



Trinity

Counseling Intern Practicum/Internship Handbook

**Trinity Washington University
School of Education
Counseling Programs**

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Dear Practicum and Internship Interns:

Congratulations! You are beginning one of the most exciting phases during your professional counselor education--clinical training! Now you will apply knowledge gained in Years 1 and 2 to clinical training in the schools and/or behavioral health settings. You have worked very hard to get to this phase of training.

The reflective-practitioner model is the foundation of counselor education. We invite you to continually reflect throughout Practicum and Internship I/II. You are also developing as you support the clients, families, and communities you serve and advocate for.

You will stretch yourself when you access your site supervisors, University Clinical Faculty, and peer colleagues in your University Practicum and Clinical Seminars. Interns who perform well are trainees who do not attempt to function independently; instead, they understand the value of collaboration.

Please commit to your own self-care throughout this important part of your training. Clinical training is a challenging and busy time. We do our best work when we also practice renewal strategies.

Enjoy the journey,

Dr. Deborah Haskins, Director
Dr. Sara Pula, Clinical Coordinator

Please note: The information in this handbook is intended to help you plan your degree program. Please consult the catalog for official rules and requirements.

SELF CARE

In our counseling profession one of the primary areas of care is self-care. Fifty percent of graduates recently reported that their graduate programs did not promote self-care among students (Carter & Barnett, 2014). Self-care is taking time out to assess our needs and find ways to meet them. Our needs include our emotional, mental, spiritual, and physical states of well-being. When we address these needs, we are also using preventive measures against burnout and compassion fatigue (Figley, 1995). Self care is not only a preventive measure but more importantly self care follows our counseling model of wellness.

Here is a checklist to address and meet our needs for self care

- **I** will stay self-aware of my emotions, thoughts, and behaviors as I experience the world around me.
- **M**y nutrition and hydration is important for the energy I need to meet my goals and to have the relationships I want.
- **A** time for me to meditate, pray, or journal is a way to stay in touch with my unconscious self where some of my needs are. And I will
- **T**ake a moment to breathe and
- **T**ake time to nurture a relationship with myself. I will
- **E**xpress gratitude for the strengths and gifts I have. And I will
- **R**emember I can move forward with purpose and intention since

“I Matter” is a gift I give to myself
and I share with others.

Carter, L. A. & Barnett, J. E. (2014). *Self-care for clinicians in training: A guide to*

Psychological wellness for graduate students in psychology. NY: Oxford Press.

Figley, C. R. (1995). Compassion fatigue as secondary stress disorder: An overview. *Compassion fatigue:*

coping with secondary traumatic stress disorder in those who treat the traumatized (1-20). New

York: Brunner/Mazel.

Dr. Luane Oprea
Assistant Professor in Counseling
Trinity Washington University

Clinical Sequence

Practicum and Internship

Trinity Washington University Counseling Program offers comprehensive field training for advanced graduate candidates in the Masters of Arts in Clinical Mental Health Counseling (60 credits), School Counseling (48 credits), and School Counseling Urban Students track (60 credits) programs. Enrollment in practicum and internship are considered critical experiences for successful counselor education. Primary goals at each phase of field training are to develop counseling skills and to promote the development of the student's professional counselor identity in a school or community setting compatible with the program emphasis. Practicum and Internship activities will take place at approved training sites with appropriately qualified and certified (School Counselors) or licensed Clinical supervisors where the practicum trainee or intern can work with clients or K-12 children and adolescents from an assigned caseload. These guidelines and requirements reflect Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, principles for the professional preparation of counselors, and School of Education and Counseling Program policies.

Practicum (COUN 631)

The Practicum is the first field placement experience that is a required component of the Masters of Arts in Counseling and the Masters of Arts in School Counseling programs. Candidates enrolled in these programs must apply for and successfully complete the Practicum as a part of their Program of Study. The Practicum provides entry-level supervised field training for candidates preparing for careers in counseling and school counseling.

Practicum Requirements

The Practicum requires the successful completion of a minimum of one hundred (100) clock hours of supervised training in key activities at a department-approved site. Practicum placement trainees are to complete the one hundred (100) hours in an approved setting under supervision from faculty and site Clinical supervisors. Practicum trainees typically spend six to ten (6-10) hours per week involved in direct and indirect counseling service activities and individual and group supervision. At least forty (40) of the total one hundred (100) clock hours must be accrued providing *direct service* (face-to-face contact). **Thirty (30) of the forty (40) direct service hours must be obtained through individual counseling services, and three (3) of the direct service hours must include group counseling.** At least **sixty (60) of the one hundred (100) clock hours must be obtained in indirect service activities that are pertinent to the "direct service" functions.** The total hours spent in the weekly on-campus Practicum class are included in the *indirect* services hours. Hours in Practicum must be accrued throughout the 15-week semester (Fall/Spring) or 10-week (Summer) semester. Trainees ordinarily earn Practicum hours at a single site. The Clinical Coordinator must approve requests for completion of any service hours between semesters (referred to as Clinical Training Extension Policy).

Eligibility for the Practicum

A student is eligible to apply for Practicum (pre-internship) upon successful completion of *preliminary Foundation* courses and *prerequisite Counseling Theory & Application* courses that are outlined in the Program of Study. A minimum of a “B” grade must be earned in prerequisite *Counseling Theory & Application* Courses for advancement to the Practicum phase.

- 1) **Preliminary Foundation courses:** EDCC 510, EDCC 600, EDTE 636 (**Prior to Fall 2014**)
COUN 535 instead of EDTE 636 (min. grade of “B”) **Required of all Candidates beginning Fall 2014**
- 2) **Prerequisite Counseling & Application courses:**
 - a. COUN 540, COUN 560, COUN 538, COUN 544, COUN 547, COUN 550, COUN 570, COUN 605
 - b. Minimum “B” grade required in COUN 540, COUN 560, COUN 547, COUN 605

If a candidate has earned a grade lower than “B” in COUN 535, 540, COUN 560, COUN 547, or COUN 605, the student must repeat the course and successfully complete the course by earning a minimum grade of “B” to be eligible for Practicum. Any course that must be repeated is to be re-taken and successfully completed prior to the Practicum semester.

Practicum Application Process

Complete the *Practicum & Internship Application* Form by the deadline and submit the completed form to the Clinical Coordinator. The applicant’s resume, the signed *Candidate Informed Consent*, and the signed *Ethics Policy & Candidate Contract* must be submitted with the application. Ensure that the required supporting documents are attached to the application and that you have responded to all items on the application. *Incomplete applications will be returned.* Applications are due by the designated date during the semester immediately preceding the Practicum semester. Candidates are not eligible to enroll in the Practicum course if the Practicum application **is not received by the designated deadline.** The deadline dates are as follows:

- 1) **Application Deadlines**
 - a. **Fall Practicum** – Application due by March 15th
 - b. **Spring Practicum** – Application due by September 15th
 - c. **Summer Practicum** – Application due by February 15th
- 2) **Supporting Documents** (*that must accompany the Practicum application*)
 - a. Applicant’s current resume
 - b. Candidate Informed Consent
 - c. Ethics Policy & Candidate Contract

Applicants are to confirm their field placement sites with the prospective field supervisor by obtaining an offer letter and/or by completing the *Clinical Assignment Form*. The *Clinical Assignment Form* must be signed by the applicant and the prospective site clinical supervisor, accompanied by the site clinical supervisor’s resume, and submitted to the Clinical Coordinator no later than **2 weeks prior to the end of the semester immediately preceding the Practicum semester**. All of the remaining supporting documents (e.g., verification of professional liability insurance, TB test if needed, security screening if needed) must also be submitted no later than one week prior to the last day of the semester that

immediately precedes the Practicum semester. **If the Practicum is not confirmed and all supporting documents received two weeks prior to the end of the preceding semester, the student cannot take the Practicum course.**

Supporting Documents (that must be received 2 weeks prior to the last day of the semester)

- a. Clinical Assignment Agreement & Verification Form
- b. Verification of professional liability insurance (must be obtained before beginning at the placement site)
- c. Health Screening (Tuberculosis test if required by the site)
- d. Security Screening (finger printing and background check if required by the site)

Enrollment in the Practicum

COUN 631 Practicum in Counseling (Clinical Mental Health Candidates)

COUN 633 Practicum in School Counseling (School Counseling Candidates)

The applicant may enroll in the Practicum course (COUN 631) once the approved site has been confirmed and all supporting documents and necessary attachments have been submitted to and verified by the Clinical Coordinator. Authorization to enroll in the Practicum must be obtained by the applicant from the Clinical Coordinator in consultation with the candidate's faculty advisor.

Once enrolled in the Practicum course, the student must complete and submit to the Practicum Instructor the *Practicum/Internship Weekly Field Training Schedule*. This form must be signed by the candidate and site clinical supervisor and submitted not later than the second week of the term.

The Practicum – Internship Weekly Activity Log must be signed by the student and site supervisor and submitted to the Practicum Instructor weekly. The signatures of the counseling candidate and the site clinical supervisor provide verification of the hours logged, the services provided, and the activity completed. Late submissions are considered a professional disposition (Responsibility) and will impact the candidate's final grade; a pattern of behavior may necessitate a Professional Disposition Review (PDR) for professional behavior improvement.

Practicum/Internship Site Requirements

All Practicum and Internship sites **must be pre-approved** by the Clinical Coordinator. Sites must provide the scope of the Counseling program requirements and meet the Counseling program objectives. At a minimum, approved sites must (1) provide opportunities for on-going individual and group counseling with a designated caseload of clients, (2) provide weekly individual on-site supervision by a qualified and licensed mental health professional, and (3) provide opportunities for video or audio-tape recordings of counseling sessions with the appropriate informed consent. Work at the Practicum and Internship sites begins only after the student enrolls in COUN 631/633, COUN 640/646, or COUN 642/648 and begins attending the university-based seminar training group.

Candidates cannot develop clinical partnerships without the involvement and approval of the Clinical Coordinator. Candidates must stay in **constant** communication with the Clinical Coordinator

throughout the entire process of the Clinical Sequence. A lack of communication with the Clinical Coordinator impacts professionalism and will initiate a PDR process.

