



**Advanced Practicum Manual: COUN 8410  
Counselor Education Program  
College of Health and Human Services  
School of Intervention and Wellness**

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## Overview

The doctoral degree program in counselor education is accredited by the Council for Accreditation of Counseling and Related Educational Programs. CACREP standards currently represent the highest standards for preparation of counselors in the nation. Many of the requirements for advanced practicum described in this manual were adopted to meet CACREP standards. In addition, the advanced practicum experiences outlined here have been designed to comply with counselor licensure standards set forth by the Ohio Counselor, Social Worker and Marriage and Family Therapist Board, and the Ohio Department of Education.

The requirements are extensive and demanding for the advanced practicum course. To best be prepared to meet these demands, students must have read and adhere to all requirements within the Advanced Practicum Manual. **In addition, students must have the advanced practicum instructor's permission to register for the advanced practicum class. To receive this permission, students must have completed and submitted all paperwork to the clinical coordinator, Dr. Susan Long @susan.long@utoledo.edu for review prior to the start of practicum. All paperwork must be submitted electronically in a single PDF. Completion of paperwork includes all necessary signatures. The course instructor will input course registration for students who have approval.** In addition, students must have a site located and all paperwork completed before the beginning of the semester during which the student hopes to complete the advanced practicum course. **Students may not begin to see clients or students or perform any other direct services until the start of the semester the student is enrolled in advanced practicum.** Students who are interested in completing advanced practicum in Toledo Public Schools must work directly with the clinical coordinator to secure a site. Students are not permitted to contact Toledo Public School directly under any circumstances for field placement; this reflects the policy of Toledo Public Schools.

Part of the process of acquiring a practicum site will most likely include an interview at the site. Present yourself as a professional, which includes professional attire and an updated resume. The Writing Center, located at Carlson Library, or the Career Services Center, located at the Student Union, are available for students desiring feedback on their resume. When students go for an initial interview with a practicum site, they need to take a complete copy of the Advanced Practicum Manual, as well as all paperwork that prospective supervisor would need to sign. It is helpful to have as much of the paperwork completed as possible for the supervisor before coming to the interview. Please note that on the Site Agreement form you will also need to have the signature of the Principal, Site Administrator, and Clinical Coordinator. This is especially important as students are expected to have all paperwork completed in entirety, which includes all signatures, to receive permission from the Practicum Instructor to register for Practicum. Also, please note that on the bottom of the Site Agreement form both student and supervisor will be asked to initial that they read and understand the Practicum Manual. It is important that the student read and understand the Advanced Practicum Manual before the initial interview to be able to answer questions for the supervisor.

Students who are working full time will have to make special efforts to accommodate these demands and allocate adequate time to complete these requirements. The Counseling Advanced practicum course must be taken through the UT Counselor Education Program (i.e., transfer credit cannot be substituted for these course).

The advanced practicum the Counselor Education Program (COUN 8410) provides the counselor with the opportunity to advance the practice of counseling under the training supervision of Counselor Education Program faculty and the clinical supervision of site supervisors. Clinical mental health counseling students will see clients at a clinical mental health agency or related institution that provides mental health counseling. School counseling students will see clients through a school(s). Students are responsible for locating their own practicum sites. A partial list of sites with whom The University of Toledo has affiliation agreements found on the Practicum and Internship Sites link located [here](#). If you find an agency or school where you would like to complete your practicum experience and The University of Toledo does not have an affiliation agreement with them, please contact the program's Clinical Coordinator, Dr. Susan M. Long at [susan.long@utoledo.edu](mailto:susan.long@utoledo.edu) to initiate this process.

Each practicum student must accumulate a **minimum of 40 clock hours of direct service with clients, in individual and group experiences**. Practicum students are expected to lead or co-lead a group(s) as part of their practicum experience. The group experience can be a therapy group, support group, drug awareness group, education group, or other group if it consists of real clients and is like the kind of groups the student will lead as a counselor. Students will be required to keep a log of their group counseling activities as part of the practicum. As per CACREP (2016), students **must** accrue group counseling hours during their practicum experience. We expect students accrue at least 10 hours of group during practicum.

Faculty members will provide weekly individual and group training supervision. This training supervision will focus on the development of the student's counseling skills and counselor identity. On-site supervisors will provide weekly clinical supervision that will focus on client welfare. Additional supervision may be scheduled as needed or requested.

### **Prerequisites for COUN 8410 Advanced Practicum in Counseling**

Admission to the University of Toledo's Doctoral Program in Counselor Education. Enrollment in the advanced practicum is strictly limited due to supervisory requirements. Students must meet with their program adviser to include practicum in their Plan of Study. Students will be placed on a waiting list for that semester if that respective semester is full. |

### **Liability Insurance**

All students must present proof of liability insurance coverage (minimum \$1,000,000 each incident, \$3,000,000 aggregate) prior to being admitted into the advanced practicum and maintain such insurance throughout their clinical experience. Liability insurance is available to student members of the American Counseling Association (ACA), Healthcare Providers Service Organization (HPSO), or the National Board for Certified Counselors (NBCC) for a nominal fee. Students can enroll online or by phone with these organizations. The Counselor Education Program does not endorse one insurance carrier over another. Since students who do not have adequate professional liability insurance may not see clients, such students who cannot provide verification of adequate insurance coverage will not be given instructor consent to enroll in the class.

### **Police Background Check**

All students who will be working with minors, or who can reasonably be expected to work with minors, should anticipate completing and passing a background check for their practicum site prior to the first day of the semester in which the student expects to enroll in Practicum. Students are encouraged to contact The University of Toledo Office of Public Safety Support Services (419-530-4439) no later than 4 weeks prior to the beginning of their practicum to schedule a fingerprint/background check appointment.

