

Mental Health Counseling Program

Student Manual

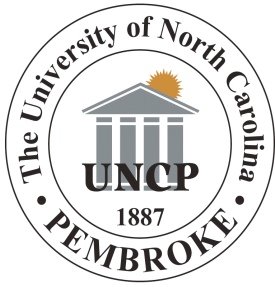
2010-2011



The University of North Carolina at Pembroke

School of Education

Department of School Administration and Counseling



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August 14, 2010

Dear Students,

As Program Director of the Mental Health Counseling Program, let me extend a warm welcome to you on behalf of the faculty and staff of the Department of School Administration and Counseling, the School of Education, and UNC Pembroke!

Mental Health Counseling is an exciting career field that offers many rewarding opportunities for personal and professional development. As you work towards becoming a Mental Health Counselor, please take advantage of the opportunities that are available to you, both on campus and off, as you fulfill your academic and professional goals. UNC Pembroke offers many on campus programs related to diversity that will improve your understanding of your future clients. Please make time to get connected to these on campus programs! Let me also encourage you to become active in professional organizations such as the American Counseling Association, the North Carolina Counseling Association and the Licensed Professional Counselors Association of North Carolina. Both organizations offer many opportunities for graduate student participation. Also, please familiarize yourself with the North Carolina Board of Licensed Professional Counselors; this organization serves as the licensing agency for professional counseling in North Carolina. Each of these organizations is accessible online.

This manual is meant to serve as a roadmap for the Mental Health Counseling program and will provide you with information about the comprehensive exam, the portfolio, and the field placement experiences: practicum and internship. Consult this manual, the UNCP Academic Catalog, the School of Graduate Studies, and your academic advisor often to ensure smooth progression through the program.

The Mental Health Counseling Program at UNC Pembroke is committed to excellence in Counselor preparation. We welcome your feedback about your experience of the program. If I can be of any assistance, please do not hesitate to contact me.

Cordially,

Angela Holman, PhD, LPC, NCC

Program Director and Assistant Professor
Mental Health Counseling
Department of School Administration and Counseling
School of Education

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THE MENTAL HEALTH COUNSELING PROGRAM

This manual provides information about the Mental Health Counseling program, including guidelines for field placement experiences and the counselor portfolio. The scope of this manual is limited to program-specific information about the Mental Health Counseling Program. Students are encouraged to also frequently consult the policies of the School of Graduate Studies, the university academic calendars, and the UNCP Academic Catalog. These resources are available online at <http://www.uncp.edu>.

Program Mission

The mission of the Mental Health Counseling Program is to prepare students to work in a wide range of settings as Professional Counselors; to contribute knowledge to the field of professional counseling through faculty scholarship; and to provide service to the university, community, and counseling profession. The program addresses the academic and career needs of diverse counselors-in-training by offering a mixture of theoretical and clinical educational experiences. The program is designed to provide students with a core foundation of counseling knowledge, skills and practices; specialty knowledge, skills, and practices related to the practice of Mental Health Counseling; and supervised clinical field placement experiences leading to a master's degree in Mental Health Counseling. Graduates of this program often seek national certification and state licensure as Professional Counselors and are employed in settings such as counseling centers, mental health agencies, social services settings, hospitals, youth and family programs, substance abuse treatment facilities, and private practice settings.

Organizational Structure

The Mental Health Counseling Program is a program within the Department of School Administration and Counseling. Dr. Angela Holman is the Program Director of the Mental Health Counseling Program. Dr. Alfred Bryant is the Department Chair of the Department of School Administration and Counseling which also includes the School Counseling Program and the School Administration Program. The Department of School Administration and Counseling is a department within the School of Education. The Dean of the School of Education is Dr. Leah Fiorentino. All programs that offer graduate degrees at UNCP are coordinated by School of Graduate Studies. The School of Graduate Studies set university-wide policies and procedures for graduate programs. The Acting Dean for the School of Graduate Studies is Dr. Sara Simmons.

MEET THE FACULTY

Angela Holman, PhD, LPC, NCC is an Assistant Professor in the Department of School Administration and Counseling and the Program Director for the Mental Health Counseling Program. Dr. Holman completed her doctoral work in Counselor Education with a cognate in Family Counseling at the College of William & Mary in Williamsburg, VA. Prior to joining the faculty at UNC-Pembroke she counseled and taught as an adjunct instructor at East Carolina University. Her research and scholarship focuses on family counseling, relationships, and feminist theory. She has served as a counselor in a women's health clinic, at a substance abuse community agency, in a family counseling

clinic, and on a college campus. She currently maintains a part-time private practice. Dr. Holman lives in Laurinburg, NC with her husband, two daughters, and three dogs.

Contact information: Email: angela.holman@uncp.edu

Alfred Bryant, PhD, LPC is the Program Director of the School Counseling Program and the Chair of the School Administration and Counseling Department. Dr. Bryant is also an Associate Professor in the Department of Professional Leadership. He completed his doctoral work in Counselor Education with a minor in Multicultural Counseling at North Carolina State University. His research and scholarship focuses on racial identity development, multicultural counseling and cultural differences in parental emotional communication. He is a Licensed Professional Counselor with experience in community settings and schools.

Contact information: Email: alfred.bryant@uncp.edu

Angel Dowden, Ph.D., LPC, NCC, ACS is an Assistant Professor in the Departments of Professional Pedagogy and Research & School Administration and Counseling. Dr. Dowden completed her doctoral work in the Counselor Education program at North Carolina State University. Her research and scholarship focuses on the promotion of improved human development and mental health of African American populations. Dr. Dowden is a former English teacher, School Counselor, and State Education Consultant. Prior to joining the faculty at UNC Pembroke, Dr. Dowden was an Adjunct Assistant Professor in the Counseling departments at both North Carolina State University and North Carolina A&T State University. Dr. Dowden provides counseling and supervision in a private practice setting in Raleigh. Additionally, Dr. Dowden enjoys reading, traveling, gardening and spending time with family.

Gary Mauk is an Assistant Professor in the Department of Professional Pedagogy and Research. Dr. Mauk completed his doctoral work in Psychology (child-adolescent development) at Utah State University in Logan, UT. He also holds a M.A. and CAGS in Developmental Psychology and School Psychology, respectively, from Gallaudet University in Washington, DC. Prior to joining the School of Education faculty, Dr. Mauk worked as the Coordinator of Grants Development in the UNCP Office of Sponsored Research and Programs, and as a school psychologist in the Scotland and Moore County school systems. His research and scholarship has focused on earlier identification of hearing loss and early intervention services, as well as child and adolescent mental health issues, especially loss and grief. Dr. Mauk engages in grant development and school psychology-related consultation with regional school districts, and, when time permits, he enjoys listening to 1970s-era music and playing with his dog, Sadie.

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Glen Walter is a Full Professor in the School Counseling Program.

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PROGRAM POLICIES AND PROCEDURES

Advisement

Counseling students are required to meet with their advisors during their first semesters of full or provisional admission to the Mental Health Counseling program. It is the responsibility of the student to initiate scheduling of advising meetings initially and each semester. During these meetings the advisor and the student will develop and revise a plan of study that projects when the student will meet each program requirement.

Email Policy

Students are required to have and maintain UNCP email accounts. Students should check UNCP email accounts frequently for program and course related information and announcements. Email communication between faculty and students is a professional form of communication and should therefore follow guidelines for professional etiquette. Students should sign their full names to each email that they send to faculty members. Faculty members are typically available to respond to student emails during normal business hours and not during evenings/nights, weekends, and university holidays.

Professional Membership

Students are encouraged to join professional organizations such as the American Counseling Association (ACA) and the North Carolina Counseling Association (NCCA). These organizations often offer reduced-price memberships for students, student liability policies, and membership rates at professional conferences. Occasionally, faculty and students may collaborate on delivering professional presentations at area conferences. If you are interested in making a professional presentation at a conference or simply attending a counseling conference, please speak with a faculty member about upcoming opportunities.

Counselor Licensure and Certification

Students are encouraged to obtain professional licensure following graduation as Licensed Professional Counselors (LPC). Counselor licenses vary from state to state. The Mental Health Counseling Program meets all of the educational requirements for licensure as an LPC in North Carolina. Students are also encouraged to seek certification through the National Board of Certified Counselors as National Certified Counselors (NCC).

Additionally, students in the Mental Health Counseling Program at UNC Pembroke are eligible to take the National Counselor Exam (NCE) during their internship semesters. The NCE is a required examination for certification as an NCC and is also currently an approved examination for North Carolina licensure as an LPC. Students should speak with their advisors during their practicum semesters regarding registration for the NCE. The NCE is not a substitute for the Mental Health Counseling Program Comprehensive Exam. The NCE is optional; the Mental Health Counseling Program Comprehensive Exam is required for graduation. Students should consult national and state credentialing

boards for the clinical supervision requirements mandated by those boards in addition to the educational and examination requirements.

Graduates of the Mental Health Counseling Program who would also like certification as School Counselors should consult the Program Director of the School Counseling Program, the Department of Public Instruction, and the Regional Alternative Licensing Center for North Carolina for guidance in seeking this additional credential.

Personal Counseling

Students can request personal and confidential counseling at any time by contacting the UNCP Counseling Center at 910.521.6202. The UNCP Counseling Center provides free individual counseling to all currently enrolled students. The faculty of the Mental Health Counseling Program strongly recommend that all counseling trainees experience personal counseling with a licensed counselor early in their professional development.

