receive from this counselor or this counseling site. By signing below, I indicate that I understand the counseling student will be discussing my case with his/her supervisor for their academic class as described above. I further understand that I may refuse to be recorded at any time but my case is still subject to the supervision process. Counseling Student's Name:

Counselee Name: _____

I agree to the terms above and to receive counseling from the Counseling Student.

I agree to the terms above and to allow my sessions to be audio taped.

Signature: _____ Date: _____

Auburn University Montgomery Child/Adolescent Consent to Treat and/or Tape
Auburn University Montgomery, Alabama 36117
Counselor, Leadership, and Special Education
7051 Senators Drive: (334) 244-3000

Dear Parent or Guardian:

Counseling students from Auburn University Montgomery are enrolled in courses during the second and third year of their graduate work called Counseling Practicum, Internship I and Internship II. These courses involve working in the school or agency where your child is served for approximately 8-10 hours each week for Practicum and 15-20 hours a week for Internship I and II. During those hours, student counselors provide individual and group counseling for those students or clients who have been identified by an official at the site, or through self or parent referral, as someone who might benefit from participating in counseling. If you have received this form through your child's school and have questions about the reason you are receiving this request, please contact the counselor at your child's school.

_____ is enrolled in Auburn University Montgomery's would like to work with your child, _____.

Counseling students are required to audio and/or video record counseling sessions as part of their course and degree requirements. The sessions are listened to by supervisors and peer counselors who are committed to monitoring the well-being of your child and to help the student counselor develop the skills needed to enter the counseling profession upon graduation. The counseling sessions conducted with your child will be reviewed by the student counselor's supervisor, _____. All audio and video recordings made will be destroyed at the completion of your child's involvement in the program. If at any time you wish to speak with your child's student counselor, please call the school and leave a message.

If you are interested and willing to have your child participate, please sign the form where indicated.

Thank you.

I agree to the terms above and to allow my child to receive counseling from the Counseling Student.

I agree to the terms above and to allow my child's sessions to be audio taped.

Parent's Name _____
Telephone (Home) _____ Telephone (Work) _____
Parent's Signature _____
Date _____

Appendix I

Session Process & Tape Critique Form

With Progress Notes Instructions

PROGRESS NOTES, SESSION PROCESS QUESTIONS, AND TREATMENT PLANS

PROGRESS NOTES

- * **Progress notes must be completed for all submitted recordings.** Progress notes provide a means for monitoring a client's progress throughout treatment/counseling. Progress notes are also used to examine a client's progress toward treatment/counseling goals, the development of new issues and goals, and the modification of the initial treatment plan. In supervision, these notes provide a means for the supervisor to track the progress of the client and the supervisee. Progress notes should be completed for each client/student seen by the practicum or intern student. These progress notes will differ based on the site's requirements.
- * Progress notes should be brief, concise, and should be written as soon as possible following the counseling session. The notes should include only relevant information, thus in writing your progress notes "avoid labeling, judging, and the using terminology that may be stigmatizing to the client" (Hansen, Rossberg, & Cramer, 1994, p. 306).
- * Remember that clients have the right to review their case records.
- * Session objectives and therapeutic interventions should relate to the overall treatment plan for the client. Progress notes should include specific client information and may be supported by behavioral observations, assessment measures, client statements, and other observations by the counselor. Progress notes also allow you to monitor changes that may result in a modification of the treatment plan for a client.
- * The following progress note format focuses on: client history, client prescriptions, client affect, presenting problem, session summary, session objectives, therapeutic interventions, session evaluation, and plans for next session. It is essential to the supervisory process that you include all relevant information. Finally, these progress notes are not meant to substitute the progress notes required at your site.

SESSION PROCESS QUESTIONS

- * **Session process questions are to be completed for all submitted recordings.** The session summary process questions are used to provide the supervisor with an opportunity to evaluate the session but also explore the issues and concerns the student may have about the session, the counseling process, or the supervisory process.
- * Session process questions also provide the student with an opportunity to reflect upon and examine the counseling process. It is recommended that students consider all aspects of the counseling process when completing the form. Students should always complete all sections of the form and develop questions or issues to address in supervision.

TREATMENT PLANS

- * **Treatment plans are to be completed for all submitted recordings.** Treatment plans provide an outline for long term-goals, short-term objectives and interventions utilized. They also provide a record of diagnostic information and modifications to goals, objectives, interventions. Treatment plans should be completed by the second session. If a submitted tape is of the first session, then a treatment plan must be completed at that time.

