

THE UNIVERSITY OF NORTH CAROLINA  
AT CHARLOTTE

COUNSELING PROGRAM  
CLINICAL EXPERIENCE MANUAL

Department of Counseling  
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## Introduction

Welcome to the challenges and excitement of your practicum and internship experience. Your efforts, professional interests, and continued openness to learning will largely determine the quality of your internship experiences. The counseling faculty will assist you through this period of professional and personal growth. The practicum and internship bridge the gap between the experiences and skills acquired in the classroom and the world of professional practice. Entering into a clinical placement signals that you have attained sufficient competencies in the practice of counseling and are ready to function as a beginning professional under the supervision of faculty and site supervisors.

### How to Use this Handbook

Read this handbook carefully. All practicum and internship requirements are your responsibility. You want to spend some time acquainting yourself with the expectations and requirements of the clinical experience. Your faculty advisor can guide you through this process. The handbook contains specific information about and a brief overview of the clinical training portion of the counseling program.

### Procedure for Progression to Clinical Placement

Placement in a clinical site represents the culmination of successful completion of the necessary academic work and the achievement of the basic skills needed to work with clients. The following criteria must be met in order to qualify for Practicum placement:

1. Completion of 15 semester hours of counseling requirements with a **B** or better in
  - a. Counseling Theories
  - b. Counseling Techniques
  - c. Ethics
  - d. Introduction to Community/School Counseling
  - e. Group (either pre- or co-requisite)
  - f. Introduction to Play Therapy (for those working with children 10 years of age or younger) [pre- or co-requisite]
2. Display of appropriate disposition(s) as defined by the contract signed upon entering the Counseling Program.

### The Counseling Clinical Experience

Students in the Counseling Program participate in three semesters of field experience. Students are expected to obtain experience in a broad range of skill areas, including: individual counseling; group counseling; psycho-educational groups and/or classroom guidance; parent and/or family counseling; program development, implementation and evaluation; staff development and training; and appropriate administrative functions and processes relative to their clinical placement. The practicum experience consists of 150 hours of on-site work, during one semester, with 60 hours expected in direct contact with clients. The internship experience consists of 600 hours of on-site work, across two consecutive semesters, with 240 hours expected in direct contact with clients.

Concurrent with the student's practicum or internship experience, the student will attend a university supervision seminar. The seminar will integrate the students' field learning experiences with discussion of the theory and practice of counseling, as well as provide an opportunity for the student to receive university-based clinical supervision (both individual and peer).

The clinical experience is one component of a comprehensive preparation program for counseling professionals. It is an essential component, as it provides an opportunity for each counseling student to integrate the information and skills gained from courses, workshops, seminars, and readings into a personal philosophy of counseling work. It also provides the student with an opportunity to explore areas of interest within the field and test out possible career options.

#### Procedures for Registering for Clinical Courses

1. Attend the Practicum Clinical meeting on Wednesday and the Internship Clinical meeting on Thursday during the 4<sup>th</sup> week of the Fall or Spring semester.

**Students who do not attend this meeting can not enroll in Practicum or Internship for the coming semester.**

**Students who enroll in a Practicum or Internship section and subsequently drop the course will not be permitted to register the following semester until checking in with the appropriate Clinical Coordinator.**

2. Students will fill-out and submit the Clinical Application form at this meeting.
3. Students will receive a copy of the Clinical Manual at this meeting which includes all the required forms. Lost manuals will be replaced at a **cost** to students.
4. Students must have Liability Insurance from either ACA or ASCA during the time they are taking Practicum or Internship. Students must join either ACA or ASCA to receive liability insurance. It is recommended this be done as soon as possible. Forms are available through ACA website ([www.counseling.org](http://www.counseling.org)) or ASCA ([www.schoolcounseling.org](http://www.schoolcounseling.org)).
5. List of community sites will be provided at the clinical meeting. Applications for school counseling placements will also be provided.
6. Once a site has been determined, a student must arrange to contact and meet with the designated site supervisor. At this meeting, the final Clinical Agreement and Supervisor Contract must be completed.
7. To work at a site which has not been used before by UNCC students; provide the name of the agency or school, phone number, and the contact person to the appropriate Clinical Coordinator (Agency/School). The Clinical Coordinator will contact the site and make

sure it meets all program requirements. The Clinical Coordinator will then inform you if the site has been approved. If so, follow procedure above (#6).

8. At **sign-up** for Practicum or Internship class sections, students must submit a copy of their current liability insurance, the signed agreement, and signed supervisor contract. Lack of any of these documents will prevent sign-up.
9. Students who fail to show up for the initial sign-up or lack the completed documents will have two weeks (2) to meet with Dr. Balog to complete the sign-up process.
10. A demonstration of **professional behavior** throughout this process is stressed. Should circumstances arise that might prevent you from fulfilling a clinical placement after an agreement has been signed, it is the students responsibility to inform the site and site supervisor directly. Also, inform the appropriate Clinical Coordinator.

### General Expectations for the Clinical Experience

Three semesters of part-time work experience cannot be expected to provide complete specialized training for a career in counseling. What it does do is provide exposure to the field and allows students to apply and test newly acquired knowledge within a clinical setting. It enables students to organize, synthesize, process, and apply their classroom information in a manner combining the cognitive, affective, and behavioral domains of learning. Many learners require a period of time and concrete experience to acquire both knowledge and skills. The clinical experience facilitates that process.

In addition to gaining an understanding of the operation of an agency or school counseling setting, the practicum or internship student should also gain a view of the interrelationship of personnel. Target populations, human service delivery systems, and organizational structure connect many offices. The professional counselor must be aware of such relationships in order to understand the nature of helping systems, as well as the overall counseling field.

Finally, the practicum and internship should serve to generate, develop, and refine skills in counseling, programming, administration, supervision, research and other aspects of professional counseling work. Through actual involvement in the design, implementation, and evaluation of counseling programs and services, students learn such strategies and methodology.

### Comments to the Student

You should apply appropriate general principles of counseling in order to insure an optimal clinical experience. Remember that you are a student and are learning. The practicum and internship are an opportunity to blend your knowledge, skills, attitudes, and counseling philosophy and further their development. You should understand the counseling site (agency or school) for which you are working within its organizational context. The "why and how" of a particular counseling site can be more important than the "what", particularly as you develop your own philosophy. As you develop your own philosophy and compare it to the site for which you are working, you may discover that the two philosophies differ. Remember that different counselors work from different counseling philosophical perspectives. Despite emerging or

perceived inconsistencies between you and other staff members with whom you are working, it is imperative that your behavior remain professional, ethical, and supportive of the site in which you are working.

## Student Responsibilities

### Pre-requisites for Enrolling in the Practicum and Internship

All prospective practicum and internship students must attend the clinical meeting held in the semester prior to their planned practicum or internship experience. This meeting is typically scheduled for the Wednesday and Thursday during the fourth week of the semester.

The following courses must be satisfactorily completed before a student is eligible to be placed in a practicum or internship.

