



MARQUETTE
UNIVERSITY

DEPARTMENT OF COUNSELOR EDUCATION
AND COUNSELING PSYCHOLOGY

HANDBOOK FOR
MASTER'S COUNSELING
PRACTICUM & INTERNSHIP
(COUN 6965, 6970 & COUN 6986, 6990)

Revised- September 2017

TABLE OF CONTENTS

Overview of the Marquette Master’s in School and Clinical Mental Health Counseling Program.....	4
Counseling Practicum Overview	7
Counseling Internship Overview	8
Department Faculty	10
Counseling Practicum & Internship Outcomes	11
Professional and School Counselor Licensure	17
Recommended Course Sequences for Full-Time Counseling Students	19
Application Process for Obtaining a Practicum and Internship Placement	21
Practicum Requirements.....	23
Practicum Activities	23
Documentation of Practicum Hours.....	23
Practicum Site Responsibilities	
CMHC Agreement	23
Student Status.....	24
Site Visits.....	24
Consultation with CECP Department.....	24
Termination of Student Placement.....	24
Supervision.....	25
Practicum Learning Agreement (PLA).....	25
Evaluation of Students-Practicum	26
Approval to Begin Internship.....	26
Internship Requirements.....	27
Internship Activities	27
Documentation of Internship Hours.....	28
Internship Site Responsibilities	
CMHC Agreement	28
Student Status.....	29
Site Visits.....	29
Consultation with CECP Department.....	29
Termination of Student Placement.....	29
Supervision.....	30
Internship Learning Agreement (ILA).....	30
Evaluation of Students-Internship	31
Field Placement Policy	31
Taping Policy	32
Departmental HIPAA Compliance Policy	32
Appendix A: Supervision Agreement for Practicum.....	35
Appendix B: Supervision Agreement for Internship	36
Appendix C: Supervision Agreement for School Counseling Practicum.....	37
Appendix D: Supervision Agreement for School Counseling Internship.....	38

Appendix E: Supervisor Evaluation Form for Practicum..... 40

Appendix F: Supervisor Evaluation Form for Internship 45

Appendix G: Elementary School Counseling Supervisor Evaluation..... 51

Appendix H: Middle School Counseling Supervisor Evaluation..... 55

Appendix I: High School Counseling Supervisor Evaluation..... 60

Appendix J: Site Evaluation Form for Practicum 64

Appendix K: Site Evaluation Form for CMHC Internship 65

Appendix L: Site Evaluation School Counseling for Internship..... 66

Appendix M: Supplemental Informed Consent Form for Clients of Internship Students..... 67

Appendix N: Informed Consent to Audiotape and/or Videotape Counseling Sessions..... 68

A Practicum/Internship Sites Chart can be found on the CECP Website:

http://www.marquette.edu/education/current_students/cecp_practicum_info.shtml

Overview of the Marquette University Master's Programs

The purpose of the Marquette University Master of Arts in School Counseling and Master of Science in Clinical Mental Health Counseling Program is to prepare professional counselors for careers in school counseling and clinical mental health counseling. The program is housed in the Department of Counselor Education and Counseling Psychology at Marquette University, which is one of the departments in the College of Education. The *Master's Student Handbook* provides a detailed description of the School and Clinical Mental Health Counseling Programs, their requirements, and the policies and procedures that students are to use as they complete the programs. More information regarding the program and our department can be obtained from our website at http://www.marquette.edu/education/grad/cecp_masters_counseling.shtml

There are two Master's Programs in our department: Master of Arts in School Counseling and Master of Science in Clinical Mental Health Counseling. Within the Clinical Mental Health Counseling degree students can choose an optional specialization in Addictions Counseling or Child/Adolescent Counseling. The Master of Arts in School Counseling Program requires 48 credit hours for completion. The Master of Science in Clinical Mental Health Counseling Program requires 60 credit hours for completion. The recommended course sequences for each of the various specializations vary slightly, but in important ways (e.g., the prerequisites for beginning internship vary across specializations/concentrations). The Clinical Mental Health Counseling program primarily prepares professional counselors to work in a variety of behavioral health and related settings and is designed to lead to licensure as a professional counselor. The School Counseling program prepares students to be school counselors and be eligible for licensure as a school counselor.

PROGRAM LEARNING OUTCOMES

The Program's objectives are based upon the Program's mission, our guiding principles and philosophy stated above, and based upon the common core areas defined within the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards (2009) and the Wisconsin Department of Safety and Professional Services (drl.wi.gov). The Master's in Clinical Mental Health Counseling and the Master's in School Counseling have been accredited by CACREP until 2022.

At the completion of a master's degree in the Department of Counselor Education and Counseling Psychology (CECP), the graduate is able to:

1. Apply knowledge of bio-psycho-social-cultural foundations of behavior and evidence-based counseling approaches to diverse individuals and groups.

Evidence of Knowledge:

- Knowledge (and skills) of the competencies of multicultural counseling practice.
- Knowledge of empirically validated counseling assessments, counseling relationships, and counseling processes, interventions and evaluations. (Helping relationships, group work, career development, research and program evaluations)
- Knowledge of the nature and needs of persons at all developmental levels and multicultural contexts.

Evidence of Counseling Applications

- Counsel proficiently with a variety of clients of different ages, genders, developmental levels, racial/ethnic backgrounds, sexual orientations, religions and socio-economic status.
- Conduct cultural and population appropriate counseling assessments.
- Create a culturally appropriate treatment plan based on assessment
- Establish and maintain a counseling relationship with a variety of clients.
- Implement appropriate counseling interventions for a variety of clients.
- Evaluates own counseling behaviors and client outcomes.

2. Apply professional, ethical, and legal standards in their counseling practices.

Evidence of Knowledge:

- Knowledge of current social, legal, and economic trends affecting the counseling profession
- Knowledge of ethical standards of ACA and of other relevant professional groups.
- Knowledge of federal, state and local legal rules and regulations pertinent to counseling.

Evidence of Counseling Applications

- Behaves in accordance with professional ethical standards
- Operates from a consistent ethical decision making model to solve ethical dilemmas
- Maintains own mental and physical health
- Makes appropriate client referrals on the basis of an awareness of the specialties, skills, and services of other helping professionals.
- Operates with personal and professional integrity (Refrains from misleading or deceptive statements, follows up on commitments)
- Implements appropriate informed consent procedures.

3. Assume advocacy roles for the mental health care of underserved individuals and groups in urban settings.**Evidence of Knowledge**

- Knowledge of the various forms of advocacy (e.g., Toporek, Lewis & Crethar, 2009)
- Knowledge of sociopolitical context within which clients live, as well as the barriers presented by this context which impeded access, equity and success for clients (II.G.1.i).
- Knowledge of traditional and common systemic barriers in an urban environment that impact client's mental health (issues of gender identity, race, ethnicity, sexual orientation, age, religious affiliation, physical & mental ability, social class, language or other characteristics.)
- Knowledge of community resources and services that support and advocate for client mental health issues.

Evidence of Counseling Applications

- Develop an advocacy plan based on the particular needs, context, and barriers being encountered by clients
- Navigates the dual roles of advocate and counselor within ethical and legal standards.
- Participates in school or community advocacy event (e.g., hearing, school board meeting, town hall meeting)

4. Integrate self-awareness, counseling roles and reflective practices into a professional counseling identity.**Evidence of Knowledge**

- Knowledge of counseling professional roles and functions: direct counseling services, mental health team member, consultant, advocate, supervisor, collaborator, coordinator and developing cultural self-awareness.
- Knowledge of professional organizations, certification and licensure.
- Knowledge of self-care strategies appropriate to the counselor role.
- Self-knowledge; understands personal and professional strengths and limitations.

Evidence of Counseling Applications

- Effectively manage personal assets in the professional environment, such as knowledge, skills, energy,

health, and time. (*Can we measure this or should this be knowledge only??*)

- Describes own identity development as a counselor
- Introduces self as counselor and can explain professional counseling to others.
- Uses reflective practices before and after counseling interactions.
- Membership in professional organizations
- Seeks appropriate state and/or national credentialing.

5a. Lead the development and implementation of critical interventions of a *Comprehensive School Counseling Program in culturally diverse, urban PK-12 schools. (School Counseling)**

Knowledge Evidence:

- Identifies the academic, career and personal/social needs of PK-12 students
- Knowledge of the four components of a Comprehensive School Counseling Program (i.e., Foundation, Management, Delivery Services, Accountability)
- Understands the process and structure of educational system within an urban community
- Understands the roles of the school counselor: leadership, advocacy, collaboration and systemic change.

Counseling Applications Evidence

- Implements an academic intervention plan to assist a student in maximizing her or his academic learning.
- Deliver a classroom guidance lesson to increase student development career development, exploration, and planning.
- Contributes to a school climate that supports the educational achievement for every student.
- Evaluates school counseling interventions and aspects of a school counseling program to understand the effect on students learning

5b. Provide clinical mental health counseling prevention and treatment services for diverse individuals and groups in community settings. (Clinical Mental Health Counseling)

Knowledge Evidence

- Knowledge of counseling processes and theories used in clinical mental health settings: (brief, intermediate and long-term intervention strategies, strategies for promoting holistic wellness, models of addiction, crisis and disaster intervention, assessment and diagnostic strategies, risk appraisal, consultation and clinical supervision.
- Knowledge of prevention principles and theories applicable to the clinical mental health counseling setting.
- Knowledge of principles of psychopharmacology relevant to counseling and coordination of care with other health care providers..
- Knowledge of mental health care delivery systems and the role of the counselor in community-based treatment approaches: needs assessment strategies, measuring counseling treatment outcomes, multidisciplinary treatment teams and community resources.
- Knowledge of administrative/business aspects of mental health agencies.

Evidence of Counseling Applications

- Develops and implements counseling treatment and prevention programs based on professional literature for client's presenting concern(s), counseling assessment and/or diagnosis, and level of risk.
- Reassesses client needs and modifies treatment plan as client needs change over time.

Our counseling programs employ a developmental perspective which emphasizes growth and development, improving individuals' quality of life, and focusing on strengths and resources in addition to psychological deficits and problems. The ability to diagnose and treat psychopathology is an essential skill in our graduates, but our program also emphasizes the assessment of strengths and resources, as well as the development of resource-focused interventions designed to maximize the healthy and optimal functioning of individuals and communities. In fact, we consider it an ethical obligation to focus on strengths and resources in addition to deficits and problems when conducting assessments and designing prevention programs and treatment plans for clients and students. Minimizing either one can result in an incomplete conceptualization that is likely to result in less effective interventions and potentially deleterious effects. Another implication of a developmental emphasis involves prevention and the need for proactive system interventions. For example, fighting poverty, racism, and other destructive societal and community influences are more important in certain contexts than applying individualized counseling interventions.

We believe that sensitivity to biological, psychological, social, multicultural and developmental influences on behavior increases students' effectiveness as practitioners as well as the additional roles in which they are likely to engage (e.g., instructor, supervisor, consultant). This approach also helps students develop an appreciation for the importance of prevention with regard to behavioral as well as medical and social problems. Indeed, we view competence in working with all of these factors as necessary for the successful practice of counseling.

Our departmental policies also clarify our commitments with regard to diversity in our programs. Our policy on diversity reads as follows:

The Department of Counselor Education and Counseling Psychology, as well as Marquette University as a whole, are committed to social justice. These commitments are reflected in the Marquette University Statement on Human Dignity and Diversity, which reads, "As a Catholic, Jesuit University, Marquette recognizes and cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class." Our Department emphasizes the importance of diversity and multicultural influences on development in all of our programs, including our coursework and research, as well as throughout our internship and internship training. The Department expects that all faculty and students will engage in respectful explorations of issues regarding diversity and multiculturalism as we develop more fully our commitment to social justice. In addition, faculty and students are all expected to explore their own attitudes, knowledge, and behaviors with regard to various forms of discrimination so that the quality of our research, teaching, and practice improves.

Finally, our counseling programs at Marquette also exist within the context of the Jesuit educational tradition. This includes assisting students to develop a care and respect for self and others consistent within the Jesuit tradition of *cura personalis*, or care for the person, and service to others. This tradition emphasizes care for the whole person and the greater community, a tradition which is also very consistent with the history and emphases of counseling. This orientation is also consistent with the mission and vision of the College of Education at Marquette University, the graduates of which "will be 'men and women for others' who have a commitment to transforming social inequities in their schools, institutions, and communities and who exhibit Marquette's hallmarks of excellence, faith, leadership, and service."

Counseling Practicum Overview

Our professional counseling training program is based upon a developmental model that involves a sequential program of cumulative learning experiences. One of the first clinical experiences that students have in our program is called Practicum. Practicum is described as a "distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge" (CACREP, 2009).

The Counseling programs require that students complete a minimum of 100 hours of Counseling Practicum (COUN 6965 or COUN 6970) over the course of one semester. Generally this practicum experience takes place during the Spring semester of a student's first year in the program. Requirements for the Practicum experience include:

- a. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- b. Weekly interaction that averages one hour per week of individual and/or triadic supervision by a CECP faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a CECP faculty member in accordance with the supervision contract.
- c. An average of 1½ hours per week of group supervision that is provided on a regular schedule throughout the practicum by a CECP faculty member or a student supervisor.
- d. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
- e. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

The practicum can be completed at a variety of mental health agencies and schools in the Milwaukee area depending on the career goals and interests of the individual student. Sites must be approved by the CECP department. Students should be supervised by licensed or certified counselors, social workers, or psychologists. Students should enroll in Counseling Practicum (COUN 6965 or COUN 6970; 3 credits) in the Spring semester.

Students are required to audio and/or videotape the majority of their sessions with clients and have these tapes available for use during individual supervision and in practicum courses. Clients must provide consent (or assent, if they are under 18 and their parents/guardians have provided consent) to being taped. The department has an *Informed Consent to Audiotape and/or Videotape Counseling Sessions* form (see Appendix N and department website and consult with practicum instructor) that must be completed by the practicum student and signed by the client and supervisor before any recording can take place. Students must assure that the tapes are stored in a secure location and will not be shared with anyone outside the context of individual and group supervision. In cases where the agency/school has a separate taping form, both the Marquette University and agency forms must be completed.

Counseling Internship Overview

Internship can be described as a “distinctly defined, post-practicum, supervised “capstone” clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement” (CACREP, 2009).

The Counseling Programs require that students complete at least two semesters of Counseling Internship (COUN 6986 or 6990). This includes at least 300 clock hours each semester, or approximately 20 hours per week over 15 weeks per semester, for a total of 600 hours. This internship can be completed at a variety of mental health agencies and schools in the Milwaukee area depending on the career goals and interests of the individual student. Sites must be approved by the CECP department. To meet licensure requirements, students will be supervised by licensed or certified counselors, social workers, or psychologists. The range of settings where internship is completed includes elementary, middle or high schools; college and university counseling centers; hospitals; public and private social service agencies; and mental health clinics.

Requirements for the Internship experience include:

- a. At least 240 clock hours of direct service, including experience leading groups.
- b. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
- c. An average of 1½ hours per week of group supervision that is provided on a regular schedule throughout the internship and performed by a CECP faculty member.
- d. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
- e. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to

receive live supervision of his or her interactions with clients.

- f. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a CECP faculty member in consultation with the site supervisor.

For the Master of Arts in School Counseling, full-time students normally begin their internship in the second year after they

have completed the prerequisite coursework (i.e., Introduction to Counseling, Lifespan Human Development, Psychopathology and Diagnosis, Theories of Counseling, Foundations of School Counseling, Professional Ethics and Legal Issues, Assessment in Counseling, Career Development and Counseling, and Counseling Children/Adolescents) and 1 semester of COUN 6970 School Counseling Practicum plus any additional courses indicated on the Program Planning Form.