PROGRESS NOTE
INDIVIDUAL _____ GROUP _____

Client Code: _____ Counselor-in-Training: _____ Session #: _____ Date: _____

Client History:

Client Prescriptions:

Client Affect:

Presenting Problem:

Session Summary:

Session Objective(s):

Therapeutic Intervention(s):

Evaluation:

Plan(s) for Next Session:

TREATMENT PLAN

Client Code: _____ Date: _____

Counselor-in-training: _____

Treatment/Counseling Focus:

Diagnostic Information:

Long-term Goals:

Short-term Objectives

Therapeutic Interventions:

Changes to Treatment Plan (please note reason, type of modification, and date)

Treatment/Counseling Plan Evaluation (note session and date)

Appendix J

Evaluations

**MID-TERM
SITE SUPERVISOR'S EVALUATION OF PRACTICUM
COUNSELING STUDENT'S PERFORMANCE**

Student: _____ Semester: _____

Check the Required Activities the Practicum Student has Experienced to Date:

- _____ Individual Counseling
- _____ Group Counseling
- _____ Assessment/ Appraisal (such as testing, intake interviews, observations, diagnostic evaluations, etc.)
- _____ Consultation (with staff, families of clients/students, etc.)
- _____ Program Planning/ Program Management/ Program Evaluation
- _____ Coordination (such as record keeping/ documentation, scheduling appointments, linking clients/students to other service providers, etc.)

Overall, the Practicum Student's performance can be characterized as described below:

- _____ Unacceptable
- _____ Basic (Average)
- _____ Proficient (Good)
- _____ Exceptional

Comments: _____

Supervisor's Signature _____ Date _____

Student's Signature _____ Date _____

School Counselor Performance Evaluation Form

Name of Counseling Student _____

Term: (circle one) spring summer fall **Course** _____

Directions. Check the rating scale indicating the quality of the work for each item you observed this student doing. Leave blank any area that you did not observe or that did not apply to this site. The numbered items are the general categories and the lettered items are the indicators. For example: You may think the student is overall satisfactory (3) in 1. Guidance Curriculum - the category, and below expectations (2) in A. Classroom management, clearly outstanding (5) in D, Topic and satisfactory (3) in B, Lesson plans and C, Student involvement. The rating scale has the following values:

- 1 –Unsatisfactory
- 2 – Below expectations
- 3 – Satisfactory
- 4 – Exceeding expectations
- 5 - Clearly outstanding

	1	2	3	4	5
1. Guidance Curriculum: Uses effective instructional skills					
A. Holds attention of students, classroom management					
B. Effective use of lesson plan					
C. Active involvement of students in learning					
D. Topic consistent with School Guidance Plan					
2. Individual Planning: Uses guidance skills effectively					
A. Carefully plans sessions					
B. Presents accurate, relevant, unbiased information					
C. Involves students in their education and career planning					
D. Uses test results accurately and appropriately					
E. Understands and uses appropriate planning for at-risk and identified students with diverse needs					
2. Responsive Service: Uses counseling, consulting and referral skills					
A. Correctly identifies problem/issues to be resolved					
B. Selects appropriate intervention: consulting, counseling, Referral					
C. Uses individual counseling skills including well-designed and prepared sessions, actively involving the client					
D. Uses consulting skills					
E. Makes appropriate and well prepared referrals					
F. Uses group techniques that are appropriate to the topic and the needs and abilities of the students					
G. Implements data driven and timely follow-up					
H. Knows how to prioritize needs consistent with school policy and district goals					
3. System Support: Demonstrates an ability to help the counseling program be an integral part of the total school program					

A. Can plan a comprehensive and balanced guidance Program					
B. Can select activities that meet the needs of the students in this school					
C. Collects data driven evidence of the effectiveness of counselor activities					
D. Contributes to collaborative efforts of counseling program and other school programs					
E. Demonstrates ability to participate in non-counseling duties that are assigned to the counselor and are consistent with the duties of certified personnel in the school					
F. Demonstrates the ability and an attitude to work cooperatively with school administrators					
G. Explains the school counseling program effectively to non-counseling personnel, parents, and/or community					
H. Can contribute ideas to the ongoing development of the counseling program					
I. Demonstrates an understanding of how school and district policies are a part of the school counseling program					
5. Professional Relationships: Builds rapport with					
A. Students					
B. Teachers, administrators and staff					
C. Parents					
D. Resource agencies					
F. Other school specialists					
6. Professional Responsibilities:					
A. Acts professionally and ethically on the job					
B. Dresses professionally on the job					
C. Seeks professional supervision from site supervisor					
D. Keeps records consistent with ethical and legal guidelines					
E. Demonstrates non-biased attitude toward all students					
F. Overall demonstrates professional behavior at the site					
7. Overall evaluation of student:					
A. Has knowledge of school counseling					
B. Has skills of school counselor					