### **Immunization Concerns**

All students who can reasonably expect to work with clients in correctional, hospital, residential care, or any other facility at which there is a risk for the spread of communicable diseases are encouraged to speak to their health care professional to determine which, if any, immunizations are recommended for their safety.

### **Signed Consent Forms**

Community counseling agencies and schools may require written consent from clients, or if the clients are minors, a parent or legal guardian, before you can provide counseling services. If your site uses written consent forms, it is your responsibility to work with your on-site supervisor to ensure that the proper consent has been obtained.

### **Evaluation and Grading**

Students will receive a grade of Satisfactory/Unsatisfactory for the advanced practicum. Advanced practicum requires a **minimum of 100 hours** of counseling work. To obtain this requirement, students typically conduct individual and group counseling sessions each week. These are scheduled outside of class time. You must document **a minimum of 40 hours** of direct individual and group client service. The balance of the required hours may be earned through individual and group supervision, case documentation, and session preparation (2016 CACREP Standard Section 6, C. 4-5). Students will receive weekly feedback from their supervisors about their performance. The supervisors and the practicum instructor will consult throughout the semester as to each student's progress. **Students receive a minimum of one (1) hour of on-site clinical supervision from the site supervisor.** The site supervisor will complete a midterm and final written evaluation of the student's knowledge, skills, and personal and professional development during the practicum experience. The final assessment is the responsibility of the practicum instructor. If a student is having difficulty securing clients or meeting the requirements for the practicum, the student may be asked to drop the course and re-enroll at a more suitable time. Students who do not pass the practicum may be given permission to repeat the practicum one more time. Students who withdraw from a practicum prior to its completion shall not receive partial credit. Students may receive an "Incomplete" or a "PR" depending on the circumstances.

### **Student Retention in the Practicum**

Students who do not appear to possess the qualities or skills associated with effective counseling may be advised to withdraw from the advanced practicum at the discretion of the course instructor. In these cases, students shall be advised to seek additional coursework to better prepare them for the practicum, or they may be advised to withdraw from the Counselor Education Program. For students advised to withdraw from the Counselor Education Program, they shall be assisted in identifying an area of study or specialization that is more suited or appropriate to their talents and skills.

Students are expected to behave in a responsible and professional manner while functioning in the advanced practicum. Failure to conform one's behavior to acceptable standards of practice shall be considered cause for dismissal from the Counselor Education Program. Cause for dismissal from the practicum shall consist of, but not be limited to:

1. Any activity that is prohibited under the ethical standards and practices of the American Counseling Association (ACA) and/or the American School Counselor Association (ASCA). Students who have not read these standards and principles should obtain them and read them. Ignorance of these standards and principles will be no defense.
2. Malicious disrespect toward instructors, supervisors, or fellow students; failure to follow reasonable instructions; use of profanity or verbal or physical intimidation toward instructors, supervisors, clients, or fellow students.
3. The use of fraud or deceit to obtain admission to the Counselor Education Program, a course, or a practicum.
4. Compensation may take the form of fees for service, reimbursement of expenses, salary, or other arrangements by the site, which are within ethical guidelines and permitted under state licensure laws.
5. It is permitted for students to use their current employment as their practicum site if they are employed in the delivery of counseling and/or counseling related activities. Practicum hours **can only be accrued** in roles that differ from students' employed position (e.g., students who are case managers cannot use case management services for practicum hours). Hours must be accrued in a role that conducts counseling services, diagnosis, and treatment planning.
6. Use of alcohol or other drugs to the extent that it impairs the student's ability to perform properly or adequately, or which may pose a threat to the welfare or safety of potential or actual clients.
7. Conviction of an offense involving the sale, possession, or consumption of a controlled substance.

8. Conviction of an offense that is a felony.
9. Conviction of an offense involving moral turpitude.
10. Conviction for a misdemeanor offense committed during the practice of any counseling activity.
11. Any behavior, activity, procedure, or practice that is prohibited under the Counselor Licensure laws of the State of Ohio.

*Due process:* Students who wish to appeal retention decisions made by the Counselor Education Program are encouraged to follow the guidelines outlined in the most recent edition of *The University of Toledo's Catalog* <https://www.utoledo.edu/offices/provost/academicgrievance>

### **Confidentiality**

Every counselor has the obligation to abide by the ethical standards established by their profession. The ACA code of ethics states that "Counselors respect their clients' right to privacy and avoid illegal and unwarranted disclosures of confidential information." Even though there are strong legal and ethical principles involved in the protection of client information, there are limitations on confidentiality. First, counselors are ethically obliged to break confidentiality if the client presents a serious and reasonable danger of harming either him/herself or harming others or reports elder abuse or child abuse. If there are reasons to suspect child abuse, students should contact their supervisor/instructor immediately since counselors are legally required to notify the Children Services Board (CSB). Counselors may be compelled to reveal client information in court.

### **Right, Duties, and Responsibilities of the Counselor Education Program**

1. The advanced practicum instructor will assure that the student has completed the prerequisite academic work before beginning practicum. **Students must complete all paperwork before they may begin to see clients/students or perform any other direct service.**
2. The advanced practicum instructor will be available to the site supervisor and student for consultation.
3. The advanced practicum instructor shall maintain bi-weekly consultation with the Site Supervisor in accordance with the supervision contract. This contact may be by phone, in-person, or email.
4. The advanced practicum instructor will function as a liaison between the site and the program; however, the site is encouraged to initiate contacts when necessary.
5. The advanced practicum instructor will provide supervisees with weekly individual and group training supervision. This training supervision will focus on the development of the student's counseling skills and counselor identity. The instructor will also monitor the progress of the student.
6. The program shall determine the appropriateness of a school or agency as a practicum site.
7. The program shall determine the appropriateness of the site supervisor.
8. The program may request the termination of a Site Agreement if the site supervisor does not abide by: (a) ethical standards and practices set forth by the American Counseling Association and/or the American School Counselor Association (b) applicable licensure laws related to supervision.