COUN 6990 School Counseling Internship-SC (600 hour minimum; 6 credits total)

For the Master of Science in Clinical Mental Health Counseling Program, full-time students normally begin their internship in the beginning of their second year after they have completed the prerequisite coursework (i.e., Introduction to Counseling, Lifespan Human Development, Psychopathology and Diagnosis, Theories of Counseling, Foundations of Clinical Mental Health Counseling, Professional Ethics and Legal Issues, Assessment in Counseling, Career Development and Counseling) and 1 semester of COUN 6965 Counseling Practicum plus any Additional courses indicated on the Program Planning Form.

COUN 6986 Counseling Internship-CMHC (600 hour minimum; 6 credits total)

In addition to completing all of the requirements at each internship site, students enrolled in COUN 6986 Internship are also required to attend a two hour and forty-minute per week meeting on campus which is composed of a small group of students with similar career goals. These meetings are led by an appropriately credentialed instructor who serves as a consultant and facilitator for meeting all of the goals and objectives of this course.

Students are required to audio and/or videotape the majority of their sessions with clients and have these tapes available for use during individual supervision and in practicum/internship courses. Clients must provide consent (or assent, if they are under 18 and their parents/guardians have provided consent) to being taped. The department has an *Informed Consent to Audiotape and/or Videotape Counseling Sessions* form (see Appendix N and department website and consult with internship instructor) that must be completed by the practicum student/intern and signed by the client and supervisor before any recording can take place. Students must assure that the tapes are stored in a secure location and will not be shared with anyone outside the context of individual and group supervision. In cases where the agency has a separate taping form, both the Marquette University and agency forms must be completed.

The Director of Counselor Education and the Practicum and Internship Coordinator work closely together and are responsible for the policies and procedures that govern practicum and internship. They also evaluate students for approval to begin internship, and monitor students' performance on practicum and internship. All practicum and internship placements must be approved by the department before students can begin a practicum or internship.

DEPARTMENT FACULTY FOR 2017-2018 (* = COUN Core Faculty)

Titles, Research Interests and Specializations

Faculty

Alan W. Burkard, Ph.D. (Fordham University)*

Professor and CECP Department Chair and Coordinator of School Counseling Program; Licensed Psychologist; multicultural counseling and supervision, counselor training and development, school counseling

Karisse A. Callender, Ph.D. (Texas A&M University-Corpus Christi)

Assistant Professor; Licensed Professional Counselor, Substance Abuse Counselor; trauma, addiction, and supervision.

Jennifer M. Cook, Ph.D. (Virginia Polytechnic Institute and State University)*

Assistant Professor; Licensed Professional Counselor, Nationally Certified Counselor (NCC); Multicultural counseling, social justice and advocacy, counselor development and supervision

Lisa M. Edwards, Ph.D. (University of Kansas)*

Professor and Director of Counselor Education Program and Coordinator of Clinical Mental Health Counseling Program; Licensed Psychologist; multicultural issues, strengths and optimal functioning, perinatal mental health

Robert Fox, Ph.D. (University of Wisconsin-Madison)*

Professor; Licensed Psychologist; children, families, parenting, psychopathology, evidenced-based treatment

Lynne Knobloch-Fedders, Ph.D. (Miami University)

Assistant Professor; couples' interpersonal behavior, systemically-based psychotherapy, psychological well-being of military couples

Sarah Knox, Ph.D. (University of Maryland)

Professor and Director of Training for COPS Program; Licensed Psychologist; therapy relationship, therapy process, supervision and training, qualitative research

Timothy P. Melchert, Ph.D. (University of Wisconsin-Madison)

Professor; Licensed Psychologist; child maltreatment and family influences on development, biopsychosocial approach to professional psychology education and practice

Affiliated Faculty

Kathleen Cepelka, Ph.D. (Marquette University)

Superintendent of Milwaukee Catholic Schools

Kelly Groh, Ph.D. (University of Wisconsin-Milwaukee)

Counselor, Oak Creek High School

Mark Kuranz, M.S. (University of Wisconsin-Milwaukee)

Retired School Counseling Director, Case High School, Racine, WI

Chad Wetterneck, Ph.D. (University of Wisconsin-Milwaukee)

Rogers Memorial Hospital

Terry Young, Psy.D. (Illinois School of Professional Psychology)

Clinical Assistant Professor; neuropsychology, supervision, learning disabilities, medical-legal disabilities.

Counseling Practicum and Internship Outcomes

The student outcomes for Practicum and Internship are divided into two areas: (a) knowledge and (b) skills and practices; however the majority of outcomes relate to skills and practices, as would be expected. These outcomes are drawn from core and specialization standards from CACREP (2009). Below are the specific CACREP (2009) standards that COUN 6965, COUN 6970 and COUN 6986 CMHC and SC address:

COUN 6965 CMHC Practicum

Common Core Standards

5. HELPING RELATIONSHIPS

- b. Counselor characteristics and behaviors that influence helping processes;
- c. Essential interviewing and counseling skills;
- d. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

Clinical Mental Health Counseling Standards

Foundations. B. Skills and Practice

- 1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

Counseling, Prevention, and Intervention. D. Skills and Practice

- 1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
- 2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
- 4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
- 5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
- 6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
- 7. Applies current record-keeping standards related to clinical mental health counseling.
- 8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
- 9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

Diversity and Advocacy. F. Skills and Practice

1. Maintains information regarding community resources to make appropriate referrals.
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

Assessment. H. Skills and Practice

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, and a psychological assessment for treatment planning and caseload management.
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.

Research and Evaluation. J. Skills and Practice

1. Applies relevant research findings to inform the practice of clinical mental health counseling.
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

Diagnosis. L. Skills and Practice

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing effects.

COUN 6970 SC Practicum

Common Core Standards

5. HELPING RELATIONSHIPS

- b. Counselor characteristics and behaviors that influence helping processes;
- c. Essential interviewing and counseling skills;
- d. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to

models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

School Counseling Standards

Foundations. B. Skills and Practices

2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

Counseling, Intervention, and Prevention. D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

Diversity and Advocacy. E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

Diversity and Advocacy. F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

Academic Development. L. Skills and Practices

1. Conducts programs designed to enhance student academic development.

COUN 6986 CMHC Internship in Counseling

Common Core Standards

Foundations. B. Skills and Practice

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

Clinical Mental Health Counseling Standards

Counseling, Prevention, and Intervention. D. Skills and Practice

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
3. Promotes optimal human development, wellness, and mental health through prevention, education, and

advocacy activities.

4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
7. Applies current record-keeping standards related to clinical mental health counseling.
8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

Diversity and Advocacy. F. Skills and Practice

1. Maintains information regarding community resources to make appropriate referrals.
2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

Assessment. H. Skills and Practice

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, and a psychological assessment for treatment planning and caseload management.
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

Research and Evaluation. J. Skills and Practice

1. Applies relevant research findings to inform the practice of clinical mental health counseling.
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

Diagnosis. L. Skills and Practice

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing effects.

COUN 6990 SC Internship in School Counseling

Common Core Standards

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE

- h. The role and process of the professional counselor advocating on behalf of the profession.

School Counseling Standards

Foundations. B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

Counseling, Intervention, and Prevention. D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

Diversity and Advocacy. F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

Assessment. H. Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and /or community resources.

Research and Evaluation. J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.

2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
3. Analyzes and used data to enhance school counseling programs.

Academic Development. L. Skills and Practices

1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

Collaboration and Consultation. N. Knowledge

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families)

Leadership. P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

Professional Counselor Licensure

Professional counselors must become licensed before they can independently provide behavioral health services to the public (except for some exempt state and federal institutions). The licenses to practice professional counseling are controlled by state governments, however, and not by universities, professional organizations, or the federal government. In Wisconsin and many other states, a license to practice professional counseling requires that one has graduated with a master's degree in counseling (such as from the program described above), passed the various licensure examinations required by the individual states, and completed a minimum of 3000 hours (but in not less than two years) of supervised post-graduate professional experience. Our department students are allowed to take the Graduate Student Administration of the National Counselor Examination (NCE), the exam required for licensure as a professional counselor in Wisconsin and most other states, while they are still students. Doing so has several benefits, so students should consider this option as they near the end of their programs (more information regarding this test is distributed to students every semester). It

is important to note that the attainment of a master's degree in counseling does not guarantee the student a license in any state, but that the master's degree is a required part of the licensure process.

Graduates who desire to be certified as professional counselors in Wisconsin will need to contact the Department of Safety and Professional Services (<http://drl.wi.gov/profession.asp?profid=43&locid=0>) for application materials. Graduates who desire to become licensed as professional counselors in another state will need to contact the appropriate Examining Board in the state in which they wish to become licensed.

School Counselor Licensure

To provide school counseling services in schools, graduates must become licensed as a professional school counselor in the state in which they intend to practice. All states require licensing to practice as a professional school counselor and all states establish administrative guidelines that determine who may qualify for licensing in that respective state. In Wisconsin, an applicant must graduate from a Department of Public Instruction (DPI) approved program, pass the PRAXIS II Professional School Counselor Examination (CDT Code, 5421; PDT Code, 0421) with a qualifying score of 156 or higher, and have completed a minimum of 600 hours of internship under the supervision of a qualified school counselor (i.e., minimum of 3 years of post-degree professional experience as a licensed professional school counselor). Outside of Wisconsin, students should consult the Department of Education in the states that students may wish to apply. It is the responsibility of each student to verify all training programs for states they are interested in apply for licensing to ensure that program planning can account for any variations between CECP program requirements and the requirements for licensing in other states. It is important to note that the attainment of a master's degree in counseling does not guarantee the student a license in any state, but that the master's degree is a minimal required component of the licensure process in all states. Students applying for a license in Wisconsin should work with the Coordinator of the School Counseling program.

For further information on the licensing as a professional school counselor, see DPI's frequently asked questions fact sheet (<http://tepd.dpi.wi.gov/licensing/apply-for-a-license>). For further information on licensing in Wisconsin, contact the Department of Public Instruction or see their website (<http://tepd.dpi.wi.gov/licensing/license-types-and-requirements>).

Endorsement for Licensure

The CECP department will complete educational verification forms for licensure for graduates of our program. The CMHC graduates will have completed the 60-credit CMHC degree, which includes passing the CPCE (CMHC master's comprehensive exam) and at least 6 credits (600 supervised hours) of internship at an approved site. Graduates of the SC degree will have completed the 48-credit SC degree, which included at least 6 credits (600 supervised hours) of Internship at an approved site and passing the Praxis II (SC master's comprehensive exam).

School Counselors Seeking LPC Licensure

Graduates of the 48-credit school counseling program who would like to also complete requirements towards licensure as an LPC will need to complete the following requirements in addition to their school counseling degree:

- An additional 12 hours of coursework (to bring the total of credits to 60), including: Foundations of Clinical Mental Health Counseling (COUN 6003) and Leadership and Administration of Mental Health Services (COUN 6400).
- 600 hours of supervised internship experience at an approved clinical mental health counseling site
- Pass the CPCE (CMHC master's comprehensive examination)

**Master of Science in Clinical Mental Health Counseling
Recommended Course Sequence – Admitted Fall 2017**

Fall Year 1	Spring Year 1	Summer Year 1
COUN 6000* Introduction to Counseling	COUN 6003* Foundations of Clinical Mental Health Counseling	COUN 6080** Career Development and Counseling
COUN 6020* Life-Span Human Development	COUN 6012 Professional Ethics and Legal Issues in CMHC	Elective
COUN 6030* Theories of Counseling	COUN 6120** Group Counseling	Elective
COUN 6060* Psychopathology and Diagnosis	COUN 6965* Counseling Practicum	Elective
Fall Year 2	Spring Year 2	
COUN 6040** Multicultural Counseling	COUN 6400 Leadership & Administration of Mental Health Counseling Services	
COUN 6050** Research Methods in Counseling	Elective	
COUN 6070* Assessment in Counseling	Elective	
COUN 6986 Internship in Counseling	COUN 6986 Internship in Counseling	CPCE Spring Year 2

**Prerequisite for COUN 6986 Internship in*

Counseling

***Must be taken prior to or concurrently with COUN 6986 Internship in Counseling*

Specialization Requirement

(Note these courses can be electives for CMHC students without a specialization)

Addictions Specialization

COUN 6150 Addictions Counseling
(Typically offered in Summer)

COUN 6230 Psychopharmacology
(Typically offered in Summer)

Child/Adolescent Specialization

COUN 6130** Family Counseling
(Typically offered in Spring)

COUN 6160 Counseling with Children and Adolescents
(Typically offered in Summer)

Possible Electives for All Students

COUN 6220 Consultation Strategies
(Typically offered in Spring)

COUN 6170 Trauma Counseling
(Typically offered in summer)

COUN 6230 Psychopharmacology
(Typically offered in Summer)

COUN 6931 Advanced CBT
(Typically offered in Spring)

Master of Arts in School Counseling
Recommended Course Sequence
Admitted Fall 2017

<i>Fall Year 1</i>	<i>Spring Year 1</i>	<i>Summer Year 1</i>
COUN 6000* Introduction to Counseling	COUN 6001* Foundations of School Counseling	<i>COUN 6080*</i> <i>Career Development and Counseling</i>
COUN 6020* Life-Span Human Development	COUN 6010* Professional Ethics and Legal Issues in School Counseling	<i>COUN 6160**</i> Counseling with Children and Adolescents
COUN 6030* Theories of Counseling	<i>COUN 6120**</i> <i>Group Counseling</i>	
COUN 6060* <i>Psychopathology and Diagnosis</i>	<i>COUN 6970*</i> <i>School Counseling Practicum</i>	
<i>Fall Year 2</i>	<i>Spring Year 2</i>	
<i>COUN 6070*</i> <i>Assessment in Counseling</i>	<i>COUN 6410</i> <i>Leadership & Educational Admin for School Counseling</i>	
<i>COUN 6040**</i> <i>Multicultural Counseling</i>	<i>COUN 6990</i> <i>Internship in School Counseling</i>	
COUN 6050** <i>Research Methods in Counseling</i>		
<i>COUN 6990</i> <i>Internship in School Counseling</i>	<i>CPCE</i>	

*Prerequisite for COUN 6990 Internship in School Counseling

**Must be taken prior to or concurrently with COUN 6990 Internship in School Counseling

Application Process for Obtaining a Practicum and Internship Placement

The department encourages CMHC students to complete Practicum and Internship at the same site; this allows for continuity of learning and a smooth transition to Internship, both for students and the clients being served at these sites. Selection of potential practicum and internship sites is the joint responsibility of the Master's Program Director and the Practicum and Internship Coordinator. In rare cases, a student or site may decide that the student should not stay at the site for internship. In these circumstances, students should inform the Practicum instructor and Practicum and Internship Coordinator as soon as possible to discuss the internship site application process.

The practicum placement process is reviewed with students during group advising meetings in Fall of this first year. Below are the guidelines that are shared with students at this meeting.

Practicum Application Process for Clinical Mental Health Counseling Program

1. Complete interest form and submit to Dr. Cook (Practicum and Internship Coordinator).
2. Begin revising your resume/CV.
3. Begin drafting a general cover letter that you can tailor to particular sites. A sample cover letter can be found on the department website.
4. You will begin to receive emails from Dr. Cook that describe openings at practicum/internship sites that are the best match for your interests/goals. If you are interested in possibly applying to the site, you should respond *immediately* to Dr. Cook. He will then provide the specific directions and contact information for applying.
 - a. Please be sure to cc (email copy) Dr. Cook on the application you send to sites.
5. You will send your CV/resume and cover letter to each site to which you are asked to apply. If you do not receive a response from the site contact within 2 weeks, please follow-up with Dr. Cook to let him know.
 - a. Please keep Dr. Cook updated with any responses you get from site representatives.
6. If you receive an interview at a site, below are some suggestions.
 - a. Prepare for your interview by researching the site, and thinking carefully about how your interests and skills fit with the site.
 - b. Approach the interview in a professional manner, treating this interview as you would a job interview.
 - c. Bring a copy of your application letter and resume/CV with you to the interview, even if you have already sent them a copy.
 - d. Bring a copy of your Master's Practicum and Internship Handbook to the interview as well in case there are any questions about the program.
 - e. Make sure that your potential site supervisor either has access to the Practicum Handbook via our departmental website or a hard copy of the Handbook. The URL is: <http://www.marquette.edu/education/pages/programs/coep/practicum.shtml>
 - f. Present a completed copy of the "Supervision Agreement Form for Practicum" (Practicum and Internship Handbook) to your potential supervisor so that the supervisor and agency representative can sign the form and return it to you (by pick-up or mail) if you are selected for practicum and/or internship at that site.
 - g. Be prepared to answer questions and ask questions about topics related to your practicum and/or internship placement.
 - h. Ask them when they expect to make decisions about practicum student placements and if they need any further information from you.
7. **Notify the Practicum and Internship Coordinator and Director of Counselor Education via email as soon as you receive and offer from a site.**
 - a. If you want to accept the offer, do so immediately and inform Dr. Cook
8. If you receive an offer at a site or are waiting to hear about other offers, you will have to make some difficult decisions in consultation with your advisor and Dr. Cook. Some suggestions:

- a. Thank any site for an offer you receive, and ask them when they would need to know your final decision. (It is probably not necessary to tell them you are waiting to hear from another site)
 - b. Respect all final decision dates and make the best choice you can regarding your placement.
9. The department needs to receive the completed Supervision Agreement Form for Practicum to reflect your acceptance of a position at a practicum and/or internship site. The supervisor and relevant clinic manager or director both need to sign the form.