Other activities observed:

Recommendations and comments:

Signature of supervisor: _____

2007

**SUPERVISOR'S EVALUATION
OF CLINICAL MENTAL HEALTH COUNSELING STUDENT'S
PERFORMANCE
For Internships I and II**

Final Evaluation Name of Intern: _____
Due Date _____ Evaluator: _____
Semester _____ Placement/ Site: _____

Please return this evaluation to the intern so that it can be placed in the internship notebook.

Evaluation Key: (circle the appropriate number)
1= Unacceptable 2 = Basic (Average) 3 = Proficient (Good) 4 = Target (Superior)

***** College "Conceptual Framework" Learning Outcomes are Referenced Below *****

1. Individual Counseling (Reference # I, # II, and # IV)
 - _____ a. provides counseling services for individual clients.
 - _____ b. demonstrates understanding of counseling theories and proficiency in applying techniques to help individual clients (relative to intern's level of experience).
 - _____ c. exhibits individual counseling strategies and techniques appropriate for clients of various ages and developmental levels (students P-12).

2. Group Counseling and Guidance (Reference # I, # II, and # IV)
 - _____ a. provides counseling/ guidance services for groups.
 - _____ b. demonstrates understanding of counseling theories and proficiency in applying techniques to help individual clients in groups (relative to intern's level of experience).
 - _____ c. exhibits group counseling strategies and techniques that are appropriate for clients of various ages and developmental levels (students P-12).

3. Assessment and Treatment / Intervention Planning (Reference # VIII)
 - _____ a. administers tests and/or conducts informal assessments.
 - _____ b. uses appropriate procedures in selecting and scoring tests or other assessments.
 - _____ c. interprets and communicates assessment data appropriately.
 - _____ d. uses assessment data in making treatment/ referral decisions.

4. Consultation and Coordination
 - _____ a. delivers consultation services.
 - _____ b. provides feedback about performance (treatment outcomes), as applicable.
 - _____ c. plans or modifies interventions (treatments), when applicable.
 - _____ d. works with others (e.g., with other agencies) to access services for clients (students).
 - _____ e. uses technology to enhance the delivery of counseling services.
(Reference # VII)

SITE SUPERVISOR'S EVALUATION

Page 2

Evaluation Key: (circle the appropriate number)

1= Unacceptable 2 = Basic (Average) 3 = Proficient (Good) 4 = Target (Superior)

***** College "Conceptual Framework" Learning Outcomes are Referenced Below *****

5. Professional and Program Management Skills

- _____ a. establishes appropriate goals and objectives. (Reference # IV)
- _____ b. plans for and schedules delivery of services. (Reference # IV)
- _____ c. manages service delivery and documents services. (Reference # IV)
- _____ d. completes and organizes files/ materials in a timely manner. (Reference # IV)
- _____ e. is cooperative and flexible in order to create environments that meet the needs of clients of various ages and developmental levels (students P-12). (Reference # VI)

6. Communication, Appreciation of Diversity, and Professional Growth

- _____ a. responds appropriately to constructive feedback from supervisor. (Reference # V)
- _____ b. uses effective strategies and interaction skills with clients/students, families, and other professionals. (Reference # V)
- _____ c. demonstrates proficiency in written and spoken language. (Reference # II)
- _____ d. engages in professional growth activities. (Reference # V)
- _____ e. adheres to legal mandates and ethical guidelines. (Reference # V)
- _____ f. exhibits understanding of individual differences. (Reference # III)
- _____ g. demonstrates sensitivity toward diverse populations in diverse settings. (Reference # III)

Comments (Attach additional pages, if needed.):

Evaluator's Signature: _____

Date: _____

Intern's Signature: _____

Date: _____

Note: The intern's signature documents that he/she has seen the evaluation above and as been given an opportunity to respond to the report. It does not necessarily mean that the intern agrees with the evaluation, in part or in whole.

