



ULM COUNSELING PROGRAM

Practicum and Internship Site Supervisor & University Supervisor Orientation Manual

SCHOOL OF ALLIED HEALTH

**Counseling Program
College of Health Sciences
University of Louisiana at Monroe, LA 71209-0230**

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Dear Site Supervisor,

Thank you for undertaking the role of supervising our students in your professional setting as they commence their path toward becoming professional counselors.

As you reflect on your own practicum and internship experiences, you likely appreciate the lasting influence your site supervisor had on your professional growth. Our students will rely on you for various forms of support, including guidance, encouragement, and a reassuring presence during challenging times.

This manual is designed to acquaint you with the essential components of a practicum/internship experience at the University of Louisiana Monroe. It aims to provide direction for the site supervisory process and clarify the roles and responsibilities of the student, the university, the university instructor, and the site supervisor, as mandated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the national accrediting organization.

The counseling faculty sincerely appreciates your willingness to offer our students the opportunity to gain real-world experience and share your valuable knowledge and expertise with them. We trust that, in return, the students will contribute valuable service to your counseling site.

Your ideas and suggestions are welcomed as we strive continuously to enhance the quality of our program, the field experiences, and the collaborative relationship between us.

Feel free to reach out at any time; we are here to address any questions you may have.

Dr. Poppy Moon, Ph.D., LPC-S, NCC
Practicum & Internship Faculty Coordinator
Counseling Program
University of Louisiana Monroe
moon@ulm.edu

Michael Shedrick
Practicum & Internship Coordinator/Graduate
Assistant
internship@ulm.edu

Dr. Thomas Foster, Ph.D.
Program Director
Counseling Program
College of Health Sciences
University of Louisiana Monroe
tfoster@ulm.edu

Counseling Program Mission

The mission of the ULM Counseling Program is to create a supportive and collaborative learning environment for students from diverse cultures and academic backgrounds, and help them acquire the knowledge, attitudes, and skills essential in the practice of counseling whether it be in a clinical, school, or addiction-related setting. Our hope is to work with students from all over the United States and contribute to the growing need of mental health and school services in their area.

Practicum and Internship Requirements

Practicum and Internship courses are one of the primary training experiences received by counseling students in the counseling program. Practicum and Internship courses allow students to apply the knowledge and skills they have gained through academic study and training to the real world as the students develop as effective and professional counselors.

Practicum

Practicum is a clinical course taken near the conclusion of a student's master's program. The course is designed to allow students to begin integrating the clinical skills they have developed throughout the program in professional practice. Students will identify and apply to a local practicum site to serve as a student intern. Students will receive regular supervision from both an approved site supervisor and program faculty.

Practicum must include a **minimum of 100 total clock hours** earned over the course of the semester. A **minimum of 40 of these clock hours must be direct**, and the remaining **60 may be indirect**.

Practicum students are required to complete a minimum of 1 hour of individual supervision with their Site Supervisor and 1.5 hours of group supervision with their University Supervisor each week. Students will also participate in a virtual site visit with their Site Supervisor and University Supervisor during the semester.

Practicum Group Component

Students are required to lead or co-lead a group during their practicum experience. Prior to selecting a practicum site, students should confirm that this opportunity is available.

Internship

Internship is a continuation of professional practice experience, taken after the completion of practicum. The course is designed to continue integrating their professional counseling skills at a heightened pace. Students may elect to continue in their practicum site through internship if the site meets the student's specialization experience requirements. Alternatively, students may identify a new local internship site to apply to for varied clinical experience. Students will receive regular supervision from both an approved site supervisor and program faculty. Details of the experience are outlined below.

School Counseling students have the option to choose the grade area (P-6 or 7-12) where they want to complete their internship hours. They can do the full 600 in one grade area, or they can choose to do a combination of hours in each level.

Internship Requirements:

- Internship must include a **minimum of 600 total clock hours** earned over the course of **two semesters** (Internship I & II). A **minimum of 240 of these clock hours must be direct**, and the remaining **360 may be indirect**.
- Internship I includes **300 total clock hours per semester**, with a minimum of **120 direct hours and 180 indirect hours earned each semester**.
- Internship II includes **300 total clock hours per semester**, with a minimum of **120 direct hours and 180 indirect hours earned each semester**
- Students will receive **1.5 hours** of weekly group supervision from a ULM faculty

member within their internship course. Internship students **must** be prepared for class with a minimum of 1 weekly video or audio recording of their interactions with clients.

- Students will receive **1 hour** of weekly individual and/or triadic supervision from their approved practicum site supervisor. Site supervision should include a review of the student's audio/video recordings and/or live supervision of student interactions with clients.

Recording Requirements

All internship sites should allow students to do video and/or audio recording to ensure adequate supervision. Video/audio recordings stored in a HIPAA compliant manner in accordance with site regulations. ULM students have access to Zoom to record sessions.

While practicum and internship students do not need to record each session, students **must** be prepared for class with a minimum of 1 weekly video or audio recording of their interactions with clients. Students must be able to present 2 unique client cases per semester.

If video or audio recording is not allowed by the site, the student should notify the ULM Internship Coordinator prior to starting the practicum or internship placement process.

Arrangements can possibly be made for other opportunities for students to be evaluated in their work with clients. Not allowing audio or video recordings, while not ideal, does not mean a site is excluded from being a student's Practicum or Internship site.

If a student is working at a school, recording may not be a possibility. If this is the case, the site supervisor will need to personally evaluate individual, small group, and large group counseling sessions.

The student should collaborate with their site to ensure clients are provided with adequate informed consent regarding this process and have signed a release to be recorded.

Do students have to record every session with clients?

No, students are not required to record every session. However, students must have a session recording available to review in each class and a minimum of two unique clients to present throughout the semester. All ULM faculty and fellow practicum and internship students are beholden to the same professional ethics regarding client confidentiality.

Virtual Site Visit

ULM University Supervisors will schedule a minimum of **1 virtual site visit** via Zoom during each individual internship semester. This meeting will be approximately **30- minutes in length**, and include the faculty supervisor, site supervisor, and student. The internship faculty supervisor will use this visit to confirm student and site adherence to ULM policies and evaluate the students' progress through the internship experience. The ULM supervisor will email site supervisor a Zoom link for the site visit.

If you are unfamiliar with Zoom and how to attend meetings, review this short training:

https://youtu.be/pAMDxH_H_Cs?si=q0SWHTKSpfa_EW92

Student Responsibilities During Practicum and Internship

1. The counseling student is responsible for working with the Practicum/Internship placement coordinator and following the counseling program's procedures regarding contacting sites and securing a Practicum/Internship site.
2. The counseling student is responsible for securing professional counseling liability insurance that will remain in effect for the duration of the Practicum and Internship experiences. The student is responsible for updating their insurance in Tevera prior to the start of each term. Students who allow their insurance to lapse during Practicum or Internship will not be able to count uninsured hours.
3. The student will be at the agreed upon location at times scheduled by the Site Supervisor and student.
4. The student will fulfill assigned duties and responsibilities as agreed on by the student, Site Supervisor, and the University Supervisor.

5. The student will attend an average of 1.5 hours of weekly group supervision meetings with the University Supervisor.
6. The student will attend minimum of one hour of weekly supervision with Site Supervisor.
7. The student will ensure that protocol for maintaining privacy and confidentiality both at the site and in supervision.
8. Students will ensure that all audio/video recordings of live interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements.
9. The student will read and use the ACA and ASCA Codes of Ethics as guides for ethical and professional practice.
10. The student will participate in a site visit each semester with their site supervisor and university supervisor to monitor their learning and performance in accordance with the supervision agreement.
11. The student will consult with the site supervisor to familiarize themselves with the specific clinic or school policies and procedures for handling emergencies. If the student encounters a client who they believe is in immediate danger to themselves, others or have other concerns, they should seek immediate consultation.
12. The student will complete an evaluation of their site and Site Supervisor at the end of Practicum and Internship.
13. If the student wishes to provide telehealth services at their site, they must meet all ULM telehealth requirements (see page 12).