9. The advanced practicum instructor shall have the responsibility to terminate a Site Agreement where the student's performance is judged to be unsatisfactory, insubordinate, unethical, inappropriate, or harmful to clients. Such action would only be taken after consultation with the student and with representatives of the practicum site.
10. The Counselor Education Program reserves the right to amend, change, or otherwise modify its policies regarding the advanced practicum from time to time as may be deemed necessary or appropriate.
11. The Counselor Education Program may, at its discretion, waive any or all policies on a case-by-case basis when deemed appropriate.
12. The advanced practicum grade will reflect the evaluation of both site and university supervisors, with the practicum instructor having the final responsibility for grade assignment.

### **Right, Duties, and Responsibilities of the Advanced Practicum Site**

1. The advanced practicum site shall screen and select advanced practicum students based upon their appropriateness for placement at the school/agency, and their likelihood of success.
2. The advanced practicum site shall provide a site supervisor for the advanced practicum. School Counseling Site Supervisors must be Licensed School Counselors. Clinical Mental Health Counseling Site Supervisors must be Licensed Professional Clinical Counselors with Supervisory Endorsement.
3. The site supervisor shall orient the advanced practicum student to the policies and procedures of the advanced practicum site and oversee the advanced practicum student's compliance with those policies and procedures.
4. The advanced practicum site shall provide experience in the delivery of services appropriate to the educational and ability levels of the advanced practicum student.
5. The advanced practicum site supervisor shall be responsible for informing clients that they will be seen by an advanced practicum student.
6. The advanced practicum site shall insure sufficient client referrals to meet the needs of the advanced practicum site and those of the advanced practicum student. It is expected that advanced practicum students will obtain at least 40 clock hours of direct individual and group client contact (10 hours) during their advanced practicum.
7. The site will provide space, equipment, and supplies as needed by the student to carry out site assignments.
8. The site supervisor is responsible for providing an average of one hour per week of individual and/or triadic clinical supervision throughout the advanced practicum. Clinical supervision will focus on necessary counseling interventions to promote client welfare.
9. The site supervisor is responsible for the development of **program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.**
10. The site and site supervisor hold ultimate responsibility for the welfare of the advanced practicum student's clients.

11. The site is responsible for the student's work under their supervision.
12. The site supervisor will complete a midterm and final written evaluation of the student's knowledge, skills, and personal and professional development during the advanced practicum experience. The advanced practicum instructor will provide the format for the written evaluation.
13. The site supervisor is strongly encouraged to initiate contact with the university supervisor when there are any questions or concerns regarding the student, expectations, or responsibilities.
14. The site supervisor **shall maintain bi-weekly consultation with the advanced practicum instructor** in accordance with the supervision contract. This contact may be by phone, in- person, or email.
15. The advanced practicum site may request the termination of a Clinical Experience Site Agreement when the advanced practicum student's performance is in violation of site policies or procedures, or when the advanced practicum student's performance is judged to be unsatisfactory, insubordinate, unethical, inappropriate, or harmful to clients.
16. The advanced practicum site agrees to abide by the policies and procedures stated in this manual.
17. The advanced practicum site, in its treatment of advanced practicum students, shall abide by the ethical standards and practices set forth by the American Counseling Association and/or the American School Counselor Association.

#### **Right, Duties, and Responsibilities of the Advanced Practicum Student**

1. The student will read the Advanced Practicum Manual and attend a mandatory advanced practicum orientation, to be provided by the Counseling Program.
2. The student must schedule an appointment a designated academic advisor to sign the Advanced Practicum Application Form. It is the student's responsibility to the advisor's signature on the advanced practicum application at the time of this meeting.
3. It is the student's responsibility to identify and secure an advanced practicum site **before** enrolling in advanced practicum and submit all paperwork as outlined in the checklist within this manual. While the program may assist the student, the program is not responsible for placement into an advanced practicum site. Students who have not secured an advanced practicum site by the start of the semester in which they are enrolled in advanced practicum may be dropped from the advanced practicum. Students must submit all advanced practicum forms to receive instructor permission to register for the advanced practicum class.
4. The advanced practicum student must complete and pass a background check (if required by site) prior to the first day of the semester in which the student expects to enroll in Advanced practicum. Students are encouraged to contact The University of Toledo Office of Public Safety Support Services (419-530-4439) no later than 4 weeks prior to the beginning of their Advanced Practicum to schedule a fingerprint/background check appointment.
5. The advanced practicum student shall always conduct his or her behavior in accordance with the policies and procedures of the advanced practicum site, and with the ethical standards of the American Counseling Association (ACA), the American School Counselor Association (ASCA), State of Ohio Laws, and other applicable standards of conduct.