Evaluation and Remediation Procedures

Evaluation will be an ongoing part of the student experience in the counseling program. Students are evaluated using the following means:

- Course grades
- Comprehensive exam
- Portfolio completion and presentation

In addition to these formal evaluation procedures, students can expect to receive feedback regarding their fitness to the counseling profession. Students' professional performance will be holistically assessed based on these nine criteria that have been identified as necessary characteristics for effective professional counseling practice: openness to new ideas, flexibility, cooperativeness with others, willingness to accept and use feedback, awareness of own impact on others, ability to deal with conflict, ability to accept personal responsibility, ability to express feelings effectively and appropriately, and attention to ethical and legal considerations (Frame & Stevens-Smith, 1995). Students will be evaluated on their ability to adhere to the American Counseling Association's Code of Ethics and other relevant standards of practice. If a student is deemed inappropriate for the program, faculty members will help facilitate the transition of the student out of the program, and if possible, into a more suitable area of study.

Course Grades

Students should consult the syllabi and instructors for each individual course that they are enrolled in for specific criteria and requirements for course grades. If a student is unclear about the expectations of a particular course, the instructor should be consulted. The course instructor is the first order of consultation regarding course grades. The UNCP Academic Catalog and School of Graduate Studies are additional student resources for policies related to course grades including procedures on the academic appeals process, and the academic warning/probation/dismissal procedures related to course grades.

Comprehensive Exam

The comprehensive exam is a written examination consisting of 200 multiple-choice items. The exam format is online, but students must come to campus to take the exam. Material from the following core areas of study is included on the examination:

- Professional and Ethical Issues
- Group Counseling
- Assessment in Counseling
- Issues in Life-Span Development
- Fundamentals of Counseling
- Research and Program Evaluation
- Career Development and Education
- Multicultural Counseling and Education

The examination is administered in the fall and spring semesters and proctored by the School of Graduate Studies. Students must have completed all core courses to be eligible to sit for the comprehensive examination and must register to take the examination by the date established by the School of Graduate Studies. Students who register to take the examination and then decide not to take the examination will be credited with an unsuccessful attempt unless they cancel their registration by the required deadline.

Students who fail the written comprehensive examination may retake the examination at its next regularly scheduled administration. The written examination may be attempted two times. Students failing their second examination are allowed to take a final oral examination that is administered by a panel of faculty members from the counseling program. The oral examination may be passed without conditions or passed with remedial conditions attached (e.g., retaking a course). If students receive a conditional pass, all remedial work must be completed prior to enrolling in field placement courses. Students who fail the oral examination are ineligible to continue graduate study in Mental Health Counseling at UNCP.

Portfolio Completion and Presentation

A portfolio demonstrating growth and development as a professional counselor is required. During the internship semester, students will present their portfolios to instructors and peers who then provide written feedback to each student concerning the presentation. Students must satisfactorily complete and present the portfolio in order to pass their internship courses. Detailed portfolio guidelines are included in the Appendices of this manual.

Remediation Options

Students exhibiting difficulties in attaining proficiency of basic and advanced counseling skills, evidence of ethical violations, and other indicators of unsatisfactory professional performance will meet with their instructors and/or advisors to create a plan of action to overcome difficulties that may be inhibiting growth and development. The faculty, instructors, and possibly site supervisors, in consultation with the student, will develop an

individualized plan of remedial action. Possible plans of action may include requiring a student to desist all clinical hours while receiving additional training and/or supervision, requiring a student to receive additional supervision and or training, requiring the student to provide evidence of some or all of the following measures:

- Personal counseling from an appropriate outside provide (documentation of attendance would be required, however session material would be confidential),
- Conferences with faculty and or site supervisors,
- Written or oral projects or assignments related to the deficiency,
- And/or live supervision.

Failure to make progress in these remediation efforts may result in a failing grade for the corresponding course, an “incomplete” grade for the corresponding course, a “withdrawal” grade for the corresponding course, or termination of the student’s enrollment status from the program. The counseling program adheres to all university conduct policies and expectations. Depending upon the nature of the situation, the Mental Health Counseling Program faculty may seek input from the Deans of the School of Graduate Studies and/or the School of Education. The university is in no way obligated to support or accommodate students whose conduct violates professional ethics or codes of conduct. Counseling students who are in field placement experiences should also note that unacceptable practices on the part of other employees or students at their field placement sites will not constitute an effective defense of a student’s unacceptable practice or unprofessional conduct.

Annual Workshop

Each spring, in conjunction with the School Counseling Program, the faculty in the Mental Health Counseling Program bring a keynote speaker to campus and host breakout sessions on current issues in Professional Counseling during a one-day workshop. The conference is free and offered to the community and students as a service from the Counseling Programs. Students are encouraged to attend this Annual Drive-In Workshop and network with their future colleagues from the surrounding communities.

Minority Recruitment Policy

The Mental Health Counseling Program is committed to recruiting qualified minority students from the local Robeson County region, the state of North Carolina, nationally, and internationally.

Graduate Assistantships

Counseling master’s degree students are often awarded assistantships in various UNCP offices including placements within the School of Education. Students interesting in obtaining an assistantship should apply online through the Career Center at UNCP.

Program Evaluation

During their last semester of internship, students will complete a program evaluation form. This evaluation allows students to give feedback on their experiences as students in the program. The evaluation also allows the Mental Health Counseling Program faculty to identify and assess program weaknesses and strengths.

CURRICULUM

Mental Health Counseling Program Master of Arts in Education, 60 credit hours

Core Courses – 27 Hours

Students who have successfully completed all core courses are eligible to enroll in Counseling Practicum and register for the Mental Health Counseling Program Comprehensive Exam.

MHC 5000 *Professional and Ethical Issues*

MHC 5050 *Counseling Skills and Techniques*

*SCN 5500 *Research and Program Evaluation*

*SCN 5400 *Fundamentals of Counseling*

*SCN 5700 *Career Development & Education*

*SCN 5025 *Issues in Lifespan Development*

MHC 5100 *Group Counseling*

MHC 5600 *Assessment in Counseling* (or *SCN 5600)

The prerequisite for MHC 5600/SCN 5600 is SCN 5500.

*SCN 5800 *Multicultural Counseling and Education*

*Courses beginning with the “SCN” identifier are cross-listed with the School Counseling Program and can be found in the UNCP registration system under School Counseling tab.

Specialty Courses- 24 hours

Students may be concurrently enrolled in Specialty Courses and Field Placement Courses.

MHC 5360 *Diagnosis and Treatment Planning*

MHC 5850 *Theory and Process of Family Counseling*

MHC 5900 *Addictions Counseling*

MHC 5060 *Crisis Intervention*

MHC 5870 *The Family and Addiction*

MHC 5880 *Gender & Sexuality*

MHC 5310 *Child/Adolescent Behavior Disorders*

MHCS 5022 *Special Topics*

Clinical Field Placement Courses – 9 Hours

Students must complete all Core Courses prior to enrolling in Clinical Field Placement Courses. Students must register for and pass the Mental Health Counseling Program Comprehensive Exam during their Field Placement Courses and prior to graduation.

MHC 6100 *Counseling Practicum*

MHC 6120 *Counseling Internship I*

MHC 6130 *Counseling Internship II*

Course Rotation for Mental Health Counseling Program

This is a tentative course rotation guide intended to assist in development of plans of study. This guide is offered pending budgetary restraints and faculty availability. Students should develop plans of study in consultation with their academic advisors and in consideration of course prerequisites.

Fall Courses

The following courses will be offered each Fall Semester beginning in Fall 2011.

MHC 5000 *Professional and Ethical Issues*
SCN 5500 *Research and Program Evaluation*
SCN 5400 *Fundamentals of Counseling*
SCN 5700 *Career Development & Education*
SCN 5025 *Issues in Lifespan Development*
SCN 5600 *Assessment in Counseling*
SCN 5800 *Multicultural Counseling & Education*
MHC 5360 *Diagnosis & Treatment Planning*
MHC 5850 *Theory & Process of Family Counseling*
MHC 5900 *Addictions Counseling*
MHC 5310 *Child/Adolescent Behavior Disorders*
MHC 6100 *Counseling Practicum*
MHC 6120/6130 *Counseling Internships I & II*

Spring Courses

The following courses will be offered each Spring Semester beginning in Spring 2011.

MHC 5050 *Counseling Skills and Techniques*
SCN 5500 *Research and Program Evaluation*
SCN 5400 *Fundamentals of Counseling*
SCN 5700 *Career Development & Education*
SCN 5025 *Issues in Lifespan Development*
SCN 5600 *Assessment in Counseling*
SCN 5800 *Multicultural Counseling & Education*
MHC 5100 *Group Counseling*
MHC 5060 *Crisis Intervention*
MHC 5870 *The Family and Addictions*
MHC 5880 *Gender and Sexuality*
MHC 6100 *Counseling Practicum*
MHC 6120/6130 *Counseling Internships I & II*

Summer Courses

The following courses may be offered each Summer Semester.

MHCS 5022 *Special Topics*
MHC 5000 *Professional and Ethical Issues*
MHC 5050 *Counseling Skills and Techniques*
MHC 5100 *Group Counseling*
MHC 6100 *Counseling Practicum*

Course Content

MHC 5000 Professional and Ethical Issues

Introduction to the profession of counseling including a study of the principles, professional organizations, ethics, and delivery of counseling, consulting, and referral services. Students will learn the functions, organization, and administrative procedures of counseling, consulting, and client services in schools, colleges, and agencies. They will demonstrate the ability to identify the basic services, to identify the role and function of the counselor, and to analyze case studies.

CACREP REQUIRED CONTENT:

- PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
 - a. history and philosophy of the counseling profession;
 - b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
 - c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
 - d. self-care strategies appropriate to the counselor role;
 - e. counseling supervision models, practices, and processes;
 - f. professional organizations, including membership benefits, activities, services to members, and current issues;
 - g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - h. the role and process of the professional counselor advocating on behalf of the profession;
 - i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
 - j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

MHC 5050 Counseling Skills and Techniques

Students will learn basic and advanced counseling skills through classroom instruction and experiential activities. Students will hone their skills through extensive practice, coaching, and feedback from the course instructor. This course will also place emphasis on ethical practice and cultural competency in the application of counseling techniques relevant to professional counseling.