Practicum/Internship Site Selection

Students are responsible for identifying sites to complete their practicum and internship experiences. When selecting a site, students must confirm that the site is able to meet all requirements outlined in this handbook.

For CMHC students, ideal sites would be community mental health agencies, university affiliated clinics & counseling centers, some government agencies (ex. Department of Veterans Affairs), substance abuse treatment centers, specialized clinics (ex. eating

disorders, family therapy), and telehealth platforms.

School Counseling students should seek placements in local school districts, charter schools, virtual schools, and alternative schools.

Note: ULM does not allow students to select sites in individual private practices. An individual private practice is a counseling practice that is run by one practitioner. Students can select a site in a group practice, where several counselors are working together. Individual practices are not able to provide some of the experiences that are required by CACREP.

Responsibilities of the Site

1. The site can provide clinical experiences within the student's specialty area (CMHC, School, Addictions).
2. The site shall provide orientation for the student regarding site's purpose, function, and administrative procedures.
3. The site shall provide a HIPAA compliant environment in which student can provide counseling in a private and confidential setting.
4. The site will allow students to have the opportunity to lead or co-lead a group during their practicum experience.
5. The site shall be responsible for the assignment and administrative supervision of tasks within the student's capabilities which allows him/her to use and further develop her/his counseling knowledge, attitudes, values, and skills. This may include direct work with clients, relationships with staff and other agencies or schools, and attendance at staff meetings.
6. The site will provide space, equipment, and supplies as needed by the student to carry out site assignments.
7. The site will allow the student to gain a variety of supervised experiences.
8. With written permission of the site and the clients involved, the site will allow the student to obtain audio and/or videotapes for supervision of the student's interactions with clients. If the site does not permit recordings, contact the Practicum & Internship coordinator to discuss possible alternate arrangements.

9. The site will provide adequate informed consent documents to clients regarding their treatment related to student interns.
10. Sites will ensure that all audio/video recordings of live interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements.

Site Supervisor Selection/Qualifications

Clinical Mental Health Counseling Site Supervisors:

- Hold a minimum of a master's degree counseling or a related field
- Hold relevant certifications and/or licenses. All supervisors must be licensed within the discipline they are working in, e.g., Licensed Professional Counselor, Licensed Psychologist, Licensed Marriage and Family Therapist, Licensed Social Worker, Licensed Addictions Counselor, etc.)
- Have a minimum of two years of pertinent professional experience in the specialty area and is currently practicing in that specialty area.
- Have training in supervision that can be demonstrated through transcripts, credentials, certificates, etc.
- Have training in telehealth that can be demonstrated through transcripts, credentials, certificates, etc. if this format is to be used.
- Have a minimum of one year of experience in the telehealth format if this is to be used.

School Counseling Site Supervisors:

- Hold a master's degree in counseling or a related field
- Hold a School Counseling Certificate
- Have at least three years of experience as a School Counselor and currently practicing as a school counselor.
- Have training in supervision that can be demonstrated through transcripts, credentials, certificates, etc.

Responsibilities of the Site Supervisor

1. The Site Supervisor provides proof of (a) independent, active, and unencumbered professional licenses and/or professional certifications, (b) a copy of active malpractice insurance, and (c) a current resume/CV.
2. The Site Supervisor will orient the student to the site and specific duties as well as include protocol for maintaining privacy and confidentiality at the site.
3. The Site Supervisor will demonstrate knowledge of the ULM Counseling Program's expectations, requirements, and evaluation procedures.
4. The Site Supervisor will meet with the student one hour weekly, supervise the student's performance, and sign the student's weekly log.
5. The Site Supervisor will provide a mid-term and final written evaluation (CCS-R) of the student's knowledge, skills, and personal and professional development during each term of the Practicum and Internship experience, using forms located in Tevera. The site supervisor will receive a Tevera account from the Counseling Program. The Practicum or Internship grade will reflect the evaluation of both the on-site and University Supervisor, with the University Supervisor having the final responsibility for grade assignment.
6. If the Site Supervisor provides telehealth services and wishes to supervise a practicum or internship student in telehealth, they must meet all ULM requirements (see page 12).
7. The Site Supervisor will provide students with the opportunity to lead or co-lead a counseling or psychoeducational group during their practicum experience.
8. The Site Supervisor will review recordings of the student's individual, small group/ and large group and complete evaluations.
9. The Site Supervisor is expected to initiate contact with the university instructor, or Practicum and Internship Coordinator as soon as there are any questions or concerns regarding the student, expectations, or responsibilities.
10. The Site Supervisor must be on site when the student is seeing clients. If the supervisor is off site, there must be another licensed or responsible individual who can be available for the student if needed.

11. The Site Supervisor will complete Site Supervisor Orientation and any additional required training for in-person and/or distance counseling supervision.
12. The Site Supervisor will complete relevant training in the technology used for supervision, including Tevera and Zoom.
13. The Site Supervisor will familiarize students with the specific clinic or school policies and procedures for handling emergencies.
14. Site Supervisors will ensure that all audio/video recordings of live interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements.
15. The Site Supervisor will participate in a site visit each semester with the student and their University Supervisor to monitor student learning and performance in accordance with the supervision agreement.

University Supervisor

The University Supervisor is the ULM faculty member that teaches the practicum or internship course. The University Supervisor will contact the Site Supervisor periodically throughout the semester to offer support and guidance. They will also schedule at least one site visit during the semester.

University Supervisors schedule Practicum & Internship supervision and site visits using Zoom. A short training on how to set up meetings is located here: <https://youtu.be/Cbw1UhvSQRU>

University Supervisors will coordinate with the Program Director of the Counseling Program to announce practicum and internship course dates and meeting times prior to the start of the semester.

Responsibilities of the University & University Supervisor

1. Provide a handbook describing the specific Practicum/Internship requirements.
2. Provide additional experiences and resources including professional seminars, audio/videotaping, live supervision, and referral source information for client and student intern needs as appropriate.
3. Provide students with the opportunity to incorporate technology into their counseling practice.
4. Review and discuss mid-term and final evaluations completed by Site Supervisor.
5. Provide opportunities for supervision training for Site Supervisors.
6. Maintain periodic contact with the Site Supervisor to discuss the student's progress, each term by a university Practicum and Internship supervisor for the purpose of meeting with the Site Supervisor.
7. Ensure students are covered by professional liability insurance and have completed the any necessary verified background check required for students in the program.
8. Be available to meet with Site Supervisors via phone or Zoom when they have concerns.
9. Provide CEU trainings for Site Supervisors relating to common supervision issues.
10. Provide a certificate to Site Supervisors when they complete the university training/orientation.
11. Ensure that all audio/video recordings of live interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements.
12. Schedule a site visit each semester with the student and their site supervisor to monitor student learning and performance in accordance with the supervision agreement.
13. Provide ongoing support to help students find fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their CACREP specialized practice areas. This will begin during COUN 5010 (Methods of Counseling)

and will continue in CO 5011 (Advanced Techniques in Counseling), COUN 6063 (Law and Ethics in Counseling), and during Summer Workshop.

14. Provide students with the opportunity to learn about technology in the field of counseling, including preparation on using technology ethically and effectively in their future professional roles. This includes using technology for counseling services, record keeping, communication, and staying updated with professional resources.

The University of Louisiana Monroe Counselor Education Program Telehealth Policy for Practicum & Internship

This policy aims to ensure that both students and site supervisors are adequately prepared to engage in telehealth counseling within the ULM Counselor Education Graduate Program. It prioritizes competency, ethical practice, and compliance with legal standards to uphold the highest standards of care and professionalism.

Prerequisite Telehealth Course:

- Students intending to utilize telehealth in their practicum or internship must complete a mandatory one-credit hour course.
- The course will comprehensively cover all aspects of utilizing telehealth formats in counseling settings.
- The aim is to equip students with the necessary competencies, ethical understanding, and legal knowledge to practice telehealth effectively.
- Tuition for this course is set at \$500 plus tax and any fees from the Graduate School.
- This course will be available each semester, and students must complete it before commencing their practicum or internship involving telehealth.
- Students who do not intend to incorporate telehealth into their practicum or internship are exempt from taking this course.