6. The advanced practicum student shall maintain a work schedule that has been mutually agreed upon by the student and the on-site supervisor. The student will notify the on-site supervisor of any anticipated absence or necessary schedule change.
7. Typically, advanced practicum students see two to three individual clients and attend at least one group counseling session per week. Advanced practicum students are required to obtain 40 hours of direct client counseling experience over the course of the advanced practicum experience.
8. The advanced practicum student shall demonstrate satisfactory knowledge, skills, and attitudes in the applicable competencies identified on the performance evaluation. The student is expected to be introspective, open, and receptive to feedback, and demonstrate flexibility by making appropriate changes in response to feedback.
9. The advanced practicum student shall report any emergency/crisis situations with their clients immediately to their site supervisor and to the advanced practicum instructor.
10. The advanced practicum student shall attend individual and group supervision sessions as scheduled.
11. The advanced practicum student shall keep accurate records of weekly contact hours, indirect hours, and supervisory hours.
12. The advanced practicum student shall complete all educational plans that may be developed with either their supervisor or the advanced practicum instructor.
13. If either the Program or the advanced practicum site terminates the placement, the student has a right to an explanation of the reasons for termination



### **Advanced Practicum Checklist Counselor Education Program**

- **Advanced Practicum Application:** This form must be signed by the student and the student's program adviser.
- **Site Agreement Form:** This form ensures all parties acknowledge the roles, responsibilities, expectations of the student and the site as it relates to the advanced practicum experience.
- **Supervisor Qualification Form:** Advanced practicum requires documentation qualifying your supervisor for the experience.
- **Supervision Contract:** Practicum requires supervision of no less than one hour per week. This form serves as verification and description of counseling supervision and agreement thereto.
- **Professional Liability Insurance:** Advanced practicum requires new documentation of student professional liability insurance in the amount of 1 million dollars per incident and a minimum of 3 million dollars total.
- **Ethics Review Form:** Advanced practicum requires that students and site supervisors endorse the ACA Code of Ethics (2014), as well as the guidelines specific to their specific placement. Students and site supervisor(s) will review and sign the *Ethical Guidelines*.
- **Student Evaluations:** Students are required to submit a **mid-term evaluation** completed by their site supervisor(s). At the end of the semester/exit interview students will submit a **final evaluation** completed by their site supervisor(s).
- **Student Evaluation of Supervisor:** Students are required to submit a final evaluation of their supervisor to the practicum instructor at the end of the semester/exit interview.



**Advanced Practicum Application  
Counselor Education Program**

Student Name:		Rocket #	
Address		Home Phone #	
		Work Phone #	
		Cell Phone #	
Email Address			

**Semester:** Fall\_\_\_\_ Spring\_\_\_\_ Summer\_\_\_\_ **Year:** \_\_\_\_

Do you have an approved program of study on file? Yes\_\_\_\_ No \_\_\_\_

Advisor's Name	
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**Advisor Statement:** I have reviewed the student’s Advanced Practicum Application Form and completed the Student’s Evaluation Form.

**Advisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Student Statement:** I have been advised, and understand, that all course prerequisites must be successfully completed (B or higher in each course) and Student Professional Liability Insurance secured prior to being accepted into the advanced practicum course. I further understand that my agency/school may require me to obtain an official background check at my expense which is to be sent to the agency/school, not the university. I understand that if I do not complete any of the above requirements and/or fail to submit the necessary practicum paperwork, I will forfeit my reservation in practicum and be placed on the waitlist for future practicum sections.

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## Site Agreement Counselor Education Program

As a student in the Counselor Education Program, \_\_\_\_\_ (**Student's Name**) is contracting with \_\_\_\_\_ (**Site Name**) to fulfill the requirements of their clinical experience.

1. The school/agency agrees to assign clients to the student and provide experiences in counseling, assessment, and treatment planning and intervention consistent with the student's level of training and ability. The practicum site will screen advanced practicum students' clients based on **mild to moderate concerns** suitable for short-term treatment such as: academic or career related issues, stress management, parenting issues, grief and separation, life adjustment, self-esteem, and relationship problems. Inappropriate clients would be individuals with serious mental or emotional disorders and who have tendencies toward suicide or violence and who require more long-term care.
2. The site and Site Supervisor hold ultimate responsibility for the welfare of the advanced practicum student's clients.
3. The school/agency agrees to develop a work schedule and case assignment procedures consistent with the requirements of the clinical experience as specified in the Advanced Practicum Manual of the Counselor Education Program.
4. The student's role within the school/agency will be that of a student and the student shall function under the direct clinical supervision of **(Site Supervisor's Name, Degree, and Title)** who is qualified to provide supervision for students and is usually an employee of the school/agency. The Site Supervisor must meet and maintain academic requirements and licensure and/or certification necessary under state law. In addition, the Site Supervisor must have a minimum of two years of experience as a counselor.
5. The Site Supervisor agrees to provide an average of 1 hour of face-to-face, individual and/or triadic supervision per week.
6. The Site Supervisor agrees to observe the advanced practicum student's interactions with clients by direct observation, and audio-visual recordings to assess student development.
7. The Site Supervisor agrees to maintain bi-weekly contact with the practicum instructor in accordance with the supervision contract.
8. The Site Supervisor agrees to complete a midterm and final evaluation of the student on a form to be provided by the Program.
9. The student shall function as a member of the program's/agency's staff consistent with the level of training and ability. In exchange, the student agrees to abide by and conform behavior to school/agency policies and procedures and to perform in a professional and ethical manner. However, it is understood and agreed by the student and school/agency that this Agreement does not give rise to an employment relationship between the student and school/agency and the student is not entitled to any employee benefits because of this agreement.

10. The student agrees to obtain at his or her own expense professional liability insurance (minimum \$1,000,000 each incident, \$3,000,000 aggregate) prior to starting his or her clinical experience and to maintain such insurance throughout his or her clinical experience except where such requirements are waived by the school/agency in writing. The student will provide proof of insurance to the Site Supervisor and to the UT Practicum Instructor.
11. The Program reserves the right to withdraw a student from their clinical experience placement when, in the Program's judgment, the experience does not meet the needs of the student.
12. The school/agency may resolve any problem situation in favor of clients' welfare and may take the client assignment from the student. If deemed necessary by the school/agency, the student may be removed from the school/agency and required to withdraw from the clinical experience site.
13. Note that nothing in this document supersedes the Affiliation Agreement.
14. This agreement will commence on \_\_\_\_\_ and will terminate on \_\_\_\_\_. This agreement is subject to renegotiation or termination upon written receipt of fifteen (15) day notice by either party. Any amendments or changes to the agreement prior to its expiration must be mutually agreeable to all parties who are signatories to the Agreement.