2008

Site Evaluation by the Student

Department of Counselor, Leadership, & Special Education Practicum/Internship

Name of Site: _____
Address of Site: _____

Site Supervisor Name: _____
Site Supervisor Phone: _____

Are there other requirements for placement at your site:

Number of hours required on site each week: _____

Please describe the typical client population served (age range, average length of stay, inpatient, outpatient, primary treatment modality, etc.)

Please describe your experience in supervision with the site supervisor (philosophy, time, group and/or individual, etc.):

Did you have the opportunity to co-lead and/or lead groups? _____

Was your supervision available on-site? _____

Describe the technological resources provided at the site including recording ability:

Was it difficult for you to do the audio-records? Describe.

Describe any professional development opportunities, activities, and resources you had at the site.

Describe the program and your reaction to it. Do you recommend this site for future students with your program emphasis?

Student Name & Date: _____

To be completed at the completion of the Practicum or Internship experience by the student.

Student's Evaluation of Practicum / Internship Supervisor

To be completed at the End of the Semester

Student's Name: _____ Supervisor's Name: _____

Select one: Practicum, Internship I, Internship II; Adv. Internship I, Adv. Internship II;

Location: _____ Date: _____

The Supervisor created an open and positive clinical learning environment

Highly Disagree _____ Highly Agree _____
1 2 3 4 5

The Supervisor provided an orientation to the site, documentation, and regulations

Highly Disagree _____ Highly Agree _____
1 2 3 4 5

The Supervisor provided information about emergency procedures under which the site operates

Highly Disagree _____ Highly Agree _____
1 2 3 4 5

The Supervisor was positive and supportive of me as a student

Highly Disagree _____ Highly Agree _____
1 2 3 4 5

The Supervisor provided opportunities to improve my knowledge and skill

Highly Disagree _____ Highly Agree _____
1 2 3 4 5

The Supervisor was professional in their dealings with me as a student

Highly Disagree _____ Highly Agree _____
1 2 3 4 5

I would recommend this site to other students

Highly Disagree _____ Highly Agree _____
1 2 3 4 5

Comments: _____

University Supervisor's Evaluation of the Site

Location: _____

Date: _____

Counseling Environment was Safe and Wholesome

Highly Disagree					Highly Agree
1	2	3	4	5	

Colleagues were positive and supportive of the student

Highly Disagree					Highly Agree
1	2	3	4	5	

Site Supervisor was positive and supportive of the student

Highly Disagree					Highly Agree
1	2	3	4	5	

Student had opportunities to improve knowledge and skill

Highly Disagree					Highly Agree
1	2	3	4	5	

The instructor would recommend this site to other students

Highly Disagree					Highly Agree
1	2	3	4	5	

Site has setting for individual counseling with assured privacy and sufficient space for appropriate equipment (for example, TV monitoring and recording). • Yes • No

Site has settings for small-group work with assured privacy and sufficient space for appropriate equipment. • Yes • No

Site has necessary and appropriate technological resources that assist learning. • Yes • No

Site has settings with observational and/or other interactive supervision capabilities. • Yes • No

Site has procedures that ensure that the client's confidentiality and legal rights are protected. • Yes • No

Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors. • Yes • No

Site has weekly interaction for the student with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor). • Yes • No

2017

Site Evaluation of the AUM Counseling Program

Name of Site Representative _____

Agency/School Site _____ Date _____

How would you rate AUM's preparation of counseling students in the following areas?

Knowledge Base

Poor					Excellent
	1	2	3	4	5

Comments

Individual Counseling Skills

Poor					Excellent
	1	2	3	4	5

Comments

Group Counseling Skills

Poor					Excellent
	1	2	3	4	5

Comments

Time Management

Poor					Excellent
	1	2	3	4	5

Comments

Self Care / Wellness

Poor					Excellent
	1	2	3	4	5

Comments

Site Evaluation of the AUM Counseling Program (page 2)

Ethics

	Poor				Excellent
	1	2	3	4	5
Comments					

Documentation

	Poor				Excellent
	1	2	3	4	5
Comments					

Professionalism

	Poor				Excellent
	1	2	3	4	5
Comments					

Effectiveness with the Clients/Students

	Poor				Excellent
	1	2	3	4	5
Comments					

AUM Program Services

- Supervision orientation was provided to our site. Yes No
- Assistance was available to the site if requested. Yes No
- Consultation regarding students was provided. Yes No
- Professional development was offered to the site. Yes No