2. Special Summer Offering:

- Current ULM students have a one-time opportunity to enroll in the telehealth course during Summer 2 of 2024 at no cost.
- Instead of receiving academic credit, students will obtain 10 Continuing Education Units (CEUs) through the National Board of Certified Counselors (NBCC).
- Starting in Fall 2024, regular tuition charges will apply for the course.

For Site Supervisors:

1. Telehealth Site Supervisor Eligibility:

- Site Supervisors who have been offering telehealth services at their site for a minimum of one (1) year are eligible to become Telehealth Site Supervisors.

2. Documentation and Training Requirement:

- Potential Site Supervisors must provide documented evidence of their training in telehealth counseling and supervision.
- If a Potential Site Supervisor lacks adequate training despite having one (1) year of telehealth experience, ULM will offer a specialized training program.
- The training program will provide three (3) NBCC CEUs and focus on telehealth best practices, supervision techniques, and ethical considerations. This training will satisfy 1.5 ethics and 3 supervision hours. For more information on the training, contact the Internship Coordinator at internship@ulm.edu
- Completion of this training is mandatory before a supervisor can oversee telehealth sessions for students if they cannot provide documentation or a credential in telehealth.

For Students and Site Supervisors - Liability Insurance Coverage for Telehealth:

- Both students engaging in telehealth practicum or internship activities and Site Supervisors overseeing such sessions must ensure that their liability insurance policies cover telehealth services.

- It is essential to verify coverage, as requirements may vary from state to state.
- Adequate liability insurance coverage is crucial to protect all parties involved in telehealth sessions from potential risks and liabilities.
- Students and Site Supervisors are responsible for understanding the specific terms and conditions of their insurance policies related to telehealth services.
- Any discrepancies in coverage should be addressed and resolved promptly to ensure compliance with legal and ethical standards. This must be done prior to engaging in telehealth counseling.

Tevera

Tevera is the online software program ULM uses to track Practicum & Internship paperwork. Site Supervisors will use Tevera to sign off on weekly hours logs and to complete midterm and final evaluations.

When the student starts the site selection process, site supervisors will receive a welcome email inviting them to setup their Tevera account. If a site supervisor does not receive an invitation for Tevera, it is important the supervisor check the spam or junk folder of their email inbox. If the invitation is not there, email internship@ulm.edu for assistance.

Site supervisors will fill out and/or approve assignments for their students throughout the semester. Students will send these assignments to their site supervisor(s) and alert them. Site supervisors will find these assignments in their student “Tasks” section in Tevera.

A short training on Tevera is located here: <https://vimeo.com/273385443>

Training

A general overview and orientation of ULM’s Practicum and Internship for site supervisors can be found here: https://youtu.be/m74t7-kjbto?si=ipqX8g8EOKoVV_Uj

All site supervisors must review a 50-minute pre-recorded PowerPoint lecture on the

foundations of supervision. This training is located here:

<https://youtu.be/wBZ5qKnnqLo?si=5TQE-psTwgCEUkps>

At the start of each semester, ULM holds a live orientation session for site supervisors. While this orientation is not mandatory, it is a time when site supervisors can ask questions about our program, Tevera, evaluations, and best practices in supervision. Site supervisors will be notified of the date and time once they have been approved.

Memorandum of Understanding

Students completing their Practicum or Internship at a site that has not previously worked with ULM must confirm that a Memorandum of Understanding (MOU) has been completed for their site before enrolling in the course. The MOU is the supervision agreement between the site and the university. The Internship Coordinator will work with the site to complete this document. A copy of the MOU is located in the Appendix.

Supervisee Evaluations

It is important for supervisors to provide ongoing performance appraisal and evaluation feedback and schedule periodic formal evaluative sessions with supervisees throughout the supervisory relationship. Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance.

The supervisor understands that evaluation is fundamental to supervision and accepts his/her evaluation responsibilities. The supervisor provides both **formative** and **summative** evaluations on a regular basis. In general, formative evaluation occurs in every supervision session and informs the supervisee of his/her incremental progress or lack of progress. Summative evaluation occurs at regular, stated intervals (e.g., mid-term and end of semester) and includes a written statement of supervisee performance.

ULM uses the *Counselor Competencies Scale-Revised* (CCS-R) to assess student skills development and professional competencies at the midterm and final segments of practicum and

internship. The CCS-R provides students with direct feedback regarding their demonstrated ability to apply counseling skills, facilitate therapeutic conditions, and rate their overall counseling dispositions (dominant qualities) and behaviors.

Site supervisors will complete the CCS-R in Tevera. Supervisors will receive an e-mail invitation to gain access to complete and submit these evaluations. Supervisors are responsible for reviewing the feedback provided in this form with the student during supervision, and supporting in remediating skills when necessary. Should significant remediation be required, the supervisor is responsible for notifying the University Supervisor to elicit further program support.

A copy of the CCS-R is located in the Appendix.

Code of Ethics

All supervisees are required to adopt the [American Counseling Association](#) (ACA) or [American School Counseling Association](#) (ASCA) code of ethics. Supervisees are to follow applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Supervisees have the same obligation to clients as those required of professional counselors.

According to the ACA Code of Ethics, it is imperative that supervisees refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm others. If a supervisor becomes aware of signs of impairment and or the supervisee is unable to effectively provide services, they should immediately notify the university supervisor.

Change in School Counseling Practicum for the 2024-2025 Cohort

Starting in the Fall of 2024, the incoming school counseling cohort will have a new practicum experience. ULM's School Counseling Practicum course (COUN 5058) will be offered only in the spring, since schools are not in session during the summer.

Practicum will be 100 hours.

- 50 hours will be completed in grades P-6 with 20 direct contact hours.
- 50 hours will be completed in grades 7-12 with 20 direct contact hours.

Students will need to find a site supervisor for each placement. If a student is a school that serves grades K-12, or a middle school that has grades 6-8, they may only need one site supervisor (check with the internship coordinator to see if your site qualifies).

FAQs

What is CACREP?

CACREP stands for the Council for Accreditation of Counseling and Related Educational Programs. This council is the premier accrediting body for determining the quality and credibility of a graduate Counseling program.

CACREP develops and maintains standards and procedures that ensure students in counseling and related programs receive the highest quality education, so they are fully prepared for their state's licensing exam and to find success in their professional careers.

A counseling program with a CACREP accreditation means that the program's curriculum includes appropriate counseling coursework and skill development opportunities for students. CACREP accreditation also shows that the professors and instructors within the program are committed to ongoing assessment, to maintain and improve their program's quality.

ULM is proud to be a CACREP accredited program

What counts as direct or indirect hours?

- **Direct hours** are defined as those in which students are providing services directly to clients. Examples include one-on-one or group sessions, parent consultation sessions, administering clinical assessments, providing psychoeducational

content/guidance lessons. In schools, individual counseling, small group counseling, and large group classroom guidance count as direct contact hours.

- **Indirect hours** are defined as those in which students are engaged in an activity that contributes to their clinical work outside of providing services. Examples include completing progress notes/clinical documentation, attending conference sessions/supplemental clinical trainings, workshops, and attending supervision. If you are uncertain if an hour should be logged as direct or indirect, follow up with your university supervisor.

What does it mean if a student is dual-track (School/CMHC; School/Addictions; Addictions/CMHC)?

- Dual track students are required to complete a minimum of **one additional internship semester** in their supplemental specialty area, for a minimum of **three internship semesters total** (Internship I, II, & III). This involves earning an additional 300 total clock hours across the course of a semester, to include a minimum 120 direct hours and 180 indirect hours.