Site Supervision

The site clinical supervisor is the individual at the field site who has **primary** responsibility for the supervision of the practicum trainee. The site clinical supervisor must have 1) a minimum of a Master's degree in counseling or a closely related mental health field and appropriate certifications and/or license, 2) a minimum of two years of pertinent professional experience, and 3) knowledge of the program's expectations, requirements, and evaluation procedures.

Candidates will collaborate with the site clinical supervisor to complete the *Practicum/Internship Supervision Contract Form* each semester. This Form is due each semester no later than the second week of classes. If a candidate continues training at the same site, he/she is still required to complete a new supervision contract. It is expected that the candidate will reflect on his/her interests/learning experiences for that semester and discuss expectations and goals for supervision and training.

Field Training at Employment Sites

The following criteria **must be** met if students request the use of their employment site for field training. "Training phases" must be clearly distinct from "employee" responsibilities including the student's designation as "Practicum trainee" and "Intern." The candidate must separate the work hours from the training hours and specify when he or she is in the role of an employee and when he or she is functioning as a "Practicum trainee" or "Intern." There must also be a clear distinction between the client population that is served as an employee and as a "Practicum trainee" or "Intern." This distinction must be in writing and shared with the Clinical Coordinator during the site approval process. In addition, supervision must be provided by a qualified and certified/licensed mental health professional who **is not** the student's employment supervisor. Lastly, interns cannot receive any form of financial compensation for their Practicum or Internship hours accrued at their place of employment.

Tips for Practicum

Congratulations on your continued matriculation through the Masters of Counseling program. Shortly, you will begin the final phase of your program of study – Clinical Sequence. To ensure that you gain the knowledge and experience that the Practicum is designed to provide, the following tips are offered for a successful training experience.

- Develop a weekly training schedule that will allow you to accrue the required number of training hours.
- Establish a collaborative working relationship with your site and university supervisors, and remain open to feedback about your skills and performance. Remember this is a training experience.
- Integrate the staff at your site by assuming the appropriate clinical and administrative duties, and collaborate with the necessary team members.
- Assume duties that are within the scope of the Counseling Department guidelines. If you are unsure if a particular directive or assignment falls within the scope of your duties, consult with your university supervisor and the Clinical Coordinator to gain clarification. The training sites are monitored for quality assurance, and the program seeks immediate feedback about your experience.
- Take initiative to present your ideas for clinical experience that you would like to obtain at your site (e.g., such as a particular group that may not be currently offered).
- As you formulate your professional identity, openly receive feedback from your site and university supervisors. This will enhance your training and development and build upon your knowledge base and skills.
- Maintain professionalism in your language and conduct. Arrive on time. Communicate necessary information. Adhere to deadlines. This could potentially become an employment opportunity.
- Adhere to ethical and legal standards.
- Utilize supervision for self-reflection and self-examination to broaden your perspective, build skills, and to develop your counselor identity.
- Keep the Clinical Coordinator abreast of site-related matters.
Enjoy This Experience!!!

Extension of Clinical Training

For continuity of care or for accrual of necessary hours, candidates may request continuation at the approved training site during University breaks (e.g., winter break/spring break). Candidates cannot continue at the training site unless the Counseling Program is aware and a Counseling Program faculty member is monitoring the experience. Students must apply by submitting a request in writing to the Clinical Coordinator **no later than 2 weeks prior to the last University Clinical Seminar and should include the University Clinical Instructor on the written request. A grade of “In Progress” (NP) will be submitted by the University Clinical Instructor for qualified candidates.**

A trainee **can only** continue at a site if (1) the training schedule is determined with the site clinical supervisor by a designated date; (2) the *Weekly Schedule Extension Form* is completed and submitted to the Clinical Coordinator (or designee) by a designated date; (3) weekly reflections documenting the training experiences are sent to the Clinical Coordinator (or designee); and (4) the trainee commits to completing the *Clinical Weekly Logs*, having them signed by the site supervisor, and submitting the logs to the University Clinical Instructor **during the first day of class for the next training course** (e.g., COUN 640/646 or COUN 642/648). For example, if a candidate is permitted to continue training during the Winter semester break when completing COUN 631/633, the trainee will turn in the clinical logs during the first class in the Spring semester COUN 640/6. Candidates **absolutely cannot** continue at a site during the break unless the foregoing process is followed. This is a quality assurance issue with ethical and legal implications.

Internship

COUN 640 Internship I for Clinical Mental Health Counseling Candidates

COUN 646 Internship I for School Counseling Candidates

COUN 642 Internship II for Clinical Mental Health Counseling Candidates

COUN 648 Internship II for School Counseling Candidates

The Internship provides intensive field training in the role of professional counselor. Candidates complete hours of approved service under supervision by a qualified mental health professional and university faculty. Emphasis is placed on reflective practice of theory-based individual and group counseling and supportive case management. Training stresses mastery of culturally responsive core counseling skills, empathic attunement, integration of theory and practice utilizing a guiding counseling model, case study, clinical decision making, self-discovery in the counselor role, and ethical professional disposition. The Internship is composed of Internship I (COUN 640/646) and Internship II (COUN 642/646). Each phase of the Internship (I and II) is to occur over one semester for fifteen (15) weeks (or 10-week Summer semester) with students working a minimum of twenty (20) hours per week at the training site during each semester of the Internship.

The internship experience requires a total of 600 hours. Internship I and Internship II each require the completion of minimum of 300 hours. During Internship I and Internship II a *minimum of 120 hours* must be obtained performing *direct service*, and a *minimum of 180 hours* must be obtained performing *indirect service* activities. During Internship (as with the Practicum), the department faculty will provide opportunities for discussion of professional and ethical issues related to the practice of counseling

through a weekly seminar group. Attendance at this seminar is required throughout field training and until the total internship hours are accrued. On recommendation by the site clinical supervisor or university clinical faculty, or the Counseling Program Training Committee, interns may be required to complete additional supervised practice in an additional continued directed training experience (COUN 697).

A candidate is eligible to register for Internship I (COUN 640/646) upon successful completion of Practicum. A candidate is eligible to register for Internship II (COUN 642/648) upon successful completion of Internship I.

Tips for Internship I

After successful completion of Practicum, you will advance to Internship I. Refer to the tips below as you navigate this next phase of training.

- Develop a realistic training schedule that will allow you to balance your responsibilities with the requirements of the Internship. Three hundred (300) hours are required for Internship I.
- You have entered the phase of advanced training. Therefore, continue to strengthen your skills by taking on new learning opportunities to further your growth and professional development.
- Maintain open and on-going communication with your site and university-based supervisors, and immediately address situations to avoid escalation of matters to problematic occurrences.
- Ensure that you are adhering to ethical and legal standards as you carry out your duties.
- Maintain professionalism. This is a critical component of your success during training and for your subsequent success in the field of professional counseling.
- Consider early whether you will remain at your site for Internship II.
- Submit all class assignments and field training related paperwork by the deadlines, and ensure that the forms are complete.
- If you change your placement for Internship II, ensure that your new site is confirmed at least one week prior to the last day of the semester and that all necessary paperwork is submitted no later than on one week prior to the end of the semester that proceeds the next training semester.

You are on your way to the final training experience!

Tips for Internship II

Internship II is the final phase of field training. Successful completion of this experience moves you toward graduation. Keep in mind the following guidelines for a successful end to your field education.

- Ensure that you continue to meet your training requirements. Three hundred (300) hours are required for Internship II.
- Track your hours, and submit the necessary and appropriate paperwork on a continual basis by the designated deadlines.
- Continue to maintain open communication with your site and university-based supervisors.
- Professionalism is a must. Continue to represent yourself in this manner.
- Contact Career Services to schedule an appointment to review and/or revise your resume or curriculum vitae. The resume or curriculum vitae should be current and tailored for the job search. Career Services can assist you with this effort.
- Contact the Director of Career Services and Experiential Learning at (202) 884-9363 to obtain information on workshops to assist you with resume-writing, effective interviewing, and employment-seeking strategies.

You are in the final stretch. Keep heading toward graduation!

Clinical Internship Continuation (COUN 697)

Clinical Internship Continuation in counseling provides advanced interns the opportunity to complete internship field training activities under the direction of a qualified clinical faculty member. Candidates continuing their Internship must register for one to three credits based on the required clinical hours and/or field training activities identified for each subsequent semester until all required assignments and service hours are completed. The Clinical Coordinator will be notified timely by the trainee's University Clinical Faculty when the clinical faculty member is aware that the trainee will not meet the requirements of COUN 642/648. Candidates are responsible for monitoring their accumulation of hours and should know before moving into the final weeks of the semester whether they will achieve all course requirements so that they are eligible for graduation. The clinical faculty collaborates with the Clinical Coordinator and the candidate's Faculty Advisor to discuss and finalize the trainee's expectations for completion of COUN 697. The following policy is determined by the Counseling Programs for registration purposes:

- 1 - 100 hours remaining: 1 credit registration in COUN 697
- 101 - 200 hours remaining: 2 credits registration in COUN 697
- 201 - 300 hours remaining: 3 credits registration in COUN 697

Candidates should anticipate that if they may be required to present the ungraded and/or graded counseling portfolio assignments depending on the evaluation of the University Clinical Faculty member. Each candidate's requirements are based on his/her developmental needs.

Candidates will be notified by the Director of the Counseling Programs and/or Clinical Coordinator when one can register for COUN 697.

Dual Enrollment in Internship I (COUN 640/646) and Internship (COUN 642/648)

Dual Enrollment in Internship I and Internship II is not consistent with counselor education development or permitted by the Counseling Programs. It is expected that candidates receive a breadth and depth of field training to promote their development as counselors. When Internship I and Internship II are compressed into one semester, this may restrict the range of experience and training opportunities that are significant for solid counselor development.

Practicum and Internship Evaluation Process

Student trainees will receive a mid-term and final evaluation by the site supervisor. This data is used to assess the student's performance and to determine the student's final Practicum or Internship grade. A grade for the Practicum or Internship course cannot be determined until the *Midterm* and *Final Evaluations Forms* are received by the university clinical supervisor by the designated deadline communicated on the syllabus. The student trainee is required to complete the *Evaluation of Practicum/Internship Site* at the end of each training term, and this form must be turned no later than the last class.