General Comments

Appendix K

Practicum/Intern Student Check Sheet

Practicum/Internship Forms Table

Form	Name	CMHC/ SC	Practicum/ Internship	Due	Completed by	Signature
	Copy of Professional Liability Insurance Policy	Both	Both	1 st Week	Student	
A_C	Agreement for Clinical Mental Health Counselors	CMHC	Internship	1 st Week	Student & Supervisors	X
A_S	Agreement for School Counselors	SC	Internship	1 st Week	Student & Supervisors	X
A_P	Counseling Practicum Agreement	Both	Practicum	1 st Week	Student & Supervisors	X
CC_I	Clinical Practicum and Internship Application	Both	Both		Student & Supervisor	X
F	Log of Hours	Both	Both	Weekly / Bi-weekly	Student & Supervisors	X
G	Log of Daily Activities	Both	Both		Student	
SC_C	School Counseling Internship Continuing Application	SC	Both		Student & Supervisor	X
SS_DS	Site Supervisor Data Sheet	Both	Both	1 st Week	Student	X
T3-T5	Taped Session Forms	Both	Both	Case Presentation	Student	
US_A	University Supervisor Agreement	Both	Both	1 st Week	Supervisor	X
X_1	Digital Recorder Agreement	Both	Both	1 st Week	Student	X
X_2	Information Form for Practicum and Internship	Both	Both	1 st Week	Student	
C	Mid term Evaluation	Both	Both	Mid-term	Student & Supervisor	X
CC	Final Evaluation CMHC Student Performance	CMHC	Both	End of Semester	Student & Supervisor	X
CS	School Counselor Performance Evaluation Form	SC	Both	End of Semester	Student & Supervisor	X
D	Site Evaluation by Students	Both	Both	End of Semester	Student	
E	Site Evaluation of AUM counseling program	Both	Both	End of Semester	Supervisor	
H	Summary of All Hours	Both	Both	End of Semester	Student	X
SC_I	School Counseling Practicum and Internship Application	SC	Both		Student /Principal /Counselor	X
	Session Feedback Form	Both	Both		Supervisor	
T1	Adult Consent Treat Tape Form	Both	Both	Case Presentation	Student & Client	X
T2	Parent Consent Treat Tape Child Form	Both	Both	Case Presentation	Student & Client	X

these are required items to complete your practicum/internship paperwork and satisfy one of the criteria for passing the practicum/Internship.

Appendix L

List of Sites

Sites

You will need to secure a site as soon as possible. Most places like to know if they are going to have interns 4-6 weeks in advance and some places fill their vacancies early. If you have not already secured a site placement, now is a good time to start.

When you are considering your site, you must check with me before you contact them.

If you want to accomplish your practicum in the Montgomery County School system, you must complete a form located in the SOE Certification Office at AUM. Site placement will be determined by the Montgomery County School system's placement officer.

We like to give you the freedom to select your placement. This usually results in a better fit between your needs and the needs of your site and fulfills our requirements.

School counselors need two (2) sites – an elementary school and a high school.

Your practicum and internships will take one (1) year to complete. It is better for you and usually for your site if you can go straight through at the same place(s). This is not, however, a requirement.

Site Supervisors

A site supervisor should meet the following criteria:

1. A minimum of a master's degree in counseling or a closely related field and appropriate certifications and/or licenses and employed as a counselor;
2. A minimum of two (2) years of pertinent professional experience; and
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. School Counseling site placements must be approved through the certification office.

Examples of Practicum/Internship Sites

Clinical Mental Health Sites	
<i>Clinical Sites we have used</i>	<i>Sites you have interest in:</i>
Auburn Career Center	
AUM Early Childhood Center	
AUM Counseling Center	
AUM Career Development Center	
ASU Counseling Center	
Cahaba Mental Health	
Chemical Addictions Program	
Catholic Social Services	
Child Protect	
Cross Bridge	
East Alabama Mental Health/MR Center: Family and Children’s Service	
Easter Seal Rehabilitation Center	
Family Guidance Center	
Family Sunshine Center	
EVEN Program	
Lighthouse	
Montgomery Area Mental Health	
Elks Center	
Hillside Group Home	
Morning Star	
Pre-trial Diversion	
SAFY	
Second Chance	
Samaritan Counseling Center	
Three springs	
Troy Career Center	
United Methodist Children’s Home	
School Sites	
Public and private schools sites are available in most Alabama counties.	Submit the school site of your choice to the clinical coordinator and the certification office for approval.