<b>Site Representative Signature</b> (e.g., Principal, Site Administrator, Clinical Director)	<b>Date</b>
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<b>Site Supervisor Signature</b>	<b>Date</b>
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<b>Student (Student) Signature</b>	<b>Date</b>
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I have received, read, and understand the Advanced Practicum Manual for the Counselor Education Program.

**Site Supervisor Initials** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student Initials** \_\_\_\_\_ **Date** \_\_\_\_\_



**Supervisor Qualification Form  
Counselor Education Program**

**Advanced Practicum Student Name:** \_\_\_\_\_

Name:			
Title:			
Business Address:			
Phone:		2 <sup>nd</sup> Phone:	
Fax:		Email:	
Scope or type of activities provided:			

**Licenses:**

License	State and/or Agency Awarding License	License Number	Date Awarded

**Certifications:**

Certification	State and/or Agency Awarding Certificate	Certificate Number	Date Awarded

**Degrees (most recent first):**

Degree	College or University	Program of Study	Date Awarded

**Work Experience (most recent first):**

Title	Agency or Institution	Starting Date	Ending Date

**Other Relevant Training:**

**Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## Advanced Practicum Supervision Contract Counselor Education Program

This contract serves as verification and a description of the counseling supervision provided by \_\_\_\_\_(Site Supervisor Name) to \_\_\_\_\_(Supervisee Name) in the Advanced Practicum (Circle: School or Clinical Mental Health Counseling) for the \_\_\_\_\_semester of 20\_\_\_\_\_.

**Purpose, Goals, and Objectives:** The purpose of supervision is to enhance the Supervisee's counseling skills and promote development of the Supervisee's competence and professional identity.

**Context of Supervision:** The supervisee will meet with the field placement site supervisor on a weekly basis for an average of one hour per week until the end of the semester. This weekly interaction may be individual and/or triadic supervision which will include biweekly consultation with the university instructor.

**Method of Evaluation:** The supervisor will evaluate the counseling skills of the supervisee on an on-going basis through weekly face-to-face supervision to assist the professional development of the Supervisee. The supervisor will complete Midterm and Final Evaluations of the practicum student. The Supervisor will keep the faculty instructor apprised of the student's progress and will notify the faculty instructor of any concerns. The faculty instructor is responsible for assigning the final grade in the Counseling Practicum.

### Duties and Responsibilities of the Supervisor:

- The site Supervisor shall screen and select appropriate clients based on the developmental and skills level of the Supervisee.
- The Supervisor shall be responsible for informing clients that they will be seen by an advanced practicum student.
- The Supervisor shall insure sufficient client referrals to meet the needs of the advanced practicum student. It is expected that practicum students will obtain at least 40 hours of direct individual and group contact during their practicum.
- The supervisor is responsible for providing an average of one hour per week of clinical supervision for the practicum student and be available for consultation. Clinical supervision will focus on necessary counseling interventions to promote client welfare.
- The Site Supervisor agrees to observe the advanced practicum student's interactions with clients by live observation and audio-visual recordings to assess student development.
- The site and site Supervisor hold ultimate responsibility for the welfare of the advanced practicum student's clients.
- The Supervisor will complete a final written evaluation of the student's knowledge, skills, and personal and professional development during the practicum experience. The practicum instructor will provide the format for the written evaluation.



- The Supervisor and faculty instructor will engage in biweekly consultation and the Supervisor will initiate contact with the faculty instructor when there are any questions or concerns regarding the student, expectations, or responsibilities.

**Duties and Responsibilities of the Practicum Student Supervisee:**

- The supervisee shall always conduct their behavior in accordance with the policies and procedures of the practicum site, and with the ethical standards of the American Counseling Association (ACA), the American School Counselor Association (ASCA), State of Ohio Laws, and other applicable standards of conduct.
- The supervisee shall maintain a work schedule that has been mutually agreed upon by the supervisee and the supervisor. The supervisee will notify the Supervisor of any anticipated absence or necessary schedule change.
- The supervisee shall demonstrate satisfactory knowledge, skills, and attitudes in the applicable competencies identified on the performance evaluation. The supervisee is expected to be introspective, open, and receptive to feedback, and demonstrate flexibility by making appropriate changes in response to feedback.
- The supervisee shall report any emergency/crisis situations with their clients immediately to their site Supervisor and to the faculty instructor.
- The supervisee shall attend individual and group supervision sessions as scheduled.
- The supervisee shall keep accurate records of weekly client contact hours, indirect hours, and supervisory hours.

**Terms of the Contract:** This contract is subject to revision at any time, upon the request of the Supervisor or Faculty Instructor. A formal review of the contract will be made at the midterm of the semester, and revisions will be made only with consent of the Supervisee and Supervisor. **I have read and agree to the terms set forth in this contract.**

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

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Advanced Practicum Student**

\_\_\_\_\_  
**Date**

This contract is in effect from \_\_\_\_\_ to \_\_\_\_\_.  
 Date of revision or termination: \_\_\_\_\_.