At the end of the Practicum/Internship term, the student must ensure the completion of the final paperwork which includes:

- 1) All weekly logs for the semester, signed, dated, and filled out correctly (including logs from the Extension period)
- 2) *Practicum & Internship Compilation Form*
- 3) *Practicum/Internship Verification of Completion Form*
- 4) *Student Performance and Fitness Evaluation – Practicum/Internship Training Group (University Clinical Faculty completes this form which provides the summative semester ratings and grade)*
- 5) *Evaluation of Practicum/Internship Site*
- 6) *Final Self-Appraisal Reflection (submitted as final journal reflection)*

Forms

The completion of various forms is required throughout the field training experience. These documents are necessary to convey expectations, provide information, track the training experience and accumulation of hours, and to assess performance. A listing of the forms is below.

- 1) ***Practicum & Internship Application*** – completed and submitted by the candidate to the Clinical Coordinator the semester prior to the proposed Practicum semester; determines eligibility to begin Practicum
- 2) ***Candidate Informed Consent Form*** – reviewed and signed by the student trainee and submitted with the Practicum & Internship Application; outlines the rules and policy of Trinity Washington University and the Counseling Program
- 3) ***Ethics Policy & Candidate Contract*** – reviewed and signed by the intern and submitted with Practicum & Internship Application; outlines the contract and refers the intern to the ethics code
- 4) ***Clinical Assignment Form*** – completed by the intern in collaboration with the site supervisor; confirms the site of field training, the duration of the training, number of hours on site, the site supervisor, and must be signed and dated by both the intern and the site supervisor; submitted to the Clinical Coordinator by the designated date
- 5) ***Practicum/Internship Weekly Field Training Schedule*** – completed by the intern in collaboration with the site supervisor; confirms the on-site training schedule; must be signed and dated by both the intern and the site supervisor; submitted to the university-based supervisor/course instructor by the second week of the training semester
- 6) ***Practicum – Internship Weekly Activity Log*** – completed by the intern; signed by both the student trainee and the site supervisor; documents the student trainee’s weekly direct and indirect service hours; submitted to the university-based supervisor/course instructor each week
- 7) ***Consent for Audio and Video Recording*** – completed by the client or client’s guardian to authorize audio and video recording of the counseling session; this written consent must be obtained prior to any form of recording of counseling sessions
- 8) ***Student Performance and Fitness Evaluation : Practicum/Internship Training Group*** – completed by the university-based supervisor at the end of the training semester to evaluate the intern’s performance
- 9) ***Supervisor’s Counselor Trainee Evaluation Form: Midterm*** – completed by the site supervisor to assess the intern’s performance at the site; must be completed and returned to the university-based supervisor/course instructor by the date designated on the course syllabus; this feedback is incorporated into the intern’s midterm grade

- 10) ***Supervisor's Counselor Trainee Evaluation Form: Final*** – completed by the site supervisor to as a final assessment of the intern's performance at the site; must be completed and returned to the university-based supervisor/course instructor by the date designated on the course syllabus; this feedback is included in the computation of the intern's final grade; a grade for the course cannot be determined without this final assessment
- 11) ***Practicum/Internship Verification of Completion Form*** – documents the completion of the specific training phase; provided by the intern to the site supervisor and due to the university instructor (for signature) by the date specified in the course syllabus
- 12) ***Practicum & Internship Compilation Form*** – allows student trainee to track the accrued training hours; intern provides a copy of the form to the university supervisor by the end of each training semester
- 13) ***Evaluation of Practicum/Internship Site*** – completed by the intern and submitted to the university supervisor at the end of each training semester; this feedback assists in monitoring the quality of the site

Counselor Preparation Comprehensive Exam (CPCE)

The comprehensive examination (“comps”) is an exit exam required of all counseling candidates. The exam is ordinarily taken in the semester in which candidates are enrolled in Practicum in School Counseling (COUN 633). In order to be eligible for the comprehensive exam, candidates must have completed all required foundational courses; most counseling theory and application courses, except internship (COUN 646 & COUN 648); including a minimum grade of B in COUN 535, COUN 540, COUN 560, COUN 547, and COUN 605; and receive approval to sit for the exam by their advisor (see Eligibility Form). Candidates must have an overall average of B or better and be in good standing in the program.

The comprehensive examination the program has adopted is the **Counselor Preparation Comprehensive Examination (CPCE)**. It is an objective and standardized national exam developed by the Research and Assessment Corporation for Counseling (RACC), in conjunction with the Center for Credentialing and Education, affiliates of the National Board of Certified Counselors, Inc. (NBCC). The purpose of the exam is to assess candidate progress toward mastery of essential counseling subject matter, and to provide a summative evaluation of professionally relevant knowledge competency obtained through program coursework deemed important by the training committee and counselor licensing and accreditation boards. It is a highly valid and reliable way to measure and determine whether candidates have attained the level of knowledge in the field of counseling which can ensure competence in the field. The Counseling Programs also use the CPCE data to evaluate student knowledge attainment and will use this outcome data for program enhancement and student achievement. Other benefits of the CPCE include:

- 1) Gives candidates comparative strength/weakness feedback.
- 2) Serves as a practice exam for the NCE exam taken for licensure in many states.
- 3) Provides the program with a comprehensive exam that meets psychometric standards.
- 4) Provides the program with an objective view of the knowledge level of candidates.
- 5) Allows the program to examine candidate functioning in various curricular areas.
- 6) Compares a program’s results to national data.
- 7) Promotes longitudinal self-study.

CPCE & NCE: Similarities and Differences

The CPCE is based on the same eight content areas as the NCE. The CPCE is taken prior to receiving your degree; results of the NCE are often used for licensure in many states after you’ve graduated, and for NBCC national certification.

Although both examine the same eight content areas, questions on the CPCE are based on the content that most Council for Accreditation of Counseling and Related Educational Programs (CACREP)

graduate programs include in their curricula. CPCE questions, developed by consultants to NBCC, cover a variety of topics and concepts and tend to be more detail oriented.

On the other hand, the NCE exam questions are developed by panels of national experts with less focus on CACREP content, material, and textbooks. NCE questions are more likely to be application oriented and based on practical experience.

Another difference between the CPCE and NCE involves the number of items on the exams and items per content area. The CPCE has 160 questions with 20 questions in each of the eight content areas. Three of the 20 questions for each area are developmental or experimental, so the highest possible score on the exam (number correct) is 136.

The NCE, in contrast, has 200 questions and each of the eight areas has a different number of questions ranging from 36 on Helping Relationships to 11 on Social and Cultural Foundations. There are a total of 40 developmental/experimental questions on the exam, so the highest possible score is 160. NBCC sets the cutoff (passing) score for each form of the NCE which is developed, more than once each year. Examinees are given four hours to complete either exam.

CPCE Pass/Fail Criteria & Retake Policy:

Each graduate program that uses the CPCE sets its own cutoff score for passing. Trinity's Counseling Program adopted a widely used *criterion-referenced method* that objectively sets a pass/fail performance standard for the exam. **A pass score is determined by the total score received on the CPCE and a cutoff equivalent to or above one standard deviation below the national mean** on a particular test administration. The program also adopted an "Opportunity Three" procedure that allows candidates who are unsuccessful on their first attempt to pass the CPCE, up to two more opportunities to demonstrate knowledge competency.

Candidates who fail the exam on the first attempt must meet with their advisor or a faculty member of their choice and develop a plan of study that will help them to be successful in their next attempt. That plan is then filed in the candidate's Program file. When a candidate is unsuccessful at all opportunities, the faculty reserves the right, on approval by the Dean, to not recommend the candidate for certification/ licensure, not approve the candidate for the degree, or both. Candidate appeals must be filed with the Dean within four weeks of being notified of the third failure.

Administration of the Exam, Application Fee and Results:

The CPCE will be administered on the Trinity University campus during the Summer, Fall, and Spring semesters. These dates will be announced by the Department. An application and eligibility form should be completed and submitted to your advisor (by the 5th week of the semester or by instructions

given from the Clinical course Instructor / Program Director) during which you plan to take the exam. Advisor pre-approval is required. Candidates will be notified about the location of the examination several weeks in advance of the exam date.

Candidates are allotted up to 4 hours for the exam. Candidates should bring two No. 2 pencils to the exam. No other material will be permitted in the examination room. Results of the exam are forwarded to the program chair and advisor approximately one week after the test administration. Candidates are notified about your results shortly thereafter.

A registration fee of **\$50.00 (Money Order/Certified Checks only--made out to CCE)** should be bought to the examination. The CPCE registration fee is the responsibility of the candidates; candidates will not be permitted to take the exam without paying the registration fee before the exam begins. This fee is mailed to NBCC to cover administrative costs (including scoring) of the exam.

Preparing for the CPCE

The CPCE consists of 160 multiple-choice items, with 20 items representing each of the eight core training areas designated by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and developed from information found in the most commonly used counseling textbooks. The eight content areas include:

1. *Human growth and development* – studies that provide an understanding of the nature and needs of individuals at all developmental levels.
2. *Social and cultural foundations* – studies that provide an understanding of issues and trends in a multicultural and diverse society.
3. *Helping relationships* – studies that provide an understanding of counseling and consultation processes.
4. *Group work* – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
5. *Career and lifestyle development* – studies that provide an understanding of career development and related life factors.
6. *Appraisal* – studies that provide an understanding of individual and group approaches to assessment and evaluation.
7. *Research and program evaluation* – studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
8. *Professional orientation and ethics* – studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

Each content area measured by the CPCE exam corresponds generally, but not exclusively, to program coursework completed prior to taking the exam.

An illustration of corresponding courses and CACREP core content area:

Eight CACREP Core	Related Program Courses
1) Human Growth & Development	EDCC 510
2) Social & Cultural Foundations	COUN 550
3) Helping Relationships	COUN 540, 560, 553, 555, 557, 561, 570, 604, 606, 633, 646, 648
4) Group Work	COUN 547
5) Career & Lifestyle Development	COUN 538
6) Appraisal	COUN 544
7) Research & Program Evaluation	EDCC 600
8) Professional Orientation & Ethics	COUN 535, 605, 633, 646, 648

There are various published study materials available for the CPCE that are commercially available; however, Trinity (and NBCC) does **not endorse** any product or publication. The exam content of the CPCE is similar to the NBCC National Counselor Examination (NCE). For more information about the CPCE and NCE, go to the following CCE www.cce-global.org and the NBCC websites <http://www.nbcc.org/> and <http://www.nbcc.org/study> for lists of study guides.