Guidelines for Acquiring and Securing an Internship Site for School Counseling Students

- A. Submit internship application, internship application letter (discuss professional goals, strengths and limitations, readiness for internship), and your vitae (see example at http://www.marquette.edu/education/pages/programs/CECP/docs/cv_model.doc)
- B. Arrange interviews with possible internship sites and supervisors. During your interview you must identify relevant school counseling activities and identify the activities that will be completed at the site
- C. If you are completing an internship outside of WAWM: After you have identified a site and come to a verbal agreement with the site supervisor you should immediately forward a completed Internship Supervision Agreement to Dr. Burkard.
- D. Dr. Burkard sends letter of confirmation and supervisor agreements to potential site supervisor
- E. If a current School Counseling Affiliation Agreement is not on file for a school or school district, Dr. Burkard sends and requests the school complete a School Counseling Affiliation Agreement

Background Checks

- All CECP students are required to complete Caregiver Background Checks during orientation in the Fall semester. Information from these background checks is kept on file. If a practicum or internship site requests the results of this check, the department administrative assistant can provide this information.

Other Health Information

- TB, X-ray, other tests and vaccinations.
 - Some practicum/internship sites, and especially hospitals and other facilities offering medical care, may require these additional tests before an internship placement can begin.

Professional Liability Insurance

CECP practicum/internship students are provided with professional liability insurance by Marquette University when they are engaged in approved practicum or internship training. This includes breaks between semesters and Spring Break, as long as the student is receiving supervision on-site and the arrangement has been approved by the site supervisor and the course instructor from the previous semester. As specified in the CMHC Agreement that the department has made with each site, the site also agrees to maintain professional liability insurance for its employees and agents. The CECP Department does not require additional coverage—the decision to obtain this is entirely up to the student. This type of insurance can be obtained through ACA student membership.

Summer Internship

Some CMHC sites require that students begin their internship over the summer. Students assigned to those sites generally replace one of their summer electives with Internship-3 credits. Students are required to attend the Summer Internship course and complete all requirements during this additional Internship semester over the summer.

Vacations and Breaks

Many sites require that students continue to fulfill their practicum and internship responsibilities during Marquette University vacations and breaks. Students should assume they will be at their sites the entire semester, and during the

break between semesters for Internship, unless they have received approval from their site supervisor for another arrangement.

Practicum Requirements

Classes. Attend all COUN 6965 or COUN 6970 class meetings. Actively participate in group consultation, discussions of issues, and case reviews. These classroom attendance hours are included in the total number of practicum hours completed.

Colloquia. All COUN 6965 or COUN 6970 students are REQUIRED to attend all CECP Colloquia. Topics and schedules will be announced annually. Colloquia are usually held on the 3rd Wednesday of the month from noon until 1:30 PM. All colloquia are open to the public.

Practicum Activities

The Counseling programs require that students complete a minimum of 100 hours of Counseling Practicum (COUN 6965 or COUN 6970) over the course of one semester. Generally this practicum experience takes place during a student's first year in the program, in the Spring semester.

Practicum placements involve a number of different activities which must be accurately documented:

Direct Service. Refers to interaction with clients that includes the application of counseling, consultation, or human development skills.

Examples: Individual, group, and family counseling, case staffing, in home services, intake and assessment activities, and consultation.

Required number of hours of direct service:

At least 40 hours.

Indirect Service. Refers to other activities including supervision, client staffing, gathering information about the client but not in the actual presence of the client (e.g., outside the counseling/therapy hour).

Examples: Writing process/progress notes, supervision, reviewing charts, time spent planning interventions, consulting with other professionals about a case, video/audiotape review.

Required number of hours of indirect service:

Around 60 hours.

Documentation of Practicum Activities/Hours

Students are expected to maintain a weekly log of activities completed relating to the practicum (e.g., client sessions, preparation for counseling, case documentation, preparation for supervision, supervision, administrative duties, etc.). A sample weekly log is provided on the CECP website. These logs must be reviewed and initialed by your site supervisor on a weekly basis. It is also recommended that you keep information regarding, age, race, diagnosis, and activities performed with individual clients. Students must also submit a mid-semester and an end-of-semester summary of practicum hours. These mid-term and end-of-term summaries must be signed by your site supervisor and submitted for retention in the department files. Students must also keep copies of these documents for their permanent personal files.

Practicum Site Responsibilities

Clinical Affiliation Agreement

The CECP Practicum and Internship Coordinator will provide each internship-site training director with two copies of the Clinical Affiliation Agreement to be signed by the authorized site representative unless a signed agreement is already on file with CECP Department.

The Clinical Affiliation Agreement must be signed by all parties prior to the student beginning the internship.

Student Status

During the practicum and internship the student should have a title such as “trainee,” “internship student,” “extern” or similar designation of trainee status.

Students may receive a stipend from the internship site for practicum placements if the site is willing to provide this. Unfortunately, such stipends are definitely not the norm.

Students may do a practicum placement at a site where they are employed. However, because of potential issues relating to dual-relationships and competing demands with regard to employees’ responsibilities vs. a student’s responsibilities, these placements are subject to special review by the Practicum and Internship Coordinator and Director of Counselor Education. In these situations, the training activities including supervision are subject to more explicit and rigorous guidelines.

Site Visits

During the practicum, the university supervisor will usually have two in-person meetings with the student and the site supervisor. These generally take place at the beginning and end of the semester.

Bi-Weekly Consultation

Practicum supervisors and faculty supervisors (generally the instructor of the COUN 6965 or COUN 6970 Practicum course) are required to engage in bi-weekly consultation. The bi-weekly consultation does not have to be face-to-face, but can utilize electronic forms of communication (e.g., e-mail, phone, videoconferencing). The intent of the bi-weekly supervision is that it is regular and substantive in nature, focused on student development, rather than just periodic check-ins to ensure things are going okay.

Consultation with CECP Department

The university COUN 6965 or COUN 6970 instructor, the Practicum and Internship Coordinator, the Master’s Program Director, and the Program Coordinators are available to both the student and site supervisor as needed. For example, students and supervisors may seek consultation with regard to conflict resolution, concerns regarding inadequate performance, ethical dilemmas, and ways to improve training.

Termination of student placement

The practicum site may cancel the practicum placement of any student whose performance is unsatisfactory or whose personal characteristics prevent desirable and appropriate relationships within the site. The site will provide the student and the CECP Department with written justification for the proposed cancellation of a placement. Prior to such cancellation, the site supervisor shall notify the COUN 6965 or COUN 6970 instructor and the Practicum and Internship Coordinator about the proposed termination.

Any student who has been notified by a supervisor about concerns should communicate these with her/his instructor as soon as possible.

Supervision

Individual and/or triadic supervision can be provided by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.

Supervisor Qualifications: The primary site supervisor is often a Licensed Professional Counselor (LPC), but can also be a Licensed Marriage and Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW), or a licensed Psychologist or Psychiatrist.

For the *Addictions Counseling specialization*, a Clinical Supervisor is defined as (in accordance with Wisconsin Department of Health Services Chapter DHS 75 :

1. An individual who holds an intermediate clinical supervisor certificate or an independent clinical supervisor; **OR**
2. A physician knowledgeable in addiction treatment; **OR**
3. A psychologist knowledgeable in psychopharmacology and addiction treatment.

For School Counseling students, the following supervisor requirements apply:

1. Primary School Counseling Supervisor must have a masters degree in Counseling, be licensed as a School Counselor, and have had a minimum of 3 years professional experience as a School Counselor
2. The school must have adopted the *ASCA National Model for School Counseling* or the *Wisconsin Comprehensive School Counseling Model* (or an equivalent comprehensive guidance model) for their school counseling program.

Weekly individual and/or triadic supervision can be provided by the on-site supervisor, a student supervisor, or a CECP faculty member. The supervisor has the primary responsibility for providing the internship student with direct individual and/or triadic supervision on a regularly scheduled weekly basis.

Amount of Individual and/or Triadic Supervision: For practicum, an average of 1 hour per week on-site is required.

Group Supervision: For practicum, an average of 1½ hours per week is required. Includes the time spent in COUN 6965 class focusing on discussion of specific client cases. (Note: **COUN 6965 or COUN 6970 class hours** not considered group supervision should be counted as didactic or training hours.).

**Note that some students may be asked to receive additional supervision provided by a CECP doctoral student.

Observation of sessions: Students are expected to review their sessions with their supervisor via audio-recording or video-recording in compliance with the CECP HIPAA Compliance Policy (See below). If students are precluded from recording sessions due to CECP HIPAA Compliance Policy or the agency policy, then it is expected that the site supervisor will provide in-person observation. Observation of sessions can count as 1:1 supervision.

Practicum Learning Agreement (PLA)

1) Practicum Learning Agreement (PLA: length should be 2 - 3 typed pages) - The PLA consists of the following elements:

- i) A narrative description of your perceived professional strengths and expected growth areas.
- ii) A statement of your intended future professional goals/practice area(s).
- iii) A “learning plan” in table form with the following three column headers for the semester’s practicum/internship that documents:

(1) Goals (i.e., what do I want to learn through this practicum/internship, what do I want to get out of this practicum/internship, how do I want to be different as a counselor by the end of

this practicum/internship?) Remember that goals are to be small, concrete, specific, salient, attainable, and measurable.

- (2) **Activities** (what are the specific steps, activities, procedures, experiences I need to pursue to meet these goals?)
- (3) **Outcome** (how will I objectively measure whether or not I met these goals?).
- iv) A brief description of ways in which you will implement self-care this semester.
- v) The Initial PLA must be reviewed, approved, signed and dated by you, your site supervisor, and lastly by your course instructor; provide a space at the end of the PLA for signatures and dates.
Due: XXX
- vi) The PLA should be revisited again at the end of the semester. In the “revisited” version, please address the degree to which you met your goals, and discuss what helped and hindered your meeting them. This revisited PLA can also include any changes in strengths/growth areas, intended future practice areas, and self-care strategies. Also be sure to include a statement about your assessment of personal readiness for internship. *Due: XXX*
- vii) The PLA will be evaluated based on a rubric distributed in class.

Evaluation of Students

- ◆ Final grades will be assigned by the university supervisor in consultation with the site supervisor. Evidence of a student’s achievement level will be obtained through conversation with the onsite supervisors, evaluation of practicum performance documented on the supervisors’ evaluation of practicum student form, and behavioral observations by the instructor.
- ◆ Ongoing evaluation of the practicum students must be conducted throughout the practicum. Students will be evaluated based on achievement in regard to the Course Outcomes (knowledge and skills/practices), performance of assignments, growth in their counseling skill levels and their overall professional growth over the course of the practicum.
- ◆ Written evaluations of students will be completed by the site supervisors at the end of the semester. Students will provide site supervisors a copy of the **supervisor evaluation** for this purpose. Site supervisors need to review their evaluations with the students. Students and supervisors must sign the evaluation indicating that the evaluation has been reviewed.
- ◆ Copies of the site supervisor's evaluations and the instructor's evaluation will be given to students and copies will be placed in students' CECP file along with any statements students wish to provide regarding their performance in the practicum.

Evaluation of Site and Supervision

- ◆ Each semester students will complete an evaluation of the site and supervision. These evaluations will be turned into the practicum instructor and held in the CECP office. Evaluations will not be shared directly with site supervisors until the practicum and internship placement is completed.
- ◆ In those cases where the student has not evidenced the minimum skill level and professional development to successfully advance to the next level of training, it will be recommended that the student repeat the course and/or abide by departmental directives in accordance with the Department of Counselor Education and Counseling Psychology’s remediation procedures. Note that ethical and legal violations by a student may result in a failing grade for the course and possible dismissal from the program.
- ◆ Students should also be aware of the policies of the Graduate School regarding Clinical Placements (Graduate Bulletin):

By virtue of the special nature of clinical courses in health care and other human service fields, students will be held to clinical and professional standards in addition to academic standards. If, in the opinion of the supervising faculty member, the student is falling short of expected levels of performance or professional behavior, the student may be removed immediately from the class. In many cases, the

student will be counseled regarding the deficiency and will be given an opportunity to retake the class. However, depending on the type and severity of the deficiency, the student may be dismissed from the program and the Graduate School.

Approval to Begin Internship

Students will be formally approved to begin an **internship** placement at a site when:

- You have received an email from the Practicum and Internship Coordinator that states you have been formally approved to begin Internship. You can expect this email soon after you complete your Practicum experience. In order to be approved for internship, the following requirements will be verified;
 - You have passed all of the prerequisite courses with a grade of “BC” or better.
 - You have filed all the practicum-related documentation (hours logs, supervision agreements, supervisor evaluations, etc.) with the department.
 - You have maintained your status as a student in “good standing.” Approval for beginning or continuing in internship can be revoked at any time due to factors such as student impairment, incompetence, and unethical behavior. The faculty will immediately notify students who are encountering problems of these types.
- The “Supervision Agreement for Practicum/Internship” is signed by all parties (i.e., your site supervisor, the relevant clinical manager/director, and the CECP Master’s Program Director). The original copy of this form is maintained by the CECP Department Office.
- A “Clinical Affiliation Agreement” is signed by all the relevant parties. This legal agreement between Marquette University and each site is normally already in place for all of the internship sites on our list of approved internship sites. The Practicum and Internship Coordinator will assist with securing any Clinical Affiliation Agreements that have not yet been completed.

Internship Requirements

Classes. Attend all COUN 6986 or COUN 6990 class meetings. Actively participate in group consultation, discussions of issues, and case reviews. These classroom attendance hours are included in the total number of internship hours completed.

Colloquia. All COUN 6986 or COUN 6990 students are REQUIRED to attend all CECP Colloquia. Topics and schedules will be announced annually. Colloquia are usually held on the 3rd Wednesday of the month from noon until 1:30 PM. All colloquia are open to the public.

Internship for Variable Credit. In unusual cases, students may register for other than the usual 3 credits of internship per semester if they complete other than the normal 20 hours (approximately) per week of internship. These variations occur very rarely in terms of COUN 6986 internship, but will be considered if a student has a need to complete part of her or his internship at a slower-than-usual rate (e.g., 10 hours per week). Students need prior approval from the Program Director to complete any level of internship different from the usual 3-credit, 20-hours-per week schedule before they apply to internship sites for such an arrangement.

- The total number of internship hours required in the program remains the same regardless of whether it is completed according to an alternative schedule. Both the Master of Arts in Counseling Program (School Counseling Specialization) and Master of Science in Clinical Mental Health Counseling program require a minimum of 600 total internship hours.
- For every 10 hours per week of internship, students need a minimum of ½ hour per week of 1:1 supervision with the site supervisor.
- Regardless of credit-level, students are expected to attend all the internship classes for the entire class period.