CACREP REQUIRED CONTENT:

- HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
 - a. an orientation to wellness and prevention as desired counseling goals;
 - b. counselor characteristics and behaviors that influence helping processes;
 - c. essential interviewing and counseling skills;
 - d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling

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

- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

SCN 5500 *Research and Program Evaluation*

See School Counseling Handbook for course description.

CACREP REQUIRED CONTENT:

- RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
 - a. the importance of research in advancing the counseling profession;
 - b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
 - c. statistical methods used in conducting research and program evaluation;
 - d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
 - e. the use of research to inform evidence-based practice; and
 - f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

SCN 5400 *Fundamentals of Counseling*

See School Counseling Handbook for course description.

CACREP REQUIRED CONTENT:

- HELPING RELATIONSHIPS---counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

SCN 5700 *Career Development & Education*

See School Counseling Handbook for course description.

CACREP REQUIRED CONTENT:

- CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:
 - a. career development theories and decision-making models;
 - b. career, avocational, educational, occupational and labor market information resources, and career information systems;
 - c. career development program planning, organization, implementation, administration, and evaluation;
 - d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;

- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

SCN 5025 Issues in Lifespan Development

See School Counseling Handbook for course description.

CACREP REQUIRED CONTENT:

- HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
 - a. theories of individual and family development and transitions across the life span;
 - b. theories of learning and personality development, including current understandings about neurobiological behavior;
 - c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
 - d. theories and models of individual, cultural, couple, family, and community resilience;
 - e a general framework for understanding exceptional abilities and strategies for differentiated interventions;
 - f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
 - g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
 - h. theories for facilitating optimal development and wellness over the life span.

MHC 5100 Group Counseling

Students will examine and practice applying the theories and procedures of group counseling and consultation with application to diverse settings. This course addresses the dynamics of interpersonal relationships, the issues of group leadership, the stages of group process, the posing and solving of problems specific to group procedure, and professional, ethical, and legal issues related to group counseling. Students will learn the fundamental skills and techniques for designing and implementing group counseling activities.

CACREP REQUIRED CONTENT:

- GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
 - a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
 - b. group leadership or facilitation styles and approaches, including

- characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

MHC 5600 Assessment in Counseling (or SCN 5600)

This course will provide students with an understanding of standardized and non-standardized assessment and appraisal methods, techniques, and instruments. The assessment of abilities, behaviors, achievement, personality, interests, and other characteristics will be addressed. Issues related to assessment including selection, statistical concepts, social and cultural factors, and ethical testing procedures will be presented. Course content and skill development is intended to inform and direct clinical practice, including diagnosis and treatment planning.

CACREP REQUIRED CONTENT:

- ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
 - a. historical perspectives concerning the nature and meaning of assessment;
 - b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
 - c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
 - d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
 - e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
 - f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
 - g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

SCN 5800 Multicultural Counseling and Education

See School Counseling Handbook for course description.

CACREP REQUIRED CONTENT:

- SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

MHC 5360 *Diagnosis and Treatment Planning*

The focus of this course is on the development of the counseling skills necessary for making mental health and developmental assessments and diagnoses with diverse clients. Case conceptualization and treatment planning skills are emphasized. A study of the history, theories, symptoms and etiology of mental health disorders, including sociocultural factors related to mental health, are addressed. Students will demonstrate proficiency in using current systems of diagnostic assessment tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).

MHC 5850 *Theory and Process of Family Counseling*

This course is a study of established models and theories of family therapy, including systemic and contemporary approaches to family counseling. Each approach will be examined in terms of leading figures, theoretical formulations, normal family development, development of behavior disorders, goals of therapy, conditions for behavior change, techniques, and evaluations of theory and results. This course also examines gender and cultural implications associated with family counseling.

CACREP REQUIRED CONTENT:

- **HELPING RELATIONSHIPS:** a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions

MHC 5900 *Addictions Counseling*

The focus of the course will be on the assessment/diagnosis, prevention, and treatment of substance related disorders and process addictions. Current research into the treatment of addictions will be emphasized. The course will also address ethical, legal, and cultural aspects of addictions counseling. Students will become familiar with practices, philosophies, and treatment modalities related to the field of addictions counseling.

MHC 5060 *Crisis Intervention*

This course will explore the role, function, and responsibilities of professional counselors in periods of crisis and disaster. Crisis intervention theory will be studied in an effort to

inform professional practice in clinical settings, emergencies and disasters. Principles and practices of psychological first aid are examined and applied in classroom exercises. Ethical and cultural considerations in the delivery of crisis services will be examined.

MHC 5870 *The Family and Addiction*

This course will examine the impact of chemical and process addictions on the family system. Coursework will revolve around the integration of assessment, theory, and technique. Related sociocultural implications of assessment and treatment will be discussed.

MHC 5880 *Gender & Sexuality*

The course is designed to develop students' knowledge base related to human sexuality and gender issues relevant to professional counseling. Students will develop an understanding of the varied sexuality issues which may be encountered in a variety of practice settings and learn appropriate skills in assessment and intervention. Reflection activities will be used to increase awareness of personal perceptions, attitudes and affect related to gender and sexuality issues. The course provides an overview of the counselor's role in addressing gender and also in counseling students, individuals, couples, and families with sex-related concerns.

MHC 5310 *Child/Adolescent Behavior Disorders*

A behavioral approach to the study of theory, research, and treatment of behavior disorders of children and adolescents. Students will demonstrate their abilities to develop case studies and treatment plans, and to consult with teachers and other mental health professionals.

MHCS 5022 *Special Topics*

This course will provide an opportunity for in-depth exploration of advanced areas and topics of interest. May be repeated for different topics.

MHC 6100 *Counseling Practicum*

The Practicum in Counseling provides for an initial field placement prior to the Internship. The practicum experience allows for enhanced skill development and exposure to professional practice in a community setting under close supervision by a site supervisor. Students must complete a total of 100 clock hours during the academic semester. Sixty (60) hours must be in direct client contact and 40 hours may be indirect hours. Additionally, students will attend classes weekly. Students will be expected to present case studies and present videotapes of themselves working with clients as the course provides the student with lab based and field-based opportunities for learning.

MHC 6120 *Counseling Internship I* & MHC 6130 *Counseling Internship II*

In-depth study and supervised application of counseling and therapeutic intervention processes in an approved community/mental health setting. Hours required for successful completion of the Internship will be consistent with the standards set by the North Carolina Board of Licensed Professional Counselors. Students will demonstrate their ability to develop treatment plans, theories, and techniques in supervised counseling

sessions. Students will present and defend portfolios documenting their counseling competencies. Graded on a Pass/Fail basis. Internship II, MHC 6130, is a continuation of Internship I, MHC 6120. Graded on a Pass/Fail basis.

APPENDIX A

The Mental Health Counselor Portfolio

Students should expect to maintain documentation of successful completion of professional performance indicators throughout their graduate study. These indicators will ultimately be compiled into a counselor portfolio and presented to faculty and students during the final internship semester. A counselor portfolio is a vehicle for demonstrating the integration of knowledge and skills accumulated during graduate study. The portfolio provides faculty an opportunity to qualitatively assess students' abilities, knowledge, and skills. Students have the opportunity to be directly involved in evaluation of their own progress through construction and presentation of their portfolios. The process of developing the portfolio is introspective and reflective in that students reflect upon their own growth while reviewing meaningful materials for inclusion. Students must satisfactorily complete and present their portfolios in order to pass their internship courses.

Portfolio Guidelines

The portfolio should include the following elements:

- Copy of unofficial graduate transcript
- Personal introduction
- Professional resume
- Evidence of student's progress and accomplishments across the curriculum
- Statement of five counselor development goals
- Professional disclosure statement

These elements should be displayed in a well-organized three-ring binder with tabs delineating the individual elements of the portfolio. The portfolio elements are described in detail below. The format of the portfolio presentation is at the discretion of each student. Portfolios are returned to students after faculty has evaluated them.

Graduate Transcript

Students should include unofficial copies of all relevant graduate coursework including any transfer credits within the portfolio.

Personal Introduction

The portfolio must include a brief personal introduction and background information about the counseling student written as a first-person narrative. This introduction can include philosophical and theoretical beliefs about the nature of human development, counseling, and client-helper relationships.

Professional Resume

The portfolio must include a copy of the student's professional resume. The resume should include all relevant work history, education, professional development activities,

and volunteer activities. Additionally, the resume can include exceptional proficiencies, such as other languages spoken, and rewards or scholarships received.

Evidence of Student Progress

The portfolio must contain materials submitted as evidence of progress and accomplishment in each of the following areas, which are the eight-core knowledge and competency areas identified by CACREP (Council for the Accreditation of Counseling and Related Programs, 2009):

- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationships
- Group Work
- Career and Lifestyle Development
- Appraisal
- Research and Program Evaluation
- Professional Orientation

Students should provide at least one example student-created material per area. The specific evidence provided is at each student's discretion. Examples of materials that might be included are (Carney et al., 1996 as cited in Cobia, Carney, & Shannon, 2000, p.140):

- *Artifacts*: materials normally produced or developed in courses or training
- *Reproductions*: materials that demonstrate actual practice or skills (transcripts of counseling sessions for example)
- *Reflections*: materials that demonstrate thoughts or self-assessment, critical thinking, personal growth, a challenge of personal beliefs, or professional development (journals, critiques, self-assessments of skills)
- *Attestations*: evaluations from supervisors, letters or notes of special services rendered, or notification of acceptance of professional presentation or publication (Barton & Collins, 1993).