2017

Appendix M

Practicum/Internship Preliminary Site Evaluation

Auburn Montgomery
Department of Counselor, Leadership and Special Education

Practicum/Internship - Preliminary Site Evaluation

Name of Site: _____

Address: _____

*Site Supervisor for Student: _____

Phone: _____

Interview required for placement? Yes No

Are there other requirements for placement at your site? _____

of Hours Required on Site each week: _____

Please describe the typical client population served (age range, average length of stay, inpatient, outpatient, primary treatment modality, etc): _____

The University supervisor provides 1 hour of individual and 1 ½ hours of group supervision per week for each student enrolled in practicum and internship.

Please describe briefly the site supervision experience for the (philosophy, time, group and/or individual, etc.): _____

Would students have the opportunity to co-lead and/or lead groups? Yes No

Would supervision be available on-site to process with the counselor in-training the group experience? Yes No

Is student Audio Recording of sessions allowed at your site? Yes No

Are there video-recording capabilities at your site? Yes No

Describe and professional development opportunities which might be available to students at your site:

Description of program(s) in which students can be placed. Please include any

Relevant material such as: Brochures, etc

Date of this Evaluation: _____

*Individuals serving as **Site Supervisors** should have (a) a minimum of a Master's degree in counseling or a closely related field, (b) a minimum of two (2) Years of pertinent professional experience, (c) knowledge of the programs expectations, requirement, and evaluation procedures for students, and (d) appropriate certification and/or licenses.

To be completed prior to or at the interview for the placement and turned in **before** the start of the Practicum or Internship experience.

Appendix N

American Counseling Association

Code of Ethics

Appendix O

American School Counselor Association Code of Ethics

Appendix P

Auburn Montgomery Disclosure

Statement Counselor Education

**Auburn Montgomery
Disclosure Statement Counselor Education**

As a student in the Counselor Education program at **Auburn Montgomery**, I have read the following items and have had the opportunity to ask any questions I may have concerning the items before signing this form.

1. I understand the process of advising and registering for classes. I also understand that any questions regarding registration should be directed to my advisor.
2. I agree that I am responsible for working with my professors when I have concerns about my classes and that I have the resource of the Student Affairs Committee if I have a problem at the university level. If I wish to appeal a grade I must follow the procedure listed in the current student handbook, The AUMANAC.
3. Site election for practicum and internship is a different process from registration. Faculty may discuss my site selection with me and make suggestions, but I understand that I am expected to consult with the Clinical Coordinator before I contact any site to accomplish the practicum.
4. **I agree that I will abide by the ethics codes of the American School Counselor Association (ASCA) when applicable and the American Counseling Association (ACA).** I understand that a breach of an ethical standard of the ACA ethical code will result in a review by the Counseling Faculty Review Board and may result in disciplinary action up to and including expulsion from the Counselor Education program in accordance with University, School of Education and area policy on such matters.
5. I agree that I am aware of the due process procedures if the faculty of the Area of Counseling should deem it necessary for me to remediate or be dismissed from the program.
6. I do not have a criminal record or use illegal substances that would prevent me from working in a school or clinical mental health counseling setting. (If you have been arrested or convicted of a criminal offense check here. _____. A faculty member will discuss it with you to see if it will prevent you from working in the area of counseling.)
7. I agree to read and abide by the **Auburn Montgomery** student code of conduct. I am aware that the code of conduct is contained in the **Graduate Student Handbook**.

Signature of Student

Date

rev. 2017

Appendix Q

Auburn Montgomery Site Supervisor Data Sheet

Appendix R

Additional Forms:

- **Digital Recorder Agreement (X1)**
- **CMHC Practicum/Internship Application**
- **Confirmation of Provisional Placement – School Counseling**
- **Memorandum of Agreement for CMHC Sites**
- **Memorandum of Agreement for School Sites**
- **School Counseling Placement Procedure**
- **Employer of AUM Counseling Graduate Letter & Survey**

Auburn University Montgomery
Clinical and School Counseling

ECED 6914: Practicum, ECED 6924: Internship I, ECED 6925: Internship II, • ECED 7926/7927
Advanced Internship in Counseling I & II

- The Department of Counselor, Leadership, and Special Education provides digital recorders for students in the Clinical and School Counseling program while enrolled in: Practicum, Internship I, and Internship II. These are available for students to check out for the duration of the semester in which they are enrolled in the courses listed above.
- Students are required to use *only* these recorders to tape sessions with clients and/or students.
- Students must read and sign the agreement below.