- \_\_\_\_\_ CSLG 6100 Counseling Theories
- \_\_\_\_\_ CSLG 6101 Ethics and Professional Issues in Counseling
- \_\_\_\_\_ CSLG 6110 Counseling Technique
- \_\_\_\_\_ CSLG 7141 The School Counselor **or** CSLG 7170 Community Counseling Management
- \_\_\_\_\_ CSLG (any fifth course in the department)

If you are planning on a practicum or internship in an elementary school, or a community agency setting that works with children 10 years of age or younger, you are also required to have completed CSLG 7142, Introduction to Play Therapy **prior to or concurrent with** the clinical experience. For students completing their full year internship at an elementary school, this course must be taken before or during the first semester.

### Expectations of Students

You are responsible for knowing and following practicum and internship guidelines. As noted below, failing to follow these guidelines may result in serious consequences for you. In other words, you risk complicating the practicum or internship process, which may affect your progression through the program. If you doubt how to proceed, consult your faculty advisor and the school or community counseling clinical coordinator. Since these guidelines cover your on-site actions as well, check with your site supervisor to make sure that you are acting according to the institution or school policies and procedures. For example, know and follow the procedures for requesting a professional day or taking sick leave. As noted earlier, practicum and internship students, even unpaid ones, must adhere to professional, institutional, and ethical standards. The following guidelines apply.

The minimum number of on-site hours for the practicum is 150, with a minimum of 60 hours of direct client contact. For one semester of internship, the minimum number of on-site hours is 300, with a minimum of 120 hours of direct client contact. This results in a total of 600 on-site hours, with 240 direct client contact hours for the complete internship experience. Typically, direct client contact comes in four different forms, (a) individual counseling, (b) group

counseling, (c) psycho-educational or classroom guidance groups, and (d) parent or family meetings. All other activities are considered non-direct hours.

Counseling practicum and internship students will adhere to the following guidelines.

1. Complete the duties assigned to them at the practicum or internship site in accordance with University, departmental, and cooperating agency or school policies and procedures, as well as the ethics, statutes, and laws governing the professional practice for counseling.
2. Early separation from the practicum and internship requires written approval of the school or community counseling program coordinator, the site supervisor, and the faculty advisor. Other programmatic and University leave policies and procedures may apply.
3. A leave of absence from the practicum or internship site must include written approval of the school or community counseling program coordinator, the site supervisor, and the faculty advisor. Other programmatic and University leave policies and procedures may apply.
4. Know and meet practicum and internship expectations, guidelines, and procedures as outlined in the Clinical Handbook for the Counseling Department, and other programmatic resources, e.g., the Graduate Student Handbook.
5. Know and meet all practicum and internship deadlines.
6. Ensure that the practicum and internship file material is accurate, current, and complete. For specific information, refer to the most recent version of the Clinical Handbook for the Counseling Department.
7. Meet with the site supervisor regularly at times established by the site supervisor for an average of one 1 hour per week of individual supervision.
8. Practicum students will meet for 1 hour of individual supervision per week with the university supervisor and participate in a minimum of 1.5 hours of group supervision per week. All practicum students are required to be registered for CSLG 7430 for the semester in which they are working in a practicum setting.
9. Internship students will participate in group supervision for a minimum of 3 hours per week, on a regular schedule throughout the internship. All internship students are required to be registered for CSLG 7435 for the semester in which they are working in a clinical setting.
10. Maintain regular contact with the School or Community Counseling Clinical Coordinator, faculty advisor, and university supervisor through site visits, phone contacts, correspondence, intern's visits to campus, on-campus meetings for interns, and meetings for site supervisors.

11. Practicum and internship students will provide either audio or video taped counseling sessions for review in group supervision or individual supervision with the university supervisor.
12. When obtaining taping permission from client's or the parents of clients, the UNCC Department of Counseling client release form provided in this manual will be used in addition to any release form from the agency or school.
13. The clinical experience will commence at the beginning of the semester when students have (a) completed and submitted the Internship Agreement Form, (b) have registered for and begun the practicum (CSLG 7430) or internship (CSLG 7435) course, and (c) students have submitted a copy of their professional liability insurance coverage.
14. Understand that specific certification and licensing requirements may differ from programmatic requirements. Interns are responsible for knowing and meeting the specific requirements for certification and licensure they wish to pursue.
15. **Accept responsibility for knowing and understanding that failure to act within these guidelines may result in one or more of the following:** a disciplinary letter placed in the student's practicum/internship file, receive no credit for practicum/internship, removal from the site, termination from the program, and/or some other action deemed appropriate by the faculty.

### Weekly Log of Hours

Each student will complete an on-going log of accumulated hours attained through the practicum or internship experience (see Appendix). The log sheet is provided in the appendix of this manual. The log sheet requires students to provide a detailed list of hours accumulated in various activities during the clinical experience. All students completing a practicum must accumulate a minimum of 150 hours, with 60 hours of direct client contact. Internship students must accumulate a minimum of 600 total hours over two consecutive semesters, with 240 hours of direct client contact.

In the clinical setting, direct client contact hours are gained through individual counseling, small group counseling, psycho-educational group or classroom group guidance, and family or parent meetings. All other hours can include duties appropriate to the clinical setting or supervision (either on-site or university) as listed on the weekly log sheets. The weekly log of hours will become part of the student's permanent practicum and internship record indicating successful completion of the clinical experience, and will be kept on file in the Counseling Department.

### Weekly Reports/Reflective Journal

Each week practicum or internship students will submit (or maintain) a weekly reflection report/journal of their thoughts, feelings, activities, and experiences for the preceding week at their site (see Appendix or follow specific syllabus instructions). This report/journal is intended to provide students with an opportunity to reflect on the activities that they participated in at their sites and any thoughts and feelings associated with these experiences. In addition, the

report/journal is an opportunity to express any concerns to the course instructor. These reports or reflections will not be included in the final practicum or internship completion file.

### Evaluation Process and Evaluation Forms

A mid-semester self-evaluation will be conducted by the student. This self-evaluation will include a written statement (format included in the supplemental forms appendix, B) and a conference with the site supervisor to assess work toward goals that were established at the beginning of the semester. The written portion of the self-evaluation should be submitted to the internship course instructor. A formal evaluation from the site supervisor will be conducted at the end of the semester. During the final week of the internship experience (the end of each semester), students will complete an evaluation of their internship site and an evaluation of their internship site supervisor. These forms should be submitted to the School or Community Counseling Clinical Coordinators. Copies of all evaluation forms are provided in the forms appendix (A) of this manual.