**Counseling Skills & Techniques Competency Scale  
Counselor Education Scale**

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

Date: \_\_\_\_\_

Field Experience:  Advanced Practicum

Rating Type:  Self-Rating or  Supervisor

**Rating Scale (compared to developmental group):** (1) Needs Improvement; (2) Skill application appropriate for development level; (3) Area of Strength; (4) Not Demonstrated

**1) Counselling Process:**

Rating	Skill
	A. Identifies the central issues(s): names important concerns of the client
	B. Identifies the core affect: names the central feeling(s) experienced by client.
	C. Explores and tracks: counselor stays with the client cognitively and affectively.

**2) Basic Counseling Skills:**

Rating	Skill
	A. Encouragers: counselor uses minimal encouragers to communicate to the client that the counselor is listening- without interrupting the client's discourse.
	B. Key words: counselor identifies key words that the client uses and emphasizes them by including them in counselor response.
	C. Paraphrasing/Reflection: from statement and non-verbals, the counselor accurately describes the client's issues, affect, and behavior (content, feelings, process, non-verbal).
	D. Summarizing: the counselor combines two or more of the client's cognitions, feelings, and/or behaviors into a general statement
	E. Immediacy: the counselor addresses the client's behavior in the present.
	F. Accurate Empathy: the counselor demonstrates the ability to understand the client's frame of reference; counselor responses are interchangeable with client emotional expression client in such a way as to express feelings at a level deeper than the client can express themselves.
	G. Verbosity: the counselor speaks when it is necessary and does not inappropriately interrupt the client or verbally dominate the session.

	H. Strengths Based: the counselor recognizes the client's strengths and synthesizes them into the session.
--	--

### 3) Behavioral Elements:

Rating	Skill
	A. Physical Presence: the counselor's body posture, facial expression, and gestures are natural and congruent with the client.
	B. Activity Level: the counselor maintains an appropriate level of activity as related to client activity level. This will include non-verbals, physical movement, vocal tone, and rate of speech.

### 4) Counselor Dynamics:

Rating	Skill
	A. Non-Defensive: the counselor gives and received feedback interactively with clients, peers, and supervisors in an appropriate and professional manner.
	B. Objectivity: the counselor has sufficient control over their own feelings and values as such that their personal issues do not influence the counseling session.
	C. Supportive/Unconditional Positive Regard: the counselor makes statements that accept the client's thoughts, behaviors, and feelings as they are.
	D. Genuineness: the counselor's responses are sincere.
	E. Respect for Cultural Needs & Differences: the counselor shows appreciation and understanding of cultural needs and differences.
	F. Probes/Questions: the counselor statements result in the client providing additional information about their cognitions, behaviors, and feelings. Questions are only used in a limited and facilitative manner.
	G. Challenges: counselor properly notices discrepancies and confronts clients as appropriate.

### 5) Professionalism:

Rating	Skill
	A. Arrives to supervision on time; notifies supervisor in a timely manner about any attendance challenges or delays that may impact supervision attendance.
	B. Actively participates in individual or group supervision. Supervisee is appropriately prepared with recordings and analysis of sessions as needed.
	C. Dresses professionally with clients.
	D. Supervisee is open to feedback and demonstrates willingness to implement feedback in their counseling sessions. Provides constructive feedback to peers (group only).
	E. Maintains relevant client case notes; demonstrates understanding of documenting counseling sessions relevant to site requirements

**Supervisee Goals for Improvement:** Students will select three areas to focus on thorough the next evaluation training process. Include the skill and your plan for improving the skill(s).

1.

2.

3.

**Additional Comments:**

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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

**Date:** \_\_\_\_\_



## **Ethics Review Form Counselor Education Program**

Students enrolled in practicum or internship experiences are expected to adhere to the ethical guidelines set forth by the American Counseling Association (ACA) in the 2014 *Code of Ethics*. Students' actions should be consistent with the spirit of the ethical guidelines within the ACA *Code of Ethics*. Students are also expected to learn and adhere to the guidelines specific to their placement site. Students should contact their site supervisor or instructor with any questions or concerns about ethics or professional conduct during their practicum or internship. The following list of ethical principles is not exhaustive and should be considered the minimum standard of ethical practice for students to adhere:

**Professional Disclosure Statement and Professional Competence:** Students will explicitly state their status as a counseling student/counselor trainee, whom is under supervision, to clients/students at the outset of the counseling relationship. They will accurately represent their training, qualifications, and time limitations to providing services as a practicum or internship student. Students will recognize their limitations to training and abilities and must not exceed these at any time. Students will actively seek supervision and consultation with their site supervisor and university supervisor when such instances arise.

**Impairment and Self-Care:** Students will monitor themselves for signs of physical, mental, and emotional impairment and refrain from offering services when impaired. Students should seek assistance when impaired and limit, suspend, or terminate their professional responsibilities until it is determined safe to resume professional responsibilities. In addition, students will engage in self-care practices to maintain and promote their personal wellness to best meet their professional responsibilities.

**Confidentiality and Privacy:** Students will maintain awareness and sensitivity regarding the cultural meanings of confidentiality and privacy. Students will communicate the parameters of confidentiality and privacy to clients/students in a culturally competent manner. Students will protect the confidential information of clients/students and disclose information only with sound legal or ethical justification. Students should be familiar with the confidentiality procedures of their site placement and the laws of the state.

**Dual Relationships and Prohibited Noncounseling Roles and Relationships:** Students will refrain from providing services to persons with whom the student is previously or currently involved in other types of relationships. Under no circumstance shall a student engage in any sexual and/or romantic with current clients, their romantic partners, their family members, or with persons whom they have had a previous sexual and/or romantic relationship. Students do not condone or subject any person to any form of sexual harassment.