I agree that once I check out a digital recorder from the Department of Counselor, Leadership, and Special Education:

_____ It is for my use for one semester only and must be turned in prior to the scheduled exam date.

_____ If I should lose or damage the recorder or any of its accessories at any time during the semester, I am to notify my University Supervisor as soon as possible.

_____ If it is not in working order or turned in, including all accessories (a total of 4 plus the recorder and bag) in the original box at the end of the semester, then my grades will not be submitted until I reimburse the Department of Counselor, Leadership, and Special Education.

_____ In the case that I damage or lose the recorder **or any of its accessories**, I agree to reimburse the Department of Counselor, Leadership, and Special Education \$40.00 for a complete kit replacement.

_____ Once I have either returned the recorder and all accessories or paid for its replacement, the hold on my course grade will be released.

I, _____, agree to the terms above and am signing below

to check out a digital recorder # _____ this _____ semester, _____.



SCHOOL OF EDUCATION **CLINICAL MENTAL HEALTH COUNSELING ONLY**
APPLICATION FOR PROFESSIONAL PRACTICUM-INTERNSHIP

DIRECTIONS: This form must be completed and returned to the Clinical Co-Coordinator no later than the end of the student’s 3rd semester of enrollment or one year prior to Practicum placement. Verification of Liability Insurance must be returned to the Clinical Co-Coordinator no later than the deadline for the term in which you wish to enroll in Practicum. **REMEMBER,** you will be not be registered for this course unless your application has been received and approved. Note that submission of completed forms does not guarantee enrollment in the class, especially if submitted after the deadline. **A SEPARATE APPLICATION IS REQUIRED FOR EACH SITE & IN THE EVENT THAT YOUR SITE CHANGES OR THAT MULTIPLE SITES ARE USED.**

The submission application deadline for Practicum / Internship is by the end of the student’s 3rd semester of enrollment or one year prior to Practicum placement.

Return to: Clinical Coordinator Attention:
Counseling Practicum - Internship Auburn
Montgomery
P. O. Box 244023
Montgomery, AL 36124-4023
CONTACT EMAIL: mthomas@aum.edu
FAX: 334-244-3835 (call 334-244-3879 to verify receipt of fax)

This application is for Practicum/Internship experience beginning (check one):

Fall; Spring; Summer of (year) _____

CHECK ONE: M.Ed. in Clinical Mental Health Counseling
 Ed.S. in Clinical Mental Health Counseling

Student Name: _____
Last First MI

Student Number: _____

Home Address: _____

Home Phone () _____ Work/Office Phone: () _____

Home Email _____

Work Email _____

Practicum/Internship Site(s): _____

Address: _____

Email: _____

On-Site Supervisor: _____

Site Supervisor's Job Title: _____ Phone: _____

On-Site Supervisor's Credentials:

Graduate Degree(s) Major(s): _____

Check Applicable Categories Below:

Licensed Professional Counselor (LPC) _____

National Certified Counselor (NCC) _____

Other _____ What? _____

Years of post master's experience in the counseling field: _____

Dates placement will begin: _____ end: _____

On-Site Supervisor's Signature _____

Statement of Understanding

I acknowledge that the practicum/internship experience is one of the culminating courses in Counselor Education and is, therefore, a major commitment. **I will conduct myself professionally. I will complete both class and site requirements through the end of the term.**

Eligible Student's Signature: _____

AUM Supervisor's Signature: _____

Application Approved: _____ Denied: _____ Date: _____

Reason for denial, if applicable: _____

May 15, 2017

**Auburn University Montgomery College
of Education - School Counseling
Provisional Confirmation of Placement**

This is to confirm that student _____ is provisionally confirmed for Practicum/Internship at the following school district(s): _____
_____.