### Supervision

Supervision is a key component of both the practicum and internship. To support your professional development and learning during this time, you will receive at least two kinds of supervision: on-site supervision and university-based supervision. Practicum students must meet weekly for on-campus individual and group clinical supervision with a faculty supervisor and weekly for on-site clinical individual supervision with a site supervisor. Internship students must meet weekly for university-based group supervision and weekly for on-site clinical supervision. During individual and group supervision, both on-campus and on-site, you will receive assistance with skill development and guidance on client-related and professional development matters. In addition, your university supervisor, who also leads the group supervision, can discuss and develop solutions with you for the complex problems that occasionally arise in a placement. The site supervisor must be a qualified professional. The counseling program defines **a qualified site supervisor as a person holding a master's degree in a recognized helping profession, preferably counseling, for at least two years prior to being a supervisor.** Related professions with counseling equivalent qualifications such as psychology or social work may qualify with prior approval from clinical coordinators. [NOTE: school counseling interns should seek supervision primarily from a licensed school counselor]. Supervision requirements may vary among licensing and certification agencies and boards. Various state licensing and certification organizations may have specific requirements for supervision. If you are pursuing a license as a counselor or other certification such as a chemical dependency counselor or marriage and family therapist, consult the specific responsible agency or board. In some cases, interns pursuing multiple licenses and/or certifications may find it necessary to have more than one supervisor. **You are responsible for knowing and meeting these requirements.**

### Professional Behavior

Students are expected to conduct themselves as professionals at their sites. They should familiarize themselves with the expectations of staff at their site and adhere to these expectations. Practicum and internship students are expected to set their daily and semester schedule to coincide with the calendar of their host site, including daily work schedule, holidays, vacation days, etc. At all times, students are expected to maintain appropriate confidentiality

regarding activities at the site and to adhere to the ethical guidelines set forth by the American Counseling Association and the American School Counselor Association.

Interns should carry out the duties and responsibilities of their practicum or internship agreement to the best of their ability and meet with their supervisor to modify any aspect of the agreement which may become problematic. Clinical students are expected to keep their supervisor informed of their activities, needs, concerns, and accomplishments with regard to the practicum or internship.

#### School or Agency Trip Chaperone Policy

As a practicum or internship student, you are not an employee of the school system or agency. Students work in a professional training capacity as part of their graduate program. Therefore, it is not acceptable for clinical students to take on the role of chaperone for an off-site activity. Due to not being a school or agency employee, practicum and internship students are not covered by any type of insurance or administrative policies and procedures should anything happen during the event. Therefore, no student will assume primary responsibility for a group of clients or students in any type of event or trip. Practicum or internship students may assist or accompany other school or agency officials with events or trips as long as it is understood that the practicum or internship student is not to be placed in a position of primary responsibility for students or clients.

#### Reports

Interns are responsible for seeing that all required forms, evaluations, and reports are submitted to the practicum or internship course instructor. No grade or credit will be given for the practicum or internship until all final evaluations and forms are received.

## The Clinical Experience

The practicum and internship experience is more than a clinical exercise in the counseling program—they represent a significant opportunity for career and personal development. As such, the more time, effort, and resources you commit to this process, the more likely you will be to place your feet firmly on the career path that suits your interests, talents, experiences, and training. The experiences and the skills you hone and develop through the practicum and internship compose key elements of your resume. You can think of your clinical experience developmentally. You will proceed through four phases as you work through the clinical placement process: Pre-placement, Initiation, Working, and Termination.

### Getting Started

Begin with the end in mind. You have probably heard this before, but the clearer idea you have of where you want to go, the more likely you are to get there. To do this takes time and effort; again, something you have heard before. Talk with your faculty advisor and/or the school or community counseling program coordinator. Your faculty advisor is one of your most useful resources during the pre-placement phase. Talk to her or him about your career interests and goals. This process will help you to clarify your practicum, internship, and career plans, as well as let your faculty advisor serve as a resource person for you.

There are other resources, too. The Career Counseling Center can help you to craft a resume that conveys to others your experiences and career-related attributes in a way that is clear and concise. You may find it useful to make an appointment for an individual career counseling session.

Informational interviewing may be useful. Many students find informational interviewing provides them with a clearer picture of what professionals at counseling agencies do in actual work settings. Through these interviews you may also get leads to potential practicum or internship sites through networking. You may find it helpful to have a professional resume to leave with the interviewer(s) as a reminder of what you have to offer a potential practicum or internship placement.

### Choosing a Practicum or Internship Site

A practicum or internship experience that prepares you to work with diverse clients allows you to fit into a larger range of positions, quite possibly the one you desire in the future. You can strive to experience opportunities that will provide exposure to a variety of client populations and settings, (e.g., in geriatric counseling, play therapy, substance abuse counseling), through volunteer work or through some other aspect of your practicum or internship. Look for a site that offers a balance of experiential and didactic opportunities. Not all your learning will come from direct contact with clients. A clinical site can provide you with a variety of experiential and didactic learning opportunities, such as welcoming you as a participant in a case staffing or by offering you valuable in-service training. Look for a site that welcomes you as a valuable team member. Since much of what you gain from a clinical placement comes from your relationship with others, seek placements where you are welcomed and viewed as an important contributor. Many sites utilize practicum and internship students, in part, because they value their

contributions. In addition, these sites seem to appreciate the fresh perspective and current knowledge that counseling students bring to their placement.

When you choose a practicum or internship site, you are not the only one who gets to choose. The site and your program all have a say in this matter related to this match. There are a few points to consider when looking for a practicum or internship site and when potential sites are looking at you.

Look for a qualified supervisor. The site supervisor has many responsibilities. The site supervisor's willingness to supervise you represents an investment of time and resources and the responsibility to ensure that you practice counseling in a therapeutic, legal, and ethical manner. Your weekly supervisory meetings are key to your professional development. These weekly (and additional supervisory moments) assure you and your supervisor that you are carrying out counseling activities ethically and in accordance with the principle of best practices. A site supervisor also has the responsibility for assisting the School or Community Counseling Program Coordinator and the university supervisors in evaluating the quality of your practicum or internship work.

Interview your potential supervisor. Below are some suggested questions to consider asking a supervisor in an interview.

- What is the supervisor's approach to counseling and supervision?
- How much direction will she/he be able to provide?
- How does he/she provide feedback?
- What kind of role model is she/he?
- Will this site provide opportunities to develop general counseling skills with diverse clients?

#### Using Your Current Job as a Site

Some students currently hold positions that may be in a counseling-related field. A question arises as to whether a current position may serve as a practicum or internship site. There is no clear answer to this question since so many variables come into play. There are several large "ifs", however, connected to a workplace practicum or internship. Your workplace may serve as a clinical site **if** it meets the guidelines for a practicum or internship site and **if** your clinical activities qualify as a counseling internship. For example, you must engage in counseling and counseling-related activities with clients, keep appropriate records, and receive supervision from a qualified professional. Furthermore, **if** your duties as a practicum or internship student incorporate substantially new or redesigned activities and responsibilities, then the placement may be appropriate. In other words, you will need to talk with your faculty advisor and the School or Community Counseling Program Coordinator to see **if** a workplace practicum or internship is right for you.