COMPREHENSIVE EXAM STUDY GUIDE

A sample item from each CACREP content area follows:

Human Growth and Development

1. Erikson described independence as an important issue in the second year of life and identified this stage of development as
 - A. autonomy versus shame and doubt
 - B. concrete operations versus object permanence
 - C. motor versus mind development
 - D. self versus other differentiation

Social and Cultural Foundations

2. Cultural identity development models typically start with the _____ stage.
 - A. dissonance
 - B. immersion
 - C. conformity
 - D. introspective

Helping Relationships

3. According to Rogers, accurate empathy is most appropriately defined as
 - A. objective reflection to help identify the client's feelings
 - B. non-judgmental acceptance of the client's reality
 - C. recognition of the client's most prominent emotions.
 - D. subjective understanding of the client in the here-and-now

Group Work

4. A group leader can best enhance a group member's participation by
 - A. encouraging social interactions between members outside of group time
 - B. requiring a commitment that group members not drop out
 - C. stressing that substantial self-disclosure is expected
 - D. modeling appropriate behaviors for the group

Career and Lifestyle Development

5. A basic assumption of the trait-and factor approach to vocational counseling is that
 - A. career decisions should be based on evident needs
 - B. personality and work environment are synonymous
 - C. developmental constructs are of paramount importance.
 - D. there is one best career goal for everyone

Appraisal

6. A primary benefit of converting raw scores to standard scores is that it facilitates
- A. simplicity in interpretation of test results
 - B. interpretation of the results relative to a normal distribution
 - C. summarizing and organizing other qualitative data
 - D. statistical analyses having greater quantitative accuracy

Research and Program Evaluation

7. The research design, which manipulates the independent variable and a between-conditions comparison with no random assignment of subjects to conditions is known as
- A. quasi-experimental
 - B. single-subject
 - C. time-series
 - D. true experimental

Professional Orientation and Ethics

8. During the late 1970s and early 1980s, members of the American Personnel and Guidance Association (APGA) became aware that the words personnel and guidance did not accurately define or reflect their work. Therefore, in 1983 APGA changed its name to the:
- A. Association for Counselor Education and Supervision
 - B. American Association for Counseling and Development
 - C. American Mental Health Counselors Association
 - D. Association of Counseling and Related Educational Professions

ANSWERS TO THE ABOVE QUESTIONS:

1. A 2. C 3. D 4. D 5. D 6. B 7. A 8. B

Other sample questions are found at: <http://www.nbcc.org/NCE/Sample> (check them out).

Other sites on the web include exam review texts by Howard Rosenthal and others. A recent publication by Erford, B., Hays, D., Crockett, S. & Miller, E. entitled *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Exam* (Pearson, 2011) contains practice tests. Once again, note that Trinity University cannot and does not endorse any such products. NBCC, CCE and other links are intended solely to inform you about test information available in bookstores and elsewhere. It is impossible to determine their benefit or usefulness for you, and there is no attempt to suggest otherwise.

I want to take this exam seriously – What can I do to Prepare? A Few Tips for Success from the Counseling faculty

1. Don't take the test lightly.
2. Ask other candidates and professors about study guides they may be familiar with or have used in the past, and set aside study time at least 2 months before the exam.
3. Raid the half-priced bookstores or you can find study guides at very low prices by searching online for used study material such as sites like <http://www.half.ebay.com/> or www.amazon.com/books just to name two to get you thinking.
4. Create a small study group and meet once a week. Focused and systematic peer groups work.
5. Candidates suggest not cramming too much material during any one sitting, rather approach each section (break it down) one at a time and try to devote an hour or so to each subject area up to three or four times a week.
6. Take practice exams others have tried or know about. And, whatever you do, DON'T get discouraged by early results on practice tests (hello!?), they're intended to take you from anxious to confident-and-practiced!
7. Explore the following websites: CCE www.cce-global.org and NBCC <http://www.nbcc.org/>
8. If you know you suffer from test anxiety or need help harnessing your intellectual powers, you might want to seek out services at the Health and Wellness center on campus, <http://www.trinitydc.edu/health/> and learn some relaxation exercises.
9. Review texts from key courses such as theories, group counseling, career, human growth & development, assessment, and research. Use these and class notes as supplementary material.
10. When it comes to reviewing theories and key principles, pay attention to the language that is associated with the theorist or theory. Sometimes, if you can recognize the theorist/theory and pair him/her or the theory with the right terminology, it will help you answer the question correctly. For example, despair, anxiety, responsibility, loneliness, and freedom are words associated with Existentialism. Existentialism is associated with Rollo May, Viktor Frankl and Irvin Yalom, to name a few.
11. Memorize the distribution for a normal curve, and review basic research principles (e.g., validity, reliability, etc.).
12. Statistically speaking, the career and research sections give test takers the most trouble. You might want to spend extra time on these subjects.
13. Breathe – you've made it this far! Get some rest the day before the exam and arrive early for the exam to desensitize yourself to the environment and settle in emotionally.

**CPCE APPLICATION AND ELIGIBILITY FORM
MASTER'S COMPREHENSIVE EXAMINATION**

*SCHOOL OF EDUCATION
COUNSELING PROGRAM*

Section A: Identifying Information

Name: _____ Student ID #: _____

Advisor: _____ Semester of Examination: _____

Program Concentration: _____

Requesting to take the exam for the first/second/third time (circle correct one). 1 2 3

Section B: Basic Eligibility Criteria

_____ 3.0 Cumulative GPA (Enter current GPA)

_____ In good standing (check if no disposition intervention pending)

Section C: Course Requirements to Take Comprehensive Examination

The following courses (33 hrs.) must be completed before taking the comprehensive exam.
(To be completed by candidate and approved by advisor. Advisor may grant eligibility to take the exam in cases where one of the required courses is being taken concurrently with Practicum).

Required Courses	Semester Completed (sem / year)	Grade (*B min.)
EDCC 510		
COUN 535		*
EDCC 600		
COUN 540		*
COUN 560		*
COUN 538		
COUN 544		
COUN 547		*
COUN 550		
COUN 570		
COUN 605		*

*minimum of B grade or better

TOTAL HRS: 33 HRS.

Signed: _____ (student) Date: _____

_____ (advisor) Date: _____

Advisor signature verifies candidate has successfully completed all course work and eligibility requirements for taking the comprehensive examination.

Recommended Literature

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders. (5th Ed.)*. Washington, DC: American Psychiatric Association.
- Erford, B. T. , Hays, D. G., & Crockett, S. (2014) *Mastering the national counselor exam and the counselor preparation comprehensive exam*. Upper Saddle River, NJ: Pearson.
- Efird, D. M. (2012). *Groups in practice: A school counselor's collection*. NY: Routledge.
- Gil, E. & Drewes, A. A. (Eds.). (2005). *Cultural issues in play therapy*. NY: The Guilford Press.
- Golden, L. B., & Henderson, P. (2007). *Case studies in school counseling*. Upper Saddle River, NJ: Pearson.
- Gladding, S. T. (2011). *The creative arts in counseling. (4th Ed.)*. VA: American Counseling Association.
- Herlihy, B. & Corey, G. (2006). *ACA Ethical standards casebook. (6th Ed.)*. VA: American Counseling Association.
- Landreth, G. L. (2012). *Play therapy: The art of the relationship*. NY: Taylor & Francis Group.
- McGoldrick, M., Gerson, R., & Petry, S. (2008). (3rd Ed.). *Genograms: Assessment and intervention*. NY: Norton.
- McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy. (3rd Ed.)*. NY: Guilford Press.
- Sink, C. (2011). *Mental health interventions for school counselors*. Belmont, CA: Cengage.
- Sink, C. A., Edwards, C. N., & Eppler, C. (2012). *School based group counseling*. Belmont, CA: Cengage.

TIPS FOR SCHOOL COUNSELORS



1. Place self care as your primary responsibility
 2. Arrange an internship in the county where you wish to work
 3. Make connections with an administrator or resource counselor in the school district where you wish to work
 4. Obtain a membership in several professional organizations including ACA and ASCA
 5. Attend a workshop on creating your resume and build a flawless one for your job applications without grammatical errors
 6. Purchase 3 or 4 essential tools for the job including books on useful interventions
 7. Do self reflections often and have pep talks with your peers
 8. Familiarize yourself with community resources such as the YMCA Family Services and Child & Adolescent Mental Health Programs
 9. Conduct research on current interventions that are used for counseling students at risk such as cyberbullying, suicide prevention, academic failure, and school drop-out
 10. Develop plans for group work with children and adolescents surrounding the areas of grief, self-esteem, and academic support like combating test anxiety
 11. Be open to learn new ways of working with students even if you think that your way is the best way
 12. Get ready to spend several months creating students' schedules and doing tedious work that is geared to meet their academic needs
 13. Take every course in the Counseling Program seriously
- ✓ Work with your supervisor to master the skills of writing functional behavioral assessments and comprehensive behavioral intervention plans
 - ✓ Expose yourself to the development of IEP and 504 Plans during your internship

Nuggets

- Volunteer to work with children
- Publish a letter to an editor of a mental health journal
- Be confident
- Get to know your professors

Author:

Wilma Drakes, M.A. 2012

Trinity Washington University

School Counseling Program Graduate

Masters Professional Counselor Licensure “Tool-Kit”

Deborah G. Haskins, Ph.D., LCPC, NCGC-II and Approved Licensed Clinical Professional Counselor
(Maryland)

Licensure is an arduous process that requires attention to detail, fortitude, and persistence to endure the process. The following are recommendations to help you during the process.