School/CMHC dual track:

- Students should complete 2 internship semesters at a School site, and 1 internship semester at a CMHC site*
- Practicum semester must be completed at a CMHC site

Addictions/CMHC dual track:

- Students should complete 2 internship semesters at an Addiction site and 1 internship semester at a CMHC site*
- Practicum semester must be completed at a CMHC site

Addictions/School dual track:

- Students should complete 2 internship semesters at a School site, and 1 internship semester at Addiction site*

- Practicum semester must be completed at an Addiction site

** Each state has individual internship requirements for licensure and certifications the student may be seeking. Students are advised to review requirements specific to their state and consult with their advisor before finalizing their internship sequence.*

Can students have more than one internship site?

- Yes. Students may hold a secondary internship site to support them in reaching their required hours and gaining varied experiences. Secondary sites must meet all previously outlined requirements. Students are responsible for ensuring that commitments made at secondary internship sites do not impact their ability to fulfill commitments made at primary internship sites.

Does ULM support telehealth counseling in Practicum & Internship?

- Yes. Review the Telehealth section in the handbook.

Are students able to continue seeing clients between semesters?

- Students have the option to continue engaging in direct services between Internship semesters. Students must attend alternative University Supervision and continue to meet with their site supervisor for one hour per week.
- Alternative University Supervision provides students with the required university supervision hours needed when working with clients over the break. The dates and times of this supervision will be posted prior to the break.
- Students who plan to continue hours between semesters need to notify the P & I Coordinator at least two weeks before the end of the term and complete the Between Semesters Supervision Agreement.
- Students cannot obtain between semester hours between the end of Practicum and the start of Internship.

What happens to clients if students cannot see them between semesters?

- To support continuity in care, it is important for students to coordinate with their site to ensure the level of need of their assigned clients are a fit for the gap in services that will occur between semesters, or that there are alternate services/providers in place for clients to support during semester breaks.

Can students leave a site mid-semester to attend another site?

- No. Students make a commitment to their site and the clients they serve through this site. Leaving a site mid-semester will disrupt hours and have other consequences.

If a student anticipates that extenuating circumstances necessitate leaving a site mid-semester, they must notify their site supervisor, university supervisor, and the P & I Coordinator immediately.

What a student is fired from or asked to leave a site?

- Students who are fired or asked to leave their site must notify both their university supervisor and P&I Coordinator immediately. ULM faculty will thoroughly investigate the circumstances of the termination. The outcome of an investigation may result in formal remediation of the student and a failing grade in the practicum/internship course. If remediation is required, the student will be unable to return to Practicum or Internship until the remediation is successfully completed.

What if a potential site doesn't allow groups?

- All sites must provide the student with the opportunity to lead or co-lead a group for at least 4-5 sessions during Practicum. It is important for students to ask when interviewing potential sites if they can provide this experience. Group sessions do not have to be recorded.

Appendix

ULM Faculty

[Click here for an introduction to the ULM Faculty](#)

Thomas Foster, Ph.D.
Program Director
Counseling Program
Email: tfoster@ulm.edu

Ruoxi Chen, Ph.D., LMFT, LPC
Associate Professor
Clinical Mental Health Counseling
Email: chen@ulm.edu

Michelle Dobson, Ph.D., LPC, RPT
Assistant Professor
Clinical Mental Health Counseling
Email: dobson@ulm.edu

Yolanda Dupre, Ph.D., LPC-S, LMFT, NCC
Associate Professor
Clinical Mental Health Counseling
Email: dupre@ulm.edu

Tonya Elliott, Ph.D., LMFT
Associate Professor
Clinical Mental Health Counseling
Email: telliott@ulm.edu

Poppy Moon, Ph.D., LPC-S, NCC
Associate Professor
School Counseling
Email: moon@ulm.edu

Janys M. Murphy Rising Ph.D., LMHC, SUDP
Associate Professor
Clinical Mental Health/Addictions
Email: murphyrising@ulm.edu

Memorandum of Understanding (MOU)

This Memorandum of Understanding made and entered into by and between The University of Louisiana at Monroe, College of Health Sciences, School of Allied Health, and the Counseling Program, hereinafter referred to as “University” and the Site Name, hereinafter referred to as “Externship Site.”

WITNESSETH:

WHEREAS, the University and the Externship Site have the following common objectives: (1) to provide clinical opportunities for the purpose of providing client contact hours for the Counseling Student who in turn provides therapeutic care to the client(s) under the supervision of a Licensed professional Counselor (LPC), or the equivalent, Faculty Supervisor; (2) to improve the overall educational program of the University by providing opportunities for learning experiences that will progress the student to advanced levels of clinical performance; (3) to increase contacts between the faculty supervisors and the Externship Site administrative supervisors for fullest utilization of available clinical facilities and expertise; and (4) to improve client care.

NOW, THEREFORE, for and in consideration of the foregoing and in further consideration of the mutual benefits, the parties of this agreement agree as follows:

GENERAL INFORMATION

The period of time for each student’s externship will be between 9-12 months, with the possibility of mutually agreed upon extensions.

The number of students eligible to participate in the externship will be mutually determined by agreement of the parties and may be altered by mutual agreement.

RESPONSIBILITIES OF THE UNIVERSITY

The University will make available to the Externship Site only those students who have satisfactorily completed the prerequisite didactic portion of the curriculum.

The University will designate a faculty supervisor to coordinate, with the Externship Site's administrative supervisor, the responsibilities to be assumed by the student(s).

The faculty supervisor will maintain channels of communication for exchange of information with the students and Externship Site administrative supervisor by onsite visits when practical and/or telephone calls during the students' externship.

Students will be covered under the University liability insurance through the Office of Risk Management and will be combined for bodily injury and property damage in the amount of \$5,000,000 per occurrence.

The University shall, to the extent allowed by law, indemnify and hold harmless the Externship Site and its representatives and employees from and against all liabilities, claims, damages, and expenses relating to or arising out of any act or omission by the University or any of its faculty, students, agents, representatives, and employees under this Agreement, including, but not limited to, claims for personal injury and professional liability.

HIPAA Compliance: It is agreed that all parties will fully comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA), as well as any other state, federal, or local laws or regulations governing the subject matter of this agreement. The faculty members and

students of the School will not use or disclose protected health information except as permitted by the Externship Site policy, applicable professional codes of ethics, and/or as permitted by law or regulation. Faculty members and students will maintain safeguards to prevent misuse and inappropriate disclosure of protected health information. Unauthorized uses or disclosures of protected health information by either a faculty member or a student will be immediately reported to the Externship Site. If at any time during the term of this agreement, any alleged violation of HIPAA or any regulations thereunder occur, or the law or regulations change, the parties agree to take all steps necessary to ensure compliance with such act and regulations.

The University will ensure that all its students assigned to the Externship Site comply with Section IV of this MOU.

RESPONSIBILITIES OF THE EXTERNSHIP SITE

The Externship Site shall provide a planned program of clinical experience.

The Externship Site shall maintain complete records and reports on each student's performance and provide an evaluation to the University on forms provided by the University.

The Externship Site may request the University to withdraw from the externship any student whose performance is determined to be unsatisfactory after established remediation attempts have proven to be unsuccessful or whose performance is determined to be detrimental to client care at the Externship Site.

The Externship Site shall, on reasonable request, permit the inspection of the clinical facilities, services available for clinical experience, student records, and other items pertaining to the externship by the University or agencies, or by both,

charged with the responsibilities for accreditation of the curriculum to the extent allowed by federal and state laws and regulations.

The Externship Site shall certify that it subscribes to and will adhere to the letter and spirit of Title 6 of the Civil Rights Act of 1964 in all areas relating to student participation in the externship.

The Externship Site shall designate and submit to the University for acceptance the name and professional and academic credentials of the person to be responsible for administrative supervision of the student(s). That person shall be called the Externship Site Supervisor.

The Externship Site shall immediately notify the University in writing of any change or proposed change of the Externship Site Supervisor.

The Externship Site shall submit each year the name and professional and academic credentials of the Externship Site Supervisor(s).