## What the Clinical Site Looks for in Students

Clinical sites look for students with strong communication skills. If utilized, your resume, cover letter, and interview convey early and important evidence of your communication skills. Take time to present yourself in a professional manner. Practicum and internship sites look for evidence that a student is responsible and has a positive work ethic. Your work and academic histories are evidence of your willingness to take personal responsibility for your choices and your willingness to follow through. Be sure to let the interviewer know specific incidents where you have accepted responsibility for and worked persistently to finish challenging assignments. Let the interviewer know that you respond positively to supervision. For example, discuss the times where you were able to positively incorporate and use less than positive supervisory feedback from a supervisor.

Clinical sites look for students that are flexible and open to new challenges. One way to express flexibility and openness is to ask for challenging assignments (with appropriate supervision!). A caveat here: take care to balance your needs with those of the prospective site. You probably will want to avoid sites that expect you to change your schedule frequently and dramatically to suit their needs.

A few questions to consider before accepting the practicum or internship position:

- What hours will I work?
- When will I begin seeing clients?
- What are the procedures for ensuring client safety?
- What is expected of me when I am ill?
- What roles are practicum and internship students expected to fill?

Once your site has been approved, you are ready to put your efforts into getting the most out of your experiences. Before starting to work, take some time to plan how you will become acquainted with the organization (orienting), how you will meet your goals through your clinical experiences (working), and consider the tasks involved with completing (terminating) your placement.

### Orienting

**Ask questions.** People, and your relationships with them, are your greatest resources. When starting your placement, take time to build relationships, ask questions, and learn how the organization operates. The orienting phase is a time for you and the organization to become familiar with each other. Most sites have an orientation period before assigning clients to you.

**Read.** Most sites have written materials that will prove useful. For example, they most likely have a mission statement informing policies, procedures, and scope of services. Ask for any relevant written materials such as policy and procedures manuals. Be sure to find out the procedures for responding to critical incidences, such as a suicide threat or threat of violence.

**Observe.** You may find it useful to shadow a counselor for a time to see how he or she works through the complexities of professional decision-making and action. This is also the time, early on, to fine-tune your working agreement with the site and your supervisor.

### Working

After a period of settling in, you begin the work of practicum or internship. As the routine becomes more familiar, you will likely feel more relaxed, confident, and understand first hand the scope of experiences available to you. You may wish to discuss with your site supervisor possibilities for taking on new challenges. Some students may begin to work *too* independently as they grow in confidence and experience and supervisors spend less time supervising and teaching. You may periodically wish to discuss the issue with your site supervisor as a kind of check-in for both of you.

### Terminating

Terminating the practicum or internship generally signals the start of a new beginning. Completing assignments, transferring clients, and saying good-bye to supervisors and colleagues mark this period. It is a busy time that requires you to stay focused and energized. This is a good time to gather recommendations from supervisors. Appropriate termination with the site puts you on solid footing for your next career move.

There are rare incidents when a practicum or internship ends early. Early separation may be site or intern initiated, or a combination of both. The goal of an early separation is to make it a positive learning experience for the student and to maintain positive programmatic working relationships with the site. Permission for early separations is granted only after other efforts to address the situation have been unsatisfactory. In the event an early separation is appropriate, it will occur with the mutual consent of all parties (**see policies and guidelines**) and requires active consultation and participation of the School or Community Health Counseling Program Coordinator. Should problems arise, we strive to maintain positive working environments for the student and a positive working relationship with the site.

### A Final Word

Termination is a period of reflection, evaluation, preparation, and action...a complex juxtaposition of activities. In this way, terminating from an practicum or internship is not unlike closure with clients. During this transitional period, you can misplace time for reflection as you move toward new beginnings. The ending of your clinical placement can be an invitation to sort through and find meaning for your feelings, thoughts, and experiences.

## Responsibilities of the Site Supervisor

The cooperating counseling professional who will have direct responsibility for the practicum or internship student at the workplace will be designated the site supervisor. Although practicum or internship students potentially perform a number of tasks and frequently work with different staff members, for purposes of continuity, overall supervision, and final evaluation, it is necessary that one site supervisor be designated for each student's entire practicum or internship.

### Assistance in Developing the Practicum or Internship Agreement

The site supervisor should meet with the practicum or internship student to discuss and complete the practicum or internship agreement. During this meeting, the student shares with the site supervisor their goals for the clinical experience (i.e. what they want to develop, strengthen, gain, etc). The supervisor should provide suggestions and guidance in terms of realistic goals and activities that can be completed within the time constraints of the clinical experience.

### Orientation

The site supervisor is responsible for providing an orientation to the practicum or internship position. This orientation should include general information about the site, an overview of the administrative structure, and the role of the counseling office within the overall helping community. The site supervisor should also make sure that the practicum or internship student is formally introduced to other staff in the site and individuals in other areas with whom the student will interact.

### Supervision

The site supervisor is expected to spend a minimum of one hour a week in direct supervision of the practicum or internship student. Initially, sessions may cover such topics as review of the practicum or internship agreement, orientation to the workplace, and start-up work on outlined activities. As the clinical experience progresses, this time should be spent reviewing the student's progress in meeting the specific requirements of the agreement, consultation concerning on-going caseload, discussion of professional concerns as they affect the workings of the site, or other relevant topics. This time is designed to provide the practicum or internship student with feedback on his or her performance and for the practicing professional to share insights and experience with the student.

### Role Modeling

The site supervisor is expected to serve as a professional role model for the practicum or internship student in job performance, personal growth, and professional and ethical behavior. As such, the site supervisor is expected to possess appropriate training, knowledge, and experience in a recognized helping profession, preferably counseling. Site supervisors are expected to hold at least a masters degree in their field, with appropriate licenses from the state pertaining to the clinical setting, and at least two years of work experience in the field of counseling or other mental health profession.

### Taping

All practicum or internship sites must allow for this taped supervision review process of students. This further facilitates the professional development of students and assists in quality control of services delivered to clients. If audio or video taping is not allowed at a site, students will have to be re-assigned to an alternative site. Site supervisors should help students identify clients that will be amenable to audio or video taping of sessions for university supervision purposes.

Practicum and internship students will be instructed to use a site's permission to tape form along with the UNC Charlotte Department of Counseling approved permission to tape form. The permission to tape form is only required when students are audio or video taping clients for supervision purposes. This form is not to be consider a general permission form for students to counsel clients.

### Site Visits

Site visits are required for all internship students by the university course instructor. These visits are required for each semester that a student is enrolled in an internship. The instructor will contact the site supervisor to arrange this meeting. For practicum students, contact with a site supervisor is required. This may be a phone contact or a site visit, to be determined, based on need, by the university course instructor.

### Evaluation

The site supervisor is expected to provide on-going feedback to the student concerning his or her performance of agreed upon duties, as well as his or her overall performance and behavior at the practicum or internship site.