Internship Activities

Students in the master's programs normally complete two semesters of Counseling Internship on a half-time basis (roughly 20 hours per week for 15 weeks in a semester, over two semesters, for a total of 600 hours). Internship normally occurs over the Fall and Spring semesters, and students usually spend between 17 and 20 hours on site at their internship placements in face-to-face client contact, supervision meetings, writing reports and case notes, consultation, and other approved support activities. In addition, students attend a two hour and forty-minute COUN 6986 or COUN 6990 class on campus, which results in 20-23 total hours of internship time plus the time required for class preparation (readings, presentations, etc.).

For SC students, the following requirements apply to internship:

1. Students are required to complete at least two internship experiences in an WAWM setting where the student population is at least 30% students of color (e.g., African American, Asian American, Latina/o, Native American), unless otherwise approved by Coordinator of School Counseling.
2. Complete a 600-hour internship that spans a PK-12 school setting. Under P.I. 34 students are required to complete a 600-hour internship that extends across the PK-12 school experience (i.e., elementary school, middle school, high school). To meet this licensing requirement we require that students complete hours during their school counseling internship based on the following guidelines:
 - a. 200 hours of experience in an elementary school age population
 - b. 100 hours of experience in a middle school age population
 - c. 200 hours of experience in a high school age population
 - d. An additional 100 hours are required and can be targeted to the populations identified in 1 through 3 based upon the student's professional development goals

Internship placements involve a number of different activities which must be accurately documented:

Direct Service. Refers to interaction with clients that includes the application of counseling, consultation, or human development skills.

Examples: Individual, group, and family counseling, case staffing, in home services, intake and assessment activities, and consultation.

Required number of hours of direct service:

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

Indirect Service. Refers to other activities including supervision, client staffing, gathering information about the client but not in the actual presence of the client (e.g., outside the counseling/therapy hour).

Examples: Writing process/progress notes, supervision, reviewing charts, time spent planning interventions, consulting with other professionals about a case, video/audiotape review.

Required number of hours of indirect service:

Around 360 hours.

Documentation of Internship Activities/Hours

Students are expected to maintain a weekly log of activities completed relating to the internship (e.g., client sessions, preparation for counseling, case documentation, preparation for supervision, supervision, administrative duties, etc.). A sample weekly log is available on the CECP website. These logs must be reviewed and initialed by your site supervisor on a weekly basis. It is also recommended that you keep information regarding, age, race, diagnosis, and activities performed with individual clients. Students must also submit a mid-semester and an end-of-semester summary of internship hours.

These mid-term and end-of-term summaries must be signed by your site supervisor and submitted for retention in the department files. Students must also keep copies of these documents for their permanent personal files.

Internship Site Responsibilities

Clinical Affiliation Agreement

The CECP Master's Program Director or Practicum and Internship Coordinator will provide each internship-site training director with two copies of the Clinical Affiliation Agreement to be signed by the authorized site representative unless a signed agreement is already on file with CECP Department. The Clinical Affiliation Agreement must be signed by all parties prior to the student beginning the internship.

Student Status

During the practicum and internship the student should have a title such as "trainee," "internship student," "extern" or similar designation of trainee status.

Students may receive a stipend from the internship site for internship placements if the site is willing to provide this. Unfortunately, such stipends are definitely not the norm.

In rare circumstances, students may do an internship placement at a site where they are employed. However, because of potential issues relating to dual-relationships and competing demands with regard to employees' responsibilities vs. a student's responsibilities, these placements are subject to special review by the Master's Program Director and Program Coordinators. In these situations, the training activities including supervision are subject to more explicit and rigorous guidelines.

Site Visits

During the internship, the university supervisor will usually have at least three meetings with the student and the site supervisor:

Initial site visit. The initial site visit is used for orientation and clarification of the supervisory agreement and the goals for internship. At this visit, it must be verified that the site supervisor has been provided a copy of the course syllabus requirements, a copy of the internship handbook, and evaluation forms to be completed at the end of each semester, the supervision agreement has been signed by the student, the site supervisor, and the course instructor, and the Internship Learning Agreement (ILA) has been reviewed and signed by all parties. In addition, it must be verified that the student has been provided with a comprehensive orientation to the site, including but not limited to policies philosophy, procedures, protocols, rules, and expectations.

Midterm Visit. The midterm visit is used to assess continuing progress on internship.

Termination Visit. The termination site visit is used as a forum for "in-person" evaluation of the student, the internship site, and the interface with the CECP Department.

Consultation with CECP Department

The university COUN 6986 or COUN 6990 instructor, the Practicum and Internship Coordinator and Program Coordinators are available to both the student and site supervisor as needed. For example, students and supervisors may seek consultation with regard to conflict resolution, concerns regarding inadequate performance, ethical dilemmas, and ways to improve training.

Termination of student placement

The internship site may cancel the internship placement of any student whose performance is unsatisfactory or whose personal characteristics prevent desirable and appropriate relationships within the site. The site will provide the student and the CECP Department with written justification for the proposed cancellation of a placement. Prior to such cancellation, the site supervisor shall notify the COUN 6986 or COUN 6990 instructor and the Practicum and Internship Coordinator about the proposed termination.

Any student who has been notified by a supervisor about concerns should communicate these with her/his instructor as soon as possible.

Supervision

Supervision of the internship student is the joint responsibility of the university and the professional staff of the internship site.

Supervisor Qualifications: The primary site supervisor is often a Licensed Professional Counselor (LPC), but can also be a Licensed Marriage and Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW), or a licensed Psychologist or Psychiatrist. The site supervisor has the primary responsibility for providing the internship student with direct individual and/or triadic supervision on a regularly scheduled weekly basis.

For the *Addictions Counseling specialization*, a Clinical Supervisor is defined as (in accordance with Wisconsin Department of Health Services Chapter DHS 75) :

1. An individual who holds an intermediate clinical supervisor certificate or an independent clinical supervisor; **OR**
2. A physician knowledgeable in addiction treatment; **OR**
3. A psychologist knowledgeable in psychopharmacology and addiction treatment.

For *School Counseling* students, the following supervisor requirements apply:

1. Primary School Counseling Supervisor must have a masters degree in Counseling, be licensed as a School Counselor, and have had a minimum of 3 years professional experience as a School Counselor
2. The school must have adopted the *ASCA National Model for School Counseling* or the *Wisconsin Comprehensive School Counseling Model* (or an equivalent comprehensive guidance model) for their school counseling program.

Amount of Individual and/or Triadic Supervision:

For internship, a minimum of 1 hour of on-site supervision is required.

Group Supervision: For internship, an average of 1½ hours per week of group supervision is required. Includes the time spent in COUN 6986 or COUN 6990 class focusing on discussion of specific client cases. (Note: **COUN 6986 class hours** not considered group supervision should be counted as didactic or training hours.). Group supervision at the internship site is desirable, but not required. Group supervision can NOT be substituted for the individual supervision requirements.

Observation of sessions: Students are expected to review their sessions with their supervisor via audio-recording or video-recording in compliance with the CECP HIPAA Compliance Policy (See below). If students are precluded from recording sessions due to CECP HIPAA Compliance Policy or the agency policy, then it is expected that the site supervisor will provide in-person observation of a minimum of 2 sessions per semester. Observation of sessions can count as 1:1 supervision.

2) Internship Learning Agreement (ILA: length should be 2 - 3 typed pages) - The ILA consists of the following elements:

- i) A narrative description of your perceived professional strengths and expected growth areas.
- ii) A statement of your intended future professional goals/practice area(s).
- iii) A “learning plan” in table form with the following three column headers for the semester’s practicum/internship that documents:
 - (1) **Goals** (i.e., what do I want to learn through this practicum/internship, what do I want to get out of this practicum/internship, how do I want to be different as a counselor by the end of this practicum/internship?) Remember that goals are to be small, concrete, specific, salient, attainable, and measurable.
 - (2) **Activities** (what are the specific steps, activities, procedures, experiences I need to pursue to meet these goals?)
 - (3) **Outcome** (how will I objectively measure whether or not I met these goals?).
- iv) A brief description of ways in which you will implement self-care this semester.
- v) The Initial ILA must be reviewed, approved, signed and dated by you, your site supervisor, and lastly by your course instructor; provide a space at the end of the ILA for signatures and dates.
Due: XXX
- vi) The ILA should be revisited again at the end of the semester. In the “revisited” version, please address the degree to which you met your goals, and discuss what helped and hindered your meeting them. This revisited ILA can also include any changes in strengths/growth areas, intended future practice areas, and self-care strategies. *Due: XXX*
- vii) The ILA will be evaluated based on a rubric distributed in class.

Evaluation of Students

- ◆ Final grades will be assigned by the university supervisor in consultation with the site supervisor. Evidence of a student’s achievement level will be obtained through conversation with the onsite supervisors, evaluation of internship performance documented on the supervisors’ evaluation of extern form, and behavioral observations by the instructor.
- ◆ Ongoing evaluation of the internship student must be conducted throughout the internship. Students will be evaluated based on achievement in regard to the Course Outcomes (knowledge and skills/practice), performance of assignments, growth in their counseling skill levels and their overall professional growth over the course of the internship.
- ◆ Written evaluations of students will be completed by the site supervisors at mid-term and at the end of the semester. Students will provide site supervisors a copy the supervisor evaluation form for this purpose. Site supervisors need to review their evaluations with the students. Students and supervisors must sign the evaluation indicating that the evaluation has been reviewed.
- ◆ Copies of the site supervisor's evaluations and the instructor's evaluation will be given to students and copies will be placed in students' CECP file along with any statements students wish to provide regarding their performance in the internship.

Evaluation of Site and Supervision

- ◆ Each semester students will complete an evaluation of the site and supervision. These evaluations will be turned into the internship instructor and held in the CECP office. Evaluations will not be shared directly with site supervisors until the internship placement is completed.
- ◆ In those cases where the student has not evidenced the minimum skill level and professional development to successfully advance to the next level of training, it will be recommended that the student repeat the course and/or abide by departmental directives in accordance with the Department of Counselor Education and Counseling Psychology's remediation procedures. Note that ethical and legal violations by a student may result in a failing grade for the course and possible dismissal from the program.
- ◆ Students should also be aware of the policies of the Graduate School regarding Clinical Placements (Graduate Bulletin):

By virtue of the special nature of clinical courses in health care and other human service fields, students will be held to clinical and professional standards in addition to academic standards. If, in the opinion of the supervising faculty member, the student is falling short of expected levels of performance or professional behavior, the student may be removed immediately from the class. In many cases, the student will be counseled regarding the deficiency and will be given an opportunity to retake the class. However, depending on the type and severity of the deficiency, the student may be dismissed from the program and the Graduate School.

Field Placement Policy

Occasionally, students may be involved in clinical activities (e.g., assessment, therapy, supervision) outside of their required practicum or internship. In some of these circumstances, students may choose to enroll in additional semesters of internship or field placement. The information below describes the program's policy regarding such circumstances, and should be used to guide students' decisions.

For such activities to be considered approved internship activities, a Clinical Affiliation Agreement must be in place, as must a supervision agreement (i.e., students must be supervised in these activities). In addition, the student must enroll in either COUN internship or COUN field placement (students usually register for field placement only after they have completed all of their required COUN internship; they may register for either part- or full-time field placement, depending on their need to retain full-time student status; either option costs the same). These students must attend internship class and complete all internship assignments/requirements. The university shall provide professional liability and general liability protection for students in approved internship, as it does for its students in other clinical placements (unless a student is employed by the internship site, in which case, the internship site is responsible for providing such coverage).

If students' employment involves the provision of mental health services, or if they are engaged in volunteer activities in which they provide mental health services, those hours are not considered approved practicum/internship activities. Students in such circumstances need not enroll in COUN internship or field placement, and these hours can never be considered internship. In addition, such students are prohibited from describing their provision of these mental health services as part of their required program activities.

If a student is paid for providing mental health services during internship/field placement, the student must inform the COUN Director of Training. Remuneration may require review of an affiliation agreement and may have tax or insurance coverage implications.

Taping Policy

Students are required to audio and/or videotape most of their sessions with clients and have these tapes available for use during individual supervision and in practicum/internship courses. Clients must provide consent (or assent, if they

are under 18 and their parents/guardians have provided consent) to being taped. The department has an *Informed Consent to Audiotape and/or Videotape Counseling Sessions* (see Appendix N) form that must be completed by the practicum student/intern and signed by the client and supervisor before any recording can take place. Students must assure that the tapes are stored in a secure location and will not be shared with anyone outside the context of individual and group supervision. In cases where the agency has a separate taping form, both the Marquette University and agency forms must be completed.

Departmental HIPAA Compliance Policy

The CECP Department requires all of its students and faculty involved in offering health care services and/or protected health information to familiarize themselves with the requirements of HIPAA (Health Insurance Portability and Accountability Act). This includes all full-time department staff and faculty and all students in counseling and counseling psychology. School counseling students and others whose primary work involves educational rather than health records also need to follow the requirements of FERPA (Family Educational Records and Privacy Act). They will need to be aware of HIPAA requirements, however, because they are likely to handle protected health information from various psychological and medical providers (e.g., school nurses; students' therapists, psychologists, and pediatricians) on a regular basis.

The Department's Privacy Officer is currently Dr. Tim Melchert. He is responsible for developing the Department's HIPAA Compliance Policy, ensuring that students, staff and faculty are informed about the policy, and handling inquiries with regard to HIPAA requirements.

CECP Departmental HIPAA Requirements

1. Complying with agency policies for ensuring HIPAA compliance. The CECP Department does not offer health care services directly to the public because we do not maintain an in-house counseling clinic. Instead, we rely on departments and agencies in other units of the University or off campus for all of our field experiences and internship training. When offering services to clients in these other departments and agencies, all faculty and students are required to familiarize themselves with and observe the requirements of those agencies with regard to HIPAA compliance.

2. Student work samples submitted for evaluation. We normally ask students who complete internship and field experiences outside of the department to submit samples of their written clinical work to the faculty for evaluation and grading. All of these materials must be completely deidentified to protect the anonymity of the clients.

According to HIPAA, protected health information is deidentified if all of the following have been removed with regard to the individual client, her or his relatives, employers, or household members of the client (see Chpt. 165.514):

1. Names;
2. All geographic subdivisions smaller than a State, including street address, city, county, precinct, zip code, and their equivalent geocodes, except for the initial three digits of a zip code if, according to the current publicly available data from the Bureau of the Census:
 - a. The geographic unit formed by combining all zip codes with the same three initial digits contains more than 20,000 people; and
 - b. The initial three digits of a zip code for all such geographic units containing 20,000 or fewer people are changed to 000.
3. All elements of dates (except year) for dates directly related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89 and all elements of dates (including year) indicative of such age, except that such ages and elements may be aggregated into a single category of age 90 or older;

4. Telephone numbers;
5. Fax numbers;
6. Electronic mail addresses;
7. Social security numbers;
8. Medical record numbers;
9. Health plan beneficiary numbers;
10. Account numbers;
11. Certificate/license numbers;
12. Vehicle identifiers and serial numbers, including license plate numbers;
13. Device identifiers and serial numbers;
14. Web Universal Resource Locators (URLs);
15. Internet Protocol address numbers;
16. Biometric identifiers, including finger and voice prints;
17. Full face photographic images and any comparable images; and
18. Any other unique identifying number, characteristic, or code.

3. Video or audio recordings of students' clinical work. Students in human service fields commonly record samples of their clinical work to submit for faculty evaluation. We are not aware of any statute or case law governing the recordings of counseling sessions made for student performance evaluation purposes. Nonetheless, these recordings could be considered to be medical records, and consequently the department currently treats them as medical records. As a result, we require that students protect recordings of their clinical work in the same way that they would protect other health information.

In general, however, it is very difficult to deidentify audio or video recordings of counseling sessions (e.g., through altering voices and images). As a result, department students cannot submit recordings of their clinical work to the faculty for purposes of evaluation unless the following conditions are met: (1) the agency maintains the original recording for the appropriate number of years for medical records in that agency; (2) the original is not allowed to leave the agency; (3) the clients signs an authorization that a copy of that original recording can be made for the specific purpose of student evaluation by a faculty supervisor; and (4) the copy will be destroyed after the evaluation has been completed.