All sample materials should be accompanied by a written explanation of which knowledge and competency area the item is intended to meet and why that particular evidence is submitted, and what made the experience most beneficial or meaningful. Students may find it useful to maintain a large binder of potential evidence materials throughout their graduate study.

Statement of Counselor Development Goals

The portfolio should also include a statement of at least five professional development counseling goals made by the student at the beginning of the internship experience and evaluated by the student at the conclusion of the internship experience. The goals may also include the student's long-term plans for professional development activities, desired credentials and certifications, and plans for continuing education.

Professional Disclosure Statement

A professional disclosure statement is a document that introduces clients to their prospective counselors prior to the initiation of counseling services. The statement is a progressive work that evolves as students mature in their professional development. Students should follow the criteria established by the American Counseling Association (ACA) and the North Carolina Board of Licensed Professional Counselors (NCBLPC) for constructing professional disclosure statements. Both organizations have criteria available for viewing on their websites.

- ACA:
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>
- NCBLPC:
<http://www.ncblpc.org/ProfessionalDisclosure.html>

Evaluation of the Portfolio

Students will be evaluated by peers and faculty in the counseling program using a rating scale of “excellent”, “above standard”, “at standard”, or “below standard”. Students will also receive open-ended feedback comments. Students must receive, at a minimum, an “at standard” evaluation rating to successfully pass the course. Students receiving “below standard” evaluations will be given remedial support and opportunity to revise and resubmit the portfolio and/or presentation. Below standard evaluations may also result in the student receiving a failing or incomplete grade for the course depending upon the nature of the shortcomings of the portfolio and presentation.

APPENDIX B

Practicum & Internship Policies & Procedures

The culminating experience of the Mental Health Counseling program is the supervised field placement courses: practicum and internship. The benefits of supervised field experiences for counselor development are numerous. The supervisor and supervisee work together to develop competence with the latest best practices in the field. The supervision relationship builds connectedness between professionals in the field. Supervision also provides one resource for counselors to use when coping with the stressors of the field, either as graduate students or as seasoned professionals.

Supervision is defined as:

a distinctive, structured approach in which an often more experienced professional counselor responds to a counselor trainee or supervisee's needs with attention to the supervisee's differing developmental and competency levels (Russell-Chapin & Ivey, 2004).

Mental Health Counseling Practicum

The practicum in counseling provides for initial field placement prior to the internship. The practicum experience allows the student to become oriented to the field of professional counseling and to learn the culture of the clinical setting. Students should expect to practice beginning skill development under close supervision by the site supervisor and the university instructor of the practicum course.

Field Experience Placement

Students are required to find and secure their own practicum placement sites prior to the start of the practicum semester. All practicum hours must be completed at one site only. The university instructor and the program director must approve the site. Students should submit both the Field Placement Request Application and the Proposed Site Supervisor Form to the instructor prior to the first day of class (see Appendix C for forms). Students should not begin their field placement experiences until permission is secured by the course instructor and all preliminary paperwork has been completed, submitted, and approved. The site should offer:

- direct and indirect client contact
- permission for the student to audiotape/videotape client contact
- appropriate supervision for the student.

Some sites may require advance requirements particular to the setting (health certificate, TB test, etc.) and it is the student's responsibility to fulfill these requirements in a timely manner so that fulfillment of these responsibilities does not interfere with the student's ability to complete the required hours for the course.

Practicum Hours

Students must complete a total of 100 clock hours during the practicum semester. Sixty hours must be in direct client contact and forty hours may be fulfilled by indirect contact completing related professional responsibilities that do not involve client contact. Students may not begin accruing hours until after the first class session or at the discretion of the course instructor and must complete all hours by the last day of classes for the semester or at the discretion of the course instructor.

Direct and Indirect Client Contact

Examples of activities that fulfill the direct contact hours are telephone intake interviews, co-counseling sessions, and individual or group counseling sessions. Examples of indirect contact hours include staff meetings, record keeping, assessment instruments, information and referral, treatment team meetings, supervision, professional development training, and class time.

Permission to Audiotape/Videotape

Approved sites give permission for students to audiotape/videotape direct client contact. In addition to site permission, students must secure written consent from every client prior to audiotaping/videotaping any contact. Students must obtain consent using the “Client Consent to Audiotape/Videotape Form” and any additional site-specific paperwork (see Appendix C for form). Students should express to clients when seeking permission to audiotape/videotape that the purpose of the tape is to evaluate and improve upon the demonstrated counseling skills and not to evaluate the clients or the issues discussed by the clients. The audiotapes/videotapes will be shared in individual and group supervision at the site and in the internship class and students must take great care when transporting the tapes. The material contained in the tapes is considered confidential. All information shared in individual and group supervision is considered confidential. Students are expected to maintain the highest level of ethical and professional behavior during the practicum. Violating the confidentiality of a client is considered an ethical breach of conduct.

Supervision

Students may receive individual and group supervision at your sites. Your site supervisor must agree to provide at least one hour of individual supervision per week. Additionally, the site supervisor will be asked to provide midterm and final evaluations of the student’s professional performance at the site. An appropriate site supervisor will have at least two years of post-licensure counseling experience and be hold on of the following professionals licenses in good standing: LPC-S, LPC, LCSW, LCAS, LMFT, licensed psychologist or psychiatrist. These evaluations are considered part of the formal evaluation of student progress in the course. The university instructor will also discuss student progress with the site supervisor during the semester in person or via telephone communication.

Liability Insurance

Students are required to obtain proof of professional liability insurance before beginning practicum. Proof of this insurance is required at the first class meeting. Students will not be allowed to proceed in the practicum without this liability insurance. Liability insurance is available through many professional organizations such as the North Carolina Counseling Association, the Licensed Professional Counselors Association of North Carolina, and the American Counseling Association.

Mental Health Counseling Internship

The internship in counseling provides for extended field placement. The internship experience allows the student to engage in increasingly complex and independent tasks and duties as related to the field of professional. Students should expect to practice continued skill development under close supervision by the site supervisor and the university instructor of the internship course. The Mental Health Counseling program requires a 600 hour internship completed over the course of two semesters.

Field Experience Placement

Students are required to find and secure their own internship sites during the practicum semester. Some students may choose to continue at the same site throughout practicum and internship, however some students may not have this option or may choose to have a different field placement for the internship experience. If a student does continue placement at the same setting from the practicum to the internship, the student should follow the academic calendar for internship scheduling. For example, students who complete practicum courses during the fall must wait to begin the internship when the spring semester begins. All internship hours must be completed at one site only. The university instructor and the program director must approve the site. Students should submit both the Field Placement Request Application and the Proposed Site Supervisor Form to the practicum instructor (see Appendix). Students should not begin their field placement experiences until permission is secured by the course instructor and all preliminary paperwork has been completed and submitted. As with the practicum, the internship site should offer:

- direct and indirect client contact
- permission for the student to audiotape/videotape client contact
- appropriate supervision for the student.

Internship Hours

Students must complete a minimum total of 300 clock hours during each internship semester. During each semester of internship, at least 180 internship hours must be completed through direct client contact and the remaining 120 hours may be fulfilled through indirect contact with the student engaged in completing related professional responsibilities that do not involve client contact. Students may not begin accruing hours until after the first class session or at the discretion of the course instructor and must complete all hours by the last day of classes for the semester or at the discretion of the course instructor.

Direct and Indirect Client Contact

Examples of activities that fulfill the direct contact hours are telephone intake interviews, co-counseling sessions, and individual or group counseling sessions. Examples of indirect contact hours include staff meetings, record keeping, assessment instruments, information and referral, treatment team meetings, supervision, professional development training, and class time.

Permission to Audiotape/Videotape

Approved sites give permission for students to audiotape/videotape direct client contact. In addition to site permission, students must secure written consent from every client prior to audiotaping/videotaping any contact. Students must obtain consent using the “Client Consent to Audiotape/Videotape Form” and any additional site-specific paperwork (see Appendix C for form). Students should express to clients when seeking permission to audiotape/videotape that the purpose of the tape is to evaluate and improve upon the demonstrated counseling skills and not to evaluate the clients or the issues discussed by the clients. The audiotapes/videotapes will be shared in individual and group supervision at the site and in the internship class and students must take great care when transporting the tapes. The material contained in the tapes is considered confidential. All information shared in individual and group supervision is considered confidential. Students are expected to maintain the highest level of ethical and professional behavior during the practicum. Violating the confidentiality of a client is considered an ethical breach of conduct.

Supervision

Students may receive individual and group supervision at their sites. Site supervisors must agree to provide at least one hour of individual supervision per week. Additionally, the site supervisor will be asked to provide midterm and final evaluations of the student’s professional performance at the site. An appropriate site supervisor will have at least two years of post-licensure counseling experience and be hold on of the following professionals licenses in good standing: LPC-S, LPC, LCSW, LCAS, LMFT, licensed psychologist or psychiatrist. These evaluations are considered part of the formal evaluation of student progress in the course. The university instructor will also discuss student progress with the site supervisor during the semester in person or via telephone communication.

Liability Insurance

Students are required to obtain proof of professional liability insurance before beginning practicum. Proof of this insurance is required at the first class meeting. Students will not be allowed to proceed in the practicum without this liability insurance. Liability insurance is available through many professional organizations such as the North Carolina Counseling Association, the Licensed Professional Counselors Association of North Carolina, and the American Counseling Association.

Possible Field Placement Locations

Below is a list of sites that have been used by past counseling students for practicum and/or internship experiences. No guarantee can be made about the appropriateness or availability of these facilities at this time. Students are still expected to verify that any site meets the current criteria for an approved field placement setting by contacting individual sites directly.