The Externship Site shall, to the extent allowed by law, indemnify and hold harmless the University, faculty supervisors, and representatives, against any liabilities, claims, damages and expenses, incurred by the University in defending or compromising actions brought against the University, faculty supervisors, and representatives arising out of or related to the Externship Site's performance of duties hereunder.

RESPONSIBILITY OF THE STUDENT

The student:

is responsible for securing professional liability insurance, and providing documentation thereof.

is responsible for obtaining a complete background check and drug screening from Castle Branch prior to beginning externships;

is responsible for following the administrative policies of the Externship Site;

is responsible for providing the necessary and appropriate professional dress required;

is responsible for his/her own transportation and living arrangements;

is responsible for reporting to the Externship Site on time and following all established regulations during the regularly scheduled operating hours of the Externship Site;

will follow the policies and procedures of the Externship Site and the University regarding research and publication related to the externship;

will not divulge confidential, personally identifiable information, and student records of other students attending this Externship Site;

will fully comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA), applicable professional codes of ethics, as well as any other state, federal, or local laws or regulations governing the subject matter of this agreement.

TERM OF AGREEMENT

This agreement shall commence on Feb 1, 2024 and shall remain in full force and effect for a period of five (5) years. Either party may terminate this agreement, with or without cause, upon sixty (60) days advance written notice to the other party of its intention to terminate, provided that any student then currently participating in the externship shall be permitted to complete the then current externship, unless immediate removal is warranted under the terms of Paragraph III(C).

THE UNIVERSITY OF LOUISIANA - MONROE

700 University Avenue

Counseling Program

Monroe, LA 71209

BY: _____

Date

Dr. Wendy Bailes

Interim Dean, College of Health Sciences

Site Name

Site Address

BY: _____

Site Supervisor

Date

Field Placement Terminology

Practicum – A supervised field experience course in which the counseling student develops basic individual counseling and case conceptual skills and integrates professional knowledge under close supervision.

Internship – 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.

P & I Coordinator – Counseling Program individual responsible for coordinating experiences in practicum & internship courses, including site placements for practicum/internship in conjunction with students and sites.

Practicum Student – Counseling Program student seeking or fulfilling practicum experiences.

Internship Student - Counseling Program student seeking or fulfilling Internship experiences.

University Supervisor – the faculty member or instructor who is responsible for the student’s overall learning and growth in practicum/internship and the person who teaches the student’s practicum/internship course.

Site Placement– Human service and counseling agencies where counseling students provide counseling and counseling-related services to clients under supervision from both the field site supervisor and the Counseling Program.

Hours – The activities making up practicum/internship experiences are counted as direct or indirect hours. With parental and client permission, some of the direct hours must be recorded (video or audio recording). Recordings are accordance with site rules.

Direct Service – Involves hours of actual clock time of face-to-face client and/or student contact in individual or group counseling.

Supervision – A tutorial and mentoring form of instruction in which the supervisor monitors

Site Supervisor – An experienced mental health professional familiar with the particular agency in which the student is working. The site supervisor must be readily accessible to the Practicum/Internship student.

University Supervisor – The instructor for the practicum/internship course. All faculty members teaching and supervising practicum/internship hold appropriate licenses and certification for the relevant fields. The university faculty instructor or supervisor leads group supervision in class.

Orientation - Orientation for new students is held in fall and spring semesters. Training will be provided by the faculty supervisor or other counseling faculty members to convey and clarify expectations in the practicum/internship requirements. Site supervisors will be trained online in models of supervision when necessary. Other supervisory information will be available periodically to site supervisors. Faculty maintain open communication with site supervisors in order to offer support and to address any questions or concerns the field site supervisor may have.

CACREP - CACREP stands for the Council for Accreditation of Counseling and Related Educational Programs. This council is the premier accrediting body for determining the quality and credibility of a graduate Counseling program.

CACREP Standards Related to Practicum & Internship (Section 4)

The following standards apply to entry-level programs for which accreditation is being sought. Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. Fieldwork experiences will provide opportunities for students to counsel diverse clients.

ENTRY-LEVEL PROFESSIONAL PRACTICE

- A. The counselor education program provides ongoing support to help students find fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their CACREP specialized practice areas.

- B. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.

- C. Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.

- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship.

- E. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

- F. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.

- G. Programs provide a fieldwork handbook to all students and fieldwork site supervisors, for all program delivery types, detailing requirements, expectations, policies, and procedures, including:

1. CACREP standards and definitions related to supervised practicum and internship;
 2. supervision agreement;
 3. evaluation procedures and requirements; and
 4. policy for student retention, remediation, and dismissal from the program.
- H. Written supervision agreements:
1. define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicum and internship;
 2. include emergency procedures; and
 3. detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.

The counselor education program provides orientation to fieldwork site supervisors regarding program requirements and expectations.

- I. During entry-level professional practice experiences, the counselor education program engages in consultation with the fieldwork site supervisor to monitor student learning and performance in accordance with the supervision agreement.
- J. The counselor education program provides professional development opportunities to fieldwork site supervisors for all program delivery types.
- K. Students have opportunities to evaluate their experience with the practicum and internship placement process.
- L. Students have regular, systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors.

SUPERVISOR QUALIFICATIONS

- M. Counselor education program core or affiliate faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have:
1. relevant certifications and/or licenses,
 2. relevant training for in-person and/or distance counseling supervision, and
 3. relevant training in the technology utilized for supervision.

- N. Doctoral students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must:
1. have completed entry-level counseling degree requirements consistent with CACREP standards;
 2. have completed or are receiving preparation in counseling supervision, including instruction for in-person and/or distance supervision; and
 3. be under supervision on a regular schedule that averages one hour a week from a qualified core or affiliate counselor education program faculty supervisor.

- O. Fieldwork site supervisors have:
1. a minimum of a master's degree, preferably in counseling or a related profession;
 2. active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
 3. a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
 4. relevant training for in-person and/or distance counseling supervision;
 5. relevant training in the technology utilized for supervision; and
 6. knowledge of the program's expectations, requirements, and evaluation procedures for students.

PRACTICUM

P. Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the institution's academic calendar.

- Q. Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.

PRACTICUM SUPERVISION

- R. Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:
1. a counselor education program core or affiliate faculty member, or
 2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
 3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

- S. Throughout the duration of the practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:
 - 1. a counselor education program faculty member or
 - 2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

INTERNSHIP

- T. After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.
- U. Internship students complete a minimum of 240 hours of direct service with actual clients.

INTERNSHIP SUPERVISION

- V. Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:
 - 1. a counselor education program faculty member, or
 - 2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
 - 3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- W. Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:
 - 1. a counselor education program faculty member or
 - 2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

PRACTICUM AND INTERNSHIP COURSE LOADS AND RATIOS

- X. When individual/triadic supervision is provided by the counselor education program faculty or a doctoral student under supervision, each practicum and internship course should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

- Y. When individual/triadic supervision is provided solely by a fieldwork site supervisor, and the counselor education program faculty or doctoral student under supervision only provides group supervision, each practicum and internship course should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
- Z. Practicum and internship students are not combined for group supervision.
- AA. Group supervision for practicum or internship students should not exceed 12 students per group.

CACREP Standards for Entry Level Specialized Practice Areas (Section 5)

All entry-level students are enrolled in at least one specialized practice area. Students are expected to develop and demonstrate the knowledge and skills necessary to address a wide range of issues in their specialized practice area in consideration of culturally sustaining practices across service delivery modalities. Counselor education programs must document where and in what manner each of the numbered standards listed for that specialized practice area is covered in the curriculum. The standards may be addressed in the foundational curriculum or in experiences specifically designed for each specialized practice area.