4. Supervision of students' clinical work. Our students' clinical work is always supervised by both an on-site supervisor(s) and a department faculty supervisor(s). As a result, students' adult clients must sign an authorization for the disclosure of their health information for the purposes of supervision, and parents or guardians of a minor client must provide such an authorization when the minor is not able to legally provide such an authorization for him or herself (see the relevant Wisconsin administrative statutes). Agency forms for this purpose are usually sufficient, but students need to ensure that the informed consent forms that they use with clients note that they are being supervised by both an on-site supervisor and a department supervisor, that their supervisors have access to the client's clinical records and are monitoring the progress of the case, and that the student also participates in a consultation and supervision team comprised of their supervisor(s) and other student counselors and therapists.

5. Emailing or FAXing information to faculty supervisors. When students consult with faculty supervisors regarding their

clinical work, they may find it convenient to transmit related case information via email or FAX. Email transmissions are not secure unless they are well encrypted. Because the Department does not have the resources for handling encryption, email transmission of client records that are not deidentified to faculty supervisors is not permitted. Because of potential problems with the security of FAXed information (e.g., misdialled phone numbers, someone is not present at the receiver's FAX machine to receive the transmission at the time it occurs), students are also not allowed to FAX protected health information to faculty supervisors.

3. Disciplinary actions for noncompliance with this policy. HIPAA includes significant penalties for violations of its requirements (ranging from administrative actions to fines of up to \$250,000 and 10 years imprisonment). The University enforces compliance with HIPAA requirements for faculty and staff through its Human Resources policies. Student violations of HIPAA compliance requirements will be handled through the departmental policy on the Remediation and Dismissal of Students. Minor violations of these requirements will result in relatively minor disciplinary actions, while serious or multiple minor violations of these requirements can result in dismissal from the program.

APPENDIX A

AGREEMENT BETWEEN

MARQUETTE UNIVERSITY

DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY

AND

COOPERATING AGENCY (Name and Address):

Telephone: _____

FOR THE CONDUCT OF A SUPERVISED COUNSELING PRACTICUM

The above named agency agrees to provide the facilities, student work opportunity, instruction, and supervision necessary to properly conduct a counseling practicum experience for the student named below and according to the guidelines described in the Department of Counselor Education and Counseling Psychology's "*Handbook for Master's Counseling Practicum and Internship.*"

Name of Student

Print Name

Inclusive Dates of Practicum

On-Site Supervisor

Print Name

Agency or Clinic Director	Signature	Date
	<hr/>	
	Print Name	
	<hr/>	
Practicum Student	Signature	Date
	<hr/>	
Marquette Master's Coordinator of Program	Signature	Date
	<hr/>	

APPENDIX B
AGREEMENT BETWEEN
MARQUETTE UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY

AND

COOPERATING AGENCY (Name and Address):

Telephone: _____

FOR THE CONDUCT OF A SUPERVISED COUNSELING INTERNSHIP

The above named agency agrees to provide the facilities, student work opportunity, instruction, and supervision necessary to properly conduct a counseling internship experience for the student named below and according to the guidelines described in the Department of Counselor Education and Counseling Psychology's "*Handbook for Master's Counseling Practicum and Internship.*"

Name of Student _____
Print Name

Inclusive Dates of Internship _____

On-Site Supervisor _____
Print Name

Signature **Date**

Agency or Clinic Director _____
Print Name

Signature **Date**

Internship Student _____
Signature **Date**

**Marquette Master's
Coordinator of Program** _____

Signature **Date**

APPENDIX C

**SCHOOL COUNSELING SUPERVISION AGREEMENT
BETWEEN
DEPARTMENT OF COUNSELOR EDUCATION and COUNSELING PSYCHOLOGY (CECP):
MARQUETTE UNIVERSITY AND**

COOPERATING SCHOOL: **school name**
 Address **school address**
 Telephone **school telephone number**

FOR THE CONDUCT OF A SUPERVISED SCHOOL COUNSELING PRACTICUM

The above named school agrees to provide the facilities, student work opportunity, instruction, and supervision necessary to properly conduct a school counseling practicum experience for the student named below and according to the guidelines described in the Department of Counselor Education and Counseling Psychology Handbook for Counseling Practicum. While under the supervision of the Supervising School Counselor, the student will have the opportunity to observe and eventually deliver the following comprehensive school counseling program services: curriculum delivery, consultation and collaboration, counseling, crisis intervention, small group counseling, academic-career planning, transition services and program evaluation. The student will complete 100 practicum hours at this school.

Name of Practicum Student **Your name**

Inclusive Dates of Practicum **List Dates (Month/Year)**

Principal

Principal name	Signature	Date
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Supervising School Counselor

Supervisor name	Signature	Date
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Practicum Student

Your name	Signature	Date
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Coordinator of School Counseling
CECP Marquette University

Alan Burkard, Ph.D.	Signature	Date
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APPENDIX D**SCHOOL COUNSELING SUPERVISION AGREEMENT BETWEEN
DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY (CECP):
MARQUETTE UNIVERSITY AND**

COOPERATING SCHOOL: **Name of school**
 Address **Address of school- on one line**
 Telephone **school telephone number – on one line**

FOR THE CONDUCT OF A SUPERVISED SCHOOL COUNSELING INTERNSHIP

The above named school agrees to provide the facilities, student work opportunity, instruction, and supervision necessary to properly conduct a school counseling internship experience for the student named below and according to the guidelines described in the Department of Counselor Education and Counseling Psychology Handbook for Counseling Practicum/Internship (COUN 6965/6986) and the School Counseling Affiliation Agreement. Additionally, the student named below will have the opportunity to complete the following critical performance tasks (indicated with a checkmark), in accordance with the NCATE Accreditation requirements, while under the supervision of the Supervising School Counselor named below. The student named below will complete XX internship hours (identify the number of hours to be completed) at this school.

Critical Performance Tasks (Place an "X" for the appropriate tasks that you will complete at the site):

- Developmental Guidance Lesson (elementary or middle school level)
 Collaboration with a pupil service professional
 Counseling with culturally diverse students
 Individual counseling
 Group counseling
 Individual career counseling (high school level)
 Classroom career development intervention (middle or high school level)
 School transition service
 Demonstrates ethical and professional behavior
 Evaluation of a developmental guidance lesson or school counseling activity
 Use of technology in school counseling

Name of Internship Student **Your name**

Inclusive Dates of Internship **List specific dates of experience (Month/Year)**

Principal

Principal name Signature Date

Supervising School Counselor

Supervisor name Signature Date

Internship Student

Your name Signature Date

**Coordinator of School Counseling
CECP Marquette University**

Alan Burkard, Ph.D. Signature Date

APPENDIX E
SUPERVISOR EVALUATION OF STUDENT FORM—CMHC PRACTICUM

General Information:

- The primary supervisor completes this form at the end-of-the semester practicum experience. If the student has more than one supervisor, the supervisor with the most contact with the student should complete the evaluation after consulting with the other supervisors.
- This completed form is submitted by the student to the course instructor, who reviews and then submits it to the CECP department office to become part of the student's record in the student's practicum/internship file.
- This supervisor evaluation is considered in assigning grades for the practicum.
- Your time and careful evaluation are very important and much appreciated. Thank you!

Student Name: _____

Date of Evaluation: ____/____/____

Supervisor: _____

Practicum Site: _____

Please indicate the type of review done with the student, as well as specify the number of sessions you observed:

_____ I reviewed recordings of student's sessions. _____ Number of sessions reviewed.

_____ I observed student's sessions in person. _____ Number of sessions observed.

Instructions on Completing the Student Counseling Skills and Competencies Sections:

Supervisor feedback is a critical component of student development and evaluation. This form organizes student counseling performance into four general areas: Professional Work Requirements, Professional Ethics and Behaviors, Counseling Knowledge and Skills, and Learning Behaviors and Self-Care. Specific aspects of each area will have descriptions (rubric) of four levels of student performance: (a) the student has *not met*, (b) the student is still *developing*, (c) the student *meets expectations*, or (d) the student *exceeds expectations*. Developing skills and competencies in counseling takes time. In practicum we anticipate that students will progress from "not meeting expectations" to the "developing" and sometimes "meeting expectations" levels of performance. In internship the students should progress to levels of "meeting expectations" and "exceeding expectations."

In Sections 1-4, please check which one of the four levels of performance detailed in the following boxes

best describes your practicum student’s abilities. There is also space for comments if needed. Please think of these groupings as ‘skill sets,’ and indicate (by checking the box) which level of description best describes the student’s current level of performance as a counselor. If you find that a student is consistently performing some skills but not others within the same level (e.g., "*developing*"), please still rate the student as ‘*developing*’ and then describe the skills that need to be improved in the comment section below the box.

Section 1. Professional Work Requirements

A. Professional Role Requirements

<p><input type="checkbox"/> Not Met <i>Any two or more of the following:</i> Frequently arrives late. Does not use time effectively. Fails to inform supervisor or make arrangements for absences. Not responsive to professional norms about clothing, language, etc.</p>	<p><input type="checkbox"/> Developing Most often arrives on time but does not use time effectively. Usually informs supervisor but fails to make arrangements for absences. When requested, responsive to professional norms about clothing and language, etc.</p>	<p><input type="checkbox"/> Meets Expectations Arrives on time and uses time effectively. Informs supervisor and makes arrangements for absences. Follows professional norms about clothing, language, etc.</p>	<p><input type="checkbox"/> Exceeds Usually arrives early to prepare and uses time effectively. Is rarely, if ever, absent and always informs supervisor and makes arrangements for absence. Understands and complies with professional norms</p>
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Comments:

B. Interactions with Co-Workers

<p><input type="checkbox"/> Not Met Appears uncomfortable interacting with other staff members. Does not initiate interactions or communicate effectively with staff. Unable to effectively convey information and/or express own opinions.</p>	<p><input type="checkbox"/> Developing Usually appears comfortable interacting with other staff members. Sometimes initiates interactions and communicates effectively with staff. Moderately effective in conveying information and expressing own opinions.</p>	<p><input type="checkbox"/> Meets Expectations Appears comfortable interacting with other staff members. Regularly initiates interactions and clearly and effectively communicates with staff. Accurately conveys information and frequently expresses own opinions.</p>	<p><input type="checkbox"/> Exceeds Consistently appears comfortable interacting with other staff members. Consistently initiates interactions and clearly and effectively communicates with staff. Accurately conveys information and clearly expresses own opinions.</p>
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Comments:

Section 2. Professional Ethics and Behaviors

<p>☐ Not Met Is not aware of and/or frequently does not behave in accordance with professional ethical standards. Fails to implement appropriate informed consent procedures on a regular basis.</p>	<p>☐ Developing Is aware of and usually behaves in accordance with professional ethical standards. Implements appropriate informed consent procedures some of the time.</p>	<p>☐ Meets Expectations Is aware of and consistently behaves in accordance with professional ethical standards. Routinely implements appropriate informed consent procedures.</p>	<p>☐ Exceeds Consistently behaves in accordance with professional and ethical standards. Applies ethical reasoning to complex ethical dilemmas. Always implements appropriate informed consent procedures.</p>
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Comments:

Section 3. Counseling Knowledge and Skills

A. Knowledge and Application of Individual and Group Treatment Approaches

<p>☐ Not Met <i>Any combination of the following:</i> Limited ability to use and adapt counseling approaches in order to initiate counseling with a variety of clients. Very limited treatment planning prior to counseling activities. Does not use literature-based counseling treatment and prevention programs for client’s presenting concerns. Fails to evaluate own counseling behaviors and client outcomes. Does not reassess client needs or modify treatment plans as client’s needs change. Fails to learn about relevant community resources.</p>	<p>☐ Developing More often than not uses and adapts counseling approaches to counsel a variety of clients proficiently. Sometimes identifies and implements literature-based counseling treatment programs. Attempts to use supervisor’s treatment suggestions but often is unable to implement as intended. Evaluates own counseling behaviors and client outcomes but misses the complexity of behaviors and outcomes. Frequently forgets to reassess client needs and/or modify treatment plans as needed. Knows one or two relevant community resources for clients.</p>	<p>☐ Meets Expectations Is able to provide effective counseling for typical client problems with a variety of clients. Identifies and implements literature-based counseling treatment programs. Consistently evaluates own counseling behaviors and client outcomes. Usually reassesses client’s needs and modifies treatments plans as client’s needs change. Knows a variety of community resources for clients.</p>	<p>☐ Exceeds Is able to provide effective counseling for most client problems with a variety of clients. Consistently identifies and implements literature-based counseling treatment programs. Considers supervisor’s treatment suggestions and successfully adapts them to the specific client(s). Accurately evaluates own counseling behaviors and client outcomes. Consistently reassesses client’s needs and modifies treatments plans as client’s needs change. Applies and integrates knowledge of community resources into counseling and treatment plans.</p>
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B. Interactions with Clients

<p>☐ Not Met Any combination of the following: Frequently fails to introduce self as a counselor and explain professional counseling. Does not appear comfortable interacting with diverse clients (e.g., discomfort with varying ages, ethnic origin, etc.). During counseling sessions mostly listens to clients and does not respond effectively. Usually unable to build rapport and gain the client's trust. Is not sensitive or responsive to client's needs. Cannot describe to clients the mission and scope of services for this setting.</p>	<p>☐ Developing Introduces self as a counselor but limited in ability to explain professional counseling to others. More often than not appears comfortable interacting with diverse clients but counseling and treatment plans do not reflect this. Inconsistent effectiveness in using basic counseling skills with clients. Generally able to build rapport, and gain the client's trust. Respectful and most often sensitive and responsive to client's needs. Can describe to clients the purpose of the agency at a superficial level.</p>	<p>☐ Meets Expectations Introduces self as a counselor and can explain professional counseling to others. Appears comfortable interacting with diverse clients and notes aspects of client special needs in the counseling and treatment plans. Most often uses effective basic counseling skills in interactions with clients. Builds rapport and generates trust, with nearly all clients Is respectful, sensitive and responsive to client's needs. Can describe the purpose and services of the setting to others.</p>	<p>☐ Exceeds Consistently introduces self as counselor and can confidently explain professional counseling to professionals and lay persons. Appears comfortable interacting with a wide variety of diverse clients. Effectively applies and integrates knowledge of client diversity into counseling and treatment plans. Regularly uses effective basic counseling skills to initiate and maintain interactions with clients. Able to build rapport and generate trust with all but the most interpersonally difficult clients. Is consistently respectful sensitive and responsive to client's needs.</p>
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3) Counseling Records, Forms and Reports

<p>☐ Not Met Inconsistently keeps appropriate records. Written and verbal reports are unreliable and/or most often incomplete. Reports do not provide sufficient clinical and/or administrative client and treatment information. Written and/or verbal reports are presented in a colloquial and very causal manner.</p>	<p>☐ Developing Usually keeps necessary records. Written and/or verbal reports are factually correct though sometimes incomplete. Reports have shown improvement over the semester. Reports provide most of the necessary clinical and or administrative client and treatment information. Many of the written and/or verbal reports are presented in a professional manner.</p>	<p>☐ Meets Expectations Reliably and accurately keeps records in a timely manner. Written and/or verbal reports are accurate and most often complete. Reports have improved across the semester. Written and/or verbal reports are presented in an effective and professional manner. Reports provide all necessary clinical and/or administrative client and treatment information plus some additional helpful information.</p>	<p>☐ Exceeds Consistently keeps current, reliable and accurate records. Written and/or verbal reports are accurate and complete in scope. Written and/or verbal reports are presented in a confident, clear and professional manner. Reports not only provide all necessary information but also anticipate emerging client or agency issues.</p>
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Comments:

Section 4. General Approach to Learning and Supervision

A. Self- Awareness and Self-Care

<p>☐ Not Met Any combination of the following: Does not actively seek new information from staff or supervisor. Infrequently applies new information in clinical setting. Is unaware of or unable to describe own personal and professional strengths and limitations. Ineffective in managing personal assets in the professional environment. Does not maintain own mental/physical health.</p>	<p>☐ Developing Seeks new information from staff or supervisor but unable to generalize to other situations in the clinical setting. Understands some of own personal and professional strengths and limitations. More often than not manages personal assets in the professional environment. Sometimes may be ineffective at maintaining own physical/mental health.</p>	<p>☐ Meets Expectations Actively seeks new information from staff or supervisor and applies this new information in the clinical setting. Understands most of own personal and professional strengths and limitations. Effectively manages personal assets in the professional environment. Most often attends to own physical/mental health.</p>	<p>☐ Exceeds Actively seeks new information from staff or supervisor and effectively applies new information in the clinical setting. Understands with insight own personal and professional strengths and limitations. Effectively manages personal assets in the professional environment. Assumes responsibility for own physical/mental health.</p>
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Comments:

B. Response to Supervision

<p>☐ Not Met Does not seek out supervision when necessary outside of the scheduled time. Fails to respond to and/or defensive about feedback and suggestions from the supervisor. Unable to successfully integrate or implement suggestions from supervisor. Very limited awareness of areas that need improvement. Unable to explore personal</p>	<p>☐ Developing Usually will seek supervision when necessary. Usually receptive to feedback and suggestions from the supervisor but does not integrate these suggestions into clinical work. Somewhat aware of areas that need improvement. Limited openness to exploring personal strengths and weaknesses.</p>	<p>☐ Meets Expectations Actively seeks supervision when needed. Receptive to feedback and suggestions from the supervisor and implements suggestions into clinical work. Aware of most areas that need improvement. Usually open and willing to explore personal strengths and weaknesses.</p>	<p>☐ Exceeds Knows when to seek supervision and does so promptly. Is receptive to feedback from supervisor and effectively and accurately implements suggestions into clinical work. Aware of areas that need improvement and seeks ways to improve. Consistently open and willing to explore personal strengths and weaknesses.</p>
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strengths and weaknesses.			
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Comments:

Section 5. Additional Feedback about Student Behaviors

A. What would you identify as this practicum student’s top areas of strength?

B. What do you think should be the primary focus for this practicum student's growth and improvement?

C. If you have any other comments regarding this practicum student, please include below. If more space is needed, continue your comments on the back of this page.