This approval is contingent upon the following conditions:

- Maintenance of the required Overall GPA: 3.0 for Master's degree and 3.25 for the Ed.S.
- Successful completion of **all** Pre-requisites for Practicum and Internship respectively.
- Adherence to the approved plan of study as per the student's academic advisor. Please be

advised that if you do not comply with **all** of the above conditions, the Practicum / Internship site(s) will be in *jeopardy and may be cancelled*. You must contact Dr. Melissa Card at mc card@aum.edu *immediately* if you fail to adhere to the above requirements.

**Memorandum of Agreement
Auburn University Montgomery
Clinical Mental Health Counseling Program and College of Education
and**

Agency

The purpose of this memorandum is to establish a formal agreement between Auburn University Montgomery and _____
to provide clinical placements for the AUM counselor education graduate students in practicum and/or internships. This agreement lists the supports, roles, and responsibilities provided by the AUM College of Education, Clinical Mental Health Counseling Program (CMHCP) and _____

AUM College of Education and counselor education faculty agree to provide the following:

- A copy of the *Practicum and Internship Guidelines* to the Site.
- Adequate university clinical supervision in accordance with the *Practicum and Internship Guidelines*.
- Conferences with the agency’s Treatment Coordinator and/or Site Supervisor for the purpose of discussing the student’s performance.
- Descriptions of the CMHC expectations for AUM practicum/internship students.
- Evidence of students’ liability insurance from a reputable company prior to the beginning of service with the site.
- Assurance to the Site that the CMHC expects the students to abide by the policies of the Site and honor their professional responsibilities to the clients.
- Assurance that the CMHC students are required to abide by the American Counseling Association *Code of Ethics*.
- Professional development training opportunities for the Site’s counseling staff, when feasible.

_____ agrees to provide the following:

(Site)

- Clinical experience opportunities for AUM CMHC practicum and/or internship students.
- Clinical supervision from a site supervisor with a minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses and a minimum of two years of pertinent professional experience.
- Formal midterm and final evaluations of CMHC students.
- Communication with AUM Counseling faculty when needed.
- Weekly interaction by onsite supervisor with all students. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the semester with internship students.

This Memorandum of Agreement will remain valid until terminated by either party in writing.

Dean, College of Education

Date

Agency Administrator

Date

Department Head, CLSE

Date

Counseling Coordinator & Contact

Date

11/10/17

School Counseling Placement Procedure for Practicum, Internship I, and Internship II

1. Students must register and complete ECED Orientation to Clinical Experiences either the first or second semester of their program.
2. An application for Practicum, Internship I, and Internship II must be submitted to the AUM School of Education Office of Student Services and Teacher Certification by the end of their third semester.
3. Note: If either of the internships will not sequentially follow the practicum, indicate on the application which semesters the student will take the internships.
4. After processing, a copy of the application for the three courses will be placed in the candidate's graduate folder and in the counseling folder in the department office.
5. School counseling students must gain experience in both elementary and secondary school settings, except when a middle school meets the criteria for both.

Dear Employer of an AUM Counseling Graduate,

We need your help in our efforts to continuously evaluate and improve our graduate counselor education program. You have hired one of our graduates, and we would like to know your evaluation of our program as evidenced by our graduate's professional performance. Please take just a few moments to tell us how well our graduate is performing and your estimate of the quality of the graduate's training.

Thank you for your valuable feedback.

Paul F. Hard, Ph.D.
Coordinator of Counselor Education

Dr. Yuh-Jen Guo
Clinical Coordinator

Please return this evaluation to:

Dr. Paul Hard or Dr. Yuh-Jen Guo
Department of Counselor, Leadership and Special Education
College of Education
P. O. Box 244023
Montgomery, AL 36124-4023

**Employers of AUM Graduates
Evaluation of the AUM Counseling Program**

Employer Representative: _____

Place of Employment: _____

Graduate/Employee's Name: _____

Year of Graduation: _____ Program: School; Community, CMHC

Directions: Based on your observations of your employee, please rate AUM's preparation of counseling students in the following areas.

Knowledge Base

Poor					Excellent
1	2	3	4	5	

Counseling Skills

Poor					Excellent
1	2	3	4	5	

Time Management

Poor					Excellent
1	2	3	4	5	

Self Care / Wellness

Poor					Excellent
1	2	3	4	5	

Ethics

Poor					Excellent
1	2	3	4	5	

Documentation

Poor					Excellent
1	2	3	4	5	

Professionalism

Poor					Excellent
1	2	3	4	5	

Effectiveness with the Clients or Students

Poor					Excellent
1	2	3	4	5	

Comments