**Records and Documentation:** Students will ensure the accurate and timely documentation of clients/student services and progress. If amendments are made to records and documentation, students

will communicate the rationale for amendment and follow site specific policies as advised.

**Ethics Discussion with Site Supervisor:** Students and site supervisor(s) must discuss the ethical standards of professional conduct prior to the student engaging in any direct contact with clients/students and at any time throughout the students counseling experience at the site.

By signing below the student agrees to adhere to the above guidelines as well as the complete *Code of Ethics* (ACA, 2014). The site supervisor's signature indicates that ethical discussions with the student have taken place prior to working with any clients/students.

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Site Supervisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



**Performance Evaluation Form  
Counselor Education Program**

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

**Date:** \_\_\_\_\_

**Level:**  Advanced Practicum

**Evaluation Type:**  Midterm or  Final

**Counseling Type:**  Clinical Mental Health or  School Counseling

**Site Supervisor Name (Print):** \_\_\_\_\_

**Directions:** Rate the counselor’s performance using the four-point scale listed below.

**Poor (P):** The counselor’s practice so deviated from the usual or customary ethical or professional standards of practice that it was judged to be harmful or potentially harmful to the client or the client’s wellbeing.

**Improvement Needed (IN):** The counselor’s performance shows a need for remediation or additional training.

**Good (G):** The counselor was able to demonstrate a satisfactory degree of competence in performing a given task or skill.

**Superior (S):** The counselor is proficient and shows a high degree of expertness in performing a given task or skill.

**Not Applicable (NA):** Skill not demonstrated.

<b>Personal Characteristics</b>	<b>Criteria</b>
P IN G S NA	Personal appearance, grooming, and dress.
P IN G S NA	Tolerance of other’s values and differences in opinions are in perspective.
P IN G S NA	Openness to criticism and supervision.
P IN G S NA	Professional and ethical conduct.
P IN G S NA	Works cooperatively with other staff.
P IN G S NA	Works cooperatively with other agencies and service providers.
P IN G S NA	Effective verbal communication skills.
P IN G S NA	Effective writing skills.
<b>Counseling Theory &amp; Techniques</b>	<b>Criteria</b>
P IN G S NA	Able to conceptualize clients and client problems from within a theoretical rationale.
P IN G S NA	Provides a theoretical rationale for the selection and use of counseling techniques.
P IN G S NA	Awareness of and respect for multicultural issues and their effects on the client and counseling.
P IN G S NA	Maintains the confidentiality of client records and information.

P IN G S NA	Creates a therapeutic environment that is safe, non-defensive, supportive, respectful, and caring using empathy, attending, reflection of feeling, immediacy, genuineness, concreteness, and positive regard.
P IN G S NA	Assists the client in developing new perspectives using interpretation, confrontation, and cognitive restructuring.
P IN G S NA	Develops effective, mutually agreed upon treatment plans.
P IN G S NA	Gives effective case presentations.
P IN G S NA	Writes accurate and complete case notes and completes them in a timely fashion.
P IN G S NA	Completes effective discharge and follow-up plans.
P IN G S NA	Recognizes limitations and makes appropriate referrals when necessary.
P IN G S NA	Overall rating of counselor's individual counseling skills.
P IN G S NA	Overall rating of counselor's family counseling skills.
<b>Assessment &amp; Appraisal</b>	<b>Criteria</b>
P IN G S NA	Selects appropriate assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
P IN G S NA	Demonstrates skill in conducting an intake interview, a mental status exam, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
P IN G S NA	Screens for addiction, aggression, and danger to self and/or others, and co-occurring mental disorders.
P IN G S NA	Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
P IN G S NA	Counselor's interviewing and questioning skills relevant to information gathering.
P IN G S NA	Writes clear and complete case histories.
P IN G S NA	Identifies appropriate information gathering devices such as tests, inventories, questionnaires, etc.
P IN G S NA	Able to interpret test results and integrate those results into counseling in a meaningful way.
P IN G S NA	Makes referrals for testing when appropriate.
<b>Foundations</b>	<b>Criteria</b>
P IN G S NA	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
P IN G S NA	Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in counseling.
<b>Counseling, Prevention, &amp; Intervention</b>	<b>Criteria</b>
P IN G S NA	Uses the practices of diagnosis for the treatment, referral, and prevention of mental disorders.
P IN G S NA	Applies multicultural competencies to clinical mental health counseling involving



	case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
P IN G S NA	Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
P IN G S NA	Applies effective strategies to promote client understanding of and access to a variety of community resources.
P IN G S NA	Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
P IN G S NA	Demonstrates the ability to use procedures for assessing and managing suicide risk.
P IN G S NA	Applies current record-keeping standards related to clinical mental health counseling.
P IN G S NA	Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
P IN G S NA	Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor to seek supervision or refer clients when appropriate.
<b>Diversity and Advocacy</b>	<b>Criteria</b>
P IN G S NA	Maintains information regarding community resources to make appropriate referrals.
P IN G S NA	Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
P IN G S NA	Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
<b>Assessment</b>	<b>Criteria</b>
P IN G S NA	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment.
P IN G S NA	Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
P IN G S NA	Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
P IN G S NA	Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
P IN G S NA	Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
P IN G S NA	Demonstrates the ability conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
P IN G S NA	Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

**Supervisor Comments:**

**Counselor's strengths:**

**Counselor's needs for improvement:**

**Student's comments:**

\_\_\_\_\_  
**Site Supervisor's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Instructor's Signature**

\_\_\_\_\_  
**Date**

The student's signature indicates that this evaluation has been discussed with the student. It does not necessarily mean that the student agrees with the evaluation.



**Student Evaluation of Supervision  
Counselor Education Program**

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

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

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

**Level:**  Advanced Practicum

Please check one of the following for each statement.