If you would like to discuss this practicum student further please contact the supervising university course instructor, by email or phone. Thank you very much for your time in supervising this student and completing this evaluation.

Supervisor’s Signature: _____ **Date:** _____

Student’s Signature:** _____ **Date:** _____

**Student’s signature acknowledges that the student has reviewed the evaluation, but does not necessarily indicate agreement with the evaluation.

APPENDIX F
SUPERVISOR EVALUATION OF STUDENT FORM—CMHC INTERNSHIP

General Information:

- The primary supervisor completes this form both at midterm and at the end-of-the semester internship experience. If the student has more than one supervisor, the supervisor with the most contact with the student should complete the evaluation after consulting with the other supervisors.
- This completed form is submitted by the student to the course instructor, who reviews and then submits it to the CECP department office to become part of the student's record in the student's practicum/internship file.
- This supervisor evaluation is considered in assigning grades for the internship.
- Your time and careful evaluation are very important and much appreciated. Thank you!

Student Name: _____

Date of Evaluation: ____/____/____

Supervisor: _____

Internship Site: _____

Please indicate the type of review done with the student, as well as specify the number of sessions you observed:

_____ I reviewed recordings of student's sessions. _____ Number of sessions reviewed.

_____ I observed student's sessions in person. _____ Number of sessions observed.

Instructions on Completing the Student Counseling Skills and Competencies Sections:

Supervisor feedback is a critical component of student development and evaluation. This form organizes student counseling performance into four general areas: Professional Work Requirements, Professional Ethics and Behaviors, Counseling Knowledge and Skills, and Learning Behaviors and Self-Care. Specific aspects of each area will have descriptions (rubric) of four levels of student performance: (a) the student has *not met*, (b) the student is still *developing*, (c) the student *meets expectations*, or (d) the student *exceeds expectations*. Developing skills and competencies in counseling takes time. In practicum we anticipate that students will progress from "not meeting expectations" to the "developing" and sometimes "meeting expectations" levels of performance. In internship the students should progress to levels of "meeting expectations" and "exceeding expectations."

In Sections 1-4, please check which one of the four levels of performance detailed in the following boxes best describes your internship student's abilities. There is also space for comments if needed. Please think of these groupings as 'skill sets,' and indicate (by checking the box) which level of description best describes the student's current level of performance as a counselor. If you find that a student is consistently performing some skills but not others within the same level (e.g., "*developing*"), please still rate the student as '*developing*' and then describe the skills that need to be improved in the comment section below the box.

Section 1. Professional Work Requirements

A. Professional Role Requirements

<p><input type="checkbox"/> Not Met <i>Any two or more of the following:</i> Frequently arrives late. Does not use time effectively. Fails to inform supervisor or make arrangements for absences. Not responsive to professional norms about clothing, language, etc.</p>	<p><input type="checkbox"/> Developing Most often arrives on time but does not use time effectively. Usually informs supervisor but fails to make arrangements for absences. When requested, responsive to professional norms about clothing and language, etc.</p>	<p><input type="checkbox"/> Meets Expectations Arrives on time and uses time effectively. Informs supervisor and makes arrangements for absences. Follows professional norms about clothing, language, etc.</p>	<p><input type="checkbox"/> Exceeds Usually arrives early to prepare and uses time effectively. Is rarely, if ever, absent and always informs supervisor and makes arrangements for absence. Understands and complies with professional norms</p>
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Comments:

B. Interactions with Co-Workers

<p><input type="checkbox"/> Not Met Appears uncomfortable interacting with other staff members. Does not initiate interactions or communicate effectively with staff. Unable to effectively convey information and/or express own opinions.</p>	<p><input type="checkbox"/> Developing Usually appears comfortable interacting with other staff members. Sometimes initiates interactions and communicates effectively with staff. Moderately effective in conveying information and expressing own opinions.</p>	<p><input type="checkbox"/> Meets Expectations Appears comfortable interacting with other staff members. Regularly initiates interactions and clearly and effectively communicates with staff. Accurately conveys information and frequently expresses own opinions.</p>	<p><input type="checkbox"/> Exceeds Consistently appears comfortable interacting with other staff members. Consistently initiates interactions and clearly and effectively communicates with staff. Accurately conveys information and clearly expresses own opinions.</p>
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Comments:

Section 2. Professional Ethics and Behaviors

<p>☐ Not Met Is not aware of and/or frequently does not behave in accordance with professional ethical standards. Fails to implement appropriate informed consent procedures on a regular basis.</p>	<p>☐ Developing Is aware of and usually behaves in accordance with professional ethical standards. Implements appropriate informed consent procedures some of the time.</p>	<p>☐ Meets Expectations Is aware of and consistently behaves in accordance with professional ethical standards. Routinely implements appropriate informed consent procedures.</p>	<p>☐ Exceeds Consistently behaves in accordance with professional and ethical standards. Applies ethical reasoning to complex ethical dilemmas. Always implements appropriate informed consent procedures.</p>
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Comments:

Section 3. Counseling Knowledge and Skills

C. Knowledge and Application of Individual and Group Treatment Approaches

<p>☐ Not Met <i>Any combination of the following:</i> Limited ability to use and adapt counseling approaches in order to initiate counseling with a variety of clients. Very limited treatment planning prior to counseling activities. Does not use literature-based counseling treatment and prevention programs for client’s presenting concerns. Fails to evaluate own counseling behaviors and client outcomes. Does not reassess client needs or modify treatment plans as client’s needs change. Fails to learn about relevant community resources.</p>	<p>☐ Developing More often than not uses and adapts counseling approaches to counsel a variety of clients proficiently. Sometimes identifies and implements literature-based counseling treatment programs. Attempts to use supervisor’s treatment suggestions but often is unable to implement as intended. Evaluates own counseling behaviors and client outcomes but misses the complexity of behaviors and outcomes. Frequently forgets to reassess client needs and/or modify treatment plans as needed. Knows one or two relevant community resources for clients.</p>	<p>☐ Meets Expectations Is able to provide effective counseling for typical client problems with a variety of clients. Identifies and implements literature-based counseling treatment programs. Consistently evaluates own counseling behaviors and client outcomes. Usually reassesses client’s needs and modifies treatments plans as client’s needs change. Knows a variety of community resources for clients.</p>	<p>☐ Exceeds Is able to provide effective counseling for most client problems with a variety of clients. Consistently identifies and implements literature-based counseling treatment programs. Considers supervisor’s treatment suggestions and successfully adapts them to the specific client(s). Accurately evaluates own counseling behaviors and client outcomes. Consistently reassesses client’s needs and modifies treatments plans as client’s needs change. Applies and integrates knowledge of community resources into counseling and treatment plans.</p>
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Comments:

B. Interactions with Clients

<p>☐ Not Met Any combination of the following: Frequently fails to introduce self as a counselor and explain professional counseling. Does not appear comfortable interacting with diverse clients (e.g., discomfort with varying ages, ethnic origin, etc.). During counseling sessions mostly listens to clients and does not respond effectively. Usually unable to build rapport and gain the client's trust. Is not sensitive or responsive to client's needs. Cannot describe to clients the mission and scope of services for this setting.</p>	<p>☐ Developing Introduces self as a counselor but limited in ability to explain professional counseling to others. More often than not appears comfortable interacting with diverse clients but counseling and treatment plans do not reflect this. Inconsistent effectiveness in using basic counseling skills with clients. Generally able to build rapport, and gain the client's trust. Respectful and most often sensitive and responsive to client's needs. Can describe to clients the purpose of the agency at a superficial level.</p>	<p>☐ Meets Expectations Introduces self as a counselor and can explain professional counseling to others. Appears comfortable interacting with diverse clients and notes aspects of client special needs in the counseling and treatment plans. Most often uses effective basic counseling skills in interactions with clients. Builds rapport and generates trust, with nearly all clients Is respectful, sensitive and responsive to client's needs. Can describe the purpose and services of the setting to others.</p>	<p>☐ Exceeds Consistently introduces self as counselor and can confidently explain professional counseling to professionals and lay persons. Appears comfortable interacting with a wide variety of diverse clients. Effectively applies and integrates knowledge of client diversity into counseling and treatment plans. Regularly uses effective basic counseling skills to initiate and maintain interactions with clients. Able to build rapport and generate trust with all but the most interpersonally difficult clients. Is consistently respectful sensitive and responsive to client's needs.</p>
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D. Counseling Records, Forms and Reports

<p>☐ Not Met Inconsistently keeps appropriate records. Written and verbal reports are unreliable and/or most often incomplete. Reports do not provide sufficient clinical and/or administrative client and treatment information. Written and/or verbal reports are presented in a colloquial and very causal manner.</p>	<p>☐ Developing Usually keeps necessary records. Written and/or verbal reports are factually correct though sometimes incomplete. Reports have shown improvement over the semester. Reports provide most of the necessary clinical and or administrative client and treatment information. Many of the written and/or verbal reports are presented in a professional manner.</p>	<p>☐ Meets Expectations Reliably and accurately keeps records in a timely manner. Written and/or verbal reports are accurate and most often complete. Reports have improved across the semester. Written and/or verbal reports are presented in an effective and professional manner. Reports provide all necessary clinical and/or administrative client and treatment information plus some additional helpful information.</p>	<p>☐ Exceeds Consistently keeps current, reliable and accurate records. Written and/or verbal reports are accurate and complete in scope. Written and/or verbal reports are presented in a confident, clear and professional manner. Reports not only provide all necessary information but also anticipate emerging client or agency issues.</p>
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Comments:

Section 4. General Approach to Learning and Supervision

A. Self- Awareness and Self-Care

<p>☐ Not Met Any combination of the following: Does not actively seek new information from staff or supervisor. Infrequently applies new information in clinical setting. Is unaware of or unable to describe own personal and professional strengths and limitations. Ineffective in managing personal assets in the professional environment. Does not maintain own mental/physical health.</p>	<p>☐ Developing Seeks new information from staff or supervisor but unable to generalize to other situations in the clinical setting. Understands some of own personal and professional strengths and limitations. More often than not manages personal assets in the professional environment. Sometimes may be ineffective at maintaining own physical/mental health.</p>	<p>☐ Meets Expectations Actively seeks new information from staff or supervisor and applies this new information in the clinical setting. Understands most of own personal and professional strengths and limitations. Effectively manages personal assets in the professional environment. Most often attends to own physical/mental health.</p>	<p>☐ Exceeds Actively seeks new information from staff or supervisor and effectively applies new information in the clinical setting. Understands with insight own personal and professional strengths and limitations. Effectively manages personal assets in the professional environment. Assumes responsibility for own physical/mental health.</p>
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Comments:

B. Response to Supervision

<p>☐ Not Met Does not seek out supervision when necessary outside of the scheduled time. Fails to respond to and/or defensive about feedback and suggestions from the supervisor. Unable to successfully integrate or implement suggestions from supervisor. Very limited awareness of areas that need improvement. Unable to explore personal</p>	<p>☐ Developing Usually will seek supervision when necessary. Usually receptive to feedback and suggestions from the supervisor but does not integrate these suggestions into clinical work. Somewhat aware of areas that need improvement. Limited openness to exploring personal strengths and weaknesses.</p>	<p>☐ Meets Expectations Actively seeks supervision when needed. Receptive to feedback and suggestions from the supervisor and implements suggestions into clinical work. Aware of most areas that need improvement. Usually open and willing to explore personal strengths and weaknesses.</p>	<p>☐ Exceeds Knows when to seek supervision and does so promptly. Is receptive to feedback from supervisor and effectively and accurately implements suggestions into clinical work. Aware of areas that need improvement and seeks ways to improve. Consistently open and willing to explore personal strengths and weaknesses.</p>
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strengths and weaknesses.			
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Comments:

Section 5. Additional Feedback about Student Behaviors

A. What would you identify as this intern student’s top areas of strength?

B. What do you think should be the primary focus for this intern student's growth and improvement?

C. If you have any other comments regarding this intern, please include below. If more space is needed, continue your comments on the back of this page.

If you would like to discuss this intern further please contact the supervising university course instructor, by email or phone. Thank you very much for your time in supervising this student and completing this evaluation.

Supervisor’s Signature: _____ **Date:** _____

Student’s Signature:** _____ **Date:** _____

**Student’s signature acknowledges that the student has reviewed the evaluation, but does not necessarily indicate agreement with the evaluation.

APPENDIX G

ELEMENATARY SCHOOL COUNSELING SUPERVISOR EVALUATION

DIRECTIONS: Although many of the assessments can be rated throughout the supervisee's internship, the supervisor should complete a final version of this form at the end of the internship experience. This form should be given to the supervisee and the supervisee is required to submit an unaltered form to their internship instructor.

Internship Supervisee Name: _____

Date of Evaluation: ____/____/____

Supervisor Name: _____

School Counseling Internship Site: _____

Instructions:

Please rate the internship supervisee on each of the following items using the scale provided below. Here again, many of these items can be rated at various points during the supervisee's internship experience. Space is provided at the end of this form for comments about the supervisee's internship work. When you have completed your ratings it is important that you discuss the evaluation and the reasons for your ratings with the internship supervisee.

Rating Scale for Items

NA. Not Applicable = Not enough information about the student's performance to provide an accurate assessment or the item is not applicable to this internship setting.

1. **Exceeds Expectations** = Supervisee has mastered the main concepts and principles for this performance assessment, shows the ability to consistently use this knowledge or the skills in a school counseling capacity, and makes appropriate adjustments based on the needs of students. The supervisee is also functioning at the level of a new school counseling professional and demonstrates the ability to perform this performance assessment independent of a supervising school counselor.
2. **Meets Expectations** = Supervisee understands the main concepts and principles of the performance assessment but shows some inconsistency in the use of this knowledge in a school counseling capacity. As such, the supervisee needs time and experience practicing the task and should continue to perform this performance assessment while monitored by a supervising school counselor.
3. **Does Not Meet Expectations** = Supervisee does not fully understand the main concepts and principles of the performance assessment, and as such, he/she is unable to use this knowledge appropriately in a school counseling capacity. The supervisee needs additional classroom instruction to understand the task and should not practice in a school counseling setting unless closely monitored by a supervising school counselor.