Boards of Professional Counselors and Therapists

These Boards conduct the credentialing of applicants for the masters-level licensure (or doctoral applicants who graduated from counseling or related human services programs). The credentialing process varies: it may be completed by a Board staff members/s, Board members, or the jurisdiction may use the National Board of Certified Counselors (or a professional counselor credentialing entity). Students should contact the state licensure board to **understand what the credentialing process is, when the Board meets, and the timetable for licensure credentialing. For example, what is the expected time from the point of turning in the application to when the final credentialing is approved for licensure. If you plan to apply for more than 1 jurisdiction, you must contact each Board because jurisdictions do not always have the same process and each Board has its own credentialing process to meet their state regulations.**

Students should also know that if your application **is not complete** and if there is missing information that this will **slow down the process**. For example, if there is a question about the content of a course and you did not provide the course description, the Board will typically ask for this additional information before they can license you; any additional information requested may slow down the credentialing process. In some cases where the Board members, who typically are volunteer, there may be delays since the Board members do not work at the Board daily. Again, State processes vary.

Suggestions to smooth the way:

- **Complete the application and do not leave any information out on the application (e.g., course information, course titles, and a photo if asked).** If the application asks for specific information, **you must provide it.** Leaving out essential information could delay your application because you may be requested to supply it before the review can be completed.
- **Attach course descriptions for every course being reviewed as part of your degree or post-degree (if you took additional licensure courses after the degree).** The key is that you should **attach a copy of evidence of the content of the course.** Licensure Boards can then verify what the course is since the professional counselor law requires **specific educational requirements** and the credentialing process **must verify** that the applicant took the state mandated course.

- **Attach official transcripts.** Typically official transcripts are required. Additionally, the transcript must show that you **actually completed the Master’s degree.** This information will be verified.
- **Licensed Supervisors:** Part of the process requires a particular type of supervisors. States specify what type of supervisor they want. For example, in Maryland, a LCPC, LCSW-C (must be a licensed clinical social worker), a licensed psychologist, a licensed psychiatrist, and in some cases a psychiatric nurse will be accepted). Some states require that a portion of the professional experience hours be provided by a Licensed Professional Counselor (i.e., Maryland passed this new legislation in 2012—refer to each Board’s website). Applicants must be sure that they are being supervised by *the right kind of supervisor.* You will want to get this information **early** in the process so that as you job seek you are getting supervision by the supervisor approved in that state licensure law. If you are supervised incorrectly, you will not be able to count those hours. **Therefore, you will want to ask during the job seeking process, whether you will be supervised by the appropriate supervisor.** Check out the requirements in the state you plan to apply to

Also, the state licensure law may specify a certain # of the professional hours must be **face-to-face hour (versus telephone, Skype, email etc.).** States may not accept non-face-to-face supervision and you must be certain you are meeting your intended State’s requirements. You will need to **keep your own records or counseling logs** to monitor the amount of face to face vs. non-face-to-face. Applicants typically don’t turn in these logs with your application; however, if one is audited by a licensure board you will need to produce this information.

- **Supervision Verification:** At some point when you turn in your application for licensure, you will need to get your **licensed supervisor to sign off on your hours.** There is a lot of movement in our field. Supervisors leave agencies, move out of the area, and in some cases are deceased. It is recommended that applicants get their professional hours verified when it is known that a supervisor is leaving the company. It is in your best interest to get your hours signed off at this time. Because in the future, when you are ready to submit your professional hours and attempt to “track down the supervisor,” you may have trouble finding this person. **The Clinical Coordinator (Dr. Sara Pula) will verify our Counseling Program students’ clinical training hours completed during COUN 631-697 on the appropriate State licensure forms.**
- **Be sure you check out the state requirements regarding the supervision.** In some states, like Virginia, “a plan for supervision” must be submitted to the Board and approved before an applicant begins working in the mental health job. In those states, the applicant must submit the credentials of the supervisor and the Licensure Board approves this person as being eligible to supervise the LCPC (or LPC) applicant. This is not true of every state; however, you should do early homework to discover the process in that state.
- **Be honest.** Applicants should not be dishonest about any information because you are attesting that the information on the application is true and typically the forms must be notarized.

- **The applications will often ask if you have any criminal convictions.** In these cases, applicants should follow the requirements. For example, if one was sentenced, you may need to submit legal documentation and an explanation of what happened. Applicants should inquire at the licensure board regarding what is needed. An important aspect of licensure is verifying that counselors have moral character. Even if you had former criminal justice concerns, you need to be honest and inquire at the State Board what they need from you as an applicant to communicate that you have completed any legal requirements and have grown since the conviction.

Finally, there is an effort by the Profession to standardize the licensure processes to ease portability (transfer) of professional counselor licensure so that if a licensed counselor in the future desires to move to another state h/she has ease of transferring the license. The American Association of State Counseling Boards (AASCB), the organization of state boards that regulate the practice of counseling, created a registry where licensed professional counselors would deposit their materials (e.g., official transcripts, professional experience documentation, syllabi, state license, etc.) so that if a professional counselor moves to another state the AASCB Registry would forward the credentials packet directly to the State Board, which eases the portability process. There is an initial application fee and annual registry maintenance fee. AASCB is encouraging new professional counseling graduates to begin depositing their materials when they graduate. I encourage you to check the website and familiarize yourself with the process (www.aascb.org). I can tell you as a former Board member when we reviewed a registry application portfolio, the process was very smooth since the AASCB has verified the credentials.

DHaskins/Fall 2014

PROFESSIONAL ORGANIZATIONS IN COUNSELING

- **American Counseling Association** (www.counseling.org)
5999 Stevenson Avenue
Alexandria, Virginia 22304-3300
Phone: 800-347-6647
- **American School Counselor Association (ASCA)** (www.schoolcounselor.org)
801 North Fairfax Street, Suite 310
Alexandria, VA 22314
- **National Career Development Association (NCDA)** (www.ndca.org)
5999 Stevenson Avenue
Alexandria, Virginia 22304-3300
- **International Association of Marriage & Family Counselors (IAMFC)** (www.iamfc.org)
5999 Stevenson Avenue
Alexandria, Virginia 22304-3300
- **American Association for Marriage and Family Therapists (AAMFT)** (www.aamft.org)
AAMFT - Central Office
112 South Alfred Street
Alexandria, VA 22314
Phone: (703) 838-9808

Counseling Associations in Specific Practice Areas

- [Association for Assessment in Counseling and Education](#) (AAC)
- [Association for Creativity in Counseling](#) (ACC)
- [Association for Adult Development and Aging](#) (AADA)
- [American College Counseling Association](#) (ACCA)
- [Association for Counselors and Educators in Government](#) (ACEG)
- [Association for Counselor Education and Supervision](#) (ACES)
- [Association for Lesbian, Gay, Bisexual, & Transgender Issues in Counseling](#) (ALGBTIC)
- [Counseling Association for Humanistic Education and Development](#) (C-AHEAD)
- [Counselors for Social Justice](#)
- [Association for Multicultural Counseling and Development](#) (AMCD)
- [American Mental Health Counselors Association](#) (AMHCA)
- [American Rehabilitation Counseling Association](#) (ARCA)
- [American School Counselor Association](#) (ASCA)
- [The Association for Humanistic Counseling](#) (AHC)
- [Association for Spiritual, Ethical, and Religious Values in Counseling](#) (ASERVIC)
- [Association for Specialists in Group Work](#) (ASGW)
- [International Association of Addiction and Offender Counselors](#) (IAAOC)
- [International Association of Marriage and Family Counselors](#) (IAMFC)
- [National Career Development Association](#) (NCDA)
- [National Employment Counseling Association](#) (NECA)

From the website: <http://www.counselor-license.com/resources/counseling-organizations.html>

APPENDICES

**TRINITY WASHINGTON UNIVERSITY
COUNSELING PROGRAM**

PRACTICUM & INTERNSHIP APPLICATION FORM

Date: _____

NAME: _____ ID#: _____ PROGRAM: _____

ADDRESS: _____

TELEPHONE (H) _____ (W) _____ (C) _____

E-mail: _____

Current occupation (full title): _____

Employer name & address: _____

➤ Have you successfully completed the preliminary Foundation courses? Yes _____ No _____
Foundation courses: EDCC 510, EDCC 600, & EDTE 636 (pre Fall 2011 – EDCC 530)

➤ Have you successfully completed the prerequisite Counseling Theory and Application courses?
Yes _____ No _____
Counseling Theory & Application courses: COUN 540, 560, 538, 544, 547, 550, 570, 605

➤ Have you earned a minimum "B" grade in COUN 540, 560, 547, & 605? Yes _____ No _____

➤ Teaching Experience (years *full time* if any) PreK - K ___ Elementary ___ Middle ___ High ___

➤ Semester you plan to enroll for Practicum/Internship:
COUN 631/644: Practicum Fall Spring Summer 20 ____
COUN 640/646: Internship I Fall Spring Summer 20 ____
COUN 642/648: Internship II Fall Spring Summer 20 ____

Application deadlines: Fall / Summer (February 15) Spring (September 28)

➤ Preferred Setting: Community School

- Proposed Site (Is there a specific site in which you would like to be placed? If so, indicate name, address and contact information for director/principal/supervisor below)

- School District(s) (Please rank order; being your first choice):

District of Columbia _____ Prince George's _____ Montgomery _____

Arlington (VA) _____ Fairfax (VA) _____ Other _____

At which grade level? Elementary _____ Middle _____ High School _____

(Note: Some school districts may require placement in more than one grade level.)

- Schedule: Specify combination of days & exact times (AM through PM hours) you will agree to be available at your placement site? (Placement cannot proceed without these)

M _____ T _____ W _____ TH _____ F _____ Sat _____

(Note: While schedules each semester may change clinical training will continue at a *single placement site* through practicum/internship unless otherwise pre-approved.)

- Are you requesting clinical training at your employment site? No ____ If 'Yes', please provide names of immediate supervisor and proposed supervisor and department.

- Do you have a relative who works or is a student at or is affiliated with any of the schools or agencies in which you are interested in being placed? No ____ If 'Yes', please list their name(s) and relationship to you.

- Do you have a current or previous relationship or affiliation with the site or individuals at the site in which you are interested in being placed? No ____ If 'Yes', please explain the relationship(s) or affiliation.