The practicum or internship student will write a mid-semester self-evaluation. This self-evaluation will also include a conference with the site supervisor to assess work toward goals that were established at the beginning of the semester. A formal evaluation from the site supervisor will be conducted at the end of the semester. This form should be mailed to the School or Community Counseling Clinical Coordinators. The mailing addresses are listed at the bottom of the end of semester evaluation form. Copies of all evaluation forms are provided in the forms appendix (A) of this manual.

## Course Evaluation

Grades for the practicum or internship course will be based on the student's work at the site and in the academic component of the practicum or internship class. Each component will count 50% toward the final course grade.

Detailed evaluation of the clinical experience is an important part of the student's learning. The student's practicum or internship agreement should serve as the basis for the evaluation. In addition to progress toward achieving established goals and progress on assigned projects, the evaluation will address development of skills needed to complete assignments, attitude toward work in the site, working knowledge of site operations, interactions with co-workers in the site, and appropriate use of supervision.

Site supervisors are requested to conduct a mid-semester evaluation conference with each student halfway through the practicum or internship. If it is necessary to alter the practicum or internship agreement, such changes should occur after consultation and approval with the practicum or internship course instructor. The university practicum or internship course instructor should also be notified of any concerns the site supervisor may have at this time about the student's general performance.

The final evaluation should be completed during the final week of the clinical placement. This evaluation should be forwarded to the School or Community Counseling Coordinator. If there is disagreement over the evaluation, the university practicum or internship course instructor will be responsible for contacting those involved and determining the final resolution of the disagreement.

If the site supervisor or university practicum or internship course instructor identifies deficiencies in a student's performance (professional behavior, skill demonstration, or other expectations of the student) and these are not addressed by the student after appropriate and timely notification, then the student may be asked to leave the placement by either the site supervisor, the practicum or internship course instructor, or the School or Community Clinical Coordinator. If this occurs, the student will not be placed at a different site to complete the practicum or internship experience. A remediation plan to address the problem areas will be developed by the School or Community Counseling Clinical Coordinator, the course instructor, and the student's faculty advisor, and a placement will be attempted for the next semester in which new clinical placements are made. No adjustments to the practicum or internship requirements will be made to accommodate this remediation process. A student repeating the practicum or internship in a subsequent semester will be expected to complete all requirements of the course, with no carry over of completed hours from the previous failed attempt.

Students will also be evaluated on the academic component of the course. This evaluation will be based on attendance and participation in the seminar, active utilization of group and individual supervision, timely and thorough completion of weekly reports, performance on all required assignments, and evaluations from the site supervisor.

## Clinical Specifics for the School Counseling Program

### School Counseling is...

**a profession** that focuses on the relations and interactions between students and their school environment with the expressed purpose of **reducing the effect of environmental and institutional barriers that impede student academic success**. The profession fosters conditions that ensure educational equity, access, and academic success for all students K-12. To accomplish this function, **the trained school counselor must be an assertive advocate** creating opportunities for all students to nurture dreams of high aspirations. The counselor assists students in their academic, social, emotional and personal development and helps them define the best pathways to successfully achieve their dreams. The **school counselor** serves as **a leader** as well as an effective **team member** working with teachers, administrators and other school personnel to make sure that each student succeeds. The school counselor as consultant empowers families to act on behalf of their children by helping parents/guardians identify student needs and shared interests, as well as access available resources (The Education Trust, 2000).

### School Counseling Practicum and Internship

Through the formative clinical experiences provided in practicum and internship, the school counseling intern will become familiar with a wide gamut of essential school counseling services while working with students, parents, and educators. The student will become familiar with a variety of professional activities and resources in addition to direct service intervention strategies. Professional resources may include assessment instruments, toys, games, books, computerized guidance programs, print and non-print media, professional literature, research, and referral data, as well as, persons.

The practicum and internship experience are a critical component of preparing to be a professional school counselor. It is our hope that through classroom learning and field experiences, school counseling interns will be able to effectively serve the K-12 student population.

Successful completion of a school-based practicum and internship will prepare students to:

1. apply the knowledge base of counseling to develop, implement, and evaluate data-based, comprehensive developmental school counseling programs;
2. assume professional roles and functions of the professional school counselor as described by CACREP, the ASCA *National Standards*, the ASCA *National Model*, and the NC Department of Public Instructions *Guidelines for School Counselors*;
3. translate personality theory, learning theory, and normal and abnormal behavior into effective research-based interventions for individuals, groups, and families;
4. describe and adjust to societal changes and trends in a multicultural society;

5. demonstrate the ability to form effective helping relationships with diverse individuals and groups;
6. understand the facilitative factors that influence the helping process, including effective counselor and client characteristics; collaboration and consultation skills; and theoretical frameworks that support the process;
7. translate group development, dynamics, leadership styles, and counseling methods and skills into effective interventions with students, parents, faculty, staff, and community initiatives;
8. integrate an understanding of instruction and classroom management into effective classroom guidance interventions;
9. demonstrate the capability to apply educational planning, career development and decision theory, and knowledge of sources of career information to student development and aspirations;
10. use formal and informal assessment procedures to identify needs, focus interventions, and assess counseling intervention and programmatic outcomes and effectiveness;
11. understand and use counseling research and evaluation results to guide counseling practice;
12. exhibit professional and personal behaviors, skills, and attitudes associated with competence in the core areas specified by CACREP standards;
13. demonstrate ethical behavior based on the ethical standards for ACA and ASCA, and understand the legal issues relevant to school counseling; and
14. exhibit the professional leadership and social advocacy skills necessary to serve as an effective change agent, and advance the cause of oppressed or underrepresented groups, parents, and students.

## Clinical Specifics for the Community Counseling Program

The purpose of the community counseling clinical experience is to provide students with an entry-level professional clinical training opportunity, under supervision, in a clinical setting appropriate to the community counseling specialty of interest to the student. This training opportunity is intended to provide students the chance to perform a number of counseling activities and duties performed by practicing community counselors. During the course of the clinical experience, students will learn additional practical skills, as well as practice skills that have been taught in the didactic portion of their training program. Many counseling and non-clinical learning opportunities are available through work in a real agency setting. Students are provided with the opportunity to see real clients, develop and implement clinical intervention plans, determine which strategies are most effective with specific clients and client situations, experience the diversity of clients and their unique challenges, and, finally, to work in the environment as practicing clinicians with fellow clinicians.

### Community Counseling Knowledge and Skill Areas

As you can see, the clinical training portion of the Counseling Program is a critical element in the overall preparation of competent and effective community counselors. As such, it is important that community counseling practicum and internship students are trained adequately in the following knowledge and skill areas.

1. Student will understand and recognize the typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services.
2. Students will be able to implement models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development, including prevention, implementation of support groups, peer facilitation, parent education, career/occupational information and counseling, and encouragement of self-help.
3. Students will utilize effective strategies for promoting client understanding of and access to community resources.
4. Students will integrate and utilize principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnosis and appropriate counseling plans.
5. Students understand and use appropriate principles of diagnosis and current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual*.
6. Students will use effective strategies for client advocacy in public policy and other matters of equity and accessibility.
7. Students understand and know how to apply appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling,

including the use of crisis intervention, and brief, intermediate, and long-term approaches.