Section I: Delivery of School Counseling Services

A. Observation of Individual Counseling.

- ___ 1. Uses appropriate counseling skills designed to promote student growth.
- ___ 2. Adjusts the use of counseling skills to meet student needs.
- ___ 3. Provides feedback to students on their progress in counseling.
- ___ 4. Demonstrated appropriate use of attending skills.
- ___ 5. Demonstrated appropriate use of opened-questions.
- ___ 6. Demonstrated appropriate use of restatements.
- ___ 7. Demonstrated appropriate use of reflection of feelings.
- ___ 8. Attitude toward client shows that he/she values client relationship.
- ___ 9. Expresses appreciation for student's diverse background during counseling.

B. Observation of Group Counseling.

- ___ 1. Shows an understanding of a variety of group counseling skills (e.g., attending and listening, questioning, providing feedback, and managing the time/pace of group sessions).

- ___2. Understands how to adjust group counseling skills or strategies to address students' level of development.
- ___3. Demonstrates a variety of effective group counseling skills (e.g., attending and listening, questioning, providing feedback, and managing the time/pace of group sessions).
- ___4. Provides feedback to students during group on their progress toward their counseling goals.
- ___5. Accurately evaluates the effectiveness of group counseling interventions.
- ___6. Attitude in group counseling demonstrates that student values relationships with clients.
- ___7. Shows flexibility in the use of various group counseling skills.
- ___8. Expresses appreciation for students' diverse backgrounds during group counseling

C. Counseling with Diverse Students.

- ___1. Integrates theories and models of diversity and social justice into conceptualizations of students.
- ___2. Selects interventions and activities that are culturally-appropriate for students and schools.
- ___3. Articulates how her/his own cultural background influences her/his work as a school counselor.
- ___4. Seeks to increase her/his knowledge about diversity and social justice via ongoing supervision, consultation, and learning.
- ___5. Shows appreciation for how multiple aspects of diversity influence school counseling theory, practice, and research.
- ___6. Articulates how diversity influences multiple facets of client development.
- ___7. Possesses knowledge about current theories and models related to issues of diversity and social justice.
- ___8. Understands that integrating diversity and cultural heritage of students into school counseling services enhances such programs.

D. Developmental Guidance Lesson Plan.

- ___1. Identified appropriate competency from ASCA National Standards for Students (2004) or the Wisconsin School Counseling Model (2009) for the activity.
- ___2. Identified appropriate learning activities for the target audience.
- ___3. Demonstrated effective group facilitation/class management skills that meet the needs of students in the classroom.
- ___4. Appropriately presented lesson plan content information to students.
- ___5. Promotes a classroom environment that is conducive to learning for all students.
- ___6. Responds well to student needs and questions during classroom instruction/group activity.
- ___7. Describes and implements an appropriate evaluation plan for the activity.
- ___8. Values the use of state and national models in identifying developmental guidance activities that are appropriate for students needs.
- ___9. Integrates and values how students' diverse backgrounds enhanced the outcome of the developmental guidance activity.

E. Transition Services.

- ___1. In implementing the plan, the student demonstrates her/his understanding of developmental theory and her/his ability to apply such knowledge to design activities that will help students and their parents/guardians navigate educational transition points.
- ___2. In implementing the lesson plan, the student demonstrates her/his knowledge of PK-12 academic options and post-secondary academic and career options.
- ___3. The implementation of the student's lesson plan promotes student growth and development through educational transitions.

- ___4. The implementation of the student's lesson plan facilitates students', as well as their parents'/guardians', identification and understanding of educational transition points.
- ___5. The implementation of the student's lesson plan helps students and parents/guardians develop appropriate academic and career plans.
- ___6. The implementation of the student's plan demonstrates her/his belief that educational transition points are important opportunities to promote student growth and development.

F. Collaboration with Pupil Service Staff Member

- ___1. Demonstrated knowledge of the roles and functions of the members of the pupil services team.
- ___2. Identified appropriate referral concern for in-school project or program for collaboration through consultation with a member(s) of the pupil services team.
- ___3. Knows a variety of prevention and intervention strategies to address student concerns or services.
- ___4. Addressed how project will contribute to improved school climate.
- ___5. Developed and implemented an appropriate collaboration plan to address a student referral concern or in-school project or program.
- ___6. Objectively assessed the effectiveness of the collaboration plan.
- ___7. Worked in a collaborative manner with pupil service professional on student referral or student service.
- ___8. Accurately reflected on the success and/or difficulties of the collaboration experience.

G. Integration of Technology (e.g., PowerPoint, Audio-Visual Equipment, Career-Assessment and Exploration Programs) into School Counseling Services

- ___1. The supervisee selects an appropriate technology for the identified guidance activity and clearly articulates its use within the context of the emerging technology in education and school counseling practice.
- ___2. The supervisee understands how to use technology to enhance students learning.
- ___3. The supervisee's assessment of the results of the lesson indicated students' learning of academic, career, and/or personal/social competencies were clearly and significantly enhanced by the use of technology.
- ___4. The supervisee accurately evaluated effect technology had on promoting student growth and learning during the developmental guidance lesson.
- ___5. The supervisee's assessment articulated a detailed appreciation for the role of technology in meeting the learning needs of students with diverse learning styles.

Section II: Management/Accountability of School Counseling Services

H. Evaluation of a Developmental Guidance Lesson or Activity

- ___1. Identifies appropriate assessments for the evaluation activity.
- ___2. Organizes the assessments results in a way that is meaningful.
- ___3. Communicates the assessment results to supervisor in a way that conveys they understand the implications of the data.
- ___4. Uses the results to evaluate the effectiveness of the current developmental guidance lesson or activity.
- ___5. Discusses with her/his supervisor the implications the results may have for improving developmental guidance lessons or activities in the future.
- ___6. Values how program evaluation can improve a school counseling activity.

Section III: Foundations of School Counseling Services

I. Ethical and Professional Behavior.

- ___1. Supervisee was knowledgeable about the relevant ethical and legal requirements involving school counseling practice.
- ___2. Supervisee reliably considered ethical and legal issues in her/his school counseling work.
- ___3. Supervisee made thoroughly reasoned decisions when handling ethical and legal issues.
- ___4. Supervisee showed a commitment to high ethical standards
- ___5. Supervisee was appropriately professional in his/her interactions with staff, students, parents, etc.
- ___6. Supervisee was conscientious with his/her responsibilities, and completed them well

Section IV: Comments (Please use the back of form as space for additional written comments)

J. Please comment on the supervisee’s responsiveness to supervision, professionalism in the work place, and the quality of her/his work:

K. Please comment on areas of growth for the internship supervisee:

L. Please comment on areas in which the internship supervisee is showing exemplary knowledge or abilities:

Supervisor’s Signature: _____

Supervisee’s Signature: _____

Date: _____

MIDDLE SCHOOL COUNSELING SUPERVISOR EVALUATION

DIRECTIONS: Although many of the tasks can be rated throughout the supervisee's internship, the supervisor should complete a final version of this form at the end of the internship experience. This form should be given to the supervisee and the supervisee is required to submit an unaltered form to their internship instructor.

Internship Supervisee Name: _____

Date of Evaluation: ____/____/____

Supervisor Name: _____

School Counseling Internship Site: _____

Instructions:

Please rate the internship supervisee on each of the following items using the scale provided below. Here again, many of these items can be rated at various points during the supervisee's internship experience. Space is provided at the end of this form for comments about the supervisee's internship work. When you have completed your ratings it is important that you discuss the evaluation and the reasons for your ratings with the internship supervisee.

Rating Scale for Items

NA. Not Applicable = Not enough information about the student's performance to provide an accurate assessment or the item is not applicable to this internship setting.

- 4. Exceeds Expectations** = Supervisee has mastered the main concepts and principles for this performance assessment, shows the ability to consistently use this knowledge or the skills in a school counseling capacity, and makes appropriate adjustments based on the needs of students. The supervisee is also functioning at the level of a new school counseling professional and demonstrates the ability to perform this performance assessment independent of a supervising school counselor.
- 5. Meets Expectations** = Supervisee understands the main concepts and principles of the performance assessment but shows some inconsistency in the use of this knowledge in a school counseling capacity. As such, the supervisee needs time and experience practicing the task and should continue to perform this performance assessment while monitored by a supervising school counselor.
- 6. Does Not Meet Expectations** = Supervisee does not fully understand the main concepts and principles of the performance assessment, and as such, he/she is unable to use this knowledge appropriately in a school counseling capacity. The supervisee needs additional classroom instruction to understand the task and should not practice in a school counseling setting unless closely monitored by a supervising school counselor.

Section I: Delivery of School Counseling Services

A. Observation of Individual Counseling.

- ___1. Uses appropriate counseling skills designed to promote student growth.
- ___2. Adjusts the use of counseling skills to meet student needs.
- ___3. Provides feedback to students on their progress in counseling.
- ___4. Demonstrated appropriate use of attending skills.
- ___5. Demonstrated appropriate use of opened-questions.
- ___6. Demonstrated appropriate use of restatements.
- ___7. Demonstrated appropriate use of reflection of feelings.
- ___8. Attitude toward client shows that he/she values client relationship.
- ___9. Expresses appreciation for student's diverse background during counseling.

B. Observation of Group Counseling.

- ___1. Shows an understanding of a variety of group counseling skills (e.g., attending and listening, questioning, providing feedback, and managing the time/pace of group sessions).
- ___2. Understands how to adjust group counseling skills or strategies to address students'

- level of development.
- ___3. Demonstrates a variety of effective group counseling skills (e.g., attending and listening, questioning, providing feedback, and managing the time/pace of group sessions).
 - ___4. Provides feedback to students during group on their progress toward their counseling goals.
 - ___5. Accurately evaluates the effectiveness of group counseling interventions.
 - ___6. Attitude in group counseling demonstrates that student values relationships with clients.
 - ___7. Shows flexibility in the use of various group counseling skills.
 - ___8. Expresses appreciation for students' diverse backgrounds during group counseling

C. Career Counseling.

- ___1. The supervisee demonstrates knowledge of career development programs appropriate for the population.
- ___2. The supervisee applies career development theories, practices, and programs to lead to student skill development.
- ___3. The supervisee demonstrates the ability to assist students in assessing and understanding their values, interests, skills, achievements, and career goals.
- ___4. The supervisee demonstrates appropriate use of career assessment results in assisting the student to develop educational and career goals.
- ___5. The supervisee facilitates student development of appropriate career skills that they may use in educational and career planning.
- ___6. The supervisee demonstrates an appreciation of the importance of career development as part of a comprehensive school counseling program.
- ___7. The supervisee demonstrates that s/he values the use of a range of career development theories and practices that attend appropriately to students' diverse needs.

D. Counseling with Diverse Students.

- ___1. Integrates theories and models of diversity and social justice into conceptualizations of students.
- ___2. Selects interventions and activities that are culturally-appropriate for students and schools.
- ___3. Articulates how her/his own cultural background influences her/his work as a school counselor.
- ___4. Seeks to increase her/his knowledge about diversity and social justice via ongoing supervision, consultation, and learning.
- ___5. Shows appreciation for how multiple aspects of diversity influence school counseling theory, practice, and research.
- ___6. Articulates how diversity influences multiple facets of client development.
- ___7. Possesses knowledge about current theories and models related to issues of diversity and social justice.
- ___8. Understands that integrating diversity and cultural heritage of students into school counseling services enhances such programs.

E. Developmental Guidance Lesson Plan.

- ___1. Identified appropriate competency from ASCA National Standards for Students (2004) or the Wisconsin School Counseling Model (2009) for the activity.
- ___2. Identified appropriate learning activities for the target audience.
- ___3. Demonstrated effective group facilitation/class management skills that meet the needs of students in the classroom.
- ___4. Appropriately presented lesson plan content information to students.
- ___5. Promotes a classroom environment that is conducive to learning for all students.
- ___6. Responds well to student needs and questions during classroom instruction/group

- activity.
- ___7. Describes and implements an appropriate evaluation plan for the activity.
 - ___8. Values the use of state and national models in identifying developmental guidance activities that are appropriate for students needs.
 - ___9. Integrates and values how students' diverse backgrounds enhanced the outcome of the developmental guidance activity.

F. Classroom Career Development Intervention.

- ___1. The supervisee applies her/his knowledge about career development programs to appropriate populations.
- ___2. The supervisee applies career development theories, practices, and programs to lead to student skill development.
- ___3. The supervisee demonstrates the ability to assist students in assessing and understanding their values, interests, skills, achievements, and career goals.
- ___4. The supervisee demonstrates appropriate use of career assessment results in assisting students to develop educational and career goals.
- ___5. The supervisee facilitates students' development of appropriate career skills that they may use in educational and career planning.
- ___6. The supervisee demonstrates an appreciation of the importance of career development as part of a comprehensive school counseling program.
- ___7. The supervisee demonstrates that s/he values the application of a range of career development theories and practices appropriate for the diverse needs of students.

G. Transition Services.

- ___1. In implementing the plan, the supervisee demonstrates her/his understanding of developmental theory and her/his ability to apply such knowledge to design activities that will help students and their parents/guardians navigate educational transition points.
- ___2. In implementing the lesson plan, the supervisee demonstrates her/his knowledge of PK-12 academic options and post-secondary academic and career options.
- ___3. The implementation of the supervisee's lesson plan promotes student growth and development through educational transitions.
- ___4. The implementation of the supervisee's lesson plan facilitates students', as well as their parents'/guardians' identification and understanding of educational transition points.
- ___5. The implementation of the supervisee's lesson plan helps students and parents/guardians develop appropriate academic and career plans.
- ___6. The implementation of the supervisee's plan demonstrates her/his belief that educational transition points are important opportunities to promote student growth and development.

H. Collaboration with Pupil Service Staff Member

- ___1. Demonstrated knowledge of the roles and functions of the members of the pupil services team.
- ___2. Identified appropriate referral concern for in-school project or program for collaboration through consultation with a member(s) of the pupil services team.
- ___3. Knows a variety of prevention and intervention strategies to address student concerns or services.
- ___4. Addressed how project will contribute to improved school climate.
- ___5. Developed and implemented an appropriate collaboration plan to address a student referral concern or in-school project or program.
- ___6. Objectively assessed the effectiveness of the collaboration plan.
- ___7. Worked in a collaborative manner with pupil service professional on student referral or student service.

- ___ 8. Accurately reflected on the success and/or difficulties of the collaboration experience.

I. Integration of Technology (e.g., PowerPoint, Audio-Visual Equipment, Career-Assessment and Exploration Programs) into School Counseling Services

- ___ 1. The supervisee selects an appropriate technology for the identified guidance activity and clearly articulates its use within the context of the emerging technology in education and school counseling practice.
- ___ 2. The supervisee understands how to use technology to enhance students learning.
- ___ 3. The supervisee's assessment of the results of the lesson indicated students' learning of academic, career, and/or personal/social competencies were clearly and significantly enhanced by the use of technology.
- ___ 4. The supervisee accurately evaluated effect technology had on promoting student growth and learning during the developmental guidance lesson.
- ___ 5. The supervisee's assessment articulated a detailed appreciation for the role of technology in meeting the learning needs of students with diverse learning styles.

Section II: Management/Accountability of School Counseling Services

J. Evaluation of a Developmental Guidance Lesson or Activity

- ___ 1. Identifies appropriate assessments for the evaluation activity.
- ___ 2. Organizes the assessments results in a way that is meaningful.
- ___ 3. Communicates the assessment results to supervisor in a way that conveys they understand the implications of the data.
- ___ 4. Uses the results to evaluate the effectiveness of the current developmental guidance lesson or activity.
- ___ 5. Discusses with her/his supervisor the implications the results may have for improving developmental guidance lessons or activities in the future.
- ___ 6. Values how program evaluation can improve a school counseling activity.