- *Robeson Family Counseling Center* (offices in Lumberton & Laurinburg)
 - Contacts: Dr. David Crenshaw, LMFT, LCAS & Charles Wentz, LPC
- *Public Schools of Robeson County*
 - Contact: Dr. Brenda Deese
- *SAMHSA*
 - Contact: <http://www.samhsa.gov/>
- *Carolina Treatment Center*
- *Raintree Clinic* (Fayetteville)
- *DayMark* (Sandhills)
- *Fayetteville Family Life Center*
 - Contact: Dr. Jerry Powell, LPC, LMFT, ACS
- *UNCP Counseling Center*
 - Contact: Dr. Monica Osburn
- *Odom Home/Baptist Home of North Carolina* (Pembroke)
- *Sandhills Community College Student Services*
- *Bridge Builders Counseling Center* (Wilmington)
 - Contact: Doug Owen, LPC, NCC
- *Southeastern Recovery Alternatives*
 - Contact: Michael Trout, LPC, LCAS
- *First Health Hospice* (Southern Pines)
- *NC Department of Health & Human Services: Division of Vocational Rehabilitation Services*
 - Contact: Sue Mehl at sue.mehl@dhhs.nc.gov
- *Youth Villages* (Fayetteville)

APPENDIX C

Practicum and Internship Forms

Field Placement Protocol

The following protocol delineates the steps for securing an appropriate field placement. The forms within this manual should be useful in assisting students in securing a site and for completing the necessary requirements. Each instructor reserves the right to alter the forms contained herein as deemed necessary and students should refer to their assigned university instructors for specific instructions.

Placement Request Procedure:

1. Students should begin looking for sites during the semester prior to the semester in which they plan to register for practicum or internship. Students may choose to use the enclosed **Field Placement Pre-selection Data Sheet** during this period.
2. Students complete the **Field Placement Request Application** and submit to the university instructor prior to the first day of the practicum class for practicum field placements and by the last day of practicum class for internship field placements.
3. Students complete the **Proposed Site Supervisor Form** and submit to the university instructor prior to the first day of the practicum class for practicum field placements and by the last day of practicum class for internship field placements.
4. The counseling faculty will convene to review and approve or not approve the request in consultation with the proposed sites and supervisors. The university instructor for practicum or internship notifies the student when the request is approved.
5. If the application is not approved, it is returned to the student with specific instructions/suggestions for improvement and time frames for resubmission.
6. The student makes arrangements to complete the **Practicum/Internship Contract** with the university instructor and the site supervisor.

Field Placement Pre-selection Data Sheet
(For student use in the site selection decision-making process)

Name of agency: _____

Contact information: _____

Type of agency and client population served: _____

Supervision (group, individual, and credentials): _____

Will the site allow audiotape/videotape?

Does the site have equipment available for taping?

What are the types of direct service provided that students could deliver (individual counseling, group counseling, couples counseling, inpatient therapy, outpatient therapy, substance abuse counseling, career counseling, counseling with children, family counseling)?

What are the types of administrative and indirect services provided that students could experience (testing, report writing, record keeping, treatment planning, consultation, referral, staff meetings, treatment team meetings)?

Will training or health screenings (such as TB testing) be required prior to placement at this site? Is it possible to complete non-clinical training or screenings prior to the start of the field placement?

Are professional training or research opportunities available?

Has the site had practicum and/or interns previously?

How does the site handle crisis situations and what is the expectation of students' roles in crises?

Field Placement Request Application

I. Applicant Information

Name: _____

Phone:(h)_____ (c)_____

Mailing Address:

Street/P .0. Box City State
Zip

UNCP Email Address _____

II. Site Information

A. I request that my field placement begin:

Semester _____ Year _____

This application request is for practicum/internship (circle one).

B. Have you, at the time of this application,

1. any incomplete grades?

yes _____ no _____

2. not successfully completed any required course in your program?

yes _____ no _____

Note: If yes to 1 or 2, please provide details on separate paper.

C. I request this site:

Agency/Organization Name: _____

Address:

Street City State Zip

* Approved counties include Anson, Bladen, Brunswick, Columbus, Cumberland, Hoke, Moore, New Hanover, Pender, Richmond, Robeson, and Scotland. Other counties are not in the UNCP Mental Health Counseling service delivery area.

1. Name and position of the person at the proposed site with whom I have spoken about my internship:

Name Position Phone

2. The person I request to serve as Site Supervisor:

Name and credentials (LPC, NCC, etc.): _____

Position within Agency/Organization: _____

Phone: _____

Email address: _____

Note: Proposed Site Supervisor MUST complete the Proposed Site Supervisor Form (attached) and return to the UNCP Mental Health Counseling Program Coordinator before internship request can be considered.

3. If you are also employed at this site have you been approved by your employer to perform your course obligations over and above your employment duties?
yes _____ no _____

If yes, what arrangements have been made? (Arrangements must be more substantial than approval to perform internship duties "during lunch")

4. Briefly (1 page), on an attached sheet describe the appropriateness of your requested site to your career and educational goals, and the potential professional benefit available at this site.

III. Informed Consent

I understand that prior to beginning my field placement I must have in hand a professional liability insurance policy (e.g., ACA Professional Liability -student rate).

I understand that I will be charged a tuition fee for group insurance through the University. This policy covers physical accidents but does not cover any losses due to my negligence.

I understand that all requests concerning field placements must be made in writing.

I understand that a request for a field placement, either at a specific site or county, is subject to review and final approval from the counseling program faculty.

I understand that I may be requested to complete an interview with the site prior to approval.

I understand that if I refuse a potential placement that there is no guarantee that an alternate site can be found for the requested semester.

I understand that once a field placement has been finalized, it is considered binding.

I understand that I may be required to complete additional requirements particular to my site.

I understand that I may be required to have a medical check-up at my expense prior to beginning my field placement.

I hereby attest that I have read and understood the American Counseling Association ethical standards and will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part will result in my removal from practicum/internship and a failing grade, and documentation of such behavior will become part of my permanent record.

I agree to adhere to administrative policies, rules, standards, and practices of the practicum internship site.

I understand that my responsibilities include keeping my practicum/internship supervisors informed regarding my practicum/internship experiences.

I understand that I will not be issued a passing grade in practicum/internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as required.

Signature of Applicant

Date

Proposed Site Supervisor Form

Thank you for your interest in serving as a site supervisor for _____, student in the counseling program at the University of North Carolina at Pembroke (UNCP). The field experience provides a capstone experience for the student by allowing the student supervised practice of knowledge and skills obtained through the course of study. As site supervisor you will play an intricate role in this process. You will serve as the primary contact for the student, conduct weekly case supervision sessions, evaluate student progress, and oversee intern activities. The University Instructor will meet with you and the student to approve the field placement contract, observe the student, and discuss the student's progress and evaluation. The student will be responsible for developing the contract, arranging supervisory meetings, completing the terms of the contract, and alerting supervisors of any difficulties experienced during field placement experience.

Site Supervisor Qualifying Questions

Note: Specific site supervisor qualifications are mandated by the UNCP counseling program faculty in accordance with professional counseling program accreditation standards.

1. Do you have a current, valid license as a Licensed Professional Counselor in North Carolina? _____
2. Provide license # and year initially obtained:

3. Do you hold any other current, valid licenses (e.g., NCC)? _____
4. Do you have at least two years of post-licensure experience as a counselor?

5. Do you have experience providing supervision to counselors-in-training?

6. Indicate any areas that you believe the student will be able to receive supervision or an opportunity to engage in activities during the internship (check all that apply):
counseling individuals ___ counseling groups ___ counseling couples/families ___
substance abuse ___ career counseling ___ professional development ___
7. Do you believe that the student will be able to engage in the required number of direct and indirect contact hours during the semester? _____

8. Do you believe that the student will be able to audiotape/videotape client sessions and have the tapes viewed by the University supervisor and field placement class (with client consent) on the campus of UNCP? _____
9. Are you willing to provide the student with, on average, one hour of face-to-face supervision per week? _____ Will you also be available for daily consultation if needed? _____
10. Are you willing to provide the student with case supervision that may include a combination of co-counseling, live observation, case consultation, and review of videotapes/audiotapes?

I am willing to serve as site supervisor for _____ (student name) at
_____ (site).

Signature

Date

Practicum/Internship Contract
MEMORANDUM OF AGREEMENT

between

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

COUNSELING PROGRAM

and

Field Placement Agency

The University of North Carolina at Pembroke, acting through its Counseling Graduate Program, ("UNCP") designates the above agency ("Agency") as an approved setting for field instruction in the University's program of graduate education for counseling by the signing of this agreement.

Also, by the signing of this agreement, both UNCP and the Agency commit themselves cooperatively to provide field instruction for students enrolled in UNCP's Counseling Program (the "Program") as described below.

This agreement becomes effective on _____, and remains in force for a period of one year, and renews itself annually on August 15 of each calendar year unless either UNCP or the Agency provides written notice of intent not to renew the agreement prior to the renewal date for that year. Minor adjustments may be agreed upon by letter agreement if signed by representatives of each party who are duly authorized to make such agreements, and such letter agreements should be then attached to each copy of this document.

UNCP agrees to:

1. Provide guidelines to students defining student educational objectives and field learning experiences.
2. Take final responsibility for the administration of the field instruction program, including decisions that affect the progress of the student, such as grades, credits, and field instruction hours in the Agency.
3. Respect the Agency's judgment as to the final acceptance of the individual student for placement.
4. Provide the Agency pertinent written information concerning final decisions regarding placement.

5. Provide a designated member of the UNCPC faculty to serve as the University Instructor to the Agency in matters pertaining to field instruction. The University Instructor will:
 - a. Make periodic visits to the Agency to review student progress and consult with the site supervisor on learning patterns or problems;
 - b. Be available to the site supervisor for consultation when requested; and
 - c. Share with the site supervisor knowledge of the educational program and pertinent information about the student to the extent allowed by applicable privacy laws, including the Family Educational Rights and Privacy Act.