Addiction Counseling

1. neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others
2. risk and protective factors for substance use disorders
3. assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal
4. strategies for enhancing client motivation to change, managing cravings, and preventing relapse
5. abstinence and harm reduction models of addiction recovery
6. evaluating and identifying individualized strategies and treatment modalities relative to substance use disorder severity, stages of change, or recovery
7. pharmacological interventions used to address substance use withdrawal, craving, and relapse prevention
8. substance use recovery service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
9. recovery support tools and systems, to include vocation, family, social networks, and community systems in the addiction treatment and recovery process
10. culturally and developmentally relevant education programs that raise awareness and support addiction and substance use prevention and the recovery process
11. regulatory processes, continuum of care, and service delivery in addiction counseling
12. strategies for interfacing with the legal system and working with court-referred clients
13. third-party reimbursement and other practice and management issues in addictions counseling

Clinical Mental Health Counseling

1. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders
2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare

3. legislation, government policy, and regulatory processes relevant to clinical mental health counseling
4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
5. techniques and interventions for prevention and treatment of a broad range of mental health issues
6. strategies for interfacing with the legal system regarding court-referred clients
7. strategies for interfacing with integrated behavioral healthcare professionals
8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions
9. third-party reimbursement and other practice and management issues in clinical mental health counseling

School Counseling

1. models of school counseling programs
2. models of PK-12 comprehensive career development
3. models of school-based collaboration and consultation
4. development of school counseling program mission statements and objectives
5. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
6. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools
7. qualities and styles of effective leadership in schools
8. advocacy for comprehensive school counseling programs and associated school counselor roles
9. school counselor roles and responsibilities in relation to the school crisis and management plans



Between Semesters Supervision Agreement

College of Health Sciences
Counseling Program

Name:	Semester/Year:
Field Site:	Site Supervisor:

This agreement, made between _____ (name of field site/site supervisor) and _____ (name of student intern) permits the student counselor to accumulate between-semester supervised direct and indirect counseling service hours at the field site.

This only applies to students who are continuing at their current internship site with the same site supervisor. It does not include new sites & supervisors that will begin in the next term.

It is understood that the University of Louisiana Monroe and the counseling program faculty will provide no regular supervision services during this time period. ULM will provide alternative University Supervision during this time.

Alternative University Supervision provides students with the required university supervision hours needed when working with clients over the break. The dates and times of this supervision will be posted prior to the break.

It is understood that the field site supervisor will provide supervision services on average of one hour per week during the between-semester weeks where the student is actively accruing hours.

The Counseling Internship student will continue documenting direct and indirect hours in Tevera that will be applied to the subsequent Internship course.

The time period covered by this agreement begins on ___/___/___ and ends on ___/___/___.

The ULM Internship Coordinator will be available to handle emergencies.

Signatures	Date
Counseling Intern:	
Field Site Supervisor:	
ULM Internship Coordinator:	

Student Admittance, Performance, Evaluation, Retention, and Academic Appeals Policy

Student progress and professional growth are monitored closely throughout the program on at least three levels: academic performance, skills attainment, and professional decorum (i.e., the behavior and demeanor becoming and appropriate for persons becoming mental health professionals).

Admittance and Academic Performance

Before a student enters the program, the Program Director serves as their initial advisor and helps them choose a concentration (i.e. CMHC, School, Combined), and create an informal degree plan. This informal degree plan will serve as a guide for what courses to take which semester and what electives will be taken. Formal degree plans are created automatically in Degree Works by the Graduate School.

Upon admission to the program, students will be assigned to an advisor, however, they may reach out to any core faculty member they are comfortable with to discuss their career goals and academic progress for advising. **It is the student's responsibility to stay in touch with faculty for advising.** The relationship is of vital importance and provides a mentoring link throughout the students' professional development and into the field of practice. The curriculum is sequenced and should be taken in the prescribed sequence to ensure maximum benefits and comprehension.

Graduate School policy requires that students maintain a 3.0 ("B") average throughout their program. If students fall below a ("B") average for any one semester, they are given one semester to bring their GPA up to 3.0 minimum. If they do not do so, they may be released from the program. If a student earns more than two "C"s, they may be released from the program. A failing grade ("F") in any course will result in being released from the program; the affected student should contact his or her major professor immediately for advice and counsel in the matter. Students who choose to appeal to be re-admitted to the program can find out more about the policies and procedures [here](#).

Appealing a Grade

If a student wishes to appeal a grade they received, they can find the policies and procedures at the following link: <https://webservices.ulm.edu/policies/download-policy/585>

Student Retention and Remediation Policy

All students are expected to make satisfactory progress towards their academic and professional goals. The faculty meet each semester to review student progress as well as to identify areas for student and program improvement.

In accordance with the American Counseling Association Code of Ethics Standards F.5.b, F.9.b, and F.9.c and the Council for Accreditation of Counseling and Related Educational Programs, faculty members are to assist in addressing any concerns that might impede student performance. If a concern about suitability of a student for the profession, academic coursework, or personal behavior, faculty will follow the remediation policy as described in a later section. Only in cases where significant problematic behavior exists or where a serious ethical breach has been identified will a

process for program dismissal be initiated. In all other cases, the Counseling faculty will work diligently with students to ensure that the concerns are resolved, and that the student remains in good standing in the program.

Policy on the Retention and Remediation of Students

The purpose of this policy is to clarify the areas of competent and professional behavior expected of each counseling student and the procedures for identifying and addressing problematic behaviors, incompetence, and/or ethical violations that occur during their graduate training. Students are expected to demonstrate competence, social consciousness, and reflection in their work. This includes high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity. Specific goals and expected competencies are described earlier in this handbook.

This policy describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible. The Student Remediation Plan is listed below.

Problematic behaviors. Problematic behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status. These behaviors are further defined as an interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide counseling services beyond their current level of competence, this is an ethical violation.

Ethical Misconduct is when the American Counseling Association Ethical Guidelines (2014) is not followed. This code is intended to provide both the general principles and the decision rules to cover most situations encountered by current and future counselors in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom counselors work. It is the individual responsibility of counselors and counselors-in-training to aspire to the highest possible standards of conduct. Counselors respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. It is assumed that unethical behavior and problematic behavior are overlapping concepts that all unethical behaviors are reflective of problematic behavior, whereas problematic behavior may involve other aspects of professional behavior that may or may not result in unethical behavior.

Identification and Verification of Problems Requiring Remediation or Dismissal

Incompetence, ethical violations, or problematic behaviors can be identified in a variety of ways. Formal evaluation of each student's progress takes place each semester. This evaluation involves a review of grades earned, credits accumulated, as well as professional behavior.

Informal Identification of Problems

Any faculty member, supervisor, or student may raise an issue at any time. Practicum and/or Internship supervisors should initially discuss their concerns with the Clinical Coordinator, who will gather additional information and raise the issue at the next scheduled Counseling faculty meeting. Students who have a concern about a fellow student should first discuss the issue with their own advisor, who will then raise the issue with the other Counseling faculty. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Counseling faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary and/or the advisor of the student concerned will gather additional data and will report to the Counseling faculty within one week. If the concern appears valid, a formal review will take place as described below.

Review Procedures for Possible Problems

When a possible problematic behavior has been identified, the faculty will meet with the student to review the evaluation, and to determine whether a problem exists. In addition to the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other interested parties.

Areas to be reviewed and discussed include the nature, severity, and consequences of the reported problem behavior. The following questions will be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

- What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the Program?
- How and in what settings have these behaviors been manifested?
- What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
- Who observed the behaviors in question?
- Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?
- What was the frequency of this behavior?
- Has the student been made aware of this behavior before the meeting, and, if so, how did he or she respond?
- Has the feedback regarding the behavior been documented in any way?
- How serious is this behavior on the continuum of ethical and professional behavior?
- What are the student's ideas about how the problem may be remediated?

While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may not be as easy to remediate:

- The student does not acknowledge, understand or address the problematic behavior when it is identified.

- The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
- The quality of service delivered by the person suffers.
- The problematic behavior is not restricted to one area of professional functioning.
- The behavior has the potential for ethical or legal ramifications if not addressed.
- A disproportionate amount of attention by training personnel is required.
- Behavior that does change as a function of feedback.
- Behavior negatively affects public image of agency of the university or training site.