Section III: Foundations of School Counseling Services

K. Ethical and Professional Behavior.

- ___ 1. Supervisee was knowledgeable about the relevant ethical and legal requirements involving school counseling practice.
- ___ 2. Supervisee reliably considered ethical and legal issues in her/his school counseling work.
- ___ 3. Supervisee made thoroughly reasoned decisions when handling ethical and legal issues.
- ___ 4. Supervisee showed a commitment to high ethical standards
- ___ 5. Supervisee was appropriately professional in his/her interactions with staff, students, parents, etc.
- ___ 6. Supervisee was conscientious with his/her responsibilities, and completed them well.

Section IV: Comments (Please use the back of form as space for additional written comments)

L. Please comment on the supervisee's responsiveness to supervision, professionalism in the work place, and the quality of her/his work:

M. Please comment on areas of growth for the internship supervisee:

N. Please comment on areas in which the internship supervisee is showing exemplary knowledge or abilities:

Supervisor's Signature: _____

Supervisee's Signature: _____

Date: _____

**APPENDIX I
HIGH SCHOOL COUNSELING SUPERVISOR EVALUATION**

DIRECTIONS: Although many of the tasks can be rated throughout the supervisee's practicum, the supervisor should complete a final version of this form at the end of the practicum experience. This form should be given to the supervisee and the supervisee is required to submit an unaltered form to their practicum instructor.

Practicum Supervisee Name: _____

Date of Evaluation: ____/____/____

Supervisor Name: _____

School Counseling Practicum Site: _____

Instructions:

Please rate the practicum supervisee on each of the following items using the scale provided below. Here again, many of these items can be rated at various points during the supervisee's practicum experience. Space is provided at the end of this form for comments about the supervisee's practicum work. When you have completed your ratings it is important that you discuss the evaluation and the reasons for your ratings with the practicum supervisee.

Rating Scale for Items

NA. Not Applicable = Not enough information about the student's performance to provide an accurate assessment or the item is not applicable to this practicum setting.

- 7. Exemplary** = Supervisee has mastered the main concepts and principles for this critical task, shows the ability to consistently use this knowledge or the skills in a school counseling capacity, and makes appropriate adjustments based on the needs of students. The supervisee is also functioning at the level of a new school counseling professional and demonstrates the ability to perform this critical task independent of a supervising school counselor.
- 8. Satisfactory** = Supervisee understands the main concepts and principles of the critical task but shows some inconsistency in the use of this knowledge in a school counseling capacity. As such, the supervisee needs time and experience practicing the task and should continue to perform this critical task while monitored by a supervising school counselor.
- 9. Unsatisfactory** = Supervisee does not fully understand the main concepts and principles of the critical task, and as such, he/she is unable to use this knowledge appropriately in a school counseling capacity. The supervisee needs additional classroom instruction to understand the task and should not practice in a school counseling setting unless closely monitored by a supervising school counselor.

Section I: Delivery of School Counseling Services

A. Observation of Individual Counseling.

- ___1. Uses appropriate counseling skills designed to promote student growth.
- ___2. Adjusts the use of counseling skills to meet student needs.
- ___3. Provides feedback to students on their progress in counseling.
- ___4. Demonstrated appropriate use of attending skills.
- ___5. Demonstrated appropriate use of opened-questions.
- ___6. Demonstrated appropriate use of restatements.
- ___7. Demonstrated appropriate use of reflection of feelings.
- ___8. Attitude toward client shows that he/she values client relationship.
- ___9. Expresses appreciation for student's diverse background during counseling.

B. Observation of Group Counseling.

- ___1. Shows an understanding of a variety of group counseling skills (e.g., attending and listening, questioning, providing feedback, and managing the time/pace of group sessions).
- ___2. Understands how to adjust group counseling skills or strategies to address students' level of development.
- ___3. Demonstrates a variety of effective group counseling skills (e.g., attending and

listening, questioning, providing feedback, and managing the time/pace of group sessions).

- ___4. Provides feedback to students during group on their progress toward their counseling goals.
- ___5. Accurately evaluates the effectiveness of group counseling interventions.
- ___6. Attitude in group counseling demonstrates that student values relationships with clients.
- ___7. Shows flexibility in the use of various group counseling skills.
- ___8. Expresses appreciation for students' diverse backgrounds during group counseling

C. Career Counseling.

- ___1. The supervisee demonstrates knowledge of career development programs appropriate for the population.
- ___2. The supervisee applies career development theories, practices, and programs to lead to student skill development.
- ___3. The supervisee demonstrates the ability to assist students in assessing and understanding their values, interests, skills, achievements, and career goals.
- ___4. The supervisee demonstrates appropriate use of career assessment results in assisting the student to develop educational and career goals.
- ___5. The supervisee facilitates student development of appropriate career skills that they may use in educational and career planning.
- ___6. The supervisee demonstrates an appreciation of the importance of career development as part of a comprehensive school counseling program.
- ___7. The supervisee demonstrates that s/he values the use of a range of career development theories and practices that attend appropriately to students' diverse needs.

D. Counseling with Diverse Students.

- ___1. Integrates theories and models of diversity and social justice into conceptualizations of students.
- ___2. Selects interventions and activities that are culturally-appropriate for students and schools.
- ___3. Articulates how her/his own cultural background influences her/his work as a school counselor.
- ___4. Seeks to increase her/his knowledge about diversity and social justice via ongoing supervision, consultation, and learning.
- ___5. Shows appreciation for how multiple aspects of diversity influence school counseling theory, practice, and research.
- ___6. Articulates how diversity influences multiple facets of client development.
- ___7. Possesses knowledge about current theories and models related to issues of diversity and social justice.
- ___8. Understands that integrating diversity and cultural heritage of students into school counseling services enhances such programs.

D. Classroom Career Development Intervention.

- ___1. The supervisee applies her/his knowledge about career development programs to appropriate populations.
- ___2. The supervisee applies career development theories, practices, and programs to lead to student skill development.
- ___3. The supervisee demonstrates the ability to assist students in assessing and understanding their values, interests, skills, achievements, and career goals.
- ___4. The supervisee demonstrates appropriate use of career assessment results in assisting students to develop educational and career goals.
- ___5. The supervisee facilitates students' development of appropriate career skills that they may use in educational and career planning.

- ___6. The supervisee demonstrates an appreciation of the importance of career development as part of a comprehensive school counseling program.
- ___7. The supervisee demonstrates that s/he values the application of a range of career development theories and practices appropriate for the diverse needs of students.

E. Transition Services.

- ___1. In implementing the plan, the supervisee demonstrates her/his understanding of developmental theory and her/his ability to apply such knowledge to design activities that will help students and their parents/guardians navigate educational transition points.
- ___2. In implementing the lesson plan, the supervisee demonstrates her/his knowledge of PK-12 academic options and post-secondary academic and career options.
- ___3. The implementation of the supervisee's lesson plan promotes student growth and development through educational transitions.
- ___4. The implementation of the supervisee's lesson plan facilitates students', as well as their parents'/guardians' identification and understanding of educational transition points.
- ___5. The implementation of the supervisee's lesson plan helps students and parents/guardians develop appropriate academic and career plans.
- ___6. The implementation of the supervisee's plan demonstrates her/his belief that educational transition points are important opportunities to promote student growth and development.

F. Collaboration with Pupil Service Staff Member

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- ___6. Objectively assessed the effectiveness of the collaboration plan.
- ___7. Worked in a collaborative manner with pupil service professional on student referral or student service.
- ___8. Accurately reflected on the success and/or difficulties of the collaboration experience.

G. Integration of Technology (e.g., PowerPoint, Audio-Visual Equipment, Career-Assessment and Exploration Programs) into School Counseling Services

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- ___3. The supervisee's assessment of the results of the lesson indicated students' learning of academic, career, and/or personal/social competencies were clearly and significantly enhanced by the use of technology.
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- ___6. Values how program evaluation can improve a school counseling activity.

Section III: Foundations of School Counseling Services

I. Ethical and Professional Behavior.

- ___1. Supervisee was knowledgeable about the relevant ethical and legal requirements involving school counseling practice.
- ___2. Supervisee reliably considered ethical and legal issues in her/his school counseling work.
- ___3. Supervisee made thoroughly reasoned decisions when handling ethical and legal issues.
- ___4. Supervisee showed a commitment to high ethical standards
- ___5. Supervisee was appropriately professional in his/her interactions with staff, students, parents, etc.
- ___6. Supervisee was conscientious with his/her responsibilities, and completed them well.

Section IV: Comments (Please use the back of form as space for additional written comments)

J. Please comment on the supervisee’s responsiveness to supervision, professionalism in the work place, and the quality of her/his work:

K. Please comment on areas of growth for the practicum supervisee:

L. Please comment on areas in which the practicum supervisee is showing exemplary knowledge or abilities:

Supervisor’s Signature: _____

Supervisee’s Signature: _____

Date: _____

APPENDIX J

MARQUETTE UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY
STUDENT EVALUATION OF PRACTICUM SITE FORM

DIRECTIONS: Complete this form both at the midterm and at the end of your practicum experience. This form should be turned in to your COUN 6965 or COUN 6970 instructor.

Name _____ Site _____

Site Supervisor _____ Date Placement Began _____

Date Form Completed _____

Rate the following questions about your site and experiences using the following:

- A = Very satisfactory D = Moderately unsatisfactory
B = Moderately satisfactory F = Very unsatisfactory
C = Satisfactory N/A = Not applicable

- 1) Communication of the practicum site policies and procedures
2) Amount of on-site supervision
3) Quality and usefulness of on-site supervision
4) Rate all applicable experiences that you had at your site

- Report writing
Intake interviewing
Administration and interpretation of tests
Staff presentations/case conferences
Individual counseling
Group counseling
Family/couple counseling
Consultation
Career counseling
Other _____

- 4) Relevance of practicum experience to your career goals
5) Quality and usefulness of university consultation and supervision group
6) Overall evaluation of the site

COMMENTS: Include on the reverse side of this sheet any suggestions for improvements in your practicum.

APPENDIX K

**MARQUETTE UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY
STUDENT EVALUATION OF CMHC INTERNSHIP SITE FORM**

DIRECTIONS: Complete this form both at the midterm and the end of each semester of internship.
This form should be turned in to your COUN 6986 instructor.

Name _____ **Site** _____

Site Supervisor _____ **Date Placement Began** _____

Date Form Completed _____

Rate the following questions about your site and experiences using the following:

A	=	Very satisfactory	D	=	Moderately unsatisfactory
B	=	Moderately satisfactory	F	=	Very unsatisfactory
C	=	Satisfactory	N/A	=	Not applicable

___ 1) Communication of the internship site policies and procedures

___ 2) Amount of on-site supervision

___ 3) Quality and usefulness of on-site supervision

___ 4) Rate all applicable experiences that you had at your site

___ Report writing

___ Intake interviewing

___ Administration and interpretation of tests

___ Staff presentations/case conferences

___ Individual counseling

___ Group counseling

___ Family/couple counseling

___ Consultation

___ Career counseling

___ Other _____

___ 4) Relevance of internship experience to your career goals

___ 5) Quality and usefulness of university consultation and supervision group

___ 6) Overall evaluation of the site

COMMENTS: Include on the reverse side of this sheet any suggestions for improvements in your internship.

APPENDIX L

Marquette University
Department of Counselor Education & Counseling Psychology
Student Evaluation of School Counseling Internship Site

*DIRECTIONS: Student completes this form at the end of the Internship.
This form should be turned into the Internship Instructor.*

Student Name _____ Site _____

Site Supervisor _____ Dates of Placement _____

Rate the following aspects in regard to your practicum site and experiences as:

- A = Very satisfied**
- B = Moderately satisfied**
- C = Satisfied**
- D = Moderately unsatisfied**
- E = Very unsatisfied**
- F = N/A - not applicable**

- ___ 1) Amount of On-site supervision
- ___ 2) Quality and usefulness of On-site supervision
- ___ 3) Usefulness and helpfulness of faculty liaison
- ___ 4) Relevance of experience to career goals
- ___ 5) Exposure to and communication of goals
- ___ 6) Exposure to and communication of procedures
- ___ 7) Exposure to professional roles and functions
- ___ 8) Exposure to information about community resources
- ___ 9) Rate all applicable experiences which you had at your site
 - ___ Developmental guidance
 - ___ Individual counseling
 - ___ Group counseling
 - ___ Consultation with parents or other pupil service professionals
 - ___ Career counseling
 - ___ Transitional services
 - ___ Individual educational planning
 - ___ Work culturally diverse students
 - ___ Evaluation of school counseling services
 - ___ Other
- ___ 10) Overall evaluation of the site

COMMENTS: On the other side of this sheet include any suggestions for improvements.

APPENDIX M

**SUPPLEMENTAL INFORMED CONSENT FORM FOR CLIENTS OF
PRACTICUM/INTERNSHIP STUDENTS**

See the Departmental HIPAA Compliance Policy Requirement #4 for more information regarding the use of this form. The following template can be used to print client consent forms on agency letterhead to meet the policy requirements.

Use only with permission from your site supervisor

My name is (STUDENT'S NAME) and I am a graduate student in the Department of Counselor Education and Counseling Psychology (*insert name of program here, e.g., Masters Program in Counseling*) at Marquette University. I am currently an internship student at AGENCY. My direct supervisor at AGENCY is (SITE SUPERVISOR'S NAME DEGREE, TITLE, PHONE NUMBER). In order to provide you with the best services possible, I will be discussing your case with my site supervisor on a regular basis. If you have any questions or concerns regarding the services I am providing to you, you are welcome to contact my direct supervisor. I am required to have direct supervision of my counseling services and cannot provide services without this supervision.

I am also required to participate in an internship class held at Marquette University. This class is taught by a Marquette faculty member, (INTERNSHIP INSTRUCTOR'S NAME, DEGREE, MU PHONE NUMBER), and only includes advanced graduate students enrolled in my program (typically 8 students or fewer). One of the class requirements is for me to present client cases to the class for consultation and educational purposes. If I present any aspects of your case to the class, **no** identifying information will be presented to the class, and thus your confidentiality will be protected (for example, no information about your name, employer, city of residence, schools attended, etc. will be included).

I, CLIENT'S NAME GOES HERE (PRINTED ON A BLANK LINE IS OK), have been given the above information.

Client Signature

Date

Witness

Date

Appendix N
Informed Consent to Audiotape and/or Videotape Counseling Sessions

Marquette University
 Department of Counselor Education and Counseling Psychology

Student Counselor Name: _____

Practicum/Internship Site: _____

Site Supervisor Name & Title: _____

Phone: _____

As a graduate student at Marquette University, I am required to be under the direct supervision of qualified clinical supervisors. Audio taping and video recording the sessions are a significant component of counselor training. However, no recording is ever done unless the client has given permission to do so. Therefore, we use this consent form to obtain your permission to audiotape and/or videotape. Feel free to ask me any questions about the purpose of taping and use of the tapes.

Your signature below confirms that this form has been explained to you, and that you understand the following:

1. The purpose of taping is for use in training and supervision. This will allow the above referenced counselor-in-training to consult with his or her assigned supervisor(s) in an individual or group supervision format, who may listen to the tape alone or in the presence of other student counselors in a class or meeting.
2. I can request that the tape recorder or video recorder be turned off at any time and may request that the tape or any portion thereof be erased. I may terminate this permission to tape at any time.
3. The contents of these taped sessions are confidential and the information will not be shared outside the context of individual and group supervision.
4. The tapes will be stored in a secure location and will not be used for any other purpose without my explicit written permission.
5. I have the right to review my recording with my student counselor during a counseling session.
6. The tapes will only be kept until the end of the school term during which they are recorded, at which time they will be destroyed.

Client Signature *(or Parent/Guardian if client is under 18 years of age)*:

_____ Date: _____

Client Assent *(if client is under 18 years of age)*: _____ Date: _____

Student Counselor Signature: _____ Date: _____

Site Supervisor's Signature: _____ Date: _____