## APPENDIX A

Practicum and Internship Forms and

Report Formats

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
Department of Counseling  
**Practicum/Internship Information Sheet**

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

**Address:** \_\_\_\_\_

\_\_\_\_\_

**email address:** \_\_\_\_\_

**Phone (Home):** \_\_\_\_\_

**Practicum/Internship Site:** \_\_\_\_\_

**School:** Elementary \_\_\_ Middle \_\_\_ High \_\_\_

**District:** CMS \_\_\_ Cabarrus \_\_\_ Gaston \_\_\_ Union \_\_\_ Iredell/Statesville \_\_\_  
Rowan/Salisbury \_\_\_ Other \_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Phone:** \_\_\_\_\_

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

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

**Agency Director/ School Principal:** \_\_\_\_\_

**Internship schedule:**

**M \_\_\_ T \_\_\_ W \_\_\_ TR \_\_\_ F \_\_\_**

**Time:**

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
 Department of Counseling  
**Practicum/Internship Agreement**

Student Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

Semester/Year \_\_\_\_\_

Practicum/Internship location \_\_\_\_\_

Site supervisor \_\_\_\_\_

Title \_\_\_\_\_ Phone \_\_\_\_\_

Email address \_\_\_\_\_

Address \_\_\_\_\_

Degree: \_\_\_\_\_ Field: \_\_\_\_\_ Years of Counseling Experience: \_\_\_\_\_

#### Practicum/Internship Experience Summary

On the next page **concisely** outline the proposed practicum or internship experience. The agreement should make clear the chief responsibilities of the student. You may take advantage, however, of new opportunities when they arise, after consulting with your instructor and your site supervisor.

The agreement should cover the duties that you will perform. List each of the duties and indicate an approximate time that will be devoted to each. A practicum or internship student should have the opportunity to engage in the activities that are performed by a staff member of the site.

After the practicum or internship agreement is completed and signed by the student, site supervisor, and practicum or internship supervisor, copies for the site supervisor and student should be made. The original is to be given to the university supervisor.

When developing the practicum or internship agreement, the student and site supervisor should keep in mind the basic clinical requirements for the program. If this is a practicum, the total experience should equal **150 hours**, with a minimum of **60 hours** of direct client contact. For an internship, the total experience for each semester should equal **300 hours**, with a minimum of **120 hours** of direct client contact. Typically, direct client contact comes in four different forms, (a) individual counseling, (b) group counseling, (c) psycho-educational groups or classroom guidance, and (d) parent or family meetings. All other activities are considered non-direct hours.

**Practicum or Internship Agreement Outline:**

Student \_\_\_\_\_ Date \_\_\_\_\_

Site Supervisor \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

The University of North Carolina at Charlotte  
Department of Counseling

**Supervisor Contract**

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

Assistance in Developing the Practicum or Internship Agreement

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

Orientation

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

Supervision

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

Role Modeling

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

### Taping

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

### Site Visits

I recognize that site visits are required for all internship students by the university course instructor. I will meet with the instructor to review student performance and any concerns. As a practicum site, I realize contact may be by phone or a site visit, to be determined, based on need, by the university course instructor.

### Evaluation

I will provide on-going feedback to the student concerning his or her performance of agreed upon duties, as well as his or her overall performance and behavior at the practicum or internship site.

I will participate in the practicum or internship student's mid-semester self-evaluation. I will set-up a conference with the student to assess his or her work toward goals that were established at the beginning of the semester. I will conduct a formal final evaluation with the student at the end of the semester and submit to the practicum/internship instructor at UNCC a copy of this final evaluation after reviewing it with the student.

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Supervisor

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Date

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
Department of Counseling  
**Practicum/Internship Goal Statement Format**

Name:

Date:

Site:

Self-evaluation of counseling skills:

Strengths

Weaknesses

Which particular counseling skills are you developing and looking to refine at this time?

Goals for this clinical experience:

How will you know whether or not you have accomplished these goals?



Weekly Log Page 2

Week Dates	DCC Individual	DCC Small Group	DCC Parent or Family Meetings	DCC Classroom Guidance or Psy.Ed. Groups	Other Duties (consulting, program development, assessment, IEP, staffing)	On-Site Sprvsn	UNCC Individual and/or Group Sprvsn	<u>Weekly Totals</u>
<b>Semester Totals</b>								

DCC-Direct Client Contact; All DCC columns must total 60 hours per 150 hours of practicum, or 120 hours per 300 hours of internship. Classroom group supervision hours are not included in the total number of on-site hours for practicum (150) or internship (300). However, they are to be included on this log. Thus, the total number of hours accrued should be at least 187.5 for practicum and 345 for internship per semester.

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
Department of Counseling  
**Client Release Form**

I \_\_\_\_\_ agree to be counseled by a Practicum or Internship student from the Department of Counseling at The University of North Carolina at Charlotte. I understand that my identity will remain anonymous and all information will be kept in strictest confidence.

I realize that the counselor is a graduate student being trained in counseling skills and that he or she is receiving supervision from a faculty member in the Department of Counseling.

I understand that my counselor will be recording our sessions for his or her educational purposes only. I give permission for interviews to be recorded and for other counselors-in-training to listen to those counseling sessions only when used as a part of the counselor training program.

Client signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if client is under 18 years of age)

Counselor signature: \_\_\_\_\_ Date: \_\_\_\_\_

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
**Individual Counseling Case Note Form**

Client or Student Initials: \_\_\_\_\_

F/F

Ph

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THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
Department of Counseling  
**Case Presentation Format**

Conducting counseling sessions with the support and feedback of others is an important part of a trainee's professional development. In most training programs sessions are recorded on either audio or video tape. Once a session is completed, the trainee listens to the recording, providing him/herself with feedback that can lead to ideas for future sessions and recognition of areas in which one's work can be improved. Advanced counselors, as well as trainees, listen to develop a full picture of what happened in the session: important client emotions, beliefs, and personality characteristics not fully seen during the actual session, significant moments or turning points, and significant things the counselor did or did not do. Receiving organized feedback from the supervisor and giving organized feedback to oneself are major vehicles both for improving one's work with a given client and for building one's professional skills.

The following outline is offered as an aid to producing a written analysis of a counseling session, especially one that has been recorded. Used carefully, the outline can help the trainee organize thoughts about the client, the session, and the quality of one's work.

Background information

Demographic information, such as age, grade in school, employment, family unit, and history that seems relevant to the presenting problem.

Presenting problem: Why did the client approach you, from the client's perspective? Or why did you approach the client?

Was there a precipitating set of circumstances? How long has the problem(s) persisted?

If third parties are involved, what were their observations and concerns?

Overview of the session

What did you talk about?

What were the dominant issues and themes for this session?

If this was a session beyond the initial meeting, what were your process and outcome goals going into the session?

Observations and assessment: Conceptualization of Problem

Describe your observations and impressions of the client?