After the initial meeting with the student, the faculty will meet to determine whether a problematic behavior exists. If the faculty determines that there is a problem, they will develop a written plan for remediation or a recommendation for dismissal and will schedule a meeting to discuss this plan within three weeks of their initial meeting with the student. Students are encouraged to submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student's recommendations in developing their own recommendations. The plan will be documented by the student's advisor, using the *Student Performance Remediation Plan* that immediately follows this section.

After the faculty members have presented their recommendations to the student and answered his or her questions, the student must sign the *Performance Review Cover Sheet* (also following this section) indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Program faculty will meet again to consider any new evidence presented by the student and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty's decision, he or she may follow the appeal procedures outlined in the ULM [Student Handbook](#). Regardless of the outcome of the feedback meeting, the student's advisor will schedule a follow-up meeting to evaluate the student's adjustment to the review process and recommend potential sources of guidance and assistance when necessary.

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. This plan must be made within three weeks of initial meeting. Examples of actions that may be included in the remediation plan are an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of absence, and individual psychotherapy. Progress must be reviewed at least once every semester for the fall and spring semesters, at least two weeks before registration. Additional reviews may be scheduled as necessary. After each review, a copy of the remediation plan including student comments and faculty signatures must be placed in the student's file. If progress against targets is viewed by the faculty as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

Remediation Interventions

Remediation interventions may consist of, but are not limited to the following:

- Personal therapy
- Increased faculty contact
- Increased supervision

- Repeat academic/clinical courses
- Removal from clinical work
- Additional assignments (journaling, research papers, tutoring)
- Require extra courses
- Leave of absence
- Workshops
- Dismissal from program

The Remediation Form can be found below.

Student Performance Review Cover Sheet

Date of Initial Meeting with Student: _

Faculty Members Present (Must include Program Director and Student’s Advisor):

Summary of Problem (include specific behaviors, setting, and who first identified the problem):

Date of Faculty Review Meeting _____

Faculty Recommendation:

_____ No action required

_____ Remediation required (attach copy of plan)

_____ Dismissal recommended (must be reviewed and approved by Department Chair and Dean)

RECOMMENDATION APPROVED:

Student’s Advisor _____

Date _

Program Director _____

Date of Student Feedback Meeting _____

Student Comments:

Signature of Student: Date:

(Does not indicate agreement)

Date _

Student Performance Remediation Plan

(check one) _____ Initial Plan Review _____ Follow-up _____ Final Review

Student:

Date:

Identified Areas of Concern:

- A.
- B.
- C.
- D.

Remediation Plan and Schedule Area

Specific Behavioral Objectives	Method of Remediation	Target Dates	Met? Y/N
A			
B			
C			
D			

Progress Since Last Review (if applicable): ___ Sufficient ___ Insufficient
 Comments and Recommendations:

Date of Next Review (if applicable):

Student Reactions:

Signatures: Student Signature: Advisor:
 Program Director:

CCS-R

Counselor Competencies Scale - Revised (CCS-R) ©

(Lambie, Mullen, Swank, & Blount, 2016)

The *Counselor Competencies Scale-Revised* (CCS-R) assesses counselors' and trainees' skill developments and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the 'Demonstrates Competencies' level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Directions: Evaluate the counselors or trainees counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions and record rating in the score column on the left.

CACREP (2016) Common Core Standards:

- Strategies for personal and professional self-evaluation and implications for practice (Section II, *Standard 1.k.*).
- Self-care strategies appropriate to the counselor role (Section II, *Standard 1.l.*).
- Multicultural counseling competencies (Section II, *Standard 2.c.*)
- A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, *Standard 3.h.*).
- Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, *Standard 5.d.*).
- Counselor characteristics and behaviors that influence the counseling processes (Section II, *Standard 5.f.*).
- Essential interviewing, counseling, and case conceptualization skills (Section II, *Standard 5.g.*).
- Developmentally relevant counseling treatment or intervention plans (Section II, *Standard 5.h.*).
- Processes for aiding students in developing a personal model of counseling (Section II, *Standard 5.n.*).
- The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. (Section 4, *Standard H.*).
- Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (Section III, *Professional Practice*).
- Entry-Level Professional Practice and Practicum (Section III, *Professional Practice*, p. 13).
 - a) Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
 - b) Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students interactions with clients.
 - c) Formative and summative evaluations of the students counseling performance and ability to integrate and apply knowledge are conducted as part of the students practicum.
 - d) Students must complete supervised counseling practicum experiences that total a **minimum of 100 clock hours** over a full academic term that is a minimum of 10 weeks.
 - e) Practicum students must **complete at least 40 clock hours of direct service** with actual clients that contributes to the development of counseling skills.
 - f) Practicum students have weekly interaction with supervisors that averages **one hour per week of individual and/or triadic supervision** throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement
 - g) Practicum students participate in an average of **1 1/2 hours per week of group supervision** on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

CACREP (2016) Specialty Standards:

- Clinical Mental Health Counseling
 - Techniques and interventions for prevention and treatment of a broad range of mental health issues (3. Practice, *Standard* b.).
- Marriage, Couple, and Family Counseling
 - Techniques and interventions of marriage, couple, and family counseling (3. Practice, *Standard* c.).
- School Counseling
 - Techniques of personal/social counseling in school settings (3. Practice, *Standard* f.).

Part I: Counseling Skills & Therapeutic Conditions

<p>1.A Nonverbal Skills</p> <p>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (attuned to the emotional state and cultural norms of the clients)</p>	<p>Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).</p>	<p>Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)</p>	<p>Demonstrates inconsistency in his or her nonverbal communication skills.</p>	<p>Demonstrates limited nonverbal communication skills.</p>	<p>Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.</p>
<p><input type="checkbox"/> Not Observed</p>	<p><input type="checkbox"/> 5</p>	<p><input type="checkbox"/> 4</p>	<p><input type="checkbox"/> 3</p>	<p><input type="checkbox"/> 2</p>	<p><input type="checkbox"/> 1</p>
<p>1.B Encouragers</p> <p>Includes Minimal Encouragers & Door Openers such as 'Tell me more about...', 'Hmm'</p>	<p>Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).</p>	<p>Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).</p>	<p>Demonstrates inconsistency in his or her use of appropriate encouragers.</p>	<p>Demonstrates limited ability to use appropriate encouragers.</p>	<p>Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.</p>
<p><input type="checkbox"/> Not Observed</p>	<p><input type="checkbox"/> 5</p>	<p><input type="checkbox"/> 4</p>	<p><input type="checkbox"/> 3</p>	<p><input type="checkbox"/> 2</p>	<p><input type="checkbox"/> 1</p>
<p>1.C Questions</p> <p>Use of Appropriate Open & Closed Questioning (e.g. avoidance of double questions)</p>	<p>Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).</p>	<p>Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).</p>	<p>Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.</p>	<p>Demonstrates limited ability to use open-ended questions with restricted effectiveness.</p>	<p>Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.</p>
<p><input type="checkbox"/> Not Observed.</p>	<p><input type="checkbox"/> 5</p>	<p><input type="checkbox"/> 4</p>	<p><input type="checkbox"/> 3</p>	<p><input type="checkbox"/> 2</p>	<p><input type="checkbox"/> 1</p>
<p>1.D Reflecting - Paraphrasing Basic Reflection of Content - Paraphrasing (With couples and families, paraphrasing multiple perspectives)</p>	<p>Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).</p>	<p>Demonstrates appropriate use of paraphrasing for the majority of counseling sessions (70%).</p>	<p>Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.</p>	<p>Demonstrates limited proficiency in paraphrasing or is often inaccurate.</p>	<p>Demonstrates poor ability to paraphrase, such as being judgmental &/or dismissive.</p>
<p><input type="checkbox"/> Not Observed.</p>	<p><input type="checkbox"/> 5</p>	<p><input type="checkbox"/> 4</p>	<p><input type="checkbox"/> 3</p>	<p><input type="checkbox"/> 2</p>	<p><input type="checkbox"/> 1</p>
<p>1.E Reflecting (b) Reflection of Feelings Reflection of Feelings (With couples and families, reflection of each clients' feelings)</p>	<p>Demonstrates appropriate use of reflection of feelings as a primary approach (85%).</p>	<p>Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).</p>	<p>Demonstrates reflection of feelings inconsistently & is not matching the client.</p>	<p>Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.</p>	<p>Demonstrates poor ability to reflective feelings, such as being judgmental &/or dismissive.</p>