- Liability Insurance: Each intern is *REQUIRED* to have student liability insurance when practicum commences (August/January/May). Insurance is available from ACA or ASCA at reasonable rates for student members (ACA: 1 800 347 6647 www.counseling.org; ASCA: 1 800 306 4722 www.schoolcounselor.org).

_____ I have attached verification of liability insurance

_____ I do not yet have liability insurance but will provide verification prior to the beginning of the semester.

- Health & Security Screening: School Counseling trainees are required to complete local health and security screenings. Do you have results of a TB Tine test or Chest X-Ray within the last year?

_____ I have attached verification of my TB Test _____ or Chest X-Ray _____

_____ I will make arrangements as directed by the human resources office at the site to obtain a security clearance.

- Current Resume: _____ I have updated and attached my resume with this application.

- Preparations & Paid Internship: If you are employed, have you discussed your upcoming clinical training with your employer? Please remember to make necessary arrangements for leave, comp/flex time as needed. Have you made child care/family arrangements as necessary for the training period? Paid internships in the form of stipends are rare. Clinical training at employment sites must be negotiated and **PRE-APPROVED** in writing by **both site and Counseling Programs administration** to insure full compliance with ethical (ACA, ASCA) and Counseling Program requirements as well as CACREP certification standards.

As a clinical trainee, I understand that I am required to disclose any dual relationship that I may have with potential placement or individual(s) at a potential placement site prior to beginning at the site. I also understand that if a dual relationship exists between me and the potential site or individuals at the identified site, I may not be approved for field training at the identified site depending on the nature of the dual relationship.

(Please Note: All application materials must be submitted prior to beginning clinical training. Delays can preclude the start of the placement in the semester chosen.)

Candidate Signature: _____

TRINITY UNIVERSITY

Master of Arts in Counseling Program

Candidate Informed Consent

I understand the items below and agree to abide by the rules and policies of Trinity University and the Counseling Program.

1. In order to successfully complete the Counseling Program, I will be expected to demonstrate academic competence, counseling skills, and personal characteristics appropriate for an advanced counselor trainee, including conducting client interviews and sessions, completing supervisory requirements, practicing in a professional and ethical manner, and establishing constructive client-counselor relationships. Failure to attain and demonstrate such competencies, skills, and personal qualities may result in need to repeat course work; obtain personal counseling (available through the university counseling center at no cost, or at individual expense), or my dismissal from the program.
2. I understand that my performance in the Counseling Program will be reviewed and evaluated on a continual basis by faculty members. Evaluations will be based on academic knowledge, practitioner competencies, and personal characteristics or dispositions. I am expected to successfully complete all academic courses, clinical practicum and internship stages as approved by the program director, and conform to the ethical standards of the American Counseling Association (ACA). In addition, my learning and professional activities will be characterized by the following:
 - a. Display effective active listening and core facilitative counseling relationship skills.
 - b. Express myself and relevant knowledge essential to counseling effectively and constructively.
 - c. Display a developed sense of self-awareness and my abilities, and realistic expectations of self.
 - d. Demonstrate a capacity to establish and sustain positive rapport with diverse individuals and groups.
 - e. Understand and use personal power and authority appropriately, and work collaboratively with others.
 - f. Demonstrate ability to articulate one's feelings, and sensitivity to one's effects on others.
 - g. Display sensitivity to persons of diverse cultural/religious/spiritual backgrounds, and respect for divergent points of view.
 - h. Demonstrate ability to take responsibility for one's actions.
 - i. Interact appropriately with authority figures; demonstrate the ability to receive, give, and integrate feedback.
 - j. Demonstrate appropriate boundaries: sexual, ethical, and professional.
 - k. Demonstrate constructive training group participation, and contribute to a positive group environment.
 - l. Exhibit dependable behaviors with regards to assignments, group activities, and attendance.
3. I understand that the Counseling Program encourages insight and self-growth and requires participation in experientially based courses. Courses which require personal learning components include, but are not be limited to the following: COUN 540 (Principles & Theories of Counseling), COUN 547 (Counseling and the Group Process, COUN 550 (Multicultural Counseling), COUN 557 (Family Counseling), COUN 560 (Techniques of Counseling), COUN 632 (Practicum), and COUN 640/642 (Internship). Self-disclosures will not be used as a basis for grading in these courses; however, should I disclose information indicating impairment or the potential for harm to clients, I may be required to repeat course work; obtain personal counseling, or to terminate my enrollment in the program.
4. Minimal professional competency and fitness as outlined herein and delineated in course syllabi and attendant documents is required prior to completion of counselor training in the program.

Candidate Signature

Print Name

Date

MASTER OF ARTS IN COUNSELING
ETHICS POLICY & CANDIDATE CONTRACT

Please complete this form in duplicate and submit a copy to the Clinical Coordinator.

1. I hereby attest that I have read and understand the American Counseling Association Code of Ethics and Standards of Behavior (ACA, 2014). I will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part could result in my dismissal from the Program.
2. I have read the Masters in Arts Student Handbook (Practicum/Internship documents provided by the Clinical Coordinator), and I agree to adhere to administrative policies, rules, standards, and practices detailed in these documents, the university catalog, and those of my practicum and internship site.
3. I understand that my responsibilities include keeping my university and on-site practicum/internship supervisor(s) fully informed regarding my practicum/internship experiences particularly as they apply to the welfare and wellbeing of persons with whom I practice and train.
4. I understand that I will not be issued a passing grade in practicum/internship unless I demonstrate minimal level academic and counseling competencies (“meets expectations”), and personal attributes befitting advanced graduate counselor trainees. I understand that I will be required to conduct counseling sessions with students/clients, demonstrate ability to establish effective rapport, and constructive helping relationships and counseling process on their behalf. Failure to attain and demonstrate such competencies, skills, and personal attributes may result in my being required to repeat course work; to obtain personal counseling, available at the university counseling center or at my own expense, or my dismissal from the program. Students must maintain a grade of “B” (3.0) in Counseling Practicum/Internship (COUN 631, 640 & 642) in order to gain candidacy for the degree.
5. I understand that practicum and internship hours must be accrued while enrolled in COUN 631, 640, and 642, although direct service hours may be carried over from one semester to another with prior approval from program faculty. If I am not able to complete my internship hours (700 hours), and/or demonstrate competency in counseling skills in two (minimal) or three semesters, I understand that I must enroll in COUN 697: Clinical Internship Continuation, at my own expense, until my required internship hours are successfully completed and approved.
6. I understand that the process of becoming a counselor places heavy personal and emotional demands on students, and may cause duress, or challenge my personal adjustment. I understand that if this occurs, I may be encouraged or required to seek support or personal counseling to ensure I am able to successfully complete my training. I also understand that counseling faculty strongly encourages students to seek out opportunities for personal growth and enhanced self-awareness through a variety of means, including personal counseling as a complement to my clinical training.
7. I understand that the Counseling Programs will be in ongoing communication with the Clinical Coordinator and the Site to monitor student performance and progress.
8. Finally, I understand that the completion of a Master’s Degree in Counseling does not guarantee any certification or licensure. I understand that these credentials are conferred by different agencies and may have requirements different from those of the Counseling Program at Trinity Washington University.

Candidate Name (Please Print)

Candidate Signature

Date



Trinity

COUNSELING PROGRAM: CLINICAL ASSIGNMENT FORM

Practicum _____ *Internship I* _____ *Internship II* _____

Candidate Information	
Name _____	ID# _____ Program (SC/LPC) _____
Current Address _____	
City, State, Zip _____	Phone _____
E-mail Address _____	

Site Information	
School/Agency _____	
Address _____	
City, State, Zip _____	Phone _____
County/District _____	Public _____ Private _____ Parochial _____
Principal/Director _____	
Start Date _____	End Date _____ Hours/Week _____

Clinical Supervisor Information	
Name _____	Title _____
Years in Current Position _____	Highest Degree Held _____
Area of Specialization _____	Ethnicity _____
Would you be interested in serving on Trinity University's Education Council? _____	
<i>Student Signature:</i> _____	<i>Date:</i> _____
<i>Supervisor Signature:</i> _____	<i>Date:</i> _____
<i>Supervisor's E-mail address</i> _____	

TRINITY UNIVERSITY
EXTENSION OF TRAINING SCHEDULE

Counselor-Trainee/Intern _____ Semester _____

Supervisor Name: _____ Phone: _____

Supervisor's Signature _____

Planned Field Training Termination Date: _____

Projected On-site Hours*	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8-9						
9-10						
10-11						
11-12						
12-1						
1-2						
2-3						
3-4						
4-5						
5-6						
6-7						
7-8						
8-9						
On-site 1 hr. supervision hour						

Trainee/Intern Name (Print): _____ Signature: _____

Planned Hours On-Site Weekly: _____ Date: _____

*To be pre-approved by both university and field site supervisor prior to the final training group meeting of the semester. Please enter agreed on schedule of planned service hours following official close of the semester. Activity logs must be completed and returned to the instructor at the end of the extended supervisory training period.



Trinity

PRACTICUM/INTERNSHIP WEEKLY ACTIVITY LOG

Name _____

Week Ending ____/____/____ #

DIRECT SERVICE ACTIVITY	MON	TUE	WED	THU	FRI	Week Total
1. Intake Interview/Assessment of Functioning						
2. Individual Counseling/Expressive Arts Therapy						
3. Classroom Guidance/Behavior Support Services						
4. Process Groups/Conflict Mediation						
5. Psychoeducational Groups & Presentations						
6. Family Therapy, Parent-Child/Conjoint Therapy						
7. Consultation (Guardian, Teacher, Caseworker)						
8. Other Direct Service:						
Total: Direct Contact Hours						
9. Session Progress Notes/Record Keeping						
10. Individual Case Study/Treatment Planning						
11. Group Counseling Service Planning						
12. School/Agency-wide Service Planning						
13. Case Review Staffing (IEP, Case Conference)						
14. Professional Journaling						
15. Other Training Activity:						
16. Individual Supervision Field-site						
17. Group Supervision Field-site						
18. Trinity University Supervision/Seminar Group						
Total: Indirect Contact Hours						
Overall: Direct (280) - Indirect (420) Training Hours (>700) Practicum: 40 - 60 (100) Internship I: 120 - 180 (300) Internship II: 120 - 180 (300)	WEEKLY TOTAL →					

Counseling Intern Signature: _____

Site Supervisor Signature: _____ Date: _____

Note: Please duplicate for your records and submit copy to your faculty instructor weekly.