The Agency agrees to:

1. Accept the standard of the University that students be treated without discrimination based upon race, creed, color, ethnic origin, age, sex, religion, veteran status, or disability.
2. Accept the guiding principle that any agency for field instruction should provide educationally sound field placements for Mental Health Counseling students.
3. Provide the Program Director (or other position designated in writing by UNCPC) with a current description of the placement (the function and purpose of the agency), including the learning opportunities anticipated.
4. Provide students with opportunities to participate in the overall program and activities as appropriate to educational needs, educational preparation and practice competency.
5. Accept and help to implement the objective of the Program that field instruction should provide opportunities to reinforce learning from all areas of the curriculum.
6. Provide qualified field instruction for students by the nomination of, subject to the approval of the Program, those persons who will serve as site supervisors.
7. Ensure that each site supervisor has adequate time within his/her work schedule to:
 - a. Meet the educational needs of the student, including: orientation to the Agency and its services; development of learning opportunities that include depth and variety; preparation for at least weekly conferences with each student;
 - b. Meet with the University Instructor at periodic intervals to discuss learning opportunities and student performance;
 - c. Prepare evaluations as required by the Program; and

- d. Be available to the student on an as-needed basis.
- 9. Provide opportunities for planned student contact with Agency staff members, in addition to the site supervisor(s), through whom appropriate learning opportunities can be provided.
- 10. Permit use of its facilities, as indicated, by students of the Program during the period of placement, including:
 - a. Sufficient space for students in an area sufficiently private for carrying on his/her independent work and activity;
 - b. Convenient access to a telephone;
 - c. Permission to videotape counseling sessions with client consent;
 - d. Office supplies needed to perform responsibilities;
 - e. The Agency's usual clerical service for those records and reports which the student is expected to produce the agency, and
 - f. Access to client and agency records appropriate to the student's learning experience.

Agency Executive Signature
Signature

UNCP Representative

Title

Date _____

Date _____

Consent to Audiotape or Videotape Client Contact

UNIVERSITY OF NORTH CAROLINA at PEMBROKE

**School of Education
Mental Health Counseling Program
Post Office Box 1510
Pembroke, NC 28372**

The field experience component of the Master’s Degree Program in Counseling at UNC Pembroke includes field placement courses. The field placement experience is a period of supervised practice in which students observe and practice individual and group counseling, as well as other counseling-related activities. Students are supervised by agency staff and attend instructional sessions on the campus of UNC Pembroke.

Counselors and Counselor-Trainees have found the use of audiotapes and videotapes to be an effective teaching and learning tool. Tapes are used to improve the services you receive, and to facilitate the skill development and training of the student counselor. The tapes are reviewed by agency and university staff and will be viewed by other counselors-in-training.

Videotaping and/or audiotaping requires your permission and consent. These tapes and the content therein, are held in the highest confidence. Exceptions/Limitations to this confidentiality include the following situations that are also included in traditional counseling services informed consent:

- You direct me, in writing, to discuss your case with someone else.
- You are deemed to be a threat to yourself or someone else.
- A court order directs me to disclose your information.
- If the abuse of a child or elderly person on indicated.

Any other use of these tapes requires your express written consent. Tapes are destroyed according to University policy.

By signing this form, you are giving permission to have the sessions involving you and the counselor-in-training video and/or audio taped. **Audio or video recording is completely voluntary. If you decide that you do not want to be video/audio taped, you will not be penalized and you will continue to receive services.**

If you have any questions or concerns please feel free contact to the Mental Health Counseling program director, Dr. Angela Holman at (910)521-6511 or angela.holman@uncp.edu.

I _____ (client name(s)), understand the above conditions and agree to be video/audio taped by _____ (Counselor-in-Training).

Client

Date

Counselor-in-Training

Date

Contact Hours Log for the Week of _____ to _____

Date	Description of Activities	Direct Hours	Indirect Hours
Weekly Totals			
Cumulative Totals			

Student's Name _____ Date _____

Supervisor's Signature _____

Field Experiences Contact Hours Log Summary
(to be submitted to the university instructor at the end of the semester)

I _____ (student name) attest that I performed a total of _____ hours of direct client contact and _____ hours of indirect counseling-related duties during the course of _____ (indicate term and year, for example Fall 2010) semester.

Student signature

Date

I _____ (site supervisor name) attest to the best of my ability that the above statement is true.

Site supervisor signature

Date

Case Presentation Outline Form

Use this outline to create a case presentation outline. Provide typed copies of the completed outline to the supervision group and instructor prior to showing your videotape during your scheduled presentation.

(Note: This form may vary from instructor-to-instructor. Be sure to follow the guidelines of your instructor.)

Student's Name:

Date:

- I. Client Information
 - a. Presenting problem & attempted (by client) solutions
 - b. Relevant client history
 - c. Cultural dynamics
 - d. Client strengths
- II. Treatment Plan
 - a. Client goals
 - b. Counselor/Agency goals
 - c. Diagnostic Impressions/Theoretical hypotheses
 - d. Techniques and strategies used
 - e. Focus of the session being presented
- III. Counselor-in-training Self-awareness
 - a. Thoughts and feelings about this client
 - b. Thoughts and feelings about your work with this client
 - c. Positive counseling behaviors exhibited
 - d. Areas for improvement in counseling behaviors
- IV. Supervision Needs and Requests
 - a. I would like help with...
 - b. I would like to ask...

Mid-Semester Self-Evaluation

This form is to be completed by the student and submitted to the university instructor. The student should also discuss the self-evaluation with the site supervisor. This form is adapted from *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition* by John C. Boylan and Judith Scott (2009). New York: Routledge.

Purposes

1. To provide the trainee with an opportunity to review levels of competency in the performance skill areas of basic helping skills and procedural skills.
2. To provide the trainee with a basis for identifying areas of emphasis within supervision.

Directions

Circle a number next to each item to indicate your perceived level of competence. Write N/A beside any items that you have not yet had the opportunity to practice.

Basic Helping Skills	Poor	Average	Good		
1. Ability to demonstrate active attending behavior	1	2	3	4	5
2. Ability to listen to and understand nonverbal behavior	1	2	3	4	5
3. Ability to listen to what client says verbally, noticing mix1 of experiences, behaviors, and feelings	2	3	4	5	5
4. Ability to understand accurately the client's point of view1	2	3	4	5	5
5. Ability to identify themes in client's story	1	2	3	4	5
6. Ability to identify inconsistencies between client's story1 and reality	2	3	4	5	5
7. Ability to respond with accurate empathy	1	2	3	4	5
8. Ability to ask open-ended questions	1	2	3	4	5
9. Ability to help clients clarify and focus	1	2	3	4	5
10. Ability to balance empathic response, clarification, and 1 probing	2	3	4	5	5
11. Ability to assess accurately severity of client's problems1	2	3	4	5	5
12. Ability to establish a collaborative working relationship1 with client	2	3	4	5	5
13. Ability to assess and activate client's strengths and resources in problem solving	1	2	3	4	5
14. Ability to identify and challenge unhealthy or distorted 1 thinking or behaving	2	3	4	5	5
15. Ability to use advanced empathy to deepen client's understanding of problems and solutions	1	2	3	4	5
16. Ability to explore the counselor-client relationship	1	2	3	4	5
17. Ability to share constructively some of own experiences,1 behaviors, and feelings with client	2	3	4	5	5

Basic Helping Skills	Poor		Average		Good
18. Ability to summarize	1	2	3	4	5
19. Ability to share information appropriately	1	2	3	4	5
20. Ability to understand and facilitate decision making	1	2	3	4	5
21. Ability to help clients set goals and move toward action1 in problem solving		2	3	4	5
22. Ability to recognize and manage client reluctance and resistance	1	2	3	4	5
23. Ability to help client's explore consequences of the goals1 they set		2	3	4	5
24. Ability to help clients sustain actions in direction of goals1		2	3	4	5
25. Ability to help clients review and revise or recommit to 1 goals based on new experiences		2	3	4	5

Procedural Skills

26. Ability to open the session smoothly	1	2	3	4	5
27. Ability to collaborate with client to identify important concerns for the session	1	2	3	4	5
28. Ability to establish continuity from session to session	1	2	3	4	5
29. Knowledge of policy and procedures of educational or 1 agency setting regarding harm to self and others, substance abuse, and child abuse	1	2	3	4	5
30. Ability to keep appropriate records related to counseling1 process		2	3	4	5
31. Ability to end the session smoothly	1	2	3	4	5

Student

signature

Supervisor

signature

Date _____

Mid-Semester Supervisor Evaluation of Student

This form is to be completed by the site supervisor and submitted to the university instructor via the student. The site supervisor should also discuss the evaluation with the student. This form is adapted from *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition* by John C. Boylan and Judith Scott (2009). New York: Routledge.

Name _____ of _____ student _____ of _____ counselor _____

Directions: The supervisor circles a number that best evaluates the student counselor on each performance at the point in time that the evaluation is completed. Write N/A beside any items that the student has not yet had the opportunity to practice.