<b>My supervisor:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat</b>	<b>Agree</b>	<b>Strongly Agree</b>
Provided me with useful feedback regarding my counseling behavior					
Helped me feel at ease with the supervision process.					
Provided me with specific help in areas I need to work on.					
Enabled me to express my doubts about my counseling.					
Occasionally gave me a different, useful perspective on my counseling clients/students.					
Adequately emphasized my strengths and capabilities.					
Enabled me to brainstorm alternative approaches that I might use with my clients/students.					
Helped me see my influence on the clients/students.					
Adequately emphasized my strengths and capabilities.					
Enabled me to brainstorm alternative approaches that I might use with my clients/students.					
Made me feel accepted and respected as a person.					
Was able to distinguish their own issues from mine.					
Dealt appropriately with the affect in my counseling sessions.					

Dealt appropriately with the content in my counseling sessions.					
Conveyed enough competence to engender my trust.					
Appropriately addressed interpersonal dynamics.					
Was open to my input and feedback about what was helpful.					
Helped reduce my defensiveness by their supervisory style.					
Enabled me to express my opinions about my counseling.					
Helped me to prepare for subsequent counseling sessions.					
Challenged me to accurately perceive the thoughts, feelings, and goals of my clients/students and myself during counseling.					
Challenged me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling.					
Encouraged me to be spontaneous and creative.					
Provided me with suggestions for developing my counseling skills.					
Helped me to organize relevant data for identifying goals and planning strategies with my clients/students.					
Helped me develop increased skill in self-supervision using in-supervision counseling tapes and/or live supervision.					
Overall, I found supervision to be helpful to me.					

**Additional comments:**

\_\_\_\_\_  
**Student's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Instructor's Signature**

\_\_\_\_\_  
**Date**



**CMH Weekly Supervision Log Form  
Counselor Education Program**

**Student:** \_\_\_\_\_ **Date Range:** \_\_\_\_\_ to \_\_\_\_\_

**Directions:** The site supervisor and student will complete this form weekly during clinical supervision. Student should retain a form to be turned into their university supervisor. Site supervisors may wish to make a copy for their own records. It is expected that students will develop and gain mastery of skills over the course of the semester.

**A:** Functions well and/or independently

**B:** Functions adequately and/or requires occasional supervision

**C:** Requires close supervision in this area and/or inadequate performance

**N/A:** Skill not assessed or applicable.

**Training Activities**

- |  |  |
|--|--|
| <input type="checkbox"/> Intake/Diagnostic Interviewing      | <input type="checkbox"/> Documentation/Treatment Planning      |
| <input type="checkbox"/> Individual Counseling               | <input type="checkbox"/> Testing Administration/Interpretation |
| <input type="checkbox"/> Group Counseling                    | <input type="checkbox"/> Consultation/Collaboration Activities |
| <input type="checkbox"/> Psychoeducational Activities        | <input type="checkbox"/> Career Counseling                     |
| <input type="checkbox"/> Family/Couple Counseling            | <input type="checkbox"/> Case Conceptualization                |
| <input type="checkbox"/> Diagnosis                           | <input type="checkbox"/> Basic Counseling Skills               |
| <input type="checkbox"/> Crisis Intervention/Safety Planning | <input type="checkbox"/> Other: _____                          |

**Professional Development**

- |   |  |
|---|--|
| <input type="checkbox"/> Awareness of Strengths and Development | <input type="checkbox"/> Engagement in Supervision |
| <input type="checkbox"/> Attendance/Punctuality                 | <input type="checkbox"/> Professional Comportment  |
| <input type="checkbox"/> Collegiality with Colleagues           | <input type="checkbox"/> Other: _____              |

**Supervisor Comments:**

\_\_\_\_\_  
**Supervisor Signature**

\_\_\_\_\_  
**Date**



**SCH Weekly Supervision Log Form  
Counselor Education Program**

**Student:** \_\_\_\_\_ **Date Range:** \_\_\_\_\_ to \_\_\_\_\_

**Directions:** The site supervisor and student will complete this form weekly during supervision. Students should retain a form to be turned into their university supervisor. Site supervisors may wish to make a copy for their own records. It is expected that students will develop and gain mastery of skills over the course of the semester. Use the following ratings to complete the form:

- A:** Functions extremely well and/or independently
- B:** Functions adequately and/or requires occasional supervision
- C:** Requires close supervision in this area and/or inadequate performance; expand on this rating in the comments section below.
- N/A:** Skill not assessed or applicable.

**Training Activities**

- |                                    |   |
|------------------------------------|---|
| _____ Basic Counseling Skills      | _____ Testing Administration/Interpretation           |
| _____ Report Writing/Documentation | _____ Referral Forms/Needs Assessment                 |
| _____ Case Conceptualization       | _____ Student Support Meetings (e.g., IEP, 504)       |
| _____ Individual Counseling        | _____ Academic Appraisal/Advisement                   |
| _____ Group Counseling             | _____ Consultation/Collaboration Activities           |
| _____ Career Counseling            | _____ Responsive Services (e.g., crisis intervention) |
| _____ Classroom Guidance Lessons   | _____ Other: _____                                    |

**Professional Development**

- |  |                                      |
|--|--------------------------------------|
| _____ Awareness of Strengths and Development | _____ Engagement in Supervision      |
| _____ Attendance/Punctuality                 | _____ Professional Comportment       |
| _____ Collegiality with Colleagues           | _____ Building Rapport with Students |
| _____ Other: _____                           |                                      |

**Supervisor Comments:**

\_\_\_\_\_  
**Supervisor Signature**

\_\_\_\_\_  
**Date**