TRINITY UNIVERSITY

W A S H I N G T O N

CONSENT FOR AUDIO AND VIDEO RECORDING

I understand that counseling services are provided by graduate practicum and internship students in the Master of Arts in Counseling Program at Trinity University, and these services are provided under the supervision of a credentialed or licensed counselor and Trinity University faculty. I understand that any counseling sessions audio or videotaped will be used for professional training and supervision purposes only. Tapes will be destroyed after supervision. If any other use of the tape(s) is desired by the training institution, I must first be asked for permission and must give that consent separate from this agreement.

I have read the above information about audio/video recording during the time that I/my child utilizes counseling services. I hereby give permission to

_____, to make audio or videotape
(Print Student Counselor-Trainee's Name)

recordings of counseling interviews at

_____.
(Location)

If the client is a minor (under 18 years), his/her parent or legal guardian must also sign this consent agreement.

_____ Name of Student (Please Print)	_____ Student Signature
_____ Counselor-in-Training Signature	_____ Parent/Guardian Signature
_____ School Counselor Signature	_____ Date

TRINITY UNIVERSITY
Student Performance and Fitness Evaluation
Practicum/Internship Training Group

Student: _____ Semester: _____

Group Supervisor: _____

Rating Scale:

- 5 = Exceeds Expectations (*outstanding* performance on targeted standard; skill well developed)
- 4 = Meets Expectations (*demonstrates* minimum training competency standard; skill apparent)
- 3 = Needs Improvement (*emerging* performance and skill level)
- 2 = Unsatisfactory (*below* minimal performance; skill not apparent)
- 1 = Unacceptable self-application & performance in the professional role

Areas of Performance Competency & Personal Fitness	1	2	3	4	5
Knowledge & Essential Skills Mastery					
Links theory to practice in cases; uses principles/stages of change in practice					
Conceptualizes cases, human problems/presenting concerns, and strengths					
Demonstrates knowledge and effective use of core counseling skills					
Displays understanding of counseling process (immediacy & process responses)					
Professional Standards for Practice & Capacity to Work with Others					
Actively applies training to enhance knowledge/skills for effective practice					
Actively contributes to reflection/learning process of the training group					
Acceptance of others (including individual differences among caseload)					
Demonstrates empathy; strives for understanding complexity of human nature					
Interpersonal Relationships In The Professional Role					
Receptive to feedback and integrates learning into practice					
Cooperative (engages others constructively)					
Expression of Feelings (as relevant to professional role and training)					
Conflict Resolution (responds to conflicts professionally)					
Personal Functioning & Maturity					
Dependable, Diligent, Responsible, Open-minded, Flexible					
Displays warmth, concern for others, and commitment to welfare of others					
Committed to gaining perspective and self-awareness					
Completes activities and assignments					
Adherence to Ethical & Professional Codes					
Functions in ethical & professional manner					
Recognizes limits of skills and abilities; pays attention to personal mental health					
Awareness of influence on others					

NOTE: Trainee receiving ratings below 4 in three areas at midterm/final must meet with advisor & training director

Total points (25 max): _____

TRINITY UNIVERSITY

COUNSELING PROGRAM

SUPERVISOR'S COUNSELOR TRAINEE EVALUATION FORM: MIDTERM

The information requested here will be used as feedback and assessment of the trainee's learning and performance thus far in the semester and field training. The evaluation will serve to determine the student's grade, plan for ongoing supervision and training, and provide feedback on the effectiveness of our program.

Candidate's Name: _____ Semester _____

Please assign the student a rating in each performance component according to the following scale:

1 (No Proficiency)	2 (Marginal/Weak)	3 (Satisfactory)	4 (Proficient)	5 (Highly Proficient)
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KNOWLEDGE						
Knowledge of K-12/Client Population (e.g., learning/coping needs, life-stage dev.)	1	2	3	4	5	N/A*
Knowledge of Special Populations & Diagnosis (e.g., development, mental status)	1	2	3	4	5	N/A
Knowledge of Psychoeducational Testing/Measurement (e.g., instruments, uses)	1	2	3	4	5	N/A
Knowledge of Individual Counseling Approaches (theories/models)	1	2	3	4	5	N/A
Knowledge of Groups (e.g., prescreening; counseling group process dynamics)	1	2	3	4	5	N/A
Knowledge of Crisis Intervention (e.g., assessment, support, intervention, referral)	1	2	3	4	5	N/A
Knowledge of Conflict Resolution (terminology, principles and methods)	1	2	3	4	5	N/A
Knowledge of Classroom Guidance (terminology, principles and methods)	1	2	3	4	5	N/A
Knowledge of Career Counseling (terminology, principles and strategies)	1	2	3	4	5	N/A
Knowledge of Ethical, Professional, Legal Issues governing counseling practice	1	2	3	4	5	N/A
COUNSELING SKILLS						
Initiates contacts/interactions effectively at different stages of counseling	1	2	3	4	5	N/A
Demonstrates ability to develop and sustain rapport/therapeutic alliance	1	2	3	4	5	N/A
Demonstrates effective listening skills (ability to attend, infer, understand, elicit)	1	2	3	4	5	N/A
Accurate empathy (shows insight into presenting concerns/client experience)	1	2	3	4	5	N/A
Respect for divergent views (inclusive, appreciation of cultural/SES differences)	1	2	3	4	5	N/A
Possesses repertoire of essential intervention techniques (e.g., role-play, reframing)	1	2	3	4	5	N/A
Individualizes counseling/intervention approach to student/client	1	2	3	4	5	N/A
Facilitates meaningful student/client exploration, self-reflection, problem-solving	1	2	3	4	5	N/A
Encourages others/serves as positive role model (emphasizes client self-agency)	1	2	3	4	5	N/A
Conceptualizes/generates hypothesis about problems from student/client data	1	2	3	4	5	N/A
Assesses/identifies individual client goals (immediate, short and long-term)	1	2	3	4	5	N/A
Prepares counseling/treatment outcome plan for assigned counseling cases	1	2	3	4	5	N/A
Assists students/clients in planning for action/change	1	2	3	4	5	N/A
Group skills (effectively plans and organizes counseling/psychoeducational groups)	1	2	3	4	5	N/A
Skillfully facilitates interpersonal learning in groups	1	2	3	4	5	N/A

CASE MANAGEMENT & CLINICAL PRACTICE SKILLS						
Effectively gathers and integrates relevant information and data sources	1	2	3	4	5	N/A
Record keeping (prepares accurate and timely progress notes)	1	2	3	4	5	N/A
Insures confidentiality and integrity of records	1	2	3	4	5	N/A
Effectively conveys information/verbal and written	1	2	3	4	5	N/A
Makes appropriate referrals/outreach	1	2	3	4	5	N/A
Advocates for student/client welfare	1	2	3	4	5	N/A
Consults regularly with supervisor(s)/peers	1	2	3	4	5	N/A
DISPOSITIONS, PERSONAL QUALITIES OR FITNESS						
Ethical awareness and self-conduct (including professional boundaries)	1	2	3	4	5	N/A
Responsible task completion (incl. dependable attendance/participation/punctuality)	1	2	3	4	5	N/A
Interacts collaboratively and constructively with others	1	2	3	4	5	N/A
Receptive to feedback & learning opportunities for professional development	1	2	3	4	5	N/A
Actively seeks information (interest in best practices, range/type of services, etc.)	1	2	3	4	5	N/A
Actively incorporates feedback, new skills/information into practice	1	2	3	4	5	N/A
Critically evaluates own effectiveness/recognizes limits of skills and abilities	1	2	3	4	5	N/A
Demonstrates sound judgment/realistic expectations of self and others	1	2	3	4	5	N/A
Demonstrates genuineness (congruence, sincerity, honesty)	1	2	3	4	5	N/A
Reflective practitioner (incl. flexibility, adaptability, openness, perspective taking)	1	2	3	4	5	N/A
Demonstrates ability to articulate one's feelings	1	2	3	4	5	N/A
Shows developed sense of self-awareness and professional maturity	1	2	3	4	5	N/A
Self-motivated to grow personally	1	2	3	4	5	N/A
OVERALL ASSESSMENT OF CANDIDATE						
Professional level student engagement or fitness for on-site training activities	1	2	3	4	5	
Overall development in counseling skills	1	2	3	4	5	
Overall rating of candidate as assessed in this evaluation	1	2	3	4	5	

Comments and Recommendations (Please use additional pages as needed): _____

Supervisor's Signature _____ Training hours completed _____

2nd Supervisor (if applicable) _____ Date _____

Dear Supervisor: At your own discretion you may want to exercise your option of discussing this evaluation with your supervisee directly. After completing this form *please enclose it in a sealed envelope with your signature over the flap for return to the instructor, or by fax or mail.*
 Incomplete evaluations will not fulfill assessment requirements. Thank you for your valued supervision and time for completing this evaluation.

Deborah Haskins, Ph.D., Director
 Counseling Program, Trinity University
 125 Michigan Avenue, NE
 Washington, DC 20017
 202/884-9267, fax 202/884-9566
 haskinsd@trinitydc.edu

TRINITY UNIVERSITY

COUNSELING PROGRAM

SUPERVISOR'S COUNSELOR TRAINEE EVALUATION FORM: FINAL

The information requested here will be used as feedback and assessment of the trainee's learning and performance thus far in the semester and field training. The evaluation will serve to determine the student's grade, plan for ongoing supervision and training, and provide feedback on the effectiveness of our program.