General Supervision Comments	Poor	Adequate	Good
1. Demonstrates a personal commitment in developing professional competencies	1 2	3 4	5 6
2. Invests time and energy in becoming a counselor	1 2	3 4	5 6
3. Accepts and uses constructive criticism to enhance self-development and counseling skills	1 2	3 4	5 6
4. Engages in open, comfortable, and clear communication with peers and supervisors	1 2	3 4	5 6
5. Recognizes own competencies and skills and shares these with peers and supervisors	1 2	3 4	5 6
6. Recognizes own deficiencies and actively works to overcome them with peers and supervisors	1 2	3 4	5 6
7. Completes case reports and records punctually and conscientiously	1 2	3 4	5 6
 The Counseling Process			
8. Researches the referral prior to the first interview	1 2	3 4	5 6
9. Keeps appointments on time	1 2	3 4	5 6
10. Begins the interview smoothly	1 2	3 4	5 6
11. Explains the nature and objectives of counseling when appropriate	1 2	3 4	5 6
12. Is relaxed and comfortable in the interview	1 2	3 4	5 6
13. Communicates interest in and acceptance of the client	1 2	3 4	5 6
14. Facilitates client expression of concerns and feelings	1 2	3 4	5 6

15. Focuses on the content of the client's problem	1 2	3 4	5 6
16. Recognizes and resists manipulation by the client	1 2	3 4	5 6
17. Recognizes and deals with positive affect of the client	1 2	3 4	5 6
18. Recognizes and deals with negative affect of the client	1 2	3 4	5 6
19. Is spontaneous in the interview	1 2	3 4	5 6
20. Uses silence effectively in the interview	1 2	3 4	5 6
21. Is aware of own feelings in the counseling session	1 2	3 4	5 6
22. Communicates own feelings to the client when appropriate	1 2	3 4	5 6
23. Recognizes and skillfully interprets the client's covert messages	1 2	3 4	5 6
24. Facilitates realistic goal setting with the client	1 2	3 4	5 6
25. Encourages appropriate action-step planning with the client	1 2	3 4	5 6
26. Employs judgment in the timing and use of different techniques	1 2	3 4	5 6
27. Initiates periodic evaluation of goals, action-steps, and process during counseling	1 2	3 4	5 6
28. Explains, administers, and interprets tests correctly	1 2	3 4	5 6
29. Terminates the interview smoothly	1 2	3 4	5 6

The Conceptualization Process

	Poor	Adequate	Good
30. Focuses on specific behaviors and their consequences, implications, and contingencies	1 2	3 4	5 6
31. Recognizes and pursues discrepancies and meaning of inconsistent information	1 2	3 4	5 6
32. Uses relevant case data in planning both immediate and long-range goals	1 2	3 4	5 6
33. Uses relevant case data in considering various strategies and their implications	1 2	3 4	5 6
34. Bases decisions on a theoretically sound and consistent rationale of human behavior	1 2	3 4	5 6
35. Is perceptive in evaluating the effects of own counseling techniques	1 2	3 4	5 6
36. Demonstrates ethical behavior in the counseling activity and case management	1 2	3 4	5 6

Additional comments and/or suggestions (please use the back of this form if necessary):

Date _____ Signature of supervisor:

My signature indicated that I have read the above report and have discussed the content with my site supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Date _____ Signature of student counselor

Final Self-Evaluation

Purpose: For the Analysis and Assessment of Counselor Competencies

*This scale is an altered version of the “Survey of Counselor Competencies” developed by Dennis B. Cogan, Department of Counselor Education, Arizona State University, Tempe. This material was taken from Appendix A, pp. 482–490, in J. Boyd (Ed.), *Counselor Supervision*, 1978. Muncie, IN: Accelerated Development and appears in *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition* by John C. Boylan and Judith Scott (2009). New York: Routledge.

Directions: Circle item that you would like to develop. Draw a line through items that you feel are of limited importance to your work as a counselor. Discuss your final self evaluation with your supervisor.

Counselor Competency

1. Social responsibility: The counselor states, and his/her past experiences show, that he/she is interested in social change.
2. People oriented: The counselor is people oriented as demonstrated by his/her past experiences and by his/her present social interactions.
3. Fallibility: The counselor recognizes that he/she is not free from making errors.
4. Personal problems: The counselor’s personal problems are kept out of the counseling session.
5. Modeling: The counselor models appropriate cognitive processes, behaviors, and feelings during the counseling session.
6. Nondefensive: The counselor gives and receives feedback to and from his/her clients, peers, and supervisor without making excuses or justifications.
7. Evaluation: The counselor’s theoretical frame of reference includes a means for describing the cognitive, behavioral, and/or affective change(s) that take place in determining the effectiveness of the selected counseling strategy.
8. Diagnosis: Regardless of his/her theoretical orientation, the counselor can identify maladaptive symptomatology consistent with his/her theoretical frame of reference.
9. Theory: The counselor states his/her assumptions about human behavior, through which he/she will incorporate or abstract his/her empirical findings and through which he/she will make predictions concerning his/her client.

10. Theory: The counselor explains human behavior from at least two theories of personality.
11. Prioritizing: The counselor decides on which problem, when presented with more than one, to deal with first according to his/her theoretical frame of reference.
12. Interpretation: The counselor provides the client with a possible explanation for, or relationships between, certain behaviors, cognitions, and/or feelings.
13. Prognosis: The counselor can make an evaluation of the client's potential for successful treatment consistent with theoretical frame of reference.
14. Interactions: The counselor describes the interactions that take place between the counselor and client consistent with his/her theoretical frame of reference.
15. Defense mechanisms: The counselor is aware of the defense mechanisms used by the client as well as the purpose they serve, and can help the client substitute more appropriate ones.
16. Catharsis: The counselor understands the concept of catharsis.
17. Natural consequences: The counselor understands concept of "natural consequences."
18. Environmental manipulation: The counselor understands the concept of environmental manipulation.
19. Test selection: The counselor selects an appropriate test(s) according to his/her theoretical frame of reference.
20. Inferences: The counselor provides an explanation for and the functional use of the client's behaviors, cognitions, and/or feelings consistent with his/her theoretical frame of reference and how they might influence the counseling process.
21. Open-ended question: The counselor asks the client question that cannot be answered by a yes or no, and the question does not provide the client with the answer.
22. Minimal verbal response: The counselor uses "mmmh, oh, yes" to communicate to the client that he/she is listening without interrupting the client's train of thought or discourse.
23. Genuineness: The counselor's responses are sincere and appropriate.
24. Positive regard: Without interjecting his/her own values, the counselor communicates respect and concern for the client's feelings, experiences, and potentials.
25. Language: The counselor uses terminology that is understood by the client.

26. Clarification: The counselor has the client clarify ambiguous cognitions, behaviors, and/or feelings.
27. Paraphrasing: Without changing the meaning, the counselor states in fewer words what the client has previously stated.
28. Summarizes: The counselor combines two or more of the client's cognitions, feelings, and/or behaviors into a general statement.
29. Restatement: The counselor conveys to the client that he/she has heard the content of the client's previous statement(s) by restating in exactly or near exact words that which the client has just verbalized.
30. Empathic understanding: The counselor's responses add noticeably to the expressions of the client in such a way as to express feelings at a level deeper than the client was able to express for himself/herself.
31. Reflection: From nonverbal cues the counselor accurately describes the client's affective state.
32. Perceptions: The counselor labels his/her perceptions as perceptions.
33. Confrontation: The counselor confronts the client by stating the possible consequences of his/her behaviors, cognitions, feelings.
34. Supportive: The counselor makes statements that agree with the client's cognitions, accepts the client's behavior, and/or shares with the client that his/her feelings are not unusual.
35. Probing: The counselor's statement results in the client providing additional information about his/her cognitions, providing behaviors, and/or feelings.
36. Disapproval: The counselor makes a statement that conveys disapproval of one or more of the client's cognitions, behaviors, and/or feelings.
37. Advice Giving: The counselor shares with the client which alternative he/she would select if it were his/her decision to make.

Counseling Skills

38. Voice: The counselor's tone of voice and rate of speech is appropriate to the client's present state and/or counseling session.
39. Eye Contact: The counselor maintains eye contact at a level that is comfortable for the client.
40. Initial Contact: The counselor greets the client in a warm and accepting manner through some accepted

form of social greeting (handshake, nod of head, etc.).

41. Activity Level: The counselor maintains a level of activity appropriate to the client during the counseling session.
42. Physiological Presence: The counselor's body posture, facial expressions, and gestures are natural and congruent with those of the client's.
43. Counselor Disclosure: The counselor shares personal information and feelings when it is appropriate in facilitating the counseling process.
44. Silence: The counselor does not speak when appropriate in facilitating client movement.
45. Accenting: From the client's previous statement, behavior, and/or feeling, the counselor repeats or accentuates the same, or has the client repeat or accentuate the statement, behavior, and/or feeling.
46. Objectivity: The counselor has sufficient control over his/her feelings and does not impose his/her values on the client.
47. Probing: The counselor avoids bringing up or pursuing areas that are too threatening to the client.
48. Resistance: The counselor is able to work through the client's conscious opposition to the counseling process.
49. Verbosity: The counselor speaks when it is necessary, does not inappropriately interrupt the client or verbally dominate the counseling session.
50. Attending: The counselor's attention is with the client's cognitions, behaviors, and/or feelings during the counseling session in accord with his/her stated theoretical frame of reference.
51. Transference: The counselor is able to work through feelings directed at him/her by the client which the client originally had for another object or person.
52. Counter Transference: The counselor is aware of and is able to correct his/her placing his/her own wishes on the client.
53. Manipulation: The counselor recognizes the client's attempt at influencing the counselor for his/her own purpose.
54. Factors: The counselor explores and is aware of socioeconomic, cultural, and personal factors that might affect the client's progress.
55. Dependency: The counselor encourages the client to be independent, does not make decisions for the client or accept responsibility for the client's behaviors, cognitions, and/or feelings.

56. Theory: The counselor can work with clients from at least two theories of counseling.
57. Alternative Exploration: The counselor, with the client examines the other options available and the possible consequences of each.
58. Implementation: The counselor helps the client put insight into action.
59. Distortions: The counselor explains to the client his/her previously distorted perceptions of self and the environment.