<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
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Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
<p>1.F Reflecting (c) Summarizing Summarizing content, feelings, behaviors, & future plans <i>(With couples and families, summarizing relational patterns of interaction)</i></p>	<p>Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).</p>	<p>Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).</p>	<p>Demonstrates inconsistent & inaccurate ability to use summarization.</p>	<p>Demonstrates limited ability to use summarization (e.g., summary suggests counselor did not understand clients or is overly focused on content rather than process).</p>	<p>Demonstrates poor ability to summarize, such as being judgmental &/or dismissive.</p>
<p><input type="checkbox"/> Not Observed.</p>	<p><input type="checkbox"/> 5</p>	<p><input type="checkbox"/> 4</p>	<p><input type="checkbox"/> 3</p>	<p><input type="checkbox"/> 2</p>	<p><input type="checkbox"/> 1</p>
<p>1.G Advanced Reflection (Meaning) Advanced Reflection of Meaning, including Values and Core Beliefs <i>(taking counseling to a deeper level)</i></p>	<p>Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).</p>	<p>Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).</p>	<p>Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.</p>	<p>Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.</p>	<p>Demonstrates poor ability to use advanced reflection, such as being judgmental &/or dismissive.</p>
<p><input type="checkbox"/> Not Observed</p>	<p><input type="checkbox"/> 5</p>	<p><input type="checkbox"/> 4</p>	<p><input type="checkbox"/> 3</p>	<p><input type="checkbox"/> 2</p>	<p><input type="checkbox"/> 1</p>
<p>1.H Confrontation Counselor challenges clients to recognize & evaluate inconsistencies.</p>	<p>Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85%).</p>	<p>Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was not needed; therefore, appropriately not used (majority of counseling sessions; 70%).</p>	<p>Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity.</p>	<p>Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.</p>	<p>Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, &/or aggressive.</p>
<p><input type="checkbox"/> Not Observed.</p>	<p><input type="checkbox"/> 5</p>	<p><input type="checkbox"/> 4</p>	<p><input type="checkbox"/> 3</p>	<p><input type="checkbox"/> 2</p>	<p><input type="checkbox"/> 1</p>
<p>1.I Goal Setting Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals <i>(With couples and families, goal setting supports clients in establishing common therapeutic goals)</i></p>	<p>Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients (85%).</p>	<p>Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).</p>	<p>Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.</p>	<p>Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.</p>	<p>Demonstrates poor ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.</p>

<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
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Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1.J Focus of Counseling Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)	Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on clients' goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients' goals
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
1.K Facilitate Therapeutic Environment(a): Empathy & Caring Expresses accurate empathy & care. Counselor is "present" and open to clients. (includes immediacy and concreteness)	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Demonstrates poor ability to be empathic & caring, such as creating an unsafe space for clients.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
1.L Facilitate Therapeutic Environment(b): Respect & Compassion Counselor expresses appropriate respect & compassion for clients	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (85%).	Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.	Demonstrates poor ability to be respectful & compassionate with clients, such as having conditional respect.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Total Score *(out of a possible 60 points)*

Part 2: Counseling Dispositions & Behaviors

Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
<p>2.A Professional Ethics Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.</p>	Demonstrates consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<p>2.B Professional Behavior Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.</p>	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<p>2.C Professional & Personal Boundaries Maintains appropriate boundaries with supervisors, peers, & clients.</p>	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<p>2.D Knowledge & Adherence to Site and Course Policies Demonstrates an understanding & appreciation for <i>all</i> counseling site and</p>	Demonstrates consistent adherence to <i>all</i> counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor /

course policies & procedures.					instructor.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
<p>2.E Record Keeping & Task Completion Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).</p>	<p>Completes <i>all</i> required record keeping, documentation, and assigned tasks in a through, timely, & comprehensive fashion.</p>	<p>Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.</p>	<p>Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.</p>	<p>Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.</p>	<p>Failure to complete paperwork &/or tasks by specified deadline.</p>
<p><input type="checkbox"/> Not Observed</p>	<p><input type="checkbox"/> 5</p>	<p><input type="checkbox"/> 4</p>	<p><input type="checkbox"/> 3</p>	<p><input type="checkbox"/> 2</p>	<p><input type="checkbox"/> 1</p>
<p>2.F Multicultural Competence in Counseling Relationship Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.</p>	<p>Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p>	<p>Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p>	<p>Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p>	<p>Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p>	<p>Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.</p>
<p><input type="checkbox"/> Not Observed.</p>	<p><input type="checkbox"/> 5</p>	<p><input type="checkbox"/> 4</p>	<p><input type="checkbox"/> 3</p>	<p><input type="checkbox"/> 2</p>	<p><input type="checkbox"/> 1</p>
<p>2.G Emotional Stability & Self-control Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.</p>	<p>Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.</p>	<p>Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.</p>	<p>Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.</p>	<p>Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.</p>	<p>Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactants with clients.</p>
<p><input type="checkbox"/> Not Observed.</p>	<p><input type="checkbox"/> 5</p>	<p><input type="checkbox"/> 4</p>	<p><input type="checkbox"/> 3</p>	<p><input type="checkbox"/> 2</p>	<p><input type="checkbox"/> 1</p>

<p>2.H Motivated to Learn & Grow / Initiative Demonstrates engagement in learning & development of his or her counseling competencies.</p>	<p>Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.</p>	<p>Demonstrates consistent engagement in promoting his or her professional and personal growth & development.</p>	<p>Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.</p>	<p>Demonstrates limited engagement in promoting his or her professional and personal growth & development.</p>	<p>Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.</p>
<p><input type="checkbox"/> Not Observed.</p>	<p><input type="checkbox"/> 5</p>	<p><input type="checkbox"/> 4</p>	<p><input type="checkbox"/> 3</p>	<p><input type="checkbox"/> 2</p>	<p><input type="checkbox"/> 1</p>

Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
2.I Openness to Feedback Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does not implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does not implement suggested changes.	Demonstrates no openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2.J Flexibility & Adaptability Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.	Demonstrates consistent and strong ability to adapt & "reads-& flexes" appropriately.	Demonstrates consistent ability to adapt & "reads-& flexes" appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a poor ability to adapt to his or her clients' diverse changing needs, such as being rigid in work with clients.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2.K Congruence & Genuineness Demonstrates ability to be present and 'be true to oneself'	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Total Score *(out of a possible 55 points)*

Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the counselor's or trainee's areas of strength, which you have observed:

Please note the counselor's or trainee's areas that warrant improvement, which you have observed:

Please comment on the counselor's or trainee's general performance during his or her clinical experience to this point:

Signatures

Who is the Evaluator?

- | | |
|--|--|
| <input type="checkbox"/> Student Self Evaluation
<input type="checkbox"/> Faculty - Clinical Interviewing Instructor Evaluation
<input type="checkbox"/> Faculty - Capstone Project Instructor Evaluation
<input type="checkbox"/> Site Supervisor Evaluation | <input type="checkbox"/> Faculty - Practicum Instructor Evaluation
<input type="checkbox"/> Faculty - Clinical Advancement Project Instructor Evaluation
<input type="checkbox"/> Faculty - Advisor Evaluation |
|--|--|
-

Phase:

- | | | |
|---|---|--|
| <input type="checkbox"/> Pre-Practicum | <input type="checkbox"/> CACREP Practicum | <input type="checkbox"/> CACREP Internship |
| <input type="checkbox"/> Post-Practicum | <input type="checkbox"/> Other: | |
-

Date CCS-R was reviewed with Counselor or Trainee: Student

Signature

Site Supervisor Signature

* *Note.* If the supervising instructor / clinical supervisor is **concerned** about the counselor's or trainee's progress in demonstrating the appropriate counseling competencies, he or she should have another appropriately trained supervisor observe the counselor's or trainee's work with clients to provide additional feedback to the counselor or trainee.

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