Candidate's Name: _____ Semester _____

Please assign the student a rating in each performance component according to the following scale:

1 (No Proficiency)	2 (Marginal/Weak)	3 (Satisfactory)	4 (Proficient)	5 (Highly Proficient)
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KNOWLEDGE						
Knowledge of K-12/Client Population (e.g., learning/coping needs, life-stage dev.)	1	2	3	4	5	N/A*
Knowledge of Special Populations & Diagnosis (e.g., development, mental status)	1	2	3	4	5	N/A
Knowledge of Psychoeducational Testing/Measurement (e.g., instruments, uses)	1	2	3	4	5	N/A
Knowledge of Individual Counseling Approaches (theories/models)	1	2	3	4	5	N/A
Knowledge of Groups (e.g., prescreening; counseling group process dynamics)	1	2	3	4	5	N/A
Knowledge of Crisis Intervention (e.g., assessment, support, intervention, referral)	1	2	3	4	5	N/A
Knowledge of Conflict Resolution (terminology, principles and methods)	1	2	3	4	5	N/A
Knowledge of Classroom Guidance (terminology, principles and methods)	1	2	3	4	5	N/A
Knowledge of Career Counseling (terminology, principles and strategies)	1	2	3	4	5	N/A
Knowledge of Ethical, Professional, Legal Issues governing counseling practice	1	2	3	4	5	N/A
COUNSELING SKILLS						
Initiates contacts/interactions effectively at different stages of counseling	1	2	3	4	5	N/A
Demonstrates ability to develop and sustain rapport/therapeutic alliance	1	2	3	4	5	N/A
Demonstrates effective listening skills (ability to attend, infer, understand, elicit)	1	2	3	4	5	N/A
Accurate empathy (shows insight into presenting concerns/client experience)	1	2	3	4	5	N/A
Respect for divergent views (inclusive, appreciation of cultural/SES differences)	1	2	3	4	5	N/A
Possesses repertoire of essential intervention techniques (e.g., role-play, reframing)	1	2	3	4	5	N/A
Individualizes counseling/intervention approach to student/client	1	2	3	4	5	N/A
Facilitates meaningful student/client exploration, self-reflection, problem-solving	1	2	3	4	5	N/A
Encourages others/serves as positive role model (emphasizes client self-agency)	1	2	3	4	5	N/A
Conceptualizes/generates hypothesis about problems from student/client data	1	2	3	4	5	N/A
Assesses/identifies individual client goals (immediate, short and long-term)	1	2	3	4	5	N/A
Prepares counseling/treatment outcome plan for assigned counseling cases	1	2	3	4	5	N/A
Assists students/clients in planning for action/change	1	2	3	4	5	N/A
Group skills (effectively plans and organizes counseling/psychoeducational groups)	1	2	3	4	5	N/A
Skillfully facilitates interpersonal learning in groups	1	2	3	4	5	N/A

CASE MANAGEMENT & CLINICAL PRACTICE SKILLS						
Effectively gathers and integrates relevant information and data sources	1	2	3	4	5	N/A
Record keeping (prepares accurate and timely progress notes)	1	2	3	4	5	N/A
Insures confidentiality and integrity of records	1	2	3	4	5	N/A
Effectively conveys information/verbal and written	1	2	3	4	5	N/A
Makes appropriate referrals/outreach	1	2	3	4	5	N/A
Advocates for student/client welfare	1	2	3	4	5	N/A
Consults regularly with supervisor(s)/peers	1	2	3	4	5	N/A
DISPOSITIONS, PERSONAL QUALITIES OR FITNESS						
Ethical awareness and self-conduct (including professional boundaries)	1	2	3	4	5	N/A
Responsible task completion (incl. dependable attendance/participation/punctuality)	1	2	3	4	5	N/A
Interacts collaboratively and constructively with others	1	2	3	4	5	N/A
Receptive to feedback & learning opportunities for professional development	1	2	3	4	5	N/A
Actively seeks information (interest in best practices, range/type of services, etc.)	1	2	3	4	5	N/A
Actively incorporates feedback, new skills/information into practice	1	2	3	4	5	N/A
Critically evaluates own effectiveness/recognizes limits of skills and abilities	1	2	3	4	5	N/A
Demonstrates sound judgment/realistic expectations of self and others	1	2	3	4	5	N/A
Demonstrates genuineness (congruence, sincerity, honesty)	1	2	3	4	5	N/A
Reflective practitioner (incl. flexibility, adaptability, openness, perspective taking)	1	2	3	4	5	N/A
Demonstrates ability to articulate one's feelings	1	2	3	4	5	N/A
Shows developed sense of self-awareness and professional maturity	1	2	3	4	5	N/A
Self-motivated to grow personally	1	2	3	4	5	N/A
OVERALL ASSESSMENT OF CANDIDATE						
Professional level student engagement or fitness for on-site training activities	1	2	3	4	5	
Overall development in counseling skills	1	2	3	4	5	
Overall rating of candidate as assessed in this evaluation	1	2	3	4	5	

Comments and Recommendations (Please use additional pages as needed): _____

Supervisor's Signature _____ Training hours completed _____

2nd Supervisor (if applicable) _____ Date _____

Dear Supervisor: At your own discretion you may want to exercise your option of discussing this evaluation with your supervisee directly. After completing this form *please enclose it in a sealed envelope with your signature over the flap for return to the instructor, or by fax or mail.*
 Incomplete evaluations will not fulfill assessment requirements. Thank you for your valued supervision and time for completing this evaluation.

Deborah Haskins, Ph.D., Director
 Counseling Program, Trinity University
 125 Michigan Avenue, NE
 Washington, DC 20017
 202/884-9267, fax 202/884-9566
 haskinsd@trinitydc.edu



Trinity

COUNSELING PROGRAM: PRACTICUM/INTERNSHIP VERIFICATION OF COMPLETION FORM

Part A: To be completed by the student.

Name: _____ Semester/Year: _____

Placement Site: _____

Name of Primary Supervisor: _____

COUN 631: Practicum _____ COUN 640: Internship I _____ COUN 642: Internship II _____

Part B: To be completed by the site supervisor.

This is to certify that as of _____, 20____ the above named student has completed _____ hours of field training under my direct supervision (total field site hours only).

Supervisor (Print Name) _____ Professional Credential _____ Phone _____

Supervisor's Signature _____ Date _____

Part C: To be completed by the student, and submitted for university faculty approval.

Supervision and direct student/client training hours during current semester of counselor training:

_____ (a) Individual supervision hours at field-site _____ Group supervision hours (if applicable)

_____ (b) Campus-based weekly training group hours

_____ (c) Direct contact service hours at field-site during current semester

_____ (d) Total direct and indirect hours at site during current semesters

_____ (e) Total hours completed (combination of clinical hours from ALL semesters)

Faculty Instructor's Signature _____ Date _____

Note: This form is to be signed by your **site supervisor** and **faculty instructor**. It should be turned in to your faculty instructor at the end of each semester. It will be placed in your permanent file for documentation of clinical hours.



Trinity

COUNSELING PRACTICUM & INTERNSHIP COMPILATION FORM

COUN: 631, 640, 642, 697 (Circle current class)

Academic Semester: _____

Week Ending Date (Please enter DD/MM)	Direct Service Hours	Indirect Service Hours (at site)	Site Supervision Hours (individual/ group)	Campus-based Weekly Training Group	Total Weekly Hours
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
TOTAL OVERALL					

A copy of this form must be given to your faculty clinical instructor at the end of each semester. Please remember to keep a copy for your own file. Record the appropriate totals from your Weekly Time Log onto the compilation form.

Candidate Signature

Print Name

Date

EVALUATION OF PRACTICUM/INTERNSHIP SITE

(To be completed by the intern at the completion of Practicum and Internship)

INTERN: _____ Date: _____

Placement Site: _____ Supervisor: _____

Rating Scale:	1 (Unsatisfactory)	2 (Minimally)	3 (Fair)	4 (Pretty Much)	5 (Very Much)
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GENERAL CHARACTERISTICS OF SUPERVISION

The supervisor					
1. Clearly defined expectations and responsibilities for my placement	1	2	3	4	5
2. Set clear expectations and responsibilities for supervision	1	2	3	4	5
3. Was available for discussion and questions	1	2	3	4	5
4. Kept informed of my activities	1	2	3	4	5
5. Allowed time for supervision	1	2	3	4	5
6. Was interested and committed to supervision	1	2	3	4	5
7. Provided regular feedback that enabled me to express myself	1	2	3	4	5
8. Demonstrated interest in my learning, progress, problems, and ideas	1	2	3	4	5
9. Motivated me to examine my own behavior	1	2	3	4	5
10. Provided effective trainee – peer balance that encouraged independence	1	2	3	4	5
11. Was flexible enough for me to be spontaneous and creative	1	2	3	4	5
12. Presented a positive role model	1	2	3	4	5

DEVELOPMENT OF SKILLS

The supervisor					
1. Assisted me in case conceptualization	1	2	3	4	5
2. Effectively helped to establish goals or objectives for counseling/intervention	1	2	3	4	5
3. Assisted with translation of case specific student/client data	1	2	3	4	5
4. Concrete counseling techniques or procedures for practice	1	2	3	4	5
5. Provided suggestions for the development of core counseling skills	1	2	3	4	5
6. Encouraged me to try new skills	1	2	3	4	5
7. Provided direct observation of students/clients (live/audio/video)	1	2	3	4	5
8. Used effective aids in supervision (role playing, recordings)	1	2	3	4	5
9. Was effective in facilitating useful relationships with other professionals on site	1	2	3	4	5
10. Was sensitive to ethical and multicultural concerns or issues	1	2	3	4	5
11. Provided the minimum one hour supervision per week	1	2	3	4	5

Briefly reflect on the quality of your site and overall experience (complete each)

1. Special aspects of *this site* (e.g., strengths/weaknesses, accessibility/characteristics of clients for training purposes, variety of experiences for growth & learning, equipment, etc.)

2. Special aspects of *supervision & supervisory relationship* (e.g., strengths/weaknesses, rapport, commitment to trainee learning, experiences geared to level of training, quality of instruction/mentoring, etc.)

3. Describe *counseling activities* (e.g., type/modalities, dose, theoretical/philosophical stance, counseling service(s) provided, adequacy of range and depth of counseling training activities)

4. Special aspects of your *field placement experience* (e.g., specify how you benefited from the practicum/internship, insight gained, initiatives, missed opportunities, etc.)

5. Recommendations to students interested in this site as a future placement (please be specific).

Overall star rating of site: (Poor) 1 2 3 4 5 (Excellent)