Personal Characteristics

60. Motivation: The counselor can verbally confront the client with his/her lack of goal-directed behavior.
61. Case History Taking: The counselor obtains factual information from the client that will be helpful in developing a course of action for the client consistent with his/her theoretical frame of reference.
62. Insight: The counselor helps the client become more aware of his/her cognitive, behavioral, affective, and spiritual domain.
63. Structure: The counselor structures the ongoing counseling sessions so there is continuity from session to session.
64. Inconsistencies: The counselor explores with the client contradictions within and/or between client behaviors, cognitions, and/or affect.
65. Refocusing: The counselor makes a statement or asks a question that redirects the client to a specific behavior, cognition, or feeling.
66. Goals: The counselor, with the client, establishes short and long-range goals that are congruent with societal goals and are within the client's potential.
67. Reinforcement: The counselor identifies and uses reinforcers that facilitate the identified client goals.
68. Flexibility: The counselor changes long- and short-term goals within a specific session or during the overall counseling process as additional information becomes available.
69. Behavioral Game: The counselor can develop specific plans, which can be observed and/or counted, for changing the client's behavior(s).
70. Strategy: The counselor's course of action is consistent with the counselor's stated theory of counseling.
71. Termination: The counselor resolves the client's desire for premature termination.
72. Emergencies: The counselor can handle emergencies

that arise with the client.

73. Termination: The counselor ends each session well.
74. Termination: The counselor advises the client that he/she may return in the future.
75. Periodic Evaluation: With the client, the counselor periodically evaluates the progress made toward the established goals.
76. Fantasy: The counselor has the client use his/her imagination to gain insight and/or move toward the client's established goals.
77. Homework: The counselor appropriately assigns work to the client that is to be completed outside the counseling session.
78. Problem Solving: The counselor teaches the client a method for problem solving.
79. Test Interpretation: The counselor interprets test(s) according to the procedures outlined in the test manual.
80. Role Playing: The counselor helps the client achieve insight by acting out conflicts and/or situations unfamiliar to him/her.
81. Desensitization: The counselor can apply a purposeful technique to reduce the level of anxiety that the client is experiencing.
82. Dreams: The counselor works with client's dreams in a manner his/her stated theoretical frame of reference.
83. Contracts: The counselor makes a contractual agreement with the client.

Adjunctive Activities

84. Case Notes: The counselor is able to communicate in a clear concise manner initial, ongoing, and summary case notes.
85. Staffing: The counselor can staff a case in a clear and concise manner by presenting an objective description of the client, significant information, goals for the client, strategy to be used, and a prognosis for the client.
86. Test Administration: The counselor can administer test(s) according to the procedures in the test manual.
87. Diagnosis: The counselor identifies cognitions, behaviors, and/or feelings in the client important in making a diagnosis according to the *Diagnostic and Statistical Manual of Mental Disorders*.
88. Appointments: The counselor is on time for his/her appointments with clients, peers, and supervisors.

- 89. Informs: The counselor provides the client with factual information.
- 90. Organized: The counselor effectively organizes and completes the assigned work within the prescribed time limits of the setting in which he/she is employed.
- 91. Dress: The counselor's attire is appropriate to the client population and work setting being served.
- 92. Responsibilities: The counselor can clarify the role responsibilities he/she and the client have in the counseling relationship according to his/her theoretical frame of reference.
- 93. Atmosphere: Within the limits of his/her work setting, the counselor provides an atmosphere that is physically and psychologically comfortable for the client.
- 94. Cancellations: The counselor notifies the client as soon as possible when he/she will be unable to keep an appointment.
- 95. Competency: The counselor is aware of and does not go beyond his/her counseling abilities.

Ethical Standards

- 96. Professionalism: The counselor maintains a professional relationship with the client in accord with APA and/or ACA ethical standards.
- 97. Ethics: The counselor adheres to the ethical standards outlined by the APA and/or ACA.
- 98. Confidentiality: The counselor adheres to the ethical standards of confidentiality as outlined by the APA and/or ACA.

Student Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Final Supervisor Evaluation of Student

This form is to be completed by the site supervisor and submitted to the university instructor via the student. The site supervisor should also discuss the evaluation with the student. This form is adapted from *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition* by John C. Boylan and Judith Scott (2009). New York: Routledge.

Name of student counselor _____

The areas listed below serve as a general guide for the activities typically engaged in during counselor training. Please rate the student on the activities in which he or she has engaged using the following scale:

- A – Functions extremely well and/or independently.
- B – Functions adequately and/or requires occasional supervision.
- C – Requires close supervision in this area.
- NA – Not applicable to this training experience.

_____	_____
Student name	Supervisor signature
_____	_____
Site	Date

Training Activities

- | | |
|-------|---|
| _____ | 1. Intake interviewing |
| _____ | 2. Individual counseling/psychotherapy |
| _____ | 3. Group counseling/psychotherapy |
| _____ | 4. Testing: Administration and interpretation |
| _____ | 5. Report writing |
| _____ | 6. Consultation |
| _____ | 7. Psychoeducational activities |
| _____ | 8. Career counseling |
| _____ | 9. Family/couple counseling |
| _____ | 10. Case conference or staff presentation |
| _____ | 11. Other (please list) _____ |
| | _____ |
| | _____ |

Compared with other graduate students in counseling at this level of training and experience, this student performs at the following level (check) one:

99th %ile

80th %ile

60th %ile

40th %ile

20th %ile

Additional comments

Please use the additional space for any comments that would help us evaluate the student's progress. Student may comment upon exceptions to ratings, if any.

Student Evaluation of the Supervisor

This form is adapted from *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition* by John C. Boylan and Judith Scott (2009). New York: Routledge.

Directions: The student counselor is to evaluate the supervision received. Circle the number that best represents how you, the student counselor, feel about the supervision received.

Student _____ **name:** _____

Name _____ **of** _____ **practicum/internship**
supervisor: _____

Period _____ **covered:** _____ **from** _____ **to** _____

	Poor	Adequate	Good
1. Gives time and energy in observations, tape processing, and case conferences.	1 2	3 4	5 6
2. Accepts and respects me as a person.	1 2	3 4	5 6
3. Recognizes and encourages further development of my strengths and capabilities.	1 2	3 4	5 6
4. Gives me useful feedback when I do something well.	1 2	3 4	5 6
5. Provides me the freedom to develop flexible and effective counseling styles.	1 2	3 4	5 6
6. Encourages and listens to my ideas and suggestions for developing my counseling skills.	1 2	3 4	5 6
7. Provides suggestions for developing my counseling skills.	1 2	3 4	5 6
8. Helps me understand the implications and dynamics of the counseling approaches I use.	1 2	3 4	5 6
9. Encourages me to use new and different techniques when appropriate.	1 2	3 4	5 6
10. Is spontaneous and flexible in the supervisory sessions.	1 2	3 4	5 6
11. Helps me define and achieve specific concrete goals for myself during the practicum experience.	1 2	3 4	5 6
12. Gives me useful feedback when I do something wrong.	1 2	3 4	5 6
13. Allows me to discuss problems I encounter in my practicum setting.	1 2	3 4	5 6
14. Pays appropriate amount of attention to both my clients and me.	1 2	3 4	5 6

15. Focuses on both verbal and nonverbal behavior in me and in my clients.	1 2	3 4	5 6
16. Helps me define and maintain ethical behavior in counseling and case management.	1 2	3 4	5 6
17. Encourages me to engage in professional behavior.	1 2	3 4	5 6
18. Maintains confidentiality in material discussed in supervisory sessions.	1 2	3 4	5 6
19. Deals with both content and effect when supervising.	1 2	3 4	5 6
20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision.	1 2	3 4	5 6
21. Helps me organize relevant case data in planning goals and strategies with my client.	1 2	3 4	5 6
22. Helps me to formulate a theoretically sound rationale of human behavior.	1 2	3 4	5 6
23. Offers resource information when I request or need it.	1 2	3 4	5 6
24. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.	1 2	3 4	5 6
25. Allows and encourages me to evaluate myself.	1 2	3 4	5 6
26. Explains his/her criteria for evaluation clearly and in behavioral terms.	1 2	3 4	5 6
27. Applies his/her criteria fairly in evaluating my counseling performance.	1 2	3 4	5 6

ADDITIONAL COMMENTS AND/OR SUGGESTIONS

Date & Signature of practicum student/intern

My signature indicates that I have read the above report and have discussed the content with my supervisee. It does not necessarily indicate that I agree with the report in part or in whole.

Date & Signature of supervisor

Student Evaluation of the Site

This form is adapted from *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition* by John C. Boylan and Judith Scott (2009). New York: Routledge.

Name of student counselor:

Directions: The student completes this form at the end of the practicum and/or internship. This should be turned in to the university instructor and may be viewed by future counseling students.

Site: _____

Site supervisor: _____

Dates of placement _____

Contact Information: _____

Rate the following questions about your site and experiences with the following scale:

A. Very satisfactory B. Moderately satisfactory C. Moderately unsatisfactory D. Very unsatisfactory

1. _____ Amount of on-site supervision
2. _____ Quality and usefulness of on-site supervision
3. _____ Usefulness and helpfulness of faculty liaison
4. _____ Relevance of experience to career goals
5. _____ Exposure to and communication of school/agency goals
6. _____ Exposure to and communication of school/agency procedures
7. _____ Exposure to professional roles and functions within the school/agency
8. _____ Exposure to information about community resources
9. _____ Rate all applicable experiences that you had at your site:

- _____ Report writing
- _____ Intake interviewing
- _____ Administration and interpretation of tests
- _____ Staff presentation/case conferences
- _____ Individual counseling

- _____ Group counseling
- _____ Family/couple counseling
- _____ Psychoeducational activities
- _____ Consultation
- _____ Career counseling
- _____ Other

10. _____ Overall evaluation of the site

Comments: Include any suggestions for improvements in the experiences you have rated moderately (C) or very unsatisfactory (D).