What is your view of the problem? What are the common themes?

What are the client's barriers to growth and coping skills?

What is the etiology of the client's present psychological capacity or incapacity?

What is she/he trying to accomplish by various behaviors?

What are your counseling goals?

#### Observations about self

Describe significant themes and patterns you observed in your own behavior, noting what you did that you considered especially effective and areas that were troublesome for you.

Describe your own internal experiencing during the session, with special focus on times or places where you felt confused, tense, angry, or at a loss.

#### Plans for the next session

How do you hope to follow up in subsequent sessions?

What issues and concerns do you think worthwhile to explore?

What process goals will you try to accomplish?

#### Help

Specifically what kind of help would you like, either from your internship supervisor or from fellow students, about this client, this session, and your helping efforts?

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
Department of Counseling  
**Supervisor's Final Evaluation of Counselor Trainee**

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

Name of School/Agency: \_\_\_\_\_

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

Course: \_\_\_\_\_ Practicum CSLG 7430                      \_\_\_\_\_ Internship CSLG 7435

The purpose of this evaluation is to provide meaningful feedback to the counselor trainee. Rate the student using the following scale:

N/O	1	2	3
Not Observed	Below Expectations	Meets Expectations	Exceeds Expectations

1. DISPOSITION

	N/O	1	2	3
Prompt				
Dependable				
Responsible				
Shows initiative				
Cooperative				
Appropriate appearance				
Good rapport with staff members				
Actively seeks opportunity for new learning experiences				
Maintains composure in difficult situations				

2. PROFESSIONAL BEHAVIOR

	N/O	1	2	3
Completes paperwork in a concise and timely manner				
Communicates orally and in writing in a clear and effective manner				
Adheres to the ethical standards of the profession				
Seeks consultation regarding complex ethical situations				
Makes an effort to improve counseling knowledge and skills				
Makes appropriate referrals to other persons or agencies				
Seeks consultation with other professionals				
Exhibits willingness to work on personal/professional issues				

3. WORKING IN THE COUNSELING ENVIRONMENT

	N/O	1	2	3
Becomes integrated into placement site				
Arranges counseling sessions appropriately				
Maintains contact with the on-site supervisor				
Demonstrates appropriate case management skills				
Strives to increase professional competence				

## 4. COUNSELING PROCESS/SKILLS

	N/O	1	2	3
Counseling Process:				
Opens session appropriately				
Clarifies the presenting issues accurately				
Facilitates exploration of issues appropriately				
Facilitates goal-setting appropriately				
Exhibits control of session				
Closes session appropriately				
Terminates counseling relationship appropriately				
Counseling Skills:				
Summarizes session content accurately				
Demonstrates a variety of facilitative responses				
Uses culturally sensitive techniques				
Uses theory-specific skills appropriately				
Facilitates goal-setting appropriately				
Provides information/advice appropriately				

## 5. CONCEPTUALIZATION SKILLS

	N/O	1	2	3
Recognizes relevant client themes and patterns				
Uses client information to develop working hypotheses				
Uses client cultural background appropriately in assessment, diagnosis, and treatment				
Adapts theory and techniques to meet client's reality				
Develops appropriate strategies and interventions based on established counseling theories and techniques				

## 6. PERSONALIZATION SKILLS

	N/O	1	2	3
Recognizes personal assets and liabilities				
Directly addresses the relationship process				
Understands differences between clients and self				
Perceives and understands boundaries in the client-counselor relationship				
Sets and maintains appropriate boundaries				
Works effectively with clients who are culturally different from self				
Aware of own feelings and uses them in assisting clients				
Manages personal values appropriately				

## 7. SUPERVISION CONDUCT

	N/O	1	2	3
Prompt and prepared				
Uses supervision time effectively				
Identifies questions, concerns, and issues				
Shows interest in learning				
Seeks help and direction				
Takes risks to learn and identify challenging situations				
Understands and incorporates supervisors' suggestions				
Accepts encouragement and constructive criticism				
Actively participates in the supervisory process				

## 8. SCHOOL RELATED EXPERIENCES AND OUTCOMES

	N/O	1	2	3
Demonstrates an understanding of the school, curriculum, student records, and appraisal processes				
Understands the role of the school counselor as a community liaison and school counseling advocate				
Demonstrates competencies in individual and group counseling through a rotating case load of at least two individual students and at least two groups				
Utilizes a variety of counseling tools, resources, and strategies facilitate the growth of students				
Observes and participates in consultation/collaboration with teachers or other school personnel				
Observes and participates in consultation/collaboration with parents				
Can apply referral procedures for students with special needs				
Facilitates appreciation for the cultural, lifestyle, and gender diversity of the school population				
Reviews and participates in school related activities, i.e., IEP, peer helper programs, peer mediation, program planning that supplements the scheduling process				
Designs goals that are consistent with the National Standards for School Counseling Programs, the state and local educational agency goals, and local school goals				
Adheres to appropriate ethical standards for working with minors				

Any additional comments: (e.g., strengths and areas for continued improvement)

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor/Instructor

\_\_\_\_\_  
Date

Please place this form in a sealed envelop and give to student. Or if you wish, mail this form to:  
**Attention:** [name of Practicum/Internship Instructor] , The Department of Counseling, College of Education, UNC Charlotte, 9201 University City Blvd., Charlotte, NC 28223-0001

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
Department of Counseling  
**Student Evaluation of Site Supervisor**

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

Name of School/Agency: \_\_\_\_\_

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

Course: \_\_\_\_\_ Practicum CSLG 7430                      \_\_\_\_\_ Internship CSLG 7435

Please circle the appropriate response for each statement. For each item please use the following scale:

1 = Poor      2 = Average      3 = Strong      4 = Excellent      N/A = Not applicable

My Supervisor....

- |   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 1. explained his/her role as a supervisor   | 1 | 2 | 3 | 4 | N/A |
| 2. helped me to feel at ease with the supervisory process                           | 1 | 2 | 3 | 4 | N/A |
| 3. gave me feedback about my role as a counselor which was accurate and usable      | 1 | 2 | 3 | 4 | N/A |
| 4. helped me clarify issues which my client brought to the session                  | 1 | 2 | 3 | 4 | N/A |
| 5. assisted me in understanding my own feelings about the client and his/her issues | 1 | 2 | 3 | 4 | N/A |
| 6. encouraged me to develop a plan to work with specific clients                    | 1 | 2 | 3 | 4 | N/A |
| 7. modeled appropriate counseling techniques when necessary                         | 1 | 2 | 3 | 4 | N/A |

My supervisor helped promote....

- |   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 8. my professional identity by encouraging membership in professional organizations | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|-----|

9. legal and ethical practice by discussing and by modeling appropriate ethical behaviors	1	2	3	4	N/A
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I felt....

10. confident of my supervisor's skills	1	2	3	4	N/A
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11. my supervisor respected me and was concerned with my professional growth	1	2	3	4	N/A
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12. my supervisor was committed to his/her role as a supervisor	1	2	3	4	N/A
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13. my supervisor motivated and encouraged me	1	2	3	4	N/A
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14. my supervisor served as an appropriate professional role model	1	2	3	4	N/A
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15. my supervision sessions allowed for both personal and professional growth	1	2	3	4	N/A
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16. my supervisor recognizes his/her own limitations	1	2	3	4	N/A
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17. my supervisor was genuine, congruent, empathetic, and honest	1	2	3	4	N/A
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My supervisor helped me....

18. to clarify my own ideas about counseling theory	1	2	3	4	N/A
---	---	---	---	---	-----

19. to focus on specific counseling strategies to assist the client	1	2	3	4	N/A
---	---	---	---	---	-----

20. to develop techniques to resolve conflict	1	2	3	4	N/A
---	---	---	---	---	-----

Please use this space and the back of this page for additional comments.

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
Department of Counseling  
**Student Evaluation of Practicum/Internship Site**

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

Practicum or Internship Site: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Course: \_\_\_\_\_ Practicum CSLG 7430                      \_\_\_\_\_ Internship CSLG 7435

Semester/Year: \_\_\_\_\_

Please rate your experiences at your practicum or internship site in the following areas. Use the scale provided.

1	2	3	4
Very Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Very Unsatisfactory

- \_\_\_\_\_ Amount of on-site supervision.
- \_\_\_\_\_ Quality and usefulness of on-site supervision.
- \_\_\_\_\_ Ability to obtain overall hours.
- \_\_\_\_\_ Ability to obtain direct client contact hours.
- \_\_\_\_\_ Usefulness and helpfulness of course.
- \_\_\_\_\_ Relevance of experience to career goals.
- \_\_\_\_\_ Exposure to and communication of school/ agency goals.
- \_\_\_\_\_ Exposure to and communication of school/agency procedures.
- \_\_\_\_\_ Exposure to professional roles and functions within the school/agency.
- \_\_\_\_\_ Exposure to information about community resources.

\_\_\_\_\_ 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
- \_\_\_\_\_ Psycho-educational activities
- \_\_\_\_\_ Consultation
- \_\_\_\_\_ Career counseling
- \_\_\_\_\_ Other \_\_\_\_\_

In the space below, or on the back of this form, please comment on any items that you considered moderately or very unsatisfactory. Provide solutions if possible.

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
Department of Counseling  
**End of Semester Faculty Checklist**

All faculty must make sure that the following forms have been turned in by each practicum or internship student prior to assigning a grade for the course. These forms will be placed in the student file for documentation of their clinical experience.

- \_\_\_\_\_ Weekly log of hours
- \_\_\_\_\_ Practicum or internship agreement form
- \_\_\_\_\_ Site visit/contact conducted on \_\_\_\_\_, with \_\_\_\_\_
- \_\_\_\_\_ End of semester evaluation of student
- \_\_\_\_\_ End of semester evaluation of site supervisor
- \_\_\_\_\_ End of semester evaluation of practicum or internship site
- \_\_\_\_\_ Professional liability coverage documentation

\_\_\_\_\_  
Practicum/Internship Instructor

\_\_\_\_\_  
Date

## APPENDIX B

### Supplemental Forms and Report Formats

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
 Department of Counseling  
**Informed Consent Agreement**

The Department of Counseling at the University of North Carolina at Charlotte focuses on growth in meeting life's personal, family and social demands, and on educational or vocational choices. Emphasis is on improving personal-social skills and adjustment to life situations, the development of improved problem solving and decision making capabilities, and working through personal, relational, or career concerns.

In using the services of a counseling intern from the Department of Counseling, the student/client must understand that for training purposes it may require videotapes/audiotapes of counseling sessions. These recordings enable the counseling faculty to assess the skills of the counselor-trainee.

It should be clearly understood that the information obtained from or divulged by the client is treated with the strictest confidence in accordance with the ethical and professional standards provided by the American Counseling Association and the American School Counselor Association. Furthermore, information will not be transmitted to any person or agency without the written consent of the client and/or the parent/guardian of the client (if client is a minor). The **EXCEPTIONS to CONFIDENTIALITY** are:

Subpoena or court ordered by a judge  
 Suspicion of child/elderly abuse/neglect  
 Client threatens/commits harm to self or a third party.

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I have read the above and understand its contents. I hereby agree to the following:

- Taping of all counseling sessions. Tapes will be erased at the termination of counseling.
- The counseling faculty and counseling peer supervision group will listen to or view the tape to assess counselor trainee skills.
- What is said or done by the student or client will be kept in confidence and not be transmitted outside of the counseling supervision class or supervision process. Only the client or parent/guardian may elect to release this information to persons or agencies outside the counseling program.
- Testing may be determined to be helpful for the client and, if deemed necessary by the client and counselor-trainee, will be conducted to provide additional case information.
- The case records maintained concerning these counseling sessions will be kept in a confidential file and always under the protection of the counselor-trainee and faculty.

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Client or Parent/Guardian Signature

---

Date

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
**Consultation Report Guidelines**

When a practicum or internship student conducts a consultation, written consultation report will be prepared. The consultation consists of the intern consulting with another human service professional regarding one of the intern's clients or on other appropriate clinical matters. The report should address (a) the reasons for the consultation, (b) the results of the consultation, and (c) the intern's application of these results.



THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
**Professional Development Activity**

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

Practicum or Internship Site: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Course: \_\_\_\_\_ Practicum CSLG 7430                      \_\_\_\_\_ Internship CSLG 7435

Semester/Year: \_\_\_\_\_

Description of professional development activity (e.g., attending a national conference) student would like to use for indirect service hours:

Number of hours not at site: \_\_\_\_\_

The hours a student proposes to exchange for indirect Practicum or Internship hours must be discussed with the University professor and the on-site supervisor prior to engaging in the professional development activity. Both supervisors needs to approve of this use of time.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor/Instructor

\_\_\_\_\_  
Date

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
**Counseling Practicum/Internship Weekly Reflection Format**

Name:

Week of:

Internship site:

Total internship hours:

Total client contact hours:

General description of your activities:

General impressions, inferences from these activities:

Areas of concern, areas needing clarification, questions:

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
Department of Counseling  
**Mid-Semester Self-Evaluation Format**

1. How have you progressed toward meeting your goals as stated at the beginning of the semester? Please be specific and provide examples.
  
2. What you have learned about
  - a. counseling in general
  - b. supervision in counseling
  - c. yourself as a counselor
  
3. Evaluate your skills and effectiveness as a counselor based on:
  - a. feedback from peers
  - b. feedback from supervisors
  - c. self-assessment

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
Department of Counseling  
**End of Semester Self-Evaluation Format**

1. Have you fulfilled your goals as stated at the beginning of the semester? Please be specific and describe how you have or have not achieved these goals.
2. Evaluate your skills and effectiveness as a counselor based on your level as a graduate student at the end of this semester.
3. How could this seminar be improved? Please